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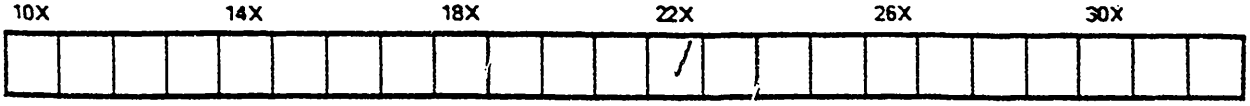

# No. 10.

# 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. of Education.*

EDUCATION OFFICE,
Fredericton, N. B., October 1, 1879.

## DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY FUND FOR THE WINTER TERM ENDED APRIL 30, 1879.

There were 115 teaching days in this Term in St. John, Portland, Fredericton, Woodstock, St. Stephen, Milltown, St. Andrews, Moncton, Newcastle, Chatham, Bathurst, Bathurst Village, Tracadie, Caraquet, Dalhousie, Campbellton, Buctouche, and Andover. 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 116 days—the full Term required of the Schools in the country.

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

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

## COUNTY OF ALBERT.

| 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. | 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 |
| Deborah E. Laverty | 2 | 116 | $45 00 | Alma | 2 | 116 | 51 | 3191 | $15 00 | $18 13 | $33 13 |
| *Tea. pd. in Kings Co.* | .... | .... | ..... | " Waterford | 3 | .... | 8 | 698½ | ..... | 3 97 | 3 97 |
| Chas. S. Gilbert | 1 | 115 | 148 70 | " | 5 | 192 | 61 | 4605½ | 24 83 | 26 17 | 51 00 |
| Marilla Strong | 2 | 77 | 29 87 | " | | | | | | | |
| *P. W. F. Brewster* | 3 | 16 | 8 28 | " | 6 | 16 | 18 | 222 | 2 76 | 1 29 | 4 05 |
| *John J. McKinnon* | 3 | 107 | 55 35 | " | 7 | 107 | 34 | 1984 | 18 45 | 11 27 | 29 72 |
| *John Cairnes* | 3 | 115 | 59 48 | " | 8 | 115 | 24 | 2183 | 19 83 | 12 41 | 32 24 |
| Eunice J. Bennett | 2 | 116 | 45 00 | Coverdale | 1 | 116 | 27 | 1562 | 15 00 | 8 88 | 23 88 |
| Annie M. Gifford | 2 | 114 | 44 22 | " | 2 | 114 | 29 | 2336 | 14 74 | 13 27 | 28 01 |
| *Pamelia J. Carter* | 3 | 77 | 30 97 | " | 7 | 77 | 36 | 2340½ | 13 28 | 13 30 | 26 58 |
| *Frances A. Gaskin* | 2 | 116 | 60 00 | " | 8 | 116 | 30 | 2603 | 20 00 | 14 79 | 34 79 |
| *Job E. Gaskin* | 3 | 73 | 37 76 | " | 10 | 73 | 36 | 1396 | 12 59 | 7 93 | 20 52 |
| Dora E. Smith | 2 | 116 | 45 00 | " | 13 | 116 | 19 | 1505½ | 15 00 | 8 55 | 23 55 |
| *Jennetta O. Steeves* | 3 | 78 | 31 37 | " | 15 | 78 | 26 | 1160½ | 13 45 | 6 59 | 20 04 |
| *Nettie A. Colpitts* | 3 | 105 | 42 24 | Elgin | 1 | 105 | 20 | 1419½ | 18 11 | 8 07 | 26 18 |
| Geo. Smith, A. B | 1 | 116 | 75 00 | " | 2 | 232 | 91 | 6308 | 30 00 | 35 85 | 65 85 |
| Mary J. Steeves | 2 | 116 | 45 00 | | | | | | | | |
| Howard D. Stevens | 3 | 80 | 31 03 | " | 6 | 80 | 25 | 1393½ | 10 34 | 7 92 | 18 26 |
| *Tea. pd. in Kings Co.* | .... | .... | ..... | " Cardwell & Waterford | 7 | .... | 4 | 119½ | ..... | 0 68 | 0 68 |
| John Forbes Peters | 3 | 109 | 42 28 | " | 8 | 109 | 42 | 1719 | 14 09 | 9 77 | 23 86 |
| Jennie Moore | 1 | 116 | 55 00 | " | 11 | 116 | 22 | 1459½ | 15 00 | 8 29 | 23 29 |
| Abbie C. Colpitts | 1 | 116 | 55 00 | " | 15 | 116 | 35 | 1658½ | 15 00 | 9 42 | 24 42 |
| Alice M. Annette | 2 | 116 | 45 00 | Harvey | 1 | 116 | 48 | 3133 | 15 00 | 17 80 | 32 80 |
| Josephine M. Kinnie | 2 | 91½ | 35 50 | " | 2 | 91½ | 39 | 1740½ | 11 84 | 9 89 | 21 73 |
| Fred. W. Watson | 1 | 114 | 147 40 | " | 3 | 215 | 83 | 5281½ | 27 80 | 30 02 | 57 82 |
| Esther Russell | 1 | 101 | 47 88 | | | | | | | | |
| Flora E. Reid | 2 | 116 | 45 00 | " | 4 | 116 | 51 | 2958 | 15 00 | 16 82 | 31 82 |
| Mary E. Carnwath | 3 | 116 | 35 00 | " | 5 | 116 | 27 | 1513 | 15 00 | 8 60 | 23 60 |
| *Thos. Morrisay* | 2 | 97 | 66 89 | " | 6 | 97 | 40 | 4369 | 16 72 | 24 83 | 41 55 |
| *Francis Doherty* | 3 | 92 | 47 58 | " | 7 | 92 | 25 | 1763 | 15 87 | 10 02 | 25 89 |
| *Lelia J. Turner* | 3 | 116 | 46 67 | " | 8 | 116 | 16 | 1323½ | 20 00 | 7 52 | 27 52 |
| *Oliva H. Bartlett* | 3 | 115 | 46 27 | " | 9 | 115 | 20 | 1942 | 19 83 | 11 04 | 30 87 |
| Allen W. Bray | 2 | 115 | 59 48 | " | 12 | 115 | 36 | 2241½ | 14 87 | 12 73 | 27 60 |
| John C. Beatty | 2 | 115 | 59 48 | Hillsboro | 1 | 115 | 46 | 2589 | 14 87 | 14 72 | 29 59 |
| Willard O. Wright | 1 | 113½ | 73 38 | " | 2 | 228½ | 135 | 8041½ | 29 55 | 50 82 | 80 37 |
| Lavinia Gross | 2 | 115 | 44 61 | | | | | | | | |
| Chipman Bishop | 1 | 116 | 150 00 | " | 3 | 231 | 107 | 7887½ | 29 87 | 44 82 | 74 69 |
| Mrs. Wm. Cameron | 2 | 115 | 44 61 | | | | | | | | |
| Henry F. McLatchey | 2 | 114 | 58 96 | " | 5 | 114 | 81 | 4043½ | 14 74 | 28 09 | 42 83 |
| Jas. W. Bishop | 2 | 116 | 60 00 | " | 6 | 232 | 90 | 7472 | 30 00 | 42 46 | 72 46 |
| Annie A. Colpitts | 3 | 116 | 35 00 | | | | | | | | |
| *Emma L. Bishop* | 3 | 116 | 46 67 | " | 8 | 116 | 29 | 2358 | 20 00 | 13 40 | 33 40 |
| Mary E. Bray | 2 | 115 | 44 61 | " | 9 | 115 | 20 | 1220 | 14 87 | 6 98 | 21 85 |
| Jos. S. Bennett | 2 | 109 | 56 37 | " | 10 | 109 | 56 | 2774 | 14 09 | 15 76 | 29 85 |
| Nellie Russell | 2 | 114 | 44 22 | " | 12 | 114 | 33 | 2202½ | 14 74 | 12 52 | 27 26 |
| Sarah A. Stevens | 3 | 116 | 35 00 | " & Elgin | 13 | 116 | 22 | 1551½ | 15 00 | 8 82 | 23 82 |
| *Howard Steeves* | 1 | 101 | 87 07 | " | 15 | 101 | 41 | 3473 | 17 41 | 19 74 | 37 15 |
| Edward S. Godfrey | 2 | 110 | 56 89 | Hopewell | 1 | 225 | 106 | 7421 | 29 09 | 42 17 | 71 26 |
| Ada Russell | 2 | 115 | 44 61 | | | | | | | | |
| Nath. Duffy | 1 | 113 | 146 10 | " | 2 | 197 | 97 | 6253½ | 25 47 | 35 54 | 61 01 |
| Selina E. Brewster | 2 | 84 | 32 58 | | | | | | | | |
| Edna A. Gorham | 2 | 104 | 40 34 | " | 3 | 104 | 26 | 1826½ | 13 45 | 10 38 | 23 83 |
| Phoeba E. Reid | 2 | 115 | 44 61 | " & Hillsboro | 5 | 115 | 21 | 1257 | 14 87 | 7 14 | 22 01 |
| Martha E. Bray | 2 | 105 | 40 73 | " | 6 | 105 | 42 | 1907½ | 13 58 | 11 35 | 24 93 |
| J. Trueman Steeves | 2 | 116 | 60 00 | " | 7 | 232 | 93 | 6203½ | 30 00 | 35 25 | 65 25 |
| Melissa J. Belyea | 2 | 116 | 45 00 | | | | | | | | |
| Alex. Smith | 2 | 75 | 38 79 | " | 8 | 75 | 60 | 2517½ | 9 70 | 14 32 | 24 02 |
| | | | $2208 85 | | | | 2132 | 139,023 | $310 70 | $799 10 | $1109 80 |

# COUNTY OF CARLETON.

| 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. | 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 A. Cogswell | 2 | 116 | $45 00 | Aberdeen | 1 | 116 | 53 | 3360½ | $15 00 | $13 32 | $28 32 |
| Clarissa Brown | 2 | 80½ | 31 23 | " | 3 | 80½ | 53 | 2559½ | 10 41 | 10 14 | 20 55 |
| Hannah B. Cogswell | 3 | 116 | 35 00 | " | 4 | 116 | 34 | 2147½ | 15 00 | 8 52 | 23 52 |
| Isabella R. Joyner | 2 | 115 | 44 61 | " | 6 | 115 | 42 | 1657 | 14 87 | 6 57 | 21 44 |
| Annie Snider | 2 | 116 | 45 00 | " | 7 | 116 | 20 | 1351½ | 15 00 | 5 36 | 20 36 |
| *D. S. Jones* | 2 | 115 | 79 31 | " | 10 | 115 | 35 | 2659 | 19 83 | 10 54 | 30 37 |
| Bal. to Trustees, Oct. '78 | | | | " | 12 | | | | 8 99 | | 8 99 |
| *Sarah Smith* | 2 | 116 | 60 00 | " | 13 | 116 | 30 | 2001½ | 15 00 | 7 93 | 22 93 |
| William Taylor | 1 | 116 | 75 00 | Brighton | 2 | 116 | 45 | 3143 | 15 00 | 12 46 | 27 46 |
| Wm. Mackintosh | 1 | 111 | 71 76 | " | 3 | 111 | 65 | 3885 | 14 35 | 15 38 | 29 73 |
| Jane D. Reed | 1 | 116 | 55 00 | " | 4 | 116 | 61 | 3505 | 15 00 | 14 13 | 29 13 |
| Jane McKay | 3 | 114 | 34 39 | " | 5 | 114 | 34 | 1846 | 14 74 | 7 33 | 22 07 |
| *Cath. Brown* | 3 | 116 | 46 67 | " | 6 | 116 | 32 | 1875½ | 20 00 | 7 43 | 27 43 |
| Wm. Beatty | 1 | 81 | 52 37 | " & Peel | 7 | 81 | 40 | 1463 | 10 47 | 5 80 | 16 27 |
| Mary L. Harold | 3 | 116 | 35 00 | " | 8 | 116 | 29 | 1457 | 15 00 | 5 77 | 20 77 |
| Merah S. McGuire | 3 | 109 | 32 89 | " | 10 | 109 | 28 | 1607 | 14 00 | 6 36 | 20 45 |
| *Alder B. Boyer* | 2 | 115½ | 79 65 | " | 11 | 115½ | 14 | 1055½ | 19 92 | 4 18 | 24 10 |
| Rebecca R. Tedford | 2 | 116 | 35 00 | " | 12 | 116 | 24 | 1757½ | 15 00 | 6 97 | 21 97 |
| Melvina J. Hammond | 2 | 108½ | 42 09 | " | 13 | 108½ | 36 | 2421½ | 14 03 | 9 60 | 23 63 |
| Mary M. Yerxa | 3 | 90 | 27 15 | " | 14 | 90 | 33 | 2019 | 11 64 | 8 00 | 19 64 |
| Annie M. Kilpatrick | 3 | 116 | 35 00 | " | 17 | 116 | 26 | 1767½ | 15 00 | 7 00 | 22 00 |
| Hugh T. Parlee | 1 | 116 | 75 00 | Kent | 1 | 116 | 76 | 4500 | 15 00 | 17 83 | 32 83 |
| Alma J. Watson | 2 | 64 | 24 83 | " | 2 | 64 | 50 | 2107 | 8 28 | 8 35 | 16 63 |
| Chas. Rogers | 3 | 107 | 41 51 | " | 3 | 107 | 43 | 2374 | 13 84 | 9 41 | 23 25 |
| Franklin E. McNally | 2 | 115 | 59 48 | " | 4 | 115 | 36 | 1649 | 14 87 | 6 54 | 21 41 |
| *Blanche Fitzherbert* | 3 | 96 | 38 61 | " | 5 | 96 | 52 | 3143 | 16 55 | 12 46 | 29 01 |
| *James F. Slipp* | 3 | 116 | 60 00 | " & Perth | 7 | 116 | 22 | 1727½ | 20 00 | 6 85 | 26 85 |
| *Danl. McAuliffe* | 3 | 116 | 60 00 | " | 8 | 116 | 46 | 2430 | 20 00 | 9 63 | 29 63 |
| *Annie Corbitt* | 3 | 63 | 25 34 | " | 9 | 63 | 24 | 1181 | 10 87 | 4 68 | 15 55 |
| Donald McDonald | 3 | 106 | 41 12 | " | 10 | 106 | 47 | 1889 | 13 71 | 7 49 | 21 20 |
| *Thos. O'Brien* | 3 | 107 | 55 34 | " | 11 | 107 | 29 | 1649 | 18 45 | 6 54 | 24 99 |
| *Jas. Keenan* | 3 | 95 | 49 13 | " | 12 | 95 | 57 | 4951½ | 16 37 | 19 62 | 35 99 |
| Helen Murphy | 3 | 79 | 23 83 | Kent | 13 | 79 | 37 | 1649 | 10 21 | 6 54 | 16 75 |
| *Frcl. P. Johnston* | 3 | 116 | 60 00 | " & Peel | 14 | 116 | 23 | 1805 | 20 00 | 7 15 | 27 15 |
| Gussie T. Crawford | 2 | 81 | 31 42 | " & Perth | 15 | 81 | 23 | 1207 | 10 47 | 4 78 | 15 25 |
| *Moody McGuire* | 3 | 108 | 55 85 | " | 16 | 108 | 37 | 2853 | 18 61 | 11 31 | 29 92 |
| Eva E. Hovey | 2 | 114 | 44 22 | Northampton | 2 | 114 | 30 | 1273 | 14 74 | 5 04 | 19 78 |
| James Hartin | 3 | 116 | 45 00 | " | 3 | 116 | 46 | 2947½ | 15 00 | 11 68 | 26 68 |
| W. T. Kerr | 2 | 114 | 58 96 | " | 4 | 114 | 63 | 4308½ | 14 74 | 17 07 | 31 81 |
| David M. Mackenzie | 2 | 115 | 59 48 | " | 5 | 115 | 45 | 2400 | 14 87 | 9 51 | 24 38 |
| *Elvie J. Alexander* | 3 | 116 | 46 67 | " | 7 | 116 | 35 | 3134 | 20 00 | 12 42 | 32 42 |
| Mary Munroe | 2 | 59 | 22 89 | Peel | 1 | 59 | 44 | 2148½ | 7 63 | 3 51 | *10 14* |
| Annie A. Taylor | 2 | 108 | 41 89 | " | 2 | 108 | 51 | 1681 | 13 96 | 6 66 | 20 62 |
| Wayman A. Smyth | 1 | 109 | 122 15 | " | 3 | 109 | 48 | 2860 | 14 00 | 11 33 | 25 42 |
| *Jno. A. McGuire* | 2 | 116 | 80 00 | " | 4 | 116 | 39 | 2987 | 20 00 | 11 84 | 31 84 |
| *Alex. McLean* | 2 | 38½ | 26 55 | " | 6 | 38½ | 30 | 480 | 6 64 | 1 90 | 8 54 |
| Sarah Graham | 3 | 116 | 35 00 | Richm'd & Woods'k | 1 | 116 | 45 | 2483½ | 15 00 | 9 84 | 24 84 |
| Kate Crawford | 1 | 114 | 54 05 | " | 2 | 114 | 68 | 3965½ | 14 74 | 15 72 | 30 46 |
| Ada J. Kirkpatrick | 2 | 116 | 45 00 | " | 3 | 116 | 41 | 3179 | 15 00 | 12 60 | 27 60 |
| Jennie Henderson | 3 | 80 | 24 14 | " | 4 | 80 | 23 | 1367 | 10 34 | 5 42 | 15 76 |
| Eliza Fowler | 2 | 116 | 45 00 | " | 5 | 116 | 29 | 1660 | 15 00 | 6 58 | 21 58 |
| Geo. Stickney | 1 | 39½ | 25 54 | " & Wakefield | 6 | 39½ | 39 | 920 | 5 11 | 3 65 | 8 76 |
| Henry T. Parlee | 1 | 116 | 112 50 | " | 7 | 116 | 49 | 3270½ | 15 00 | 12 96 | 27 96 |
| Mary C. H. Flemming | 2 | 116 | 45 00 | " | 8 | 116 | 39 | 2412½ | 15 00 | 9 56 | 24 56 |
| Geo. B. Martin | 2 | 88 | 45 51 | " | 9 | 88 | 36 | 2263 | 11 38 | 8 97 | 20 35 |
| Eva E. McDougall | 2 | 96 | 37 24 | " | 10 | 96 | 42 | 2115½ | 12 41 | 8 38 | 20 79 |
| Ira G. Hersey | 3 | 100 | 38 79 | " | 12 | 100 | 24 | 1516 | 12 93 | 6 01 | 18 94 |
| S. Irene Kirkpatrick | 1 | 116 | 55 00 | " | 13 | 116 | 37 | 2639 | 15 00 | 10 46 | 25 46 |
| Isabel A. McBride | 3 | 58 | 17 50 | " & Wakefield | 13 | 58 | 12 | 331½ | 7 50 | 1 32 | 8 82 |

## COUNTY OF CARLETON.—*Continued.*

| 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. | 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 L. White | 2 | 112 | $13 44 | Richmond | 14 | 112 | 33 | 1713 | $14 48 | $ 6 79 | $21 27 |
| Flora E. L. Dunn | 3 | 116 | 35 00 | " | 16 | 116 | 33 | 1536 | 15 00 | 6 09 | 21 09 |
| *Jane Duff* | 3 | 102 | 41 03 | " | 17 | 102 | 28 | 1903½ | 17 58 | 7 54 | 25 12 |
| Edmund W. Stevens | 2 | 115 | 59 48 | Simonds | 1 | 115 | 40 | 3722 | 14 87 | 14 75 | 29 62 |
| Kate A. McKay | 3 | 115 | 34 70 | " | 3 | 115 | 45 | 2926½ | 14 87 | 11 60 | 26 47 |
| Counsel T. Hendry | 1 | 115 | 133 83 | " & Wicklow | 4 | 231 | 71 | 4474½ | 29 87 | 17 73 | 47 60 |
| Annie B. Boyer | 2 | 116 | 45 00 | | | | | | | | |
| John Geddes | 3 | 111 | 43 06 | " | 6 | 111 | 35 | 1299 | 14 35 | 5 15 | 19 50 |
| Allison W. Clark | 3 | 115 | 44 61 | Wakefield | 1 | 115 | 29 | 2299 | 14 87 | 9 11 | 23 98 |
| Sam. A. Couillard | 1 | 116 | 75 00 | " | 2 | 116 | 61 | 3455 | 15 00 | 13 69 | 28 69 |
| Harriet S. Shea | 2 | 81 | 31 42 | " | 3 | 81 | 58 | 3099½ | 10 47 | 12 28 | 22 75 |
| Sarah E. Kimball | 3 | 114 | 34 39 | " | 4 | 114 | 23 | 1497 | 14 74 | 5 94 | 20 68 |
| Jennie Getchell | 2 | 116 | 45 00 | " | 5 | 116 | 43 | 3425 | 15 00 | 13 57 | 28 57 |
| Minnie Cameron | 2 | 112 | 43 44 | " | 6 | 112 | 30 | 2594 | 14 48 | 14 53 | 37 19 |
| Trustees for Oct. 1878 | .. | .... | ..... | | | 60 | .... | 1072 | 8 18 | | |
| W. B. Wiggins | 1 | 116 | 150 00 | " | 7 | 231 | 104 | 7425 | 29 87 | 29 43 | 59 30 |
| Henrietta G. Simonson | 3 | 115 | 34 70 | " | | | | | | | |
| Mary Miller | 1 | 115½ | 54 76 | " | 8 | 115½ | 38 | 2452½ | 14 94 | 9 72 | 24 66 |
| Mildred Smith | 2 | 115 | 44 61 | " | 9 | 115 | 33 | 1862 | 14 87 | 7 38 | 22 25 |
| Florence Carvell | 2 | 116 | 45 00 | " | 10 | 116 | 32 | 2838 | 15 00 | 8 47 | 23 47 |
| Fredk. W. Thompson | 3 | 116 | 45 00 | " & Woodstock | 11 | 116 | 24 | 1614 | 15 00 | 6 40 | 21 40 |
| Emma E. Milbery | 2 | 116 | 45 00 | Wicklow | 2 | 116 | 52 | 3510 | 15 00 | 13 90 | 28 90 |
| Mrs. M. Hutchinson | 1 | 58 | 27 50 | " | 3 | 93 | 26 | 1563½ | 12 02 | 6 20 | 18 22 |
| Richard S. Bowser | 1 | 35 | 22 63 | | | | | | | | |
| John L. Bacon | 3 | 75 | 29 09 | " | 5 | 75 | 42 | 2202½ | 9 70 | 8 73 | 18 43 |
| *John Wallace* | 3 | 114 | 58 96 | " | 6 | 114 | 27 | 1630½ | 10 65 | 6 40 | 26 05 |
| Emma Giberson | 3 | 112 | 33 79 | " | 7 | 112 | 30 | 2423 | 14 48 | 9 60 | 24 08 |
| *Alice Giberson* | 2 | 116 | 60 00 | " | 8 | 116 | 37 | 2888 | 20 00 | 11 45 | 31 45 |
| Mary E. Boyer | 2 | 116 | 45 00 | " | 9 | 116 | 56 | 3240 | 15 00 | 12 84 | 27 84 |
| Hepsey Gregg | 2 | 116 | 45 00 | " | 12 | 116 | 53 | 2753 | 15 00 | 10 91 | 25 91 |
| Alice M. Patterson | 3 | 116 | 35 00 | " | 13 | 116 | 40 | 2488½ | 15 00 | 9 86 | 24 86 |
| Mary A. Colter | 2 | 116 | 45 00 | " | 14 | 116 | 64 | 4856½ | 15 00 | 19 25 | 34 25 |
| Eliza Ackerson, c. r. a. | 3 | 115 | 77 35 | | | | | | | | |
| Pennington E. Cliff | 2 | 116 | 60 00 | " | 15 | 116 | 55 | 3797 | 15 00 | 15 05 | 30 05 |
| Ida J. Brown | 2 | 111 | 43 06 | Wilmot & Simonds | 2 | 111 | 28 | 1503½ | 14 35 | 5 97 | 20 32 |
| *Matilda E. Campbell* | 3 | 109½ | 44 65 | " | 3 | 109½ | 34 | 2630 | 18 88 | 10 42 | 29 30 |
| Richard Wheeler | 1 | 106 | 113 96 | " | 4 | 106 | 87 | 4741 | 13 71 | 18 79 | 32 50 |
| Blanche Perkins, c. r. a. | 3 | 62 | 9 36 | | | | | | | | |
| Geo. McLeod | 2 | 115 | 59 48 | " | 5 | 115 | 59 | 3083 | 14 87 | 12 22 | 27 09 |
| Elizabeth C. Secord | 2 | 116 | 45 00 | " | 6 | 116 | 59 | 3930½ | 15 00 | 15 57 | 30 57 |
| Daniel J. Hatfield | 3 | 107 | 41 51 | " | 7 | 107 | 53 | 2727½ | 13 84 | 10 81 | 24 65 |
| Alice Reid | 3 | 111 | 33 49 | " | 8 | 111 | 26 | 1630½ | 14 35 | 6 46 | 20 81 |
| Alice A. Belyea | 2 | 116 | 45 00 | " | 9 | 116 | 40 | 2222 | 15 00 | 8 80 | 23 80 |
| Judson C. Manzer | 2 | 108 | 55 86 | Do. Wick'w & Sim'ds | 10 | 108 | 51 | 2265½ | 13 96 | 8 93 | 22 89 |
| Frederick Carpenter | 2 | 116 | 60 00 | Wilmot | 10 | 116 | 55 | 3375 | 15 00 | 13 33 | 28 33 |
| Sarah J. McWaid | 3 | 62 | 18 71 | " | 11 | 62 | 38 | 1555½ | 8 02 | 6 15 | 14 17 |
| *Louisa J. Merrithew* | 2 | 115 | 59 48 | " | 14 | 115 | 34 | 2659½ | 19 83 | 10 54 | 30 37 |
| *Isabella J. McKilligan* | 3 | 115 | 46 27 | " | 15 | 115 | 17 | 926 | 19 83 | 3 67 | 23 50 |
| Georgia A. Wheeler | 2 | 116 | 45 00 | " | 16 | 116 | 27 | 1763 | 15 00 | 6 99 | 21 99 |
| Clara J. Marsten | 2 | 94 | 36 46 | Woodstock | 1 | 94 | 53 | 2367 | 12 15 | 9 38 | 21 53 |
| Wm. Edmund Lundon | 2 | 114½ | 59 22 | " | 2 | 114½ | 28 | 2072½ | 14 81 | 8 21 | 23 02 |
| Thos. H. Hartley | 2 | 114 | 58 96 | " | 3 | 114 | 31 | 1847 | 14 74 | 7 32 | 22 06 |
| Tea. pd. in York Co | .. | .... | ..... | " & Canterb'y | 4 | .... | 5 | 116¼ | ..... | 0 40 | 0 40 |
| Jennie Cunningham | 3 | 115 | 34 70 | " | 4 | 115 | 26 | 1221 | 14 87 | 4 84 | 19 71 |
| James McCoy | 1 | 115 | 75 00 | | | | | | | | |
| Isaiah J. McCoy, c. r. a. | 1 | 105 | 34 24 | | | | | | | | |
| Charles McLean | 1 | 115 | 75 00 | " | | | | | | | |
| Charles N. Scott | 1 | 115 | 75 00 | | | | | | | | |
| Elizabeth J. Cupples | 1 | 115 | 55 00 | | | | | | | | |

## COUNTY OF CARLETON.—*Continued.*

| 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. | 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 |
| gelina Faulkner..... | 1 | 115 | $55 00 | } | | | | | | | |
| rie H. Hay..... | 1 | 109 | 52 13 | | | | | | | | |
| arles O'Donnell..... | 1 | 115 | 75 00 | } Woodstock..... | 5 | 914 | 455 | 33,390½ raised. | $110 21 | $133 33 | $251 54 |
| an Price..... | 2 | 115 | 45 00 | | | | | | | | |
| SIAH MURPHY..... | 1 | 116 | 150 00 | } " ..... | 6 | 232 | 81 | 4751½ | 30 00 | 18 83 | 48 83 |
| nnie Carman..... | 2 | 116 | 45 00 | } | | | | | | | |
| ah E. Garety..... | 2 | 116 | 45 00 | " ..... | 7 | 116 | 46 | 3148 | 15 00 | 12 48 | 27 48 |
| ttie Green..... | 3 | 52 | 15 69 | " ..... | 8 | 52 | 17 | 378½ | 6 72 | 1 50 | 8 22 |
| ma L. *Hartley*..... | 2 | 104 | 53 79 | " ..... | 9 | 104 | 33 | 2579½ | 17 93 | 10 21 | 28 14 |
| as. T. Bailley..... | 2 | 60 | 31 03 | } " ..... | 10 | 116 | 28 | 1451 | 15 00 | 5 74 | 20 74 |
| Lee S. Raymond.... | 3 | 56 | 21 72 | } | | | | | | | |
| pd. in York Co.... | .. | .... | ..... | " & Canterb'y | 23A | .... | 47 | 3488½ | ..... | 13 82 | 13 82 |
| | | | $9222 62 | | | | 4,900 | 304,740 | $1783 01 | $1207 69 | $2990 70 |

## COUNTY OF CHARLOTTE.

| 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. | 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 |
| ml. W. Irons..... | 2 | 115 | $59 48 | Campobello..... | 2 | 115 | 63 | 3866 | $14 87 | $20 15 | $44 02 |
| BERT LIMOND, M. D.. | 1 | 112½ | 145 48 | } " ..... | 1 | 330½ | 165 | 9310 | 42 74 | 70 19 | 112 93 |
| ss. Murray..... | 2 | 106 | 54 82 | | | | | | | | |
| rah A. McCartney... | 3 | 112 | 33 79 | " ..... | 3 | 110 | 63 | 2480 | 14 22 | 18 70 | 32 92 |
| melia A. Watt..... | 2 | 110 | 42 67 | | | | | | | | |
| dside A. Young.... | 1 | 115½ | 54 76 | Dufferin..... | 1 | 115½ | 47 | 3214½ | 14 34 | 24 24 | 39 18 |
| mes King..... | 2 | 59 | 30 51 | " ..... | 2 | 59 | 35 | 1208½ | 7 63 | 9 12 | 16 75 |
| artha E. *Rideout*.... | 2 | 116 | 56 67 | " ..... | 3 | 116 | 19 | 1397 | 20 00 | 10 53 | 30 53 |
| riora A. Mitchell.... | 2 | 91 | 35 30 | Dumbarton..... | 2½ | 91 | 43 | 2527 | 11 77 | 19 05 | 30 82 |
| ttie Morrison..... | 3 | 98 | 29 57 | " ..... | 3 | 98 | 35 | 1865 | 12 67 | 14 06 | 26 73 |
| nnie G. *Trenholm*.... | 3 | 109½ | 44 07 | " ..... | 4 | 109½ | 19 | 1155½ | 18 88 | 8 71 | 27 59 |
| ry H. Mitchell..... | 2 | 108 | 41 89 | " ..... | 5 | 108 | 26 | 1021 | 13 96 | 7 70 | 21 66 |
| ia E. Thompson.... | 2 | 114½ | 44 42 | " ..... | 6 | 114½ | 53 | 3205 | 14 81 | 24 16 | 38 97 |
| toria Smith..... | 1 | 116 | 55 00 | " ..... | 7 | 116 | 38 | 2586 | 15 00 | 19 50 | 34 50 |
| rah Florence Brown. | 3 | 109 | 32 89 | " & St. David | 7½ | 109 | 49 | 1588 | 14 09 | 11 97 | 26 06 |
| n. J. Jenkins..... | 1 | 116 | 75 00 | } Grand Manan... | 1 | 232 | 144 | 9572½ | 30 00 | 72 17 | 102 17 |
| ria J. Roop..... | 2 | 116 | 45 00 | | | | | | | | |
| s. H. Atkinson..... | 1 | 114 | 73 70 | " ... | 2 | 114 | 79 | 3642½ | 14 74 | 27 46 | 42 20 |

## COUNTY OF CHARLOTTE.—*Continued.*

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Wm. McInnis | 1 | 69 | $44 61 | Grand Manan | 3 | 69 | 64 | 2479½ | $ 8 92 | $18 69 | $27 |
| J. Assley Dunham | 1 | 116 | 150 00 | " | 4 | 232 | 105 | 5598 | 30 00 | 42 21 | 72 |
| Tillie Lawrence | 2 | 116 | 45 00 | | | | | | | | |
| Susie E. Perley | 1 | 80 | 37 93 | " | 5 | 80 | 60 | 3039 | 10 34 | 22 91 | 33 |
| Wealthy A. Frankland | 1 | 62 | 29 39 | " | 6 | 62 | 69 | 1555½ | 8 02 | 11 73 | 19 |
| M. Anna Ward | 2 | 112 | 43 44 | Lepreau | 2 | 112 | 47 | 2619½ | 14 48 | 19 75 | 34 |
| Lecenia Umlah | 3 | 116 | 35 00 | " | 3 | 116 | 50 | 2870 | 15 00 | 21 64 | 36 |
| L. D. Jackson | 2 | 44 | 17 07 | Pennfield | 1 | 44 | 22 | 632½ | 5 69 | 4 77 | 10 |
| John Gillespie | 3 | 80 | 31 03 | " | 3 | 80 | 35 | 1054 | 10 34 | 7 95 | 18 |
| Agnes E. Crickard | 2 | 113½ | 44 03 | " | 4 | 113½ | 46 | 3149½ | 14 68 | 23 74 | 38 |
| *Hugh Copley* | 2 | 116 | 75 00 | " | 5 | 116 | 29 | 1636 | 20 00 | 12 33 | 32 |
| James F. Covey | 1 | 115 | 75 00 | | | | | | | | |
| James Vroom | 1 | 115 | 75 00 | | | | | | | | |
| Addie Hanson | 1 | 115 | 55 00 | St. Andrews | 1 | 690 | 314 | 23,463 raised. | 90 00 | 176 82 | 266 |
| S. Agnes Algar | 2 | 115 | 45 00 | | | | | | | | |
| Ellen Rogers | 2 | 115 | 45 00 | | | | | | | | |
| Augusta B. Wade | 2 | 115 | 45 00 | | | | | | | | |
| Kate Morrison | 3 | 116 | 35 00 | " | 6 | 116 | 49 | 2392 | 15 00 | 18 03 | 33 |
| Annie L. Rigby | 3 | 116 | 35 00 | St. Croix | 2 | 116 | 20 | 1288½ | 15 00 | 9 71 | 24 |
| Eda Foye | 1 | 116 | 55 00 | " | 3 | 116 | 63 | 2893½ | 15 00 | 21 82 | 36 |
| Rachel M. Turner | 2 | 115 | 44 61 | " | 4 | 115 | 39 | 2662 | 14 87 | 20 07 | 34 |
| Thomas A. Hartt | 2 | 116 | 60 00 | " | 5 | 116 | 56 | 3625 | 15 00 | 27 33 | 42 |
| Fannie J. Thompson | 2 | 110 | 42 67 | St. David | 1 | 110 | 44 | 2894½ | 14 22 | 21 82 | 36 |
| *Isabel Black* | 3 | 80 | 32 19 | " | 2 | 80 | 30 | 1460 | 13 79 | 11 01 | 24 |
| Charles Cogan | 2 | 114 | 58 96 | " | 3 | 114 | 48 | 3180 | 14 74 | 23 98 | 38 |
| Kate D. Woodcock | 2 | 114 | 44 22 | " | 4 | 114 | 25 | 1108 | 14 74 | 8 33 | 23 |
| Emma J. McLauchlan | 3 | 102 | 30 77 | " & St. James | 4½ | 102 | 35 | 1391 | 13 19 | 10 49 | 23 |
| Cath. F. Brown | 3 | 109 | 32 89 | " | 5 | 109 | 41 | 2360½ | 14 09 | 17 86 | 31 |
| Teresa C. McAleenan | 2 | 114 | 44 22 | " | 5½ | 114 | 27 | 2100½ | 14 74 | 15 84 | 30 |
| Frederick O. Sullivan | 2 | 108½ | 56 12 | " | 6 | 108½ | 57 | 3654 | 14 03 | 27 55 | 41 |
| *Lelia M. DeWolfe* | 2 | 32 | 16 55 | " | 7 | 32 | 30 | 1127 | 5 52 | 8 50 | 14 |
| Amanda Hill | 1 | 79 | 37 45 | " | 8 | 79 | 24 | 1141½ | 10 21 | 8 61 | 18 |
| Albert E. Milligan | 2 | 112½ | 58 19 | " | 9 | 112½ | 47 | 2408 | 14 55 | 18 10 | 32 |
| Clara McAllister | 2 | 95 | 36 85 | " | 10 | 95 | 35 | 1880 | 12 28 | 14 17 | 26 |
| Wellington Camp | 1 | 116 | 150 00 | | | | | | | | |
| Thomas O'Malley | 2 | 116 | 60 00 | | | | | | | | |
| Eliza H. Knight | 1 | 116 | 55 00 | St. George | 1 | 464 | 244 | 1,5709 | 60 00 | 119 12 | 179 |
| Eliza Magowan | 1 | 116 | 55 00 | | | | | | | | |
| *Josephine Hanson* | 3 | 115 | 46 27 | " | 3 | 115 | 21 | 1923½ | 19 83 | 14 56 | 34 |
| Susan M. Gillies | 3 | 96 | 28 96 | " | 5 | 96 | 32 | 1544 | 12 41 | 11 64 | 24 |
| John B. Adams | 3 | 115 | 44 61 | " | 6 | 115 | 51 | 3522 | 14 87 | 26 55 | 41 |
| *Cath. Condell* | 2 | 116 | 60 00 | " | 7 | 116 | 19 | 2072 | 20 00 | 15 62 | 35 |
| *M. Blair Hurd* | 3 | 116 | 60 00 | " & Pennfi'd | 9 | 116 | 21 | 2149 | 20 00 | 16 20 | 36 |
| George Bogle | 3 | 110 | 42 67 | " | 12 | 110 | 24 | 1436½ | 14 22 | 10 80 | 25 |
| Thos F. Dwyer | 2 | 108 | 55 86 | " | 13 | 108 | 78 | 3717½ | 13 96 | 28 03 | 41 |
| Jas. Doherty | 3 | 116 | 45 00 | " | 14 | 116 | 60 | 5367 | 15 00 | 40 36 | 55 |
| Cath. L. Speer | 3 | 110 | 33 19 | " | 16 | 110 | 36 | 2102½ | 14 22 | 15 85 | 30 |
| Jos. Robinson | 2 | 108 | 55 86 | St. James | 1 | 108 | 46 | 2357 | 13 96 | 17 77 | 31 |
| R. J. Love | 2 | 114 | 58 96 | " & St. David | 1½ | 114 | 56 | 3694 | 14 74 | 27 85 | 42 |
| Mary S. B. Maguire | 1 | 113 | 53 57 | " | 2 | 113 | 54 | 2945 | 14 61 | 22 20 | 36 |
| Charlotte Thompson | 2 | 58 | 22 49 | " | 3 | 58 | 34 | 1395½ | 7 50 | 10 52 | 18 |
| *Agnes B. Jackson* | 3 | 95 | 38 21 | " | 4 | 95 | 13 | 1105 | 16 37 | 8 33 | 24 |
| Wm. M. Hamilton | 2 | 81 | 41 89 | " | 5 | 81 | 22 | 998½ | 10 47 | 7 53 | 18 |
| Lelia M. DeWolfe | 2 | 27½ | 10 67 | " | 7 | 27½ | 37 | 561 | 3 56 | 4 23 | 7 |
| Abner Gaskill | 2 | 116 | 60 00 | " | 9 | 116 | 49 | 2089 | 15 00 | 20 27 | 35 |
| Charles White | 1 | 68 | 43 96 | " | 14 | 68 | 39 | 1186½ | 8 79 | 8 95 | 17 |
| Ida Markee, Oct '78 | 3 | 74 | 23 54 | " | .... | 74 | .... | 1728 | 10 09 | 13 66 | 23 |
| Sarah A. Joyce | 2 | 58 | 22 49 | " | 15 | 58 | 35 | 1065 | 7 50 | 8 66 | 16 |
| Mary J. Linton | 3 | 111 | 33 49 | St. Patrick | 1 | 111 | 45 | 2805½ | 14 35 | 21 15 | 35 |

## COUNTY OF CHARLOTTE.—*Continued.*

| 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. | 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 |
| M. Pettigrove.... | 2 | 115 | $44 61 | St. Patrick..... | 2 | 115 | 50 | 3086½ | $14 87 | $23 27 | $38 14 |
| E. Currie..... | 2 | 116 | 45 00 | Do. Dumbart'n & St. Croix | 4½ | 116 | 27 | 1697½ | 15 00 | 12 80 | 27 80 |
| n E. Waycott..... | 2 | 114 | 44 22 | St. Patrick..... | 5 | 114 | 29 | 1861 | 14 74 | 14 03 | 28 77 |
| awley..... | 2 | 115 | 59 48 | " ..... | 6 | 115 | 37 | 1904 | 14 87 | 14 36 | 29 23 |
| e Keay..... | 2 | 101 | 39 19 | " ..... | 8 | 101 | 34 | 1713 | 13 06 | 12 92 | 25 98 |
| e A. Roulston..... | 2 | 54 | 20 95 | " ..... | 10 | 54 | 16 | 452 | 6 98 | 3 42 | 10 40 |
| ca La Dernier... | 3 | 54 | 16 29 | St. Stephen..... | 1 | 54 | 40 | 1228½ | 6 98 | 9 26 | 16 24 |
| mmer Freeze, A.B. | 1 | 114 | 148 70 | | | | | | | | |
| B. Wathen..... | 1 | 113 | 73 70 | | | | | | | | |
| on Logan..... | 1 | 114 | 54 52 | | | | | | | | |
| J. Clarke..... | 1 | 114 | 74 35 | | | | | | | | |
| Noble..... | 2 | 114 | 59 48 | " ..... | 2 | 1025 | 497 | 44,622½ raised. | 133 09 | 336 43 | 470 12 |
| Bateman..... | 1 | 104 | 49 73 | | | | | | | | |
| nie Veazey..... | 1 | 10 | 4 78 | | | | | | | | |
| e M. Harvey..... | 1 | 114 | 54 52 | | | | | | | | |
| n S. Morrison..... | 1 | 114 | 54 52 | | | | | | | | |
| er S. Dowling.... | 1 | 114 | 54 52 | | | | | | | | |
| A. Inch..... | 1 | 114 | 74 35 | | | | | | | | |
| y G. Olive..... | 2 | 115 | 60 00 | | | | | | | | |
| McAllister..... | 1 | 115 | 55 00 | | | | | | | | |
| e Caswell..... | 3 | 115 | 35 00 | " ..... | 3 | 689 | 383 | 29,212 raised. | 89 87 | 220 24 | 310 11 |
| S. Kirk..... | 2 | 115 | 45 00 | | | | | | | | |
| M. Randall..... | 3 | 115 | 35 00 | | | | | | | | |
| y McCann..... | 2 | 97 | 37 63 | " & St. James | 3½ | 97 | 20 | 1355½ | 12 54 | 10 22 | 22 76 |
| McGarrigle..... | 1 | 54 | 34 91 | " ..... | 5 | 108 | 94 | 3156 | 13 96 | 23 79 | 37 75 |
| tte M. Robinson. | 3 | 54 | 16 29 | | | | | | | | |
| e A. Cochrane.... | 3 | 116 | 35 00 | " ..... | 6 | 116 | 18 | 1431½ | 15 00 | 10 79 | 25 79 |
| A. Horan..... | 2 | 82 | 31 81 | " ..... | 6½ | 82 | 34 | 1343 | 10 60 | 10 13 | 20 73 |
| McAdam..... | 3 | 89 | 34 52 | " ..... | 7 | 89 | 46 | 2712 | 11 51 | 20 45 | 31 96 |
| e G. Jones..... | 3 | 105 | 31 68 | " ..... | 7½ | 105 | 31 | 1522 | 13 58 | 11 47 | 25 05 |
| a T. McCann.... | 3 | 114 | 45 85 | " & St. David | 8 | 114 | 25 | 1919 | 19 65 | 14 47 | 34 12 |
| a M. Smith..... | 1 | 116 | 150 00 | West Isles..... | 2 | 116 | 47 | 3081 | 15 00 | 23 23 | 38 23 |
| n L. Young..... | 2 | 97 | 50 17 | " ..... | 3 | 97 | 80 | 3715 | 12 54 | 28 01 | 40 55 |
| M. Bogle..... | 2 | 108½ | 56 12 | " ..... | 4 | 108½ | 38 | 2227 | 14 03 | 16 79 | 30 82 |
| Wetmore..... | 1 | 81 | 52 37 | " ..... | 5 | 81 | 88 | 4383 | 10 47 | 33 04 | 43 51 |
| e Lord, c. r. a.... | 3 | 70 | 10 56 | | | | | | | | |
| e Hanson..... | 2 | 80 | 31 03 | " ..... | 7 | 109 | 53 | 3333½ | 14 09 | 25 13 | 39 22 |
| E. Hanson..... | 1 | 28 | 13 75 | | | | | | | | |
| | | | $5004 49 | | | | 5069 | 312,418½ | $1633 24 | $2255 46 | $3888 70 |

# COUNTY OF GLOUCESTER.

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *Jane D. Hussey* | 2 | 95 | $49 13 | Bathurst | 3 | 95 | 25 | 1386 | $16 37 | $16 41 | $33 |
| G. W. Mersereau, A. B. | 1 | 114 | 74 34 | " | 2 | 228 | 19 | 10006 ised | 29 75 | 118 46 | 148 |
| Helen Meahan | 1 | 114 | 54 52 | " | 4 | 68 | 51 | 71 | 11 72 | 36 30 | 48 |
| *Georgina Aubey* | 3 | 68 | 27 36 | " | 4½ | 116 | 38 | 2[illegible]6½ | 15 00 | 27 66 | 42 |
| Mary Kerr | 3 | 116 | 35 00 | " | 5 | 116 | 42 | 3003 | 15 00 | 35 55 | 50 |
| Richard Smyth | 3 | 116 | 45 00 | " | 6 | 116 | 23 | 1356 | 15 00 | 16 06 | 31 |
| James D. Skelly | 3 | 97 | 39 01 | " | 7 | 97 | 37 | 2553 | 16 72 | 30 23 | 46 |
| *Mary Hachey* | 3 | 110 | 33 19 | " | 8 | 110 | 21 | 1119 | 14 22 | 13 23 | 27 |
| Annie McAlear | 2 | 116 | 45 00 | " | 9 | 116 | 21 | 1440½ | 15 00 | 17 63 | 32 |
| Mary A. Ross | 3 | 59 | 23 73 | " | 10 | 59 | 12 | 531 | 10 17 | 6 29 | 16 |
| *Anne Reardon* | 3 | 99 | 29 87 | Do. & New Bandon | 10½A | 99 | 26 | 1200½ | 12 80 | 14 22 | 27 |
| Rachel Forbes | 3 | 111 | 44 65 | Bathurst | 11 | 111 | 32 | 2116 | 19 13 | 25 05 | 44 |
| *Margt. Burke* | 3 | 107 | 32 28 | " | 12 | 107 | 36 | 1121 | 13 84 | 13 27 | 27 |
| Isabella A. Doucett | 2 | 115 | 44 61 | " | 13 | 115 | 37 | 2226½ | 14 87 | 26 36 | 41 |
| Annie P. Hickson | 3 | 116 | 35 00 | " | 14 | 116 | 28 | 1543½ | 15 00 | 18 27 | 33 |
| Clara Welsh | 3 | 108 | 32 58 | " | 15 | 108 | 59 | 3616 | 13 96 | 42 80 | 56 |
| Maggie F. Hachey | 3 | 116 | 35 00 | " | 16 | 335 | 128 | 7879 raised | 43 72 | 93 28 | 137 |
| PETER GIRDWOOD | 1 | 114 | 148 68 | " | | | | | | | |
| Jennie Rainey | 2 | 114 | 44 60 | " | | | | | | | |
| Ellen Burns | 2 | 107 | 41 87 | " | | | | | | | |
| Fannie Hornibrook | 2 | 116 | 45 00 | " | 17 | 116 | 21 | 1270 | 15 00 | 15 04 | 30 |
| Wm. R. Welsh | 2 | 113 | 58 44 | Beresf'd & Durham | 1 | 113 | 30 | 1807 | 14 61 | 21 39 | 36 |
| Janet Ferguson | 2 | 116 | 45 00 | " | 2 | 116 | 25 | 1333½ | 15 00 | 15 78 | 30 |
| JEROME BONDREAU | 1 | 116 | 150 00 | " | | | | | | | |
| Olga Bondreau, c. r. a. | 3 | 110½ | 16 67 | " | 4 | 230 | 85 | 6232 | 29 74 | 73 78 | 103 |
| Marceline Godin | 3 | 114 | 34 39 | | | | | | | | |
| Philomene Aubé | 3 | 116 | 35 00 | | | | | | | | |
| Elizabeth Hachey | 3 | 116 | 35 00 | " | 5 | 343 | 113 | 6886½ | 44 35 | 81 53 | 125 |
| Agnes Hachey | 3 | 111 | 33 49 | | | | | | | | |
| John White | 3 | 109 | 42 28 | " | 6 | 109 | 56 | 2704 | 14 09 | 32 02 | 46 |
| Sarah E. Mersereau | 3 | 115 | 34 70 | " & Bathurst | 7 | 115 | 27 | 1283½ | 14 87 | 15 26 | 30 |
| *Eliza Hillock* | 3 | 116 | 46 67 | " " | 7½ | 116 | 30 | 2347 | 20 00 | 27 79 | 47 |
| *Mary Doucett* | 3 | 105 | 42 24 | " | 8 | 105 | 37 | 2507 | 18 11 | 29 63 | 47 |
| *Joseph Lejeune* | 3 | 115 | 59 48 | " | 8½ | 115 | 33 | 3011 | 19 82 | 36 00 | 55 |
| *Lizzie M. Ford* | 3 | 115 | 46 27 | " | 9 | 115 | 28 | 2355½ | 19 83 | 27 89 | 47 |
| Mary Bondreau | 3 | 110 | 33 19 | " | 10 | 110 | 36 | 1845 | 14 22 | 21 85 | 36 |
| *Frances Aube* | 3 | 96 | 38 61 | " | 11 | 96 | 28 | 1507 | 16 55 | 17 84 | 34 |
| *Marie Roy* | 3 | 113 | 45 45 | " | 12 | 113 | 28 | 1866 | 19 48 | 22 08 | 41 |
| *Mary Laplante* | 3 | 115 | 46 27 | " | 13 | 115 | 22 | 2244½ | 19 83 | 26 57 | 46 |
| Louis L. Legere | 3 | 116 | 45 00 | Caraquet | 2 | 223 | 115 | 7130½ | 28 84 | 84 43 | 113 |
| Romain B. Hachey | 3 | 107 | 41 51 | | | | | | | | |
| *Mary Arseneau* | 3 | 96 | 38 61 | " | 3 | 96 | 35 | 3665 | 16 55 | 43 39 | 59 |
| Luce Blanchard | 3 | 98 | 20 57 | " | 5 | 98 | 58 | 3234 | 12 67 | 38 29 | 50 |
| Juste Haché | 3 | 88 | 34 14 | " | 7 | 88 | 37 | 1359 | 11 38 | 16 09 | 27 |
| DANIEL MORRISON | 1 | 114½ | 149 36 | " | 10 | 229½ | 107 | 7228 raised | 29 93 | 85 57 | 115 |
| Jos. E. Porrier | 3 | 115 | 45 00 | | | | | | | | |
| Bal. to Trustees from October, 1878 | | | | " | 10 | | | | 4 64 | | |
| *Flora Campbell* | 3 | 116 | 46 67 | Inkerman | 1 | 116 | 18 | 1027 | 20 00 | 12 16 | 32 |
| Chas. F. Brison | 3 | 111 | 43 06 | " | 7 | 111 | 38 | 1747 | 14 85 | 20 68 | 35 |
| Onesime Blanchard | 3 | 114 | 44 22 | New Bandon | 4 | 114 | 70 | 3313 | 14 74 | 45 20 | 59 |
| *Mary A. Landry* | 3 | 63½ | 25 51 | " | 5 | 63½ | 42 | 2273 | 10 96 | 26 91 | 37 |
| Cath. Norton | 3 | 102 | 30 77 | " | 5½ | 102 | 41 | 2680 | 13 19 | 31 73 | 44 |
| Julia A. Foley | 3 | 107 | 32 28 | " | 6 | 107 | 24 | 1268 | 13 84 | 15 01 | 28 |
| *Laura J. Eddy* | 3 | 101 | 40 63 | " | 7 | 101 | 23 | 1217 | 17 41 | 14 41 | 31 |
| Katie S. McLean | 2 | 104 | 40 34 | " | 8 | 104 | 46 | 2378 | 13 45 | 28 10 | 41 |
| WM. A. ANDREW | 1 | 116 | 150 00 | " | 9 | 232 | 80 | 5223 | 30 00 | 61 84 | 91 |
| Mary Dempsey | 3 | 116 | 35 00 | " | | | | | | | |
| Elizabeth Henry | 3 | 78 | 23 53 | " | 10 | 78 | 35 | 1163 | 10 09 | 13 77 | 23 |

## COUNTY OF GLOUCESTER.—*Continued.*

| 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. | 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. M. Lhuillier | 3 | 116 | $45 00 | Saumarez | 2 | 116 | 49 | 2953 | $15 00 | $34 96 | $49 96 |
| Maggie K. Smith | 1 | 115 | 150 00 | " | 3 | 231 | 104 | 7019½ | 30 00 | 83 10 | 113 10 |
| Oliver Robicheau | 3 | 116 | 45 00 | " | | | | raised | | | |
| Ellen Young | 3 | 116 | 35 00 | " | 6 | 116 | 60 | 4148 | 15 00 | 49 10 | 64 10 |
| Theophilo Goguin | 3 | 116 | 45 00 | Shippegan | 1 | 116 | 62 | 4396½ | 15 00 | 52 05 | 67 05 |
| *Victoria V. Ellis* | 3 | 116 | 46 67 | " | 8 | 116 | 22 | 2075 | 20 00 | 24 57 | 44 57 |
| *Katie J. Wiseman* | 3 | 116 | 46 67 | " | 9 | 116 | 17 | 1544 | 20 00 | 18 28 | 38 28 |
| *Bean Ellis* | 3 | 104 | 41 84 | " | 10 | 104 | 23 | 2031 | 17 93 | 24 04 | 41 97 |
| | | | $3163 95 | | | | 2441 | 155,311½ | $982 75 | $1838 75 | $2821 50 |

## COUNTY OF KENT.

| 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. | 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 |
| *Marguerite G. Maillett* | 3 | 116 | $46 67 | Acadiaville | 4A | 116 | 14 | 905 | $20 00 | $12 01 | $32 01 |
| *Wm. Johnson* | 3 | 116 | 60 00 | " | 4½ | 116 | 14 | 1137 | 20 00 | 15 75 | 35 75 |
| Mary J. McRoberts | 2 | 116 | 45 00 | Carleton | 1 | 116 | 55 | 3146 | 15 00 | 41 74 | 56 74 |
| *Robt. C. Byers* | 3 | 42 | 21 72 | " | 2 | 82 | 20 | 1024½ | 14 13 | 13 59 | 27 72 |
| *Francis D. Cullin* | 3 | 40 | 20 69 | " | | | | | | | |
| Silas J. Wilson | 2 | 115 | 44 61 | " | 3 | 115 | 43 | 2000½ | 14 87 | 26 55 | 41 42 |
| Sebastien Daigle | 3 | 86 | 33 36 | " | 8 | 86 | 33 | 1071 | 11 12 | 14 21 | 25 33 |
| Mary McDonald | 1 | 116 | 55 00 | Dundas | 1 | 116 | 56 | 2585 | 15 00 | 34 30 | 49 30 |
| Jos. B. Williams | 3 | 114 | 44 22 | " | 2 | 114 | 42 | 2148½ | 14 74 | 28 51 | 43 25 |
| Robt. Brown | 3 | 115 | 44 61 | " | 4 | 115 | 51 | 2792 | 14 87 | 37 04 | 51 91 |
| Andrew LeBlanc | 3 | 116 | 45 00 | " | 6 | 116 | 44 | 1981 | 15 00 | 26 28 | 41 23 |
| Damien Bourgeois | 2 | 93 | 48 10 | " | | | | | | | |
| Joshua Gallant | 3 | 47 | 18 23 | " | 7 | 198 | 70 | 3516½ | 25 60 | 46 65 | 72 25 |
| Cyrille Cormier | 3 | 58 | 22 49 | " | | | | | | | |
| Augustin Passarieu | 3 | 115 | 44 61 | " | 8 | 115 | 34 | 1983 | 14 87 | 26 30 | 41 17 |
| Alfred Hebert | 3 | 110 | 42 67 | " | 9 | 110 | 20 | 835 | 14 22 | 11 08 | 25 30 |
| Hippolyte Godet | 3 | 106 | 41 12 | " | 10½ | 106 | 31 | 1337 | 13 71 | 17 74 | 31 45 |
| Pierre M. Belliveau | 3 | 106 | 41 12 | " | 13 | 106 | 42 | 1738 | 13 71 | 23 06 | 36 77 |
| Peter H. Leger | 3 | 115 | 44 61 | " & Shediac | 17A | 115 | 18 | 1193 | 14 87 | 15 89 | 30 76 |
| Geo. H. Allen | 2 | 116 | 60 00 | Harcourt | 1 | 116 | 29 | 1401 | 15 00 | 18 59 | 33 59 |
| *Margt. Wellwood* | 3 | 116 | 46 67 | " | 4 | 116 | 7 | 775 | 20 00 | 10 28 | 30 28 |
| Annie McLean | 2 | 106 | 41 12 | " | 5 | 106 | 50 | 1776 | 13 71 | 23 55 | 37 26 |

## COUNTY OF KENT.—*Continued.*

| 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. | 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 L. Chrystal | 2 | 116 | $45 00 | Richibucto | 5 | 116 | 21 | 1368½ | $15 00 | $18 16 | $33 |
| C.H.Cowperthwaite,AB | 1 | 115 | 74 35 | " | 1 | 346 | 196 | 12387 | 44 74 | 164 34 | 209 |
| Sarah Forster | 1 | 116 | 55 00 | " | | | | | | | |
| Mary A. Gifford | 1 | 115 | 54 52 | " | | | | | | | |
| Geo. A. Coates | 1 | 116 | 150 00 | " | 2 | 348 | 126 | 9636 | 45 00 | 127 84 | 172 |
| J. W. Harnett | 2 | 116 | 60 00 | " | | | | | | | |
| Caroline Funchion | 3 | 116 | 35 00 | " | 6 | 116 | 31 | 2403 | 15 00 | 31 88 | 46 |
| Julia Bourgeois | 3 | 116 | 35 00 | " | | | | | | | |
| Celeste Richard | 2 | 58 | 22 49 | " | 7 | 116 | 55 | 2361½ | 15 00 | 31 33 | 46 |
| Osite LeBlanc | 3 | 58 | 17 50 | " | | | | | | | |
| Cath. Daigle | 3 | 105 | 31 68 | " Village | 8 | 105 | 46 | 2293 | 13 58 | 30 42 | 44 |
| Peter Richard | 3 | 91 | 35 30 | " Cape | 8 | 91 | 38 | 2255 | 11 77 | 29 92 | 41 |
| Annabell Black | 3 | 113 | 34 09 | " | 9 | 113 | 13 | 682 | 14 61 | 9 65 | 24 |
| Anna Hutchison | 3 | 40 | 12 07 | " | 9A | 40 | 11 | 241 | 5 17 | 3 20 | 8 |
| Daniel Gillies | 2 | 110 | 56 89 | " | 10 | 110 | 25 | 2119 | 14 22 | 28 10 | 42 |
| Mary Mezarell | 3 | 102 | 30 77 | " | 12 | 102 | 40 | 1975 | 13 19 | 26 29 | 39 |
| *Arilla Carpenter* | 3 | 107 | 43 04 | St. Marys | 6 | 107 | 29 | 1864½ | 18 45 | 24 74 | 43 |
| *Domctile Bernard* | 3 | 110 | 44 25 | " | 9 | 110 | 34 | 2688 | 18 96 | 35 66 | 54 |
| Maggie Hyslop | 3 | 66 | 25 60 | " | 10 | 66 | 14 | 446 | 8 53 | 5 92 | 14 |
| *Pacifique A. Bellivolt* | 3 | 60 | 31 03 | " | 12 | 60 | 22 | 1191 | 10 35 | 15 80 | 26 |
| *Catharine Gray* | 3 | 104 | 41 84 | St. Louis | 1 | 104 | 32 | 2365 | 17 93 | 31 38 | 49 |
| Bal. to Trustees from October, 1878 | | | | | | | | | 12 62 | | |
| Paul Allaire | 3 | 75 | 29 00 | " | 2 | 75 | 54 | 2100 | 9 70 | 27 86 | 37 |
| Rosine Richard | 3 | 108 | 32 58 | " | 3 | 108 | 49 | 2314 | 13 96 | 30 70 | 44 |
| Mary C. Daigle | 3 | 116 | 35 00 | " | 4 | 116 | 27 | 1689½ | 15 00 | 22 40 | 37 |
| Louis Gilbert | 3 | 110 | 42 67 | " | 6 | 110 | 35 | 2321 | 14 22 | 30 72 | 45 |
| Marguerite Maillet | 1 | 105 | 49 78 | " & Richibucto | 7 | 105 | 37 | 2690 | 13 58 | 35 69 | 49 |
| Monique Jarriault | 3 | 116 | 35 00 | " | 8 | 116 | 26 | 1632½ | 15 00 | 21 66 | 36 |
| Athemise Nadeau | 3 | 110 | 33 19 | " | 10 | 110 | 18 | 1193 | 14 22 | 15 83 | 30 |
| Ellen Chrystal | 2 | 114½ | 44 42 | Weldford | 1 | 114½ | 50 | 2146 | 14 81 | 23 47 | 38 |
| Wm. Thurrott | 2 | 114½ | 59 22 | " | 2 | 114½ | 50 | 3305 | 14 81 | 43 85 | 58 |
| *Flora McKendrick* | 3 | 110 | 44 25 | " | 2½ | 110 | 24 | 1472 | 18 96 | 19 53 | 38 |
| Mary Chrystal | 2 | 113 | 43 83 | " & Richibucto | 3½ | 113 | 39 | 2173½ | 14 61 | 28 84 | 43 |
| *Wm. T. Chandler* | 3 | 111 | 57 41 | " | 4 | 111 | 26 | 2004 | 19 13 | 38 53 | 57 |
| Wm. D. Carter | 3 | 103 | 39 95 | " | 5½ | 103 | 24 | 1230½ | 13 32 | 16 46 | 29 |
| Mosely T. Wathen | 3 | 105 | 40 73 | " | 8 | 105 | 31 | 1575 | 13 58 | 20 90 | 34 |
| J. F. Dorothy | 1 | 107½ | 115 85 | " | 9 | 107½ | 68 | 3484½ | 13 91 | 46 23 | 60 |
| Georgia Powell, c. r. a. | 3 | 65 | 9 81 | " | | | | | | | |
| Maude Powell | 3 | 113 | 34 09 | " | 10 | 113 | 23 | 1270 | 14 61 | 16 85 | 31 |
| Caroline L. Warman | 2 | 93 | 36 07 | " | 12 | 93 | 23 | 1473 | 12 02 | 19 54 | 31 |
| Richard Jackson | 3 | 116 | 45 00 | " | 15 | 116 | 25 | 1950 | 15 00 | 16 72 | 31 |
| Hannah Raymond | 1 | 116 | 55 00 | " | 16 | 116 | 38 | 2581½ | 15 00 | 34 25 | 49 |
| *Dorothea Campbell* | 3 | 112 | 45 05 | " | 18 | 112 | 10 | 949 | 19 31 | 12 58 | 31 |
| Agnes McNulty | 3 | 101 | 30 47 | " | 19 | 101 | 51 | 1583 | 13 06 | 21 66 | 34 |
| *Robt. Sutherland* | 3 | 116 | 60 00 | " | 20 | 116 | 11 | 1148 | 20 00 | 15 83 | 35 |
| Charles L. Barnes | 1 | 112½ | 146 76 | | | | 225½ | 87 | 5239 | 29 41 | |
| Judith Girouard | 3 | 113 | 34 32 | Wellington | 1 | | | | raised | 70 30 | 118 |
| Bal. due Trustees from October, 1878 | | | | | | | | | 19 28 | | |
| Maggie A. Graham | 2 | 101 | 39 18 | " | 2 | 101 | 52 | 2419½ | 13 06 | 32 10 | 45 |
| Alma M. Graham | 3 | 109 | 32 89 | " | 4 | 109 | 37 | 1419½ | 14 09 | 18 83 | 32 |
| Mary McPhail | 1 | 116 | 55 00 | " | 5 | 116 | 33 | 2337½ | 15 00 | 31 66 | 46 |
| Janet P. McKay | 2 | 108 | 41 89 | " | 8 | 109 | 33 | 1355 | 13 06 | 17 28 | 30 |
| Jerome Belliveau | 3 | 116 | 45 00 | " | 10 | 116 | 47 | 2401 | 15 00 | 31 85 | 46 |
| | | | $3260 01 | | | | 2153 | 137,408 | $1042 15 | $1823 00 | $2865 |

## COUNTY OF KINGS.

| 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. | 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 |
| *Jesse A. Callicott* | 2 | 106 | $63 52 | Cardw'l & Waterf'd | 5 | 106 | 35 | 1203 | $18 28 | $7 99 | $26 27 |
| Wm. E. Hornbrook | 1 | 114 | 122 84 | " | 1 | 228 | 81 | 5876 | 29 48 | 39 04 | 68 52 |
| Ella Kennedy | 2 | 114 | 44 22 | " | | | | | | | |
| Emilie J. Moore | 2 | 106 | 41 12 | " & Elgin | 6 | 106 | 32 | 2492 | 13 71 | 16 55 | 30 26 |
| Julia E. Gray | 2 | 113 | 43 83 | Do. Waterford & Elgin | 7 | 113 | 31 | 2046 | 14 61 | 13 59 | 28 20 |
| Sarah E. Freeze | 2 | 34 | 13 19 | Cardwell | 9 | 34 | 45 | 978 | 4 40 | 6 50 | 10 90 |
| Mary L. Frost | 1 | 80 | 37 93 | Greenwich | 1 | 80 | 38 | 1547½ | 10 34 | 10 28 | 20 60 |
| Sarah A. Sharp | 2 | 19 | 7 37 | " | 2 | 51 | 32 | 1013 | 6 59 | 6 73 | 13 32 |
| Julia A. Wetmore | 2 | 32 | 12 41 | " | | | | | | | |
| Ernest Wall | 2 | 72 | 37 24 | " | 3 | 72 | 39 | 1467½ | 9 31 | 9 75 | 19 06 |
| Nelson B. Clark | 2 | 103 | 55 86 | " | 4 | 108 | 53 | 2591 | 13 96 | 17 21 | 31 17 |
| Thomas W. Crabbe | 2 | 110½ | 57 15 | " | 5 | ..... | 36 | ..... | Returns too late. | | |
| Cecilia A. Nason | 3 | 111 | 33 49 | Hammond and Waterford | 1 | 111 | 46 | 2193½ | 14 35 | 14 57 | 28 92 |
| Margaret A. Long | 3 | 56 | 16 99 | Hammond | 3 | 56 | 17 | 390 | 7 24 | 2 59 | 9 83 |
| Edmund H. Fowler | 3 | 116 | 45 00 | " | 4 | 116 | 54 | 2347½ | 15 00 | 15 60 | 30 60 |
| Matilda J. Booth | 3 | 116 | 46 67 | " | 5 | 116 | 38 | 1398 | 20 00 | 9 29 | 29 29 |
| Willington Jenkins | 2 | 110 | 56 89 | " & Uppham | 6 | ..... | 40 | ..... | Returns too late. | | |
| Mary A. Ryan | 3 | 113 | 34 09 | " & Sussex | 8 | 113 | 33 | 1718 | 14 61 | 11 41 | 26 02 |
| Sarah A. Purves | 2 | 111 | 43 06 | Hampton | 1 | 111 | 16 | 775 | 14 35 | 5 15 | 19 50 |
| Miss N. Welling | 1 | 112 | 132 76 | " | 2 | 226½ | 85 | 4854½ | 29 29 | 32 25 | 61 54 |
| Mollie Crawford | 3 | 114½ | 34 54 | " | | | | | | | |
| Mary Warneford | 2 | 115½ | 59 74 | " | 3 | 115½ | 36 | 2443½ | 14 94 | 16 23 | 31 17 |
| Hattie C. Fowler | 2 | 105 | 40 73 | " & Rothesay | 4 | 105 | 21 | 913½ | 13 58 | 6 07 | 19 65 |
| Louisa E. Saunders | 1 | 59 | 27 97 | " | 5 | 59 | 38 | 1335 | 7 63 | 8 87 | 16 50 |
| Annie C. Sharp | 2 | 116 | 45 00 | " & Upham | 6 | 116 | 61 | 3472 | 15 00 | 23 07 | 38 07 |
| Edith Darling | 2 | 116 | 45 00 | " | 7 | 116 | 24 | 1424 | 15 00 | 9 46 | 24 46 |
| Adelaide E. Ganong | 2 | 116 | 45 00 | " | 8 | 116 | 30 | 1603 | 15 00 | 10 68 | 25 68 |
| Miss pl. in St. John Co. | | ..... | ..... | " & Simonds | 20 | ..... | 10 | 565 | ..... | 3 75 | 3 75 |
| Andrew Sprague | 2 | 116 | 60 00 | Havelock | 1 | 116 | 46 | 2743 | 15 00 | 18 22 | 33 22 |
| Annie Brown | 2 | 116 | 45 00 | " | 2 | 116 | 36 | 1986½ | 15 00 | 13 20 | 28 20 |
| Elizabeth J. Parlee | 2 | 61 | 20 57 | " | 3 | 61 | 19 | 651½ | 10 52 | 4 33 | 14 85 |
| Edwin F. Alward | 2 | 114 | 58 96 | " | 7 | 114 | 73 | 4306 | 14 74 | 23 60 | 43 34 |
| Agnes McLellin | 1 | 111 | 143 52 | " | 8 | 227 | 110 | 7458 | 29 35 | 49 54 | 78 89 |
| Annie H. Price | 2 | 116 | 45 00 | " | | | | | | | |
| Mary E. McLeod | 2 | 46 | 17 84 | " | 9 | 67 | 49 | 1756 | 8 66 | 11 66 | 20 32 |
| Miss Allen Scribner | 3 | 21 | 8 15 | " | | | | | | | |
| Annie Saunders | 3 | 115 | 44 61 | " | 10 | 115 | 38 | 2379 | 14 87 | 19 13 | 34 00 |
| Mildred Baskin | 2 | 116 | 56 25 | " | 11 | 116 | 28 | 1526½ | 20 00 | 10 14 | 30 14 |
| Edmund M. Burnett | 3 | 115 | 44 61 | " | 13 | 115 | 41 | 2152 | 14 87 | 14 30 | 29 17 |
| Miss J. Horseman | 2 | 116 | 89 00 | " | 14 | 116 | 45 | 3486 | 20 00 | 23 16 | 43 16 |
| Miss pd. in Westm'd Co | | ..... | ..... | " & Salisbury | 22 | ..... | 3 | 191 | ..... | 1 27 | 1 27 |
| Annie E. Martin | 2 | 114 | 44 22 | Kars | 1 | 114 | 12 | 798 | 14 74 | 5 30 | 20 04 |
| Miss Frost | 2 | 112 | 43 44 | " | 2 | 112 | 42 | 2157½ | 14 48 | 14 33 | 28 81 |
| Malcolm D. Brown | 3 | 116 | 45 00 | " | 3 | 116 | 37 | 2334 | 15 00 | 15 51 | 30 51 |
| Sarah M. Daley | 3 | 116 | 43 75 | " | 4 | 116 | 33 | 1965½ | 20 00 | 13 06 | 33 06 |
| Miss W. Belyea | 3 | 116 | 45 00 | " | 5 | 116 | 22 | 1137 | 15 00 | 7 55 | 22 55 |
| Julia R. Flewelling | 2 | 110 | 56 89 | Kingston | 1 | 110 | 59 | 3877 | 14 22 | 25 76 | 39 98 |
| Miss W. Foster | 3 | 116 | 56 25 | " | 2 | 116 | 13 | 665½ | 20 00 | 4 42 | 24 42 |
| Mary A. Perkins | 3 | 116 | 45 00 | " | 3 | 116 | 28 | 1449 | 15 00 | 9 63 | 24 63 |
| J. C. Brigham | 1 | 116 | 150 00 | " | 5 | 232 | 65 | 4675 | 30 00 | 31 06 | 61 06 |
| Rebecca Bennett | 2 | 116 | 45 00 | " | | | | | | | |
| Miss Irene Erbb | 3 | 116 | 35 00 | " | 6 | 116 | 34 | 1625½ | 15 00 | 10 80 | 25 80 |
| Augusta E. Crawford | 2 | 116 | 45 00 | " | 7 | 116 | 30 | 1675 | 15 00 | 11 13 | 26 13 |
| Sarah E. Watters | 2 | 110 | 42 67 | " | 10 | 110 | 34 | 1885½ | 14 22 | 12 52 | 26 74 |
| Mary V. McKeel | 2 | 115 | 59 48 | " | 11 | 115 | 38 | 2015½ | 14 87 | 17 40 | 32 27 |
| Miss H. Laskey | 2 | 116 | 60 00 | " | 12 | 116 | 40 | 2238 | 15 00 | 14 93 | 29 93 |
| Susan M. McDougall | 3 | 116 | 35 00 | " | 13 | 116 | 24 | 1438 | 15 00 | 9 55 | 24 55 |

## COUNTY OF KINGS.—*Continued.*

| 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. | 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. H. Perkins | 1 | 115 | $74 35 | Norton | 1 | 230 | 82 | 4571 | $29 74 | $30 37 | $60 11 |
| Ida C. Flewelling | 3 | 115 | 34 70 | | | | | | | | |
| Frank H. Hayes | 1 | 116 | 150 00 | " | 2 | 231 | 92 | 5357 | 29 87 | 35 59 | 65 46 |
| Leffie Davidson | 3 | 115 | 34 70 | | | | | | | | |
| Annie Jackson | 3 | 116 | 35 00 | " | 3 | 116 | 23 | 1335½ | 15 00 | 8 87 | 23 87 |
| Jessie M. Fowler | 2 | 87 | 33 75 | " | 4 | 87 | 18 | 714 | 11 25 | 4 73 | 15 98 |
| Helen J. McLeod | 2 | 116 | 45 00 | " | 5 | 116 | 36 | 2213 | 15 00 | 14 71 | 29 71 |
| Annie M. Smith | 2 | 111 | 43 06 | " | 7 | 111 | 39 | 2300 | 14 35 | 15 28 | 29 63 |
| Chas. Warneford | 2 | 116 | 60 00 | " | 8 | 116 | 21 | 1015 | 15 00 | 6 74 | 21 74 |
| *M. M. Cunningham* | 3 | 116 | 46 67 | " | 11 | 116 | 33 | 2214 | 20 00 | 14 71 | 34 71 |
| J. Lee Flewelling | 2 | 115 | 59 48 | Rothesay | 3 | 115 | 38 | 1953 | 14 87 | 12 97 | 27 84 |
| Sarah E. Flewelling | 1 | 114 | 54 05 | " | 5 | 114 | 23 | 1320 | 14 74 | 8 77 | 23 51 |
| *Charlotte M. Nason* | 3 | 56 | 21 12 | " | 6 | 56 | 17 | 630 | 9 65 | 4 19 | 13 84 |
| W. Amasa Clark | 2 | 115 | 59 48 | " | 7 | 115 | 22 | 1004 | 14 87 | 6 67 | 21 54 |
| *Peter Brennan* | 2 | 116 | 80 00 | " & Simonds | 10 | 116 | 23 | 2465 | 20 00 | 16 33 | 36 33 |
| S. L. Tilley Frost | 2 | 115 | 59 48 | Springfield | 1 | 115 | 35 | 2344 | 14 87 | 15 57 | 30 44 |
| James R. Mack, A. B. | 1 | 116 | 150 00 | " | 2 | 116 | 54 | 4341 | 15 00 | 28 84 | 43 84 |
| H. Maud Wilson, c. r. a. | 3 | 114 | 17 19 | | | | | | | | |
| A. Brunswick Foster | 2 | 115 | 59 48 | " | 3 | 115 | 29 | 1787½ | 14 87 | 11 88 | 26 75 |
| L. M. Wiggins | 2 | 111 | 57 41 | " | 7 | 111 | 46 | 2750 | 14 35 | 18 27 | 32 62 |
| Selina Crawford | 3 | 116 | 35 00 | " | 8 | 116 | 20 | 1553 | 15 00 | 10 32 | 25 32 |
| Maggie A. Eates | 2 | 116 | 45 00 | " & Kingston | 9 | 116 | 41 | 2470 | 15 00 | 16 41 | 31 41 |
| *John Robertson* | 2 | 105 | 67 89 | " & Wickham | 11 | 105 | 18 | 1257 | 18 11 | 8 33 | 26 44 |
| Athelina E. Sharp | 2 | 109 | 42 28 | " | 12 | 109 | 33 | 1185 | 14 09 | 7 87 | 21 96 |
| *Priscilla S. Belyea* | 2 | 116 | 56 67 | " | 13 | 116 | 23 | 1423 | 20 00 | 9 49 | 29 49 |
| *John D. Wetmore* | 3 | 115 | 59 48 | " & Kingston | 14 | 115 | 19 | 1932 | 19 83 | 13 17 | 33 00 |
| John J. Clark | 2 | 116 | 60 00 | " | 15 | 116 | 31 | 1877½ | 15 00 | 12 47 | 27 47 |
| Debbie A. Reid | 2 | 110 | 42 67 | " | 16 | 110 | 26 | 1596 | 14 22 | 10 60 | 24 82 |
| Perley T. Kierstead | 3 | 116 | 45 00 | Studholm | 4 | 116 | 40 | 1740 | 15 00 | 11 56 | 26 56 |
| *Geo. E. Case* | 2 | 109 | 70 46 | " | 6 | 109 | 22 | 1226 | 18 78 | 8 15 | 26 93 |
| Annie E. Spicer | 2 | 116 | 45 00 | " | 7 | 116 | 40 | 2130½ | 15 00 | 14 19 | 29 19 |
| Jessie Brown | 2 | 82 | 31 81 | " | 8 | 116 | 54 | 3480½ | 15 00 | 23 12 | 38 12 |
| Jane Brown | 1 | 34 | 16 12 | | | | | | | | |
| Joshua Thompson | 1 | 114 | 73 70 | " | 10 | 114 | 37 | 1913 | 14 74 | 12 70 | 27 44 |
| Edwin V. King | 2 | 116 | 60 00 | " & Sussex | 11 | 116 | 61 | 3650 | 15 00 | 24 25 | 39 25 |
| John F. Rogers | 1 | 86½ | 55 92 | " | 13 | ..... | 38 | ..... | Returns too late. | | |
| *Alice M. Johnston* | 2 | 116 | 56 25 | " | 14 | 116 | 16 | 1000½ | 20 00 | 6 65 | 26 65 |
| Frank M. Kelly | 2 | 116 | 60 00 | " & Springfi'd | 15 | 116 | 82 | 4663 | 15 00 | 30 97 | 45 97 |
| Robt. J. Kincaid, c. r. a. | 3 | 108½ | 21 04 | | | | | | | | |
| Jos. D. Pearson | 3 | 18 | 5 04 | " | 16 | 94 | 23 | 906 | 12 15 | 6 02 | 18 17 |
| W. J. B. Pearson | 3 | 81 | 31 42 | | | | | | | | |
| Ezra C. Kierstead | 3 | 116 | 45 00 | " | 17 | 116 | 36 | 1943 | 15 00 | 12 91 | 27 91 |
| M. Amelia Ganong | 3 | 77 | 23 23 | " | 18 | 77 | 18 | 596½ | 9 96 | 3 96 | 13 92 |
| Hiram W. Folkins | 2 | 116 | 60 00 | " | 19 | 116 | 52 | 2747 | 15 00 | 18 25 | 33 25 |
| Abbie M. Sinnott | 3 | 20 | 6 03 | " | 20 | 20 | 16 | 250½ | 2 59 | 1 66 | 4 25 |
| *Elizabeth S. Clark* | 1 | 105 | 66 37 | Do. Johnston & Brunswick | 22 | 105 | 38 | 2507½ | 18 10 | 16 66 | 34 76 |
| Geo. N. Pearson | 2 | 101 | 52 24 | Studholm | 23 | 101 | 31 | 1398 | 13 06 | 9 29 | 22 35 |
| Ed. Puddington | 2 | 99½ | 51 46 | " & Sussex | 25 | 215½ | 82 | 4535 | 27 87 | 30 13 | 58 00 |
| Bessie A. Pearson | 2 | 116 | 45 00 | | | | | | | | |
| G. H. Raymond | 1 | 115½ | 74 68 | Sussex | 23 | 231 | 82 | 5163 | 29 83 | 34 30 | 64 13 |
| Louisa M. Nowlan | 2 | 115½ | 44 80 | | | | | | | | |
| S. F. Wilson, A. M. | 1 | 116 | 150 00 | | | | | | | | |
| J. Clarence Sharp | 2 | 116 | 60 00 | " | 2 | 439 | 215 | 15206 | 56 76 | 101 01 | 157 77 |
| Jennie E. Murray | 1 | 111 | 52 63 | | | | | | | | |
| Annie E. Buchanan | 2 | 93 | 37 24 | | | | | | | | |
| Lillie E. Baxter | 2 | 105 | 40 73 | " | 5 | 105 | 59 | 2823½ | 13 58 | 18 79 | 32 37 |
| Ella G. Parlee | 2 | 116 | 45 00 | Do. Waterford & Cardwell | 6 | 116 | 47 | 2777 | 15 00 | 18 45 | 33 45 |

## COUNTY OF KINGS.—*Continued.*

| Prov'l Grant to Teachers. | | | | Locality. | | County Fund to Trustees. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | AMOUNT. | | |
| NAME. | Class. | Legally authorized days actually employed. | Amount of Grnt. | PARISH. | No. of District. | Legally authorized days Schools were open. | Pupils enrolled. | Grand Total days' attendance of Pupils. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from County Fund. |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ...a H. Jonah..... | 3 | 116 | $45 00 | Sussex..... | 7 | 116 | 49 | 3061 | $15 00 | $20 33 | $35 33 |
| ...ird S. Baxter..... | 2 | 115½ | 59 74 | " ..... | 8 | 115½ | 34 | 2004½ | 14 94 | 13 32 | 28 26 |
| ...tha P. Tabor..... | 2 | 116 | 45 00 | " ..... | 9 | 116 | 40 | 2535½ | 15 00 | 16 84 | 31 84 |
| ...n J. Dunlap..... | 3 | 112 | 43 44 | " ..... | 10 | 112 | 44 | 1274½ | 14 48 | 8 47 | 22 95 |
| ...ele E. McMonagle.. | 3 | 68 | 20 52 | " ..... | 11 | 68 | 32 | 995 | 8 79 | 6 61 | 15 40 |
| ...n J. Mercer..... | 3 | 114 | 42 98 | " ..... | 12 | 114 | 21 | 746 | 19 65 | 4 96 | 24 61 |
| ...rard Conley..... | 2 | 115 | 59 48 | " ..... | 13 | 115 | 28 | 1516 | 14 87 | 10 07 | 24 94 |
| ...ah Long..... | 3 | 116 | 46 67 | " ..... | 15 | 116 | 26 | 1862 | 20 00 | 12 37 | 32 37 |
| ...m. M. RAYMOND.... | 1 | 115 | 99 14 | Upham..... | 1 | 115 | 41 | 2659 | 14 87 | 17 66 | 32 53 |
| ...z H. Bell..... | 3 | 93 | 37 41 | " & Simonds... | 2 | 93 | 23 | 1732½ | 16 03 | 11 51 | 27 54 |
| ...n B. Hayes..... | 2 | 116 | 60 00 | " ..... | 3 | 116 | 66 | 3379 | 15 00 | 22 45 | 37 45 |
| ...arlotte M. L. Nason. | 3 | 33 | 9 90 | " ..... | 4 | 33 | 33 | 571 | 4 27 | 3 79 | 8 06 |
| ...rgie E. Ellsworth... | 2 | 52 | 20 17 | " & Hammond. | 5 | 52 | 39 | 1179½ | 6 72 | 7 84 | 14 56 |
| ...H. Sherwood..... | 2 | 110 | 42 67 | " ..... | 6 | 110 | 50 | 3199 | 14 22 | 21 25 | 35 47 |
| ...Ella D. Brown..... | 2 | 112 | 43 44 | " ..... | 7 | 112 | 42 | 2147½ | 14 48 | 14 27 | 28 75 |
| ...n. pd. *in St. John Co.* | ..... | ..... | ..... | " & St. Martins | 25 | .... | 4 | 231½ | ..... | 1 54 | 1 54 |
| ...riniah Donovan.... | 3 | 116 | 45 00 | Waterford..... | 2 | 116 | 51 | 2197 | 15 00 | 14 60 | 29 60 |
| ...h J. Lockhart..... | 3 | 116 | 46 67 | " Alma & Elgin | 3 | 116 | 12 | 1488 | 20 00 | 9 89 | 29 89 |
| ...ah Donovan..... | 3 | 116 | 35 00 | " ..... | 5 | 116 | 43 | 1731 | 15 00 | 11 50 | 26 50 |
| ...ah J. Lockhart.... | 3 | 114 | 42 99 | " ..... | 6 | 114 | 35 | 2017 | 19 65 | 17 39 | 37 04 |
| ...rid H. McWilliams. | 2 | 86 | 44 48 | " ..... | 8 | 86 | 35 | 1638 | 11 12 | 10 88 | 22 00 |
| ...n W. Caulfield..... | 1 | 116 | 75 00 | Westfield..... | 2 | 116 | 39 | 3069 | 15 00 | 23 39 | 35 39 |
| ...a Faulkner..... | 2 | 41 | 15 90 | " ..... | 3 | 41 | 26 | 669 | 5 30 | 4 44 | 9 74 |
| ...nie Smith..... | 2 | 116 | 45 00 | " ..... | 6 | 116 | 27 | 1632½ | 15 00 | 10 84 | 25 84 |
| ...n B. B. Wetmore... | 2 | 80 | 51 72 | " ..... | 8 | 80 | 28 | 1560 | 13 79 | 10 30 | 24 15 |
| ...edia H. Peatman.. | 3 | 107 | 43 04 | " ..... | 9 | 107 | 14 | 1054 | 18 45 | 7 00 | 25 45 |
| ...n S. Hogan..... | 3 | 116 | 35 00 | " ..... | 10 | 116 | 27 | 1715½ | 15 00 | 11 40 | 26 40 |
| ...a McRae..... | 3 | 116 | 50 25 | " ..... | 11 | 116 | 25 | 1488 | 20 00 | 9 88 | 29 88 |
| ...nah V. Monahan.. | 3 | 116 | 35 00 | " ..... | 13 | 116 | 26 | 1770½ | 15 00 | 11 76 | 26 76 |
| | | | $6060 37 | | | | 4875 | 208,300 | $1005 00 | $1782 06 | $3038 05 |

## COUNTY OF MADAWASKA.

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from County Fund. |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Lizzie V. Holte | 2 | 115½ | $44 81 | Madawaska | 1 | 115½ | 60 | 4059 | $14 94 | $23 46 | $38 |
| Flavia Sirois | 3 | 58 | 17 50 | " | 2 | 58 | 36 | 1069 | 7 50 | 6 18 | 13 |
| *Sophia Desrosier* | 3 | 116 | 46 67 | " | 3 | 116 | 15 | 1574 | 20 00 | 9 10 | 29 |
| Philomené Desrosier | 3 | 109 | 32 89 | " | 4 | 109 | 28 | 2067 | 14 09 | 11 94 | 26 |
| Henrietta Proulx | 3 | 116 | 35 00 | St. Ann | 1 | 116 | 35 | 1983 | 15 00 | | |
| Trustees claim for Oc. 78 | | | | " | 1 | 110 | .... | 2526 | 15 00 | 26 06 | 56 |
| Abraham Perron | 3 | 116 | 60 00 | " | 2 | 116 | 34 | 3648 | 20 00 | 21 00 | 41 |
| Dora H. Lynch | 3 | 76 | 22 93 | " | 4 | 76 | 51 | 2083 | 9 83 | 12 04 | 21 |
| May Cayouett | 3 | 115 | 34 70 | " | 7 | 115 | 33 | 1572 | 14 87 | 9 09 | 23 |
| Fred. J. Smith | 3 | 108 | 41 89 | St. Basil | 1 | 108 | 36 | 1612 | 13 96 | 9 32 | 23 |
| Marie Thibedeau | 3 | 116 | 35 00 | " | 2 | 116 | 42 | 2423 | 15 00 | 14 06 | 29 |
| Fred. Michaud | 3 | 111 | 43 06 | " | 3 | 111 | 41 | 2387 | 14 35 | 13 89 | 28 |
| Seraphine Albert | 3 | 115 | 34 70 | " | 4 | 115 | 34 | 2316 | 14 87 | 13 39 | 28 |
| Phelomene Proulx | 3 | 115 | 34 70 | " | 5 | 115 | 41 | 2277 | 14 87 | 13 16 | 28 |
| Julie Rossignal | 3 | 116 | 35 00 | " | 9 | 116 | 13 | 1079 | 15 00 | 6 24 | 21 |
| Clementine Cyr | 3 | 116 | 35 00 | " | 7 | 116 | 35 | 1797 | 15 00 | 10 29 | 25 |
| *Mayloire J. Carron* | 3 | 115 | 59 48 | St. Francis | 1 | 115 | 25 | 2309 | 19 83 | 13 84 | 33 |
| Daniel Dufault | 3 | 116 | 45 00 | " | 2 | 116 | 28 | 1448 | 15 00 | 8 38 | 23 |
| Julia A. Guy | 3 | 101 | 30 47 | " | 3 | 101 | 23 | 1616 | 13 07 | 9 34 | 22 |
| (Teacher absconded) | | | | " | 4 | 47 | 39 | 1681½ | 6 08 | 9 71 | 15 |
| Eugenia Nadeau | 3 | 113 | 34 09 | " | 8 | 113 | 24 | 1529 | 14 61 | 8 84 | 23 |
| Bettiza de Martin | 3 | 116 | 35 00 | " | 10 | 116 | 41 | 2904 | 15 00 | 16 79 | 31 |
| Philomene Nadeau | 3 | 110 | 33 19 | " | 12 | 110 | 40 | 1377 | 14 22 | 7 96 | 22 |
| Mary B. Levick | 3 | 109 | 32 89 | St. Hilaire | 1 | 109 | 25 | 1738 | 14 09 | 10 65 | 24 |
| Nellie Clair | 3 | 116 | 25 00 | " | 2 | 116 | 43 | 3237 | 15 00 | 18 70 | 33 |
| Elizabeth Hebert | 3 | 116 | 35 00 | " | 3 | 116 | 40 | 3727 | 15 00 | 21 54 | 36 |
| Nora Costello | 3 | 116 | 35 00 | " | 4 | 116 | 31 | 2570 | 15 00 | 14 86 | 29 |
| Anastasia Daigle | 3 | 116 | 35 00 | " | 5 | 116 | 9 | 533 | 15 00 | 3 08 | 18 |
| Joseph Cyr | 3 | 115 | 44 61 | " | 7 | 115 | 21 | 973¼ | 14 87 | 5 63 | 20 |
| *Elenore Cyr* | 3 | 116 | 46 67 | St. Jacques | 2 | 116 | 29 | 3593 | 20 00 | 20 77 | 40 |
| *Domine Bourgoin* | 3 | 116 | 46 67 | " | 4 | 116 | 26 | 3048¾ | 20 00 | 17 62 | 37 |
| *Thos. Chasse* | 3 | 115 | 59 48 | " | 5 | 115 | 21 | 1927 | 19 83 | 11 14 | 30 |
| Lea J. Fournier | 3 | 116 | 35 00 | St. Leonard | 2 | 116 | 53 | 4756 | 15 00 | 27 49 | 42 |
| Michael Lebel | 3 | 90 | 34 91 | " | 4 | 90 | 37 | 2479 | 11 64 | 14 33 | 25 |
| Edward J. Hainveu | 3 | 116 | 45 00 | " | 5 | 116 | 35 | 1782 | 15 00 | 10 30 | 25 |
| *Alice Byram* | 3 | 84 | 23 79 | " | 6 | 84 | 7 | 644 | 14 48 | 3 72 | 18 |
| Henn. A. Couillard | 3 | 61 | 23 66 | " | 7 | 61 | 18 | 490 | 7 89 | 2 83 | 10 |
| *Anna Pinett* | 3 | 116 | 46 67 | " | 9 | 116 | 26 | 1764 | 20 00 | 10 29 | 30 |
| Albert Bernard | 3 | 115 | 44 61 | " | 14 | 115 | 37 | 2352 | 14 87 | 13 60 | 28 |
| Frank Roy | 3 | 114 | 44 22 | " | 17 | 114 | 31 | 1925 | 14 74 | 11 13 | 25 |
| | | | $1460 25 | | | | 1258 | $84,975½ | $504 40 | $490 61 | $995 |

## COUNTY OF NORTHUMBERLAND.

| 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. | 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 |
| ...on E. Jack | 2 | 115½ | $44 81 | Alnwick | 3 | 115½ | 15 | 900½ | $14 94 | $ 7 57 | $22 51 |
| ...ah P. Savoy | 3 | 105 | 40 73 | " | 4 | 105 | 42 | 3055½ | 13 58 | 25 70 | 39 28 |
| ...rnand Robicheau | 3 | 115 | 59 48 | " | 5 | 115 | 51 | 3832½ | 19 33 | 32 23 | 52 06 |
| ...ias J. McDonald | 3 | 116 | 35 00 | " | 6 | 116 | 33 | 1810 | 15 00 | 15 22 | 30 22 |
| ...e J. Carruthers | 3 | 116 | 46 67 | " | 8 | 116 | 32 | 2071 | 20 00 | 17 42 | 37 42 |
| ...y M. Iddles | 2 | 116 | 45 00 | Blackville | 1 | 116 | 38 | 2253 | 15 00 | 18 95 | 33 95 |
| ...es Moran | 3 | 106 | 42 61 | " & Blissfield | 1½ | 106 | 16 | 663 | 18 28 | 5 58 | 23 86 |
| ...n Flanagan | 2 | 116 | 60 00 | " | 2 | 116 | 40 | 1877 | 15 00 | 15 79 | 30 79 |
| ...ie P. Gilman | 2 | 116 | 45 00 | " | 5 | 116 | 41 | 2257½ | 15 00 | 18 99 | 33 99 |
| ...H. Grindley | 2 | 116 | 60 00 | " | 6 | 116 | 51 | 2592 | 15 00 | 21 80 | 36 80 |
| ...a Curran | 2 | 116 | 80 00 | " | 9 | 116 | 38 | 2644 | 20 00 | 22 24 | 42 24 |
| ...et Archibald | 2 | 73 | 28 32 | Blissfield | 2 | 73 | 23 | 1011 | 9 44 | 8 50 | 17 94 |
| ...Charlotte Hammond | 2 | 116 | 45 00 | " | 2½ | 116 | 31 | 1784 | 15 00 | 15 02 | 30 02 |
| ...rland Crocker | 3 | 116 | 45 00 | " & Ludlow | 3½ | 116 | 56 | 2867½ | 15 00 | 24 12 | 39 12 |
| ...ley V. Henderson | 2 | 107 | 55 31 | " | 4 | 107 | 30 | 1924½ | 13 84 | 16 19 | 30 03 |
| ...ram. B. Oakes A.M. | 1 | 115 | 75 00 | | | | | | | | |
| ...e R. Williston | 1 | 114 | 54 52 | | | | | | | | |
| ...ia Alexander | 1 | 114 | 54 52 | Chatham | 1 | 457 | 209 | 17719 | 59 01 | 149 04 | 208 65 |
| ...nie R. Haviland | 3 | 114 | 34 70 | | | | | raised | | | |
| ...gie Miller | 2 | 114½ | 44 42 | " & Glenelg | 1½ | 114½ | 43 | 2756 | 14 81 | 23 17 | 37 98 |
| ...ie McLeod | 2 | 111 | 43 06 | " | 2 | 111 | 50 | 1915½ | 14 35 | 16 12 | 30 47 |
| ...ALD McINTOSH | 1 | 116 | 150 00 | " | 3 | 116 | 78 | 4809½ | 15 00 | 40 45 | 55 45 |
| ...es McIntosh | 1 | 115½ | 74 67 | " | 4 | 115½ | 82 | 5173½ | 14 94 | 43 52 | 58 46 |
| ...a C. Baldwin | 3 | 116 | 35 00 | " | 6 | 116 | 52 | 3520 | 15 00 | 29 61 | 44 61 |
| ...gie S. Gordon | 2 | 113 | 43 83 | " & Glenelg | 6½ | 113 | 46 | 2496 | 14 61 | 20 99 | 35 60 |
| ...e Quinlan | 1 | 115 | 55 00 | " | 8 | 115 | 103 | 7571 | 15 00 | 63 68 | 78 68 |
| | | | | | | | | raised | | | |
| ...y R. Tweedie | 2 | 115 | 45 00 | " | 8 | 115 | 114 | 7666½ | 15 00 | 64 49 | 79 49 |
| ...ie L. Brown c. r. a. | 2 | 115 | 22 50 | | | | | raised | | | |
| ...a Caulfield | 1 | 115 | 75 00 | | | | | | | | |
| ...et Flanagan | 1 | 116 | 55 00 | " | 9 | 347 | 225 | 16660 | 45 00 | 140 13 | 185 13 |
| ...a McInnes | 3 | 116 | 45 00 | | | | | raised | | | |
| ...as N. WATHES | 1 | 115½ | 149 34 | Derby | 1 | 115½ | 53 | 3565½ | 14 94 | 29 99 | 44 93 |
| ...ina Horgan | 2 | 116 | 45 00 | " | 1½ | 116 | 44 | 2674 | 15 00 | 22 49 | 37 49 |
| ...rgt. R. Gray | 2 | 78½ | 38 35 | " | 2 | 78½ | 15 | 1035½ | 13 54 | 8 72 | 22 26 |
| ...y Archibald | 2 | 107 | 41 51 | " | 3 | 107 | 33 | 1974 | 13 84 | 16 60 | 30 44 |
| ...della McIntosh | 2 | 115 | 44 61 | " | 4 | 115 | 37 | 2208 | 14 87 | 24 46 | 39 33 |
| ...e R. McLean | 3 | 115 | 34 70 | Glenelg | 5 | 115 | 16 | 1108 | 14 87 | 9 82 | 24 69 |
| ...addie Ritchie | 2 | 112 | 43 44 | " & Chatham | 5½ | 112 | 48 | 2603½ | 14 48 | 21 94 | 36 42 |
| ...gie J. Barron | 3 | 102 | 52 76 | " | 6 | 102 | 21 | 1034 | 17 58 | 16 27 | 33 85 |
| ...e McKay | 2 | 108 | 74 48 | " | 7 | 108 | 25 | 1521 | 18 61 | 12 79 | 31 40 |
| ...abeth McLachlan | 2 | 88 | 45 52 | " | 7½ | 88 | 45 | 3016 | 15 17 | 25 37 | 40 54 |
| ...et M. Hackett | 3 | 101 | 30 47 | " | 8 | 101 | 24 | 924 | 13 06 | 7 77 | 20 83 |
| ...Jas. Thurrott | 2 | 15 | 7 76 | " | 8½ | 15 | 13 | 230 | 2 58 | 1 93 | 4 51 |
| ...tiana O'Neill | 3 | 106 | 42 64 | " | 10 | 106 | 19 | 1277 | 18 28 | 10 74 | 29 02 |
| ...J. Yorston | 1 | 77 | 36 51 | Hardwick | 1 | 77 | 23 | 1403½ | 9 96 | 11 85 | 21 81 |
| ...a D. Lewis | 3 | 44 | 17 69 | " | 2 | 44 | 23 | 903 | 7 58 | 7 60 | 15 18 |
| ...e Anthony | 3 | 113 | 58 44 | " | 4 | 113 | 23 | 1289 | 10 48 | 10 84 | 30 32 |
| ...J. Wilkinson | 2 | 112 | 43 44 | " | 5 | 112 | 27 | 1713 | 14 48 | 14 41 | 28 89 |
| ...pl. in York Co | | | | Ludlow & Stanley | 12A | | 6 | 389½ | | 3 28 | 3 28 |
| ...uel Flinne | 2 | 122½ | 58 19 | Nelson | 1 | 112½ | 101 | 4705½ | 14 55 | 40 34 | 54 89 |
| ...a Flett, c. r. a. | 3 | 109½ | 16 52 | | | | | | | | |
| ...ie McDonald | 2 | 114 | 44 22 | " | 2 | 114 | 40 | 2101 | 14 74 | 17 67 | 32 41 |
| ...elius Launey | 3 | 115 | 44 61 | " | 3 | 115 | 26 | 1589 | 14 87 | 13 37 | 28 24 |
| ...A. A. Eohan | 3 | 116 | 46 67 | " | 4 | 116 | 16 | 1021 | 20 00 | 8 59 | 28 59 |
| ...A. Jordan | 2 | 116 | 45 00 | " | 5 | 116 | 31 | 1391 | 15 00 | 11 70 | 26 70 |
| ...E. M. Grennan | 3 | 116 | 46 67 | " | 6 | 116 | 19 | 1161 | 20 00 | 9 70 | 29 70 |
| ...t. Gaynor | 3 | 92 | 35 69 | " | 7 | 92 | 18 | 757½ | 11 90 | 6 37 | 18 27 |
| ...Smsbotham | 3 | 114 | 34 39 | " | 9 | 114 | 27 | 1271 | 14 74 | 10 69 | 25 43 |

## COUNTY OF NORTHUMBERLAND.—*Continued.*

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Mary J. Swim | 2 | 104 | $40 34 | Newcastle | 1 | 104 | 31 | 1369 | $13 45 | $11 51 | |
| Chas. Stewart | 3 | 116 | 45 00 | " | 2 | 116 | 38 | 1614½ | 15 00 | 13 58 | |
| Annie McEacheran | 3 | 111 | 33 49 | " | 3 | 111 | 28 | 2179 | 14 35 | 18 33 | |
| *Ellen Wall* | 3 | 107 | 43 04 | " | 4 | 107 | 19 | 1208 | 18 45 | 10 92 | |
| Robt. Moir | 2 | 103 | 53 27 | " | 5 | 113 | 23 | 1463½ | 14 61 | 12 31 | |
| Lizzie M. McBeath | 2 | 10 | 3 88 | | | | | | | | |
| Wm. Jas. Fowler | 1 | 116 | 75 00 | | | | | | | | |
| Eliza M. Adams | 2 | 114 | 44 22 | " | 6 | 346 | 193 | 13370 | 44 74 | 112 46 | |
| Mary J. Russell | 2 | 116 | 45 00 | | | | | | | | |
| *C. M. Hutchison* | 1 | 114 | 148 70 | | | | | | | | |
| E. P. Flewelling | 1 | 114½ | 74 68 | | | | | | | | |
| Eliza Hickey | 1 | 114½ | 54 76 | | | | | | | | |
| Annie M. Hanson | 2 | 114½ | 44 80 | | | | | | | | |
| Olivia Parker | 1 | 115 | 55 00 | " | 7 | 1030¼ | 445 | 31079 raised | 134 41 | 266 46 | |
| Sarah J. Reid | 2 | 114½ | 44 80 | | | | | | | | |
| Annie Morrell | 2 | 114½ | 44 80 | | | | | | | | |
| Wm. Sivewright | 3 | 115 | 45 00 | | | | | | | | |
| P. F. Morrisay | 2 | 114 | 59 48 | | | | | | | | |
| *Clementine Robinson* | 3 | 64 | 25 74 | Northesk | 2 | 64 | 20 | 1098 | 11 04 | 9 24 | |
| John Hamilton | 2 | 116 | 60 00 | " | 5 | 116 | 18 | 1156½ | 15 00 | 9 73 | |
| Kate E. Falconer | 3 | 109 | 32 89 | " | 6 | 109 | 55 | 2944 | 14 09 | 24 76 | |
| Eliza Buckley | 2 | 106 | 41 12 | " | 9 | 106 | 36 | 2407½ | 13 71 | 21 00 | |
| Maggie J. E. McRae | 3 | 116 | 35 00 | " | 10 | 116 | 38 | 1967 | 15 00 | 16 54 | |
| Alice M. Adams | 2 | 99 | 38 40 | " | 11 | 99 | 37 | 2080½ | 12 80 | 17 50 | |
| Maggie M. McIntosh | 2 | 114 | 44 22 | " | 12 | 114 | 28 | 1349½ | 14 74 | 11 35 | |
| Ida H. Adams | 2 | 99½ | 38 60 | " | 13 | 99½ | 33 | 1616½ | 12 87 | 13 60 | |
| Martha F Thompson | 3 | 113 | 34 09 | " | 15 | 113 | 29 | 1781 | 14 61 | 14 93 | |
| | | | $4124 15 | | | | 3393 | 215,022 | $1201 22 | $1816 18 | |

## COU... OF QUEENS.

| 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. | 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 |
| ...s. B. Nevers | 2 | 55 | $28 45 | Brunswick | 1 | 55 | 31 | 1303½ | $ 7 11 | $ 7 86 | $14 97 |
| ...nie A. Keith | 3 | 85 | 25 64 | " | 2 | 85 | 26 | 1350 | 10 99 | 8 14 | 19 13 |
| ...R. Welsh | 2 | 115 | 59 48 | Cambridge | 1 | 115 | 36 | 1986 | 14 87 | 11 98 | 26 85 |
| ...inda Hicks | 1 | 110 | 52 15 | " | 2 | 110 | 55 | 3217 | 14 22 | 19 42 | 33 64 |
| ...trude T. Akerley | 1 | 106 | 41 12 | " | 3 | 106 | 22 | 961 | 13 71 | 5 80 | 19 51 |
| ...a R. Dunn | 2 | 116 | 60 00 | " | 6 | 116 | 27 | 1914 | 15 00 | 11 55 | 26 55 |
| *Jennie Oakley* | 3 | 115 | 46 26 | " | 7 | 115 | 13 | 663½ | 19 83 | 3 99 | 23 82 |
| ...a A. Colwell | 3 | 111 | 33 49 | " | 8 | 111 | 17 | 1015 | 14 35 | 6 12 | 20 47 |
| ...E. McDonald | 3 | 114 | 44 22 | " | 9 | 114 | 22 | 1513½ | 14 74 | 9 13 | 23 87 |
| ...ur C. Belyea | 1 | 116 | 60 00 | " | 10 | 116 | 56 | 3517 | 15 00 | 21 22 | 36 22 |
| ...uel W. Fowler | 2 | 116 | 60 00 | " | 12 | 116 | 44 | 3110 | 15 00 | 18 82 | 33 82 |
| ...a Caldwell | 1 | 108 | 55 86 | Canning | 1 | 108 | 37 | 1970 | 13 96 | 11 88 | 25 84 |
| ...eca A. White | 2 | 78½ | 30 46 | " | 2 | 78½ | 16 | 753 | 10 16 | 4 53 | 14 69 |
| ...R. Barton | 2 | 116 | 60 00 | Chipman and Northfield | 1A | 116 | 27 | 1012 | 15 00 | 11 53 | 26 53 |
| ...el H. Moore | 1 | 116 | 60 00 | Chipman | 4 | 116 | 39 | 2309 | 15 00 | 13 93 | 28 93 |
| ...on Thompson | 1 | 116 | 150 00 | " | 5 | 116 | 45 | 3204 | 15 00 | 19 33 | 34 33 |
| ...gie M. Bowden | 2 | 90 | 34 91 | " | 6 | 90 | 35 | 1573 | 11 64 | 9 49 | 21 13 |
| ...ie E. Taylor | 2 | 112 | 43 44 | " | 11 | 112 | 37 | 2459 | 14 48 | 14 83 | 29 31 |
| *...aide B. Camp* | 3 | 97 | 39 01 | " | 12 | 97 | 20 | 1564 | 16 72 | 9 43 | 26 15 |
| ...a H. Fowler | 3 | 111 | 57 41 | " & Waterboro' | 13 | 111 | 25 | 2068 | 19 13 | 12 47 | 31 60 |
| ...A. Orchard | 3 | 116 | 60 00 | " " | 15 | 116 | 30 | 2243 | 20 00 | 13 54 | 33 54 |
| ...s. R. Babbitt | 3 | 93 | 35 69 | Gagetown and Hampstead | 2A | 92 | 12 | 769 | 11 90 | 4 64 | 16 54 |
| ...uel A. Currey A. B. | 1 | 116 | 75 00 | Gagetown | 3 | 232 | 80 | 6729 | 30 00 | 40 49 | 70 49 |
| ...Leslie Smith | 2 | 116 | 60 00 | | | | | | | | |
| ...Barnett | 2 | 97 | 50 17 | " | 4 | 97 | 37 | 1924 | 12 54 | 11 62 | 24 16 |
| ...s. L. Tracey | 2 | 116 | 60 00 | " | 6A | 116 | 56 | 3628½ | 15 00 | 21 88 | 36 88 |
| ...el Hayes | 2 | 116 | 60 30 | Do. & Cambridge | 8A | 116 | 18 | 1134 | 15 00 | 6 84 | 21 84 |
| ...L. T. Wiggins | 2 | 116 | 60 00 | Hampstead | 1 | 116 | 35 | 2493 | 15 00 | 15 04 | 30 04 |
| ...el Patterson | 2 | 110 | 56 80 | " | 1½ | 110 | 20 | 1146½ | 14 22 | 6 92 | 21 14 |
| ...a J. Nickerson | 3 | 116 | 60 00 | " & Gagetown | 3 | 116 | 26 | 2268 | 20 00 | 13 68 | 33 68 |
| ...Wesley Smith | 2 | 116 | 60 00 | " | 4 | 116 | 49 | 2320½ | 15 00 | 14 00 | 29 00 |
| ...B. Vallis | 2 | 116 | 60 00 | " | 5 | 116 | 35 | 2088 | 15 00 | 12 60 | 27 60 |
| ...elina M. Patterson | 3 | 109 | 32 89 | " | 6 | 109 | 27 | 1223½ | 14 09 | 7 38 | 21 47 |
| ...t J. Craft | 3 | 107 | 41 51 | " & Gagetown | 7 | 107 | 32 | 1876 | 13 84 | 11 34 | 25 18 |
| ...line L. Harrison | 3 | 116 | 35 00 | " | 8 | .... | 35 | ..... | Returns too late. | | |
| ...e H. DeLong | 2 | 115 | 59 48 | " | 9 | 115 | 33 | 1410½ | 14 87 | 8 52 | 23 39 |
| ...a O'Mar | 1 | 60 | 46 57 | " | 10 | 60 | 30 | 1092 | 7 76 | 6 59 | 14 35 |
| ...Wm. Perry | 2 | 116 | 60 00 | Johnston | 1 | 116 | 40 | 2061½ | 15 00 | 12 43 | 27 43 |
| ...e W. Cody | 2 | 116 | 60 00 | " | 4 | 116 | 34 | 1830 | 15 00 | 11 06 | 26 06 |
| ...el J. Robinson | 2 | 59 | 22 89 | " | 5 | 59 | 28 | 815½ | 7 63 | 4 94 | 12 57 |
| ...ton Hetherington | 3 | 106 | 54 83 | " | 8 | 106 | 19 | 1484 | 18 28 | 8 96 | 17 24 |
| ...mon Starkey | 2 | 109 | 56 37 | " | 9 | 109 | 36 | 1904½ | 14 09 | 11 49 | 25 58 |
| ...M. Wetmore | 3 | 116 | 45 00 | " & Cambridge | 10 | 116 | 29 | 1686½ | 15 00 | 10 17 | 25 17 |
| ...ird McDonald | 2 | 114 | 73 70 | " & Wickham | 11 | 114 | 13 | 691½ | 14 74 | 4 16 | 18 90 |
| ...A. Strong | 2 | 116 | 60 00 | " | 12 | 116 | 27 | 1490½ | 15 00 | 9 05 | 24 05 |
| ...y Jane Long | 2 | 116 | 45 00 | " | 14 | 116 | 39 | 1952 | 15 00 | 11 77 | 26 77 |
| ...el B. Richardson | 2 | 116 | 45 00 | " | 15 | 116 | 30 | 1632 | 15 00 | 9 83 | 24 83 |
| ...Somerville | 2 | 116 | 60 00 | " | 16 | 116 | 22 | 1697½ | 15 00 | 10 23 | 25 23 |
| ...F. Vincent | 3 | 110 | 56 89 | " | 17 | 110 | 29 | 1979 | 18 96 | 11 94 | 30 90 |
| ...t. Machum | 1 | 116 | 75 00 | Petersville | 1 | 116 | 43 | 2268 | 15 00 | 13 68 | 28 68 |
| ...t. E. Webb | 3 | 113½ | 58 71 | " | 2 | 113½ | 34 | 2333 | 19 57 | 14 07 | 33 64 |
| ...e M. Smith | 2 | 103 | 39 95 | " | 3 | 103 | 46 | 2274 | 13 32 | 13 73 | 27 05 |
| ...ie Kerrigan | 2 | 115 | 44 61 | " | 5 | 115 | 45 | 2039 | 14 87 | 12 30 | 27 17 |
| ...a F. McCarron | 2 | 80 | 31 03 | " | 6 | 80 | 37 | 2751 | 10 34 | 16 59 | 26 93 |
| ...A. Shanahan | 3 | 80 | 31 03 | " | 8 | 80 | 51 | 2353 | 10 34 | 14 19 | 24 53 |
| ...y F. Perkins | 2 | 116 | 60 00 | " | 10 | 116 | 46 | 2443½ | 15 00 | 14 74 | 29 74 |
| ...Quinn | 2 | 107½ | 55 60 | " | 11 | 107½ | 48 | 1515½ | 13 91 | 9 14 | 23 05 |

## COUNTY OF QUEENS.—*Continued.*

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 |
| W. Miles Craft | 2 | 104 | $53 79 | Petersv'e & Hamp'd | 12 | 104 | 40 | 1914 | $13 45 | $11 56 |
| *Alonzo P. Lyon* | 3 | 96 | 49 65 | " | 13 | 96 | 21 | 1454 | 16 55 | 8 77 |
| David A. Murphy | 3 | 42 | 16 29 | " | 14 | 42 | 21 | 312½ | 5 43 | 1 89 |
| Walker B. Flewelling | 2 | 116 | 60 00 | " | 15 | 116 | 35 | 1496 | 15 00 | 9 04 |
| *Robt. Derrah* | 2 | 111 | 76 55 | " | 16 | 111 | 17 | 1455½ | 19 13 | 8 78 |
| Wm. Tilley | 2 | 113 | 58 44 | " | 17 | 113 | 44 | 1826 | 14 61 | 11 02 |
| *John Bogle* | 3 | 116 | 60 00 | " | 19 | 116 | 10 | 1192 | 20 00 | 7 19 |
| Adelia A. Barton | 3 | 111½ | 33 64 | Waterborough | 1 | 111½ | 51 | 2713 | 14 42 | 16 37 |
| *Anabine E. Orchard* | 3 | 116 | 46 67 | " | 3 | 116 | 24 | 1451 | 20 00 | 8 75 |
| Margt. S. Cox | 2 | 116 | 45 00 | " | 4 | 116 | 45 | 3073 | 15 00 | 18 54 |
| *Angelina Wasson* | 3 | 114 | 45 85 | " | 5 | 114 | 23 | 1788½ | 19 65 | 10 79 |
| Eva T. S. Austin | 3 | 91 | 27 45 | " | 6 | 91 | 19 | 1033½ | 11 77 | 6 23 |
| C. D. Lowery | 3 | 116 | 45 00 | " | 7 | 116 | 37 | 2499 | 15 00 | 15 07 |
| *John W. DeVeber* | 3 | 115½ | 59 75 | " | 8 | 115½ | 31 | 1514 | 19 02 | 9 13 |
| *Ida May Akerley* | 3 | 116 | 46 67 | " | 9 | 116 | 23 | 1791 | 20 00 | 10 89 |
| *Sarah J. Price* | 2 | 116 | 56 67 | " | 10 | 116 | 33 | 2936 | 20 00 | 17 72 |
| J. Edgar Henry | 2 | 116 | 60 00 | Wicklam | 1 | 116 | 50 | 3303½ | 15 00 | 19 93 |
| Fannie A. Carpenter | 2 | 116 | 45 00 | " | 2 | 116 | 18 | 993 | 15 00 | 5 99 |
| L. J. Flower | 2 | 114 | 58 96 | " | 3 | 114 | 18 | 1257 | 14 74 | 7 58 |
| D. H. McDonald | 3 | 115 | 44 61 | " | 4 | 115 | 28 | 1045 | 14 87 | 6 30 |
| Lizzie McCready | 2 | 112 | 43 44 | " | 5 | 112 | 34 | 1942½ | 14 48 | 11 73 |
| *Emeline A. Akerley* | 3 | 106 | 42 64 | " | 8 | 106 | 28 | 2085 | 18 28 | 12 58 |
| *Eugenia A. Craft* | 3 | 77 | 30 97 | " | 10 | 77 | 30 | 1593 | 13 28 | 9 63 |
| Tea. pd. in Kings Co. | | | | " & Springfi'd | 11 | .... | 15 | 645 | ..... | 3 83 |
| | | | $4007 75 | | | | 2594 | 149,245½ | $1176 70 | $900 20 |

## COUNTY OF RESTIGOUCHE.

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 |
| Wm. Firth | 2 | 115 | $59 48 | Addington | 2 | 115 | 48 | 3027½ | $14 87 | $18 25 |
| JOHN LAWSON | 1 | 115 | 150 00 | " | 1 | 228½ | 197 | 14453 | 20 80 | 87 11 |
| Barbara McNair, c. r. a. | 2 | 113 | 22 10 | | | | | | | |
| Sussa S. Gerrard | 2 | 113½ | 44 41 | | | | | | | |
| Isabella McTomney | 3 | 100 | 30 17 | " | 3 | 100 | 23 | 1572¼ | 12 93 | 9 43 |
| Robt. Alexander | 3 | 116 | 45 00 | " | 4 | 116 | 34 | 1731 | 15 00 | 10 43 |
| *Mary F. Carmichael* | 3 | 116 | 46 67 | " | 6 | 116 | 22 | 1594 | 20 00 | 9 61 |

## COUNTY OF RESTIGOUCHE.—*Continued.*

| 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. | 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 |
| ie McIntyre | 2 | 88 | $45 51 | Colbourne | 1 | 88 | 35 | 1557 | $11 38 | $ 9 39 | $20 77 |
| ie McMillan | 2 | 113 | 58 44 | " | 1½ | 113 | 23 | 1104 | 19 48 | 6 65 | 33 63 |
| to Trustees Oct. '78 | | | | | | | | | 7 50 | | |
| ah McLean | 2 | 115 | 59 48 | " | 2 | 115 | 58 | 2925 | 14 87 | 17 63 | 32 50 |
| y McMillan | 2 | 116 | 45 00 | " | 3 | 116 | 45 | 2704½ | 15 00 | 16 30 | 31 30 |
| ca J. Cook | 2 | 16 | 8 28 | " | 4 | 16 | 12 | 229 | 2 76 | 1 38 | 4 14 |
| . Ross | 1 | 114 | 74 34 | Dalhousie | 1 | 341 | 160 | 11844 raised | 44 48 | 71 38 | 115 86 |
| . Wilbur | 2 | 113 | 58 95 | | | | | | | | |
| . Dunn | 2 | 114 | 44 60 | | | | | | | | |
| n Cook | 2 | 116 | 60 00 | " | 2 | 116 | 30 | 2007 | 15 00 | 12 10 | 27 10 |
| ie A. McNair | 2 | 116 | 45 00 | " | 3 | 116 | 33 | 2156½ | 15 00 | 13 00 | 28 00 |
| ie Beattie | 3 | 116 | 46 67 | " | 4 | 116 | 12 | 1221 | 20 00 | 7 36 | 27 36 |
| e Murchie | 3 | 101½ | 39 33 | " | 5 | 101½ | 33 | 1466½ | 13 13 | 8 84 | 21 97 |
| . Hamilton | 3 | 113 | 43 83 | " | 6 | 113 | 28 | 1677½ | 14 61 | 10 10 | 24 71 |
| gie Keane | 3 | 105 | 31 68 | " | 8 | 105 | 32 | 1206½ | 13 58 | 7 27 | 20 85 |
| e McAlister | 3 | 116 | 60 00 | " | 10 | 116 | 59 | 3463 | 20 00 | 20 87 | 40 87 |
| y Ann McCarthy | 3 | 80 | 24 14 | Durham | 1 | 80 | 33 | 1497 | 10 34 | 9 02 | 19 36 |
| ol in Gloucester Co | | | | " & Beresford | 1A | | 4 | 251 | | 1 50 | 1 50 |
| in G. Noble | 2 | 114 | 58 96 | " | 2 | 114 | 82 | 4864 | 14 74 | 28 32 | 44 06 |
| n Chalmers | 3 | 116 | 45 00 | " | 4 | 116 | 45 | 2916½ | 15 00 | 17 58 | 32 58 |
| t Hayes | 3 | 116 | 35 00 | " | 5 | 116 | 29 | 1372 | 15 00 | 8 27 | 23 27 |
| Doyle | 2 | 115 | 44 61 | " | 6 | 115 | 41 | 2764 | 14 87 | 16 66 | 31 53 |
| rd Carney | 3 | 104 | 40 34 | " | 7 | 104 | 47 | 2315½ | 13 45 | 13 96 | 27 41 |
| | | | $1367 04 | | | | 1165 | 71,910½ | $402 70 | $433 46 | $836 25 |

## COUNTY OF ST. JOHN.

| 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. | 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 |
| E. Armstrong | 2 | 112 | $57 93 | Lancaster | 1 | 112 | 37 | 2160 | $14 48 | $15 87 | $30 35 |
| M. Coynorayhame | 1 | 113 | 146 10 | | | | | | | | |
| ian F. Wheaton | 2 | 114 | 44 22 | " | 2 | 459 | 291 | 19340½ | 54 35 | 142 17 | 196 52 |
| C. McGinnis | 2 | 116 | 60 00 | | | | | | | | |
| e Chappell | 3 | 116 | 35 00 | | | | | | | | |
| d Wilson, A. B. | 1 | 116 | 75 00 | " | 3 | 116 | 47 | 1885 | 15 00 | 13 85 | 28 85 |

## COUNTY OF ST. JOHN.—*Continued.*

| Prov'l Grant to Teachers. | | | Locality. | | County Fund to Trustees. | | | | | Prov'l |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | AMOUNT. | | |
| NAME. | Class. | Legally authorized days actually employed. | Amount of Grant. | PARISH. | No. of District. | Legally authorized days Schools were open. | Pupils enrolled. | Grand Total days' attendance of Pupils. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from County Fund. | N. |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| *Rosa Rush* | 3 | 116 | $46 67 | Lancaster | 4 | 116 | 21 | 3034 | $20 00 | $22 30 | $42 | Philip Wa |
| *Mary Sealy* | 2 | 116 | 60 00 | " | 11 | 116 | 40 | 4093 | 20 00 | 30 08 | 50 | John Edw |
| *Terence P. Quinn* | 2 | 116 | 30 00 | " | 12 | 116 | 60 | 5158 | 20 00 | 37 90 | 57 | Margt. Go |
| Thos. Corbett | 1 | 116 | 75 00 | " | 13 | 232 | 116 | 7652½ | 30 00 | 56 24 | 86 | Wm. C. Si |
| Mary G. Gunn | 2 | 116 | 45 00 | " | | | | | | | | Annie Cur |
| James McKenzie | 1 | 114 | 73 70 | " | 14 | 114 | 66 | 3922 | 14 74 | 28 83 | 43 | Margt. Gertrud |
| Wm. H. Allingham | 2 | 112 | 57 93 | " | 15 | 112 | 60 | 3433 | 14 48 | 25 23 | 39 | Lydia J. F |
| Mary A. Truswell | 1 | 54 | 25 60 | " | 16 | 93 | 38 | 1776 | 12 02 | 13 04 | 25 | Helen Ads |
| Eva O. Stewart | 2 | 39 | 15 13 | | | | | | | | | Mary Bow |
| Ann Richards | 1 | 114 | 54 05 | Musquash | 6 | 114 | 79 | 4007½ | 14 74 | 29 45 | 44 | Elizabeth M. I |
| *Wm. Kerr* | 3 | 106½ | 55 09 | " | 9 | 106½ | 14 | 1328 | 18 37 | 9 76 | 28 | William B |
| *Alma B. Horton* | 3 | 114 | 45 85 | " | 10 | 114 | 24 | 1673 | 19 05 | 12 29 | 31 | Hattie B. |
| DANIEL McINTYTE | 1 | 114 | 148 68 | | | | | | | | | Maggie A. |
| Wm. Parlee | 1 | 113½ | 74 02 | | | | | | | | | Rachel C. |
| Grace Murphy | 1 | 113½ | 54 28 | | | | | | | | | Edwin H. |
| Abraham D. Smith | 2 | 113 | 58 95 | | | | | | | | | Mabel Hun |
| Estella Daye | 3 | 1 | 0 30 | | | | | | | | | Annie J. T |
| Jessie Sutherland | 2 | 113½ | 44 42 | | | | | | | | | Philip Cox |
| Jane Cunard | 2 | 40 | 15 65 | | | | | | | | | Helena M. |
| Angelina Sanburn | 2 | 60 | 23 48 | | | | | | | | | Annie S. I |
| Estella Daye | 3 | 10 | 3 04 | | | | | | | | | Laura E. I |
| Helen Dale | 2 | 106½ | 41 68 | | | | | | | | | Maggie St |
| Estella Daye | 3 | 5 | 1 52 | | | | | | | | | Minnie B. |
| Amelia J. Laskey | 2 | 59 | 23 09 | | | | | | | | | Mary Sho |
| Jennie M. Rowan | 2 | 55 | 21 52 | | | | | | | | | Frances M |
| Alicia R. Greene | 2 | 112½ | 44 03 | | | | | | | | | Frances B |
| Jas. E. Wetmore | 1 | 114 | 74 34 | | | | | | | | | Helen McK |
| Mary M. Rees | 1 | 114 | 54 51 | | | | | | | | | Wm. Mills |
| Eliza Wetherall | 3 | 115 | 35 00 | | | | | | | | | Elizabeth |
| Kate A. Kerr | 1 | 115 | 55 00 | | | | | | | | | Amelia Du |
| Jas. Crawford | 1 | 115 | 75 00 | | | | | | | | | Lydia J. F |
| Wm. Rolston | 1 | 115 | 75 00 | | | | | | | | | Annie H. S |
| John Brooks | 2 | 115 | 60 00 | | | | | | | | | Minnie C. |
| Agnes Livingston | 2 | 115 | 45 00 | | | | | | | | | Sarah J. I |
| Bernard B. Smyth | 2 | 115 | 60 00 | | | | | | | | | Addie Cha |
| John R. McCloskey | 2 | 115 | 60 00 | Town of Portland | | | | | | | | Maria The |
| Sarah Smyth | 2 | 115 | 45 00 | | | | | | | | | Annie L. |
| Ellen O'Grady | 3 | 114 | 34 69 | | | | | | | | | John Thor |
| Mary Marry | 3 | 115 | 35 00 | | | | | | | | | David P. C |
| Ellen Toomey | 3 | 113 | 34 39 | | | | | | | | | John Thor |
| Mary Collins | 2 | 113 | 44 22 | | | | | | | | | David P. |
| Sarah Burchill | 2 | 114 | 44 61 | | | | | | | | | Abigail A. |
| Mary Routanne | 2 | 114 | 44 61 | | | | | | | | | Charlotte |
| Geo. H. Fulton | 1 | 115 | 75 00 | | | | | | | | | Annie M. |
| Alex. Johnston | 1 | 115 | 75 00 | | | | | | | | | Annie M. |
| Sarah Taylor | 1 | 115 | 55 00 | | | | | | | | | J. E. Hun |
| Bertie McLeod | 1 | 115 | 55 00 | | | | | | | | | Maggie A. |
| Mary W. Greene | 1 | 104 | 49 73 | | | | | | | | | Miss R. Su |
| Margt. R. Gray | 2 | 11 | 4 30 | | | | | | | | | James Ba |
| Jennie M. Rowan | 2 | 60 | 23 48 | | | | | | | | | Sarah Mc |
| M. Annie Paul | 2 | 55 | 21 52 | | | | | | | | | Mary A. T |
| Maria DeW. Nelson | 2 | 115 | 45 00 | | | | | | | | | Agnes O'S |
| Cath. Armstrong | 1 | 115 | 55 00 | | | | | | | | | Alice Sug |
| Gertrude A. Thomson | 1 | 110 | 52 60 | | | | | | | | | Margt. Ne |
| M. Annie Paul | 2 | 4½ | 1 77 | | | | | | | | | Bridget C |
| Ada McDonald | 2 | 110 | 43 04 | | | | | | | | | Annie Law |
| M. Annie Paul | 2 | 5 | 1 96 | | | | | | | | | Mary E. W |
| Jos. A. Wetmore | 2 | 115 | 60 00 | | | | | | | | | Helen Law |
| Jennie Nisbet | 2 | 114 | 44 61 | | | | | | | | | Mary Jane |

## COUNTY OF ST. JOHN.—*Continued.*

| 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. | 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 |
| Philip Walsh | 1 | 100 | $65 21 | Town of Portland | | 4607 | 2583 | 184,075 raised. | $608 74 | $1352 70 | $1961 44 |
| John Edwin Dean | 1 | 115 | 75 00 | | | | | | | | |
| Sergt. Gorham | 2 | 111 | 43 43 | | | | | | | | |
| Wm. C. Simpson | 1 | 115 | 75 00 | | | | | | | | |
| Jessie Currie | 1 | 115 | 55 00 | | | | | | | | |
| Miss Gertrude Melvin | 2 | 115 | 45 00 | | | | | | | | |
| Cordelia J. Fullerton | 2 | 10 | 3 91 | | | | | | | | |
| Helen Adam | 2 | 105 | 41 09 | | | | | | | | |
| Mary Bowes | 3 | 115 | 35 00 | | | | | | | | |
| Elizabeth M. Hogan | 2 | 115 | 45 00 | | | | | | | | |
| William Bennett | 2 | 115 | 60 00 | | | | | | | | |
| Hattie B. Barton | 2 | 115 | 45 00 | | | | | | | | |
| Maggie A. Watts | 1 | 115 | 55 00 | | | | | | | | |
| Michel C. Howard | 2 | 115 | 45 00 | | | | | | | | |
| Marin H. Frost | 2 | 115 | 60 00 | | | | | | | | |
| Mabel Humphrey | 2 | 115 | 45 00 | | | | | | | | |
| Minnie J. Thomas | 2 | 115 | 45 00 | | | | | | | | |
| Philip Cox, A. B. | 1 | 115 | 75 00 | | | | | | | | |
| Helena M. Kirk | 2 | 115 | 45 00 | | | | | | | | |
| Annie S. Reid | 2 | 100 | 39 13 | | | | | | | | |
| Laura E. Burridge | 1 | 15 | 7 17 | | | | | | | | |
| Maggie Stothart | 2 | 115 | 45 00 | | | | | | | | |
| Minnie B. Everett | 2 | 115 | 45 00 | | | | | | | | |
| Mary Shortland | 1 | 115 | 55 00 | | | | | | | | |
| Frances McLeod | 2 | 115 | 45 00 | | | | | | | | |
| Frances Bourgeois | 2 | 115 | 45 00 | | | | | | | | |
| Helen McKenna | 1 | 115 | 55 00 | | | | | | | | |
| Wm. Mills | 1 | 115 | 75 00 | | | | | | | | |
| Elizabeth Estey | 1 | 115 | 55 00 | | | | | | | | |
| Cecelia Duval | 1 | 88 | 42 08 | | | | | | | | |
| Cordelia J. Fullerton | 2 | 27 | 10 57 | City of St. John | | | | | | | |
| Annie H. Sullivan | 2 | 115 | 45 00 | | | | | | | | |
| Minnie C. Powers | 2 | 115 | 45 00 | | | | | | | | |
| Sarah J. Parkin | 1 | 115 | 55 00 | | | | | | | | |
| Addie Chamberlain | 1 | 115 | 55 00 | | | | | | | | |
| Maria Theal | 1 | 115 | 55 00 | | | | | | | | |
| Annie L. Dienaide | 2 | 115 | 45 00 | | | | | | | | |
| John Thompson | 1 | 20 | 13 05 | | | | | | | | |
| David P. Chisholm | 1 | 95 | 61 95 | | | | | | | | |
| John Thompson | 1 | 95 | 61 95 | | | | | | | | |
| David P. Chisholm | 1 | 20 | 13 05 | | | | | | | | |
| Abigail A. Williams | 1 | 115 | 55 00 | | | | | | | | |
| Charlotte Baldwin | 1 | 115 | 55 00 | | | | | | | | |
| Annie M. Hea | 1 | 95 | 45 45 | | | | | | | | |
| Annie M. Hea | 1 | 20 | 9 55 | | | | | | | | |
| A. E. Humphrey | 1 | 95 | 45 44 | | | | | | | | |
| Maggie A. Nisbet | 2 | 115 | 45 00 | | | | | | | | |
| Miss R. Sugrue | 2 | 115 | 60 00 | | | | | | | | |
| James Barrey | 2 | 115 | 60 00 | | | | | | | | |
| Sarah McDermott | 2 | 115 | 45 00 | | | | | | | | |
| Mary A. Tobin | 2 | 115 | 45 00 | | | | | | | | |
| James O'Sullivan | 2 | 115 | 45 00 | | | | | | | | |
| Julie Sugrue | 1 | 115 | 55 00 | | | | | | | | |
| Sergt. Nealis | 2 | 115 | 45 00 | | | | | | | | |
| Bridget Cosgrove | 3 | 115 | 35 00 | | | | | | | | |
| Annie Lawlor | 2 | 115 | 45 00 | | | | | | | | |
| Mary E. Walsh | 2 | 115 | 45 00 | | | | | | | | |
| Helen Lawlor | 3 | 115 | 35 00 | | | | | | | | |
| Mary Jane Rogers | 3 | 115 | 35 00 | | | | | | | | |

## COUNTY OF ST. JOHN.—*Continued.*

| 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. | 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 |
| Thos. Stothart | 1 | 115 | $75 00 | | | | | | | | |
| Wm. M. McLean | 1 | 115 | 75 00 | | | | | | | | |
| Wm. J. Wilson | 1 | 115 | 75 00 | | | | | | | | |
| Fannie L. Hanson | 2 | 115 | 45 00 | | | | | | | | |
| Janet P. Robertson | 1 | 2 | 9 56 | | | | | | | | |
| Mrs. M. M. Carr | 3 | 95 | 28 91 | | | | | | | | |
| Annie M. Carter | 1 | 20 | 9 56 | | | | | | | | |
| Janet P. Robertson | 1 | 95 | 45 44 | | | | | | | | |
| Annie M. Carter | 1 | 95 | 45 44 | | | | | | | | |
| M. E. Humphrey | 1 | 20 | 9 56 | | | | | | | | |
| Cath. Barton | 1 | 115 | 55 00 | | | | | | | | |
| Hannah Crawford | 1 | 115 | 55 00 | | | | | | | | |
| Elizabeth K. Poole | 1 | 115 | 55 00 | | | | | | | | |
| Henrietta Taylor | 2 | 115 | 45 00 | | | | | | | | |
| Bertha A. B. Bell | 1 | 115 | 55 00 | | | | | | | | |
| Mary Cameron | 1 | 115 | 55 00 | | | | | | | | |
| Maggie C. Sharp | 2 | 115 | 45 00 | | | | | | | | |
| Clara B. Peters | 2 | 115 | 45 00 | | | | | | | | |
| Lydia E. Williams | 1 | 115 | 55 00 | | | | | | | | |
| Henrietta M. Thompson | 2 | 115 | 45 00 | | | | | | | | |
| Harriet D. Gregg | 2 | 115 | 45 00 | | | | | | | | |
| Mary P. Gregg | 2 | 115 | 45 00 | | | | | | | | |
| Chas. G. Coster, Ph. D. | 1 | 115 | 75 00 | | | | | | | | |
| Henry S. Bridges, A. M. | 1 | 114 | 74 34 | | | | | | | | |
| Israel T. Richardson | 3 | 115 | 45 00 | City of St. John | ..... | 10,945 | 4900 | 358,355 raised. | $1432 01 | $2033 53 | $4000 34 |
| Andrew Nesbitt | 1 | 115 | 75 00 | | | | | | | | |
| John Montgomery | 1 | 115 | 75 00 | | | | | | | | |
| Geo. U. Hay | 1 | 115 | 75 00 | | | | | | | | |
| Geo. E. Baxter | 1 | 115 | 75 00 | | | | | | | | |
| Sara E. Whipple | 1 | 115 | 55 00 | | | | | | | | |
| Alban F. Emery | 1 | 115 | 75 00 | | | | | | | | |
| Margaret Brittain | 1 | 115 | 55 00 | | | | | | | | |
| Kate E. Carr | 2 | 115 | 45 00 | | | | | | | | |
| Caroline E. Huestis | 1 | 115 | 55 00 | | | | | | | | |
| Emma T. Moran | 2 | 115 | 45 00 | | | | | | | | |
| Lydia J. Baxter | 1 | 115 | 55 00 | | | | | | | | |
| Clara A. Young | 2 | 115 | 45 00 | | | | | | | | |
| Clara E. Burridge | 1 | 41 | 19 61 | | | | | | | | |
| Wm. D. Baskin | 1 | 115 | 75 00 | | | | | | | | |
| Mary A. McLeod | 1 | 115 | 55 00 | | | | | | | | |
| Laura A. Hughes | 2 | 115 | 45 00 | | | | | | | | |
| Thos. O'Rielly | 1 | 115 | 75 00 | | | | | | | | |
| Mary Agnes Nannery | 2 | 115 | 45 00 | | | | | | | | |
| Alice K. Meagher | 2 | 115 | 45 00 | | | | | | | | |
| Teresa O'Brien | 1 | 115 | 55 00 | | | | | | | | |
| Isabella Burchill | 3 | 115 | 35 00 | | | | | | | | |
| Henrietta McGrath | 3 | 115 | 35 00 | | | | | | | | |
| Jeanie Bell | 2 | 115 | 45 00 | | | | | | | | |
| Margt. Robertson | 2 | 115 | 60 00 | | | | | | | | |
| *Jane Brown* | 2 | 62 | 30 29 | St. Martins | 1 | 62 | 21 | 1097 | 10 69 | 8 00 | 18 69 |
| Henry T. Colpitts | 1 | 116 | 150 00 | | | | | | | | |
| Maria S. Coy | 2 | 116 | 45 00 | | | | | | | | |
| Eliz Carlyle | 2 | 116 | 45 00 | " | 2 | 575 | 221 | 12983 | 74 35 | 95 41 | 169 76 |
| Carrie M. Melvin | 2 | 111 | 43 06 | | | | | | | | |
| Eleanor J. Patterson | 1 | 116 | 55 00 | | | | | | | | |
| Wm. Rommel | 2 | 116 | 60 00 | " | 3 | 116 | 43 | 2938½ | 15 00 | 21 96 | 36 96 |
| *Mary E. McKay* | 3 | 110½ | 44 45 | " | 9 | 110½ | 25 | 1911 | 19 05 | 14 04 | 33 09 |
| Amy P. Harding | 3 | 116 | 35 00 | " & Upham | 10 | 116 | 19 | 1073½ | 15 00 | 7 89 | 22 89 |
| Hattie Lawson | 2 | 111 | 43 06 | " | 11 | 111 | 14 | 905 | 14 35 | 6 65 | 21 00 |

## COUNTY OF ST. JOHN.—*Continued.*

| Trustees. MOUNT. On account of average attendance of Pupils. 6 | Trustees. MOUNT. Total amount from County Fund. 7 | Prov'l Grant to Teachers. NAME. 6 | Class. 5 | Legally authorized days actually employed. 4 | Amount of Grant. 3 | Locality. PARISH. 2 | No. of District. 1 | County Fund to Trustees. Legally authorized days Schools were open. 2 | Pupils enrolled. 3 | Grand Total days' attendance of Pupils. 4 | AMOUNT. On account of Teachers employed. 5 | AMOUNT. On account of average attendance of Pupils. 6 | AMOUNT. Total amount from County Fund. 7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *David Kirkpatrick*.... | 3 | 96 | $49 65 | St. Martins..... | 12 | 96 | 20 | 1203½ | $16 55 | $ 9 28 | $25 83 |
| | | *Emma C. McDonald*.. | 3 | 113½ | 45 65 | " ..... | 13 | 113½ | 20 | 1825 | 19 57 | 13 41 | 32 98 |
| | | *Jennie E. McDonald*.. | 3 | 116 | 46 67 | " ..... | 14 | 116 | 18 | 2094 | 20 00 | 15 39 | 35 39 |
| | | *Mrs. Mary A. March*.. | 3 | 75 | 30 17 | " & Simonds | 21 | 75 | 14 | 957 | 12 93 | 7 03 | 19 96 |
| | | *Alice K. Lawson*..... | 2 | 114 | 58 96 | " & Upham. | 25 | 114 | 9 | 473 | 19 65 | 3 48 | 23 13 |
| | | Kate S. Hopkins..... | 2 | 115 | 44 61 | | | | | | | | |
| | | Mary L. Smith..... | 3 | 114 | 34 39 | Simonds..... | 1 | 340 | 142 | 8752 | 43 96 | 64 32 | 108 28 |
| | | Annie M. Hopkins..... | 3 | 111 | 33 49 | | | | | | | | |
| | | Tea. pd. in Kings Co... | .. | .... | ..... | " & Upham. | 2 | .... | 11 | 496½ | ..... | 3 65 | 3 65 |
| | | Florence N. D'Orsay... | 2 | 114 | 44 22 | " ..... | 3 | 114 | 59 | 3608½ | 14 74 | 26 52 | 41 26 |
| | | Annie G. Flaherty..... | 2 | 96 | 37 24 | " ..... | 4 | 96 | 66 | 3921 | 12 41 | 28 81 | 41 22 |
| | | *Clarence L. Darrow*... | 3 | 116 | 60 00 | " ..... | 7 | 116 | 22 | 1540 | 20 00 | 11 32 | 31 32 |
| | | Fred. M. Walsh..... | 2 | 114½ | 50 22 | " ..... | 8 | 114½ | 90 | 4233½ | 14 81 | 31 10 | 45 91 |
| | | Emma F. Berry..... | 2 | 114 | 44 22 | " ..... | 9 | 114 | 46 | 3044 | 14 74 | 22 37 | 37 11 |
| | | Mary E. Stiles..... | 2 | 109½ | 42 48 | " ..... | 10 | 109½ | 42 | 2907 | 14 16 | 21 36 | 35 52 |
| | | *Mary G. Allanah*..... | 3 | 116 | 46 67 | | | 116 | 15 | 2048 | 20 00 | | |
| | | *True claims for Oct. '78* | .. | .... | ..... | " ..... | 11 | 110 | .... | 1780 | 20 00 | 28 12 | 68 12 |
| | | Maggie Foster..... | 2 | 116 | 45 00 | " ..... | 12 | 116 | 38 | 1827 | 15 00 | 13 42 | 28 42 |
| | | Mary MacAlpine..... | 3 | 114 | 34 39 | " ..... | 13 | 114 | 35 | 1924 | 14 74 | 14 13 | 28 87 |
| | | Annie E. Lovatt..... | 3 | 34 | 10 26 | | | 34 | 20 | 356 | 4 40 | | |
| | | Annie E. Lovatt, Oct. '78 | 3 | 110 | 35 00 | " ..... | 14 | 110 | .... | 1024 | 15 00 | 10 13 | 29 53 |
| | | *Lizzie Crozier*..... | 3 | 94 | 37 81 | " ..... | 15 | 94 | 21 | 1368 | 16 20 | 10 04 | 26 24 |
| | | Janie M. March..... | 2 | 115 | 44 61 | " ..... | 16 | 115 | 39 | 2001½ | 14 87 | 14 70 | 29 57 |
| | | *Michael Kelly*..... | 2 | 111 | 76 55 | " ..... | 17 | 111 | 16 | 896½ | 19 13 | 6 58 | 25 71 |
| | | Althea Sherwood..... | 3 | 116 | 35 00 | " ..... | 18 | 116 | 19 | 1124½ | 15 00 | 8 25 | 23 25 |
| | | *Tea. pd. in Kings Co*.. | .. | .... | ..... | | | | | | | | |
| | | Bal. to Trustees from October, 1878..... | | | | Do. Hampton & Rothesay | 19 | .... | 14 | 1361 | ..... | 10 00 | 15 00 |
| | | | | | | | | .... | .... | ..... | 5 00 | ..... | |
| | | *Rebecca J. Neill*..... | 2 | 116 | 60 00 | Simonds&Hampt'n | 20 | 116 | 9 | 655 | 20 00 | 4 80 | 24 80 |
| | | *Hannah B. Wheaton*.. | 3 | 112 | 45 05 | " ..... | 22 | 112 | 14 | 1388 | 19 31 | 10 20 | 29 51 |
| | | | | | $10063 03 | | | | 9936 | 675,725 | $2870 79 | $4905 06 | $7845 45 |

## COUNTY OF SUNBURY.

| Prov'l Grant to Teachers. | | | Locality. | | County Fund to Trustees. | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | AMOUNT. | |
| 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. | On account of Teachers employed. | On account of average attendance of Pupils. |
| 6 | 5 | 4 | 2 | 1 | 2 | 3 | 4 | 5 | 6 |
| Louisa F. Morgans..... | 1 | 116 | $55 00 | Blissville&Glads'ne | 2 | 116 | 45 | 2777 | $15 00 | $13 79 |
| Maggie L. Alexander.. | 2 | 72 | 27 93 | " ..... | 3 | 72 | 48 | 2125½ | 9 31 | 10 56 |
| J. Newton Thorne..... | 3 | 116 | 45 00 | " ..... | 4 | 116 | 45 | 2557½ | 15 00 | 12 70 |
| *David G. Hendry*..... | 3 | 116 | 60 00 | " ..... | 5 | 116 | 39 | 3096½ | 20 00 | 15 38 |
| *Eliza M. Fenwick*..... | 2 | 62 | 32 07 | " ..... | 6 | 62 | 29 | 1805 | 10 69 | 8 97 |
| *Sadie J. Turner*..... | 2 | 116 | 60 00 | " ..... | 15 | 116 | 24 | 1824 | 20 00 | 9 06 |
| Steph. H. Estabrooks.. | 2 | 115 | 59 48 | Burton ..... | 1 | 115 | 20 | 2024½ | 14 87 | 10 06 |
| Henrietta R. Hoben... | 2 | 116 | 45 00 | " ..... | 2 | 116 | 19 | 883½ | 15 00 | 4 39 |
| Edith J. Bulley..... | 2 | 115 | 44 61 | " ..... | 3 | 115 | 44 | 2772 | 14 87 | 13 77 |
| Jas. F. VanBuskirk.... | 2 | 115 | 59 48 | " ..... | 4 | 115 | 53 | 3886 | 14 87 | 19 30 |
| Charlotte A. Adams... | 2 | 116 | 45 00 | " ..... | 5 | 116 | 27 | 1335 | 15 00 | 6 63 |
| Diana S. Dunn..... | 2 | 113 | 43 83 | " ..... | 7 | 113 | 41 | 2630 | 14 61 | 13 06 |
| *Amanda E. Barker*... | 3 | 116 | 46 67 | " & Gagetown | 7A | 116 | 18 | 1787½ | 20 00 | 8 88 |
| *Theresa A. Carr*..... | 3 | 115 | 46 27 | " ..... | 9 | 115 | 43 | 3091 | 19 83 | 15 35 |
| *C. T. McCutcheon*..... | 3 | 116 | 60 00 | " ..... | 12 | 116 | 30 | 2693 | 20 00 | 12 93 |
| HENRY TOWN..... | 1 | 116 | 137 50 | Gladstone..... | 8 | 116 | 86 | 5696 | 15 00 | 28 30 |
| Annie S. L. Perley, c.r.a | 2 | 86 | 16 68 | | | | | | | |
| *Phebe A. Hartt*..... | 3 | 110 | 44 25 | " ..... | 10 | 110 | 36 | 1802 | 18 96 | 8 95 |
| Annie Smith..... | 3 | 116 | 35 00 | " ..... | 12 | 116 | 28 | 1694 | 15 00 | 8 42 |
| Rachel Watson..... | 2 | 116 | 45 00 | " ..... | 13 | 116 | 30 | 1800 | 15 00 | 8 94 |
| *John Colman*..... | 3 | 115 | 59 48 | " ..... | 14 | 115 | 12 | 1074 | 19 83 | 5 34 |
| Geo. E. Morrell..... | 2 | 116 | 60 00 | Lincoln ..... | 1 | 116 | 39 | 2730½ | 15 00 | 13 56 |
| Mary Jarvis..... | 2 | 116 | 45 00 | " ..... | 3 | 116 | 60 | 3616½ | 15 00 | 17 96 |
| Carrie Alexander..... | 1 | 116 | 55 00 | " ..... | 4 | 116 | 24 | 2005 | 15 00 | 9 96 |
| Minnie McLeod..... | 3 | 110 | 33 19 | " ..... | 5 | 110 | 44 | 2892 | 14 22 | 14 37 |
| *Fredk. B. Scribner*.... | 3 | 116 | 60 00 | " ..... | 6 | 116 | 16 | 1518 | 20 00 | 7 54 |
| Gertie L. Barker..... | 3 | 115 | 34 70 | Maugerville..... | 1 | 115 | 35 | 2155 | 14 87 | 10 70 |
| GEO. STEWART..... | 1 | 116 | 125 00 | " ..... | 2 | 116 | 29 | 2244 | 15 00 | 11 15 |
| Annie A. True..... | 2 | 116 | 45 00 | " ..... | 3 | 116 | 19 | 1444½ | 15 00 | 7 18 |
| Tea. pd. in Queens Co.. | .. | .... | ..... | Northfi'd&Chipm'n | 1 | .... | 23 | 1404 | ..... | 6 96 |
| Ellery M. Hetherington | 3 | 35 | 13 58 | " ..... | 2 | 35 | 18 | 337½ | 4 53 | 1 68 |
| Hannah M. Johnson... | 3 | 103 | 31 08 | " ..... | 3 | 103 | 31 | 2114½ | 13 22 | 10 50 |
| *Thomas Wright*..... | 2 | 116 | 80 00 | " ..... | 5 | 116 | 43 | 3561 | 20 00 | 17 69 |
| *John Clark*..... | 3 | 116 | 60 00 | " ..... | 8 | 116 | 31 | 3743 | 20 00 | 18 59 |
| Annie E. Colwell..... | 3 | 116 | 35 00 | Sheffield & Canning | 1A | 116 | 17 | 1207 | 15 00 | 6 00 |
| Geo. H. V. Bulyea, A.B. | 1 | 116 | 75 00 | | | | | | | |
| Louisa Bulyea..... | 2 | 96 | 37 24 | " ..... | 2 | 328 | 77 | 5040½ | 42 41 | 25 04 |
| Ida A. H. Barker..... | 2 | 116 | 45 00 | | | | | | | |
| John P. Stuart..... | 2 | 115½ | 59 74 | " ..... | 3 | 115½ | 17 | 720 | 14 94 | 3 58 |
| GEO. H. MINER..... | 1 | 112 | 132 75 | " ..... | 4 | 112 | 36 | 2968 | 14 48 | 14 73 |
| | | | $2005 53 | | | | 1288 | 80,065 | $391 01 | $431 60 |

## COUNTY OF VICTORIA.

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from County Fund. |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Ella C. Frost | 1 | 94 | $44 57 | Andover | 2 | 94 | 35 | 1609 | $12 15 | $11 17 | $23 32 |
| Burton C. Foster | 1 | 113 | 73 69 | " | 3 | 228 | 75 | 4048 | 29 48 | 28 10 | 57 58 |
| Mary E. Hanson | 1 | 86 | 40 77 | " | | | | | | | |
| Frank S. Milbery | 2 | 116 | 60 00 | " | 4 | 116 | 40 | 2753½ | 15 00 | 19 11 | 34 11 |
| Melinda A. Barker | 3 | 116 | 35 00 | " | 5 | 116 | 53 | 2877 | 15 00 | 19 97 | 34 97 |
| Ida Hanson | 3 | 103 | 31 08 | Drummond | 1 | 103 | 24 | 1575 | 13 32 | 10 93 | 24 25 |
| Lucy A. Watson | 3 | 113 | 34 09 | " | 2 | 113 | 16 | 994½ | 14 61 | 6 90 | 21 51 |
| Mary L. Cassidy | 3 | 116 | 35 00 | " | 14 | 116 | 43 | 2349 | 15 00 | 16 30 | 31 30 |
| Richard Ahern | 1 | 116 | 75 00 | Grand Falls | 1 | 116 | 38 | 1594 | 15 00 | 11 06 | 26 06 |
| Minnie A. DeWolfe | 3 | 116 | 35 00 | " | 7 | 214 | 93 | 6374 | 27 68 | 44 24 | 71 92 |
| Janice W. DeWolfe | 3 | 93 | 29 57 | " | | | | | | | |
| Emma A. Wright | 3 | 104 | 31 38 | " | 9 | 104 | 19 | 1002 | 13 45 | 6 96 | 20 41 |
| Annie C. Sloot | 3 | 112½ | 33 94 | Gordon | 5 | 112½ | 26 | 1770½ | 14 55 | 12 29 | 26 84 |
| A. B. Morehouse | 3 | 115 | 34 70 | Lorne | 4 | 115 | 21 | 1017 | 14 87 | 11 22 | 26 09 |
| Sarah B. Truscell | 3 | 116 | 46 67 | " | 6 | 116 | 16 | 1160 | 20 00 | 8 05 | 28 05 |
| John T. Tuthill | 1 | 116 | 75 00 | Perth | 1 | 116 | 52 | 2715 | 15 00 | 18 84 | 33 84 |
| Francis Berry | 3 | 116 | 60 00 | " | 3 | 116 | 22 | 1582 | 20 00 | 10 98 | 30 98 |
| James Walker | 3 | 116 | 60 00 | " | 8 | 116 | 17 | 1353 | 20 00 | 9 39 | 29 39 |
| Annie R. Dunlap | 3 | 78 | 31 37 | " | 9 | 78 | 36 | 2009 | 13 45 | 13 94 | 27 39 |
| Hannah L. S. Darling | 3 | 97 | 39 01 | " | 10 | 97 | 29 | 2848 | 16 72 | 19 77 | 36 49 |
| Wm. L. McPhail | 3 | 78 | 40 34 | " | 11 | 78 | 27 | 1768½ | 13 45 | 12 28 | 25 73 |
| Alex. Paterson | 3 | 116 | 60 00 | " | 12 | 116 | 35 | 4441 | 20 00 | 30 82 | 50 82 |
| | | | $1017 43 | | | | 717 | 40,440 | $338 73 | $322 32 | $661 05 |

## COUNTY OF WESTMORELAND.

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from County Fund. |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Emma Baxter | 3 | 116 | $46 67 | Botsford | 1 | 116 | 43 | 3594 | $20 00 | $23 04 | $43 04 |
| Frank Allen | 3 | 113 | 43 83 | " | 2 | 113 | 46 | 1714 | 14 61 | 10 99 | 25 60 |
| Susie J. Silliker | 3 | 115 | 34 70 | " | 3 | 115 | 42 | 1812½ | 14 87 | 11 62 | 26 49 |
| Alice A. Joyce | 3 | 92 | 37 01 | " | 4 | 92 | 25 | 1569 | 15 87 | 10 06 | 25 93 |
| John J. Mahoney | 3 | 116 | 45 00 | " | 5 | 116 | 55 | 2539 | 15 00 | 16 28 | 31 28 |
| John W. Wall | 2 | 116 | 60 00 | " | 6 | 116 | 59 | 3013 | 15 00 | 19 32 | 34 32 |
| Wm. C. Trenholm | 3 | 115 | 44 61 | " | 7 | 115 | 34 | 2060 | 14 87 | 13 21 | 28 08 |
| Annie F. Davidson | 3 | 109 | 32 89 | " | 8 | 109 | 37 | 2166 | 14 09 | 13 89 | 27 98 |
| Arthur W. Bent | 3 | 116 | 45 00 | " | 9 | 116 | 40 | 2181½ | 15 00 | 13 98 | 28 98 |

## COUNTY OF WESTMORELAND.—*Continued.*

| 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. | On account of Teachers employed. | On account of average attendance of Pupils. | Total amount from |
| 6 | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Wm. M. Spence | 3 | 116 | $45 00 | Rotsford | 10 | 116 | 43 | 2326½ | $15 00 | $14 91 | $29 |
| Sophia M. Silliker | 3 | 95 | 28 66 | " | 11 | 95 | 35 | 1568 | 12 28 | 10 05 | 22 |
| John G. Lamb | 2 | 115 | 59 48 | " | 12 | 115 | 39 | 1950 | 14 87 | 12 50 | 27 |
| W. J. Stephens | 3 | 115 | 44 61 | " | 13 | 115 | 37 | 2209 | 14 87 | 14 10 | 29 |
| Anna J. Atkinson | 1 | 115 | 148 70 | " | 14 | 77 | 36 | 1310½ | 9 96 | 8 40 | 18 |
| FRANK A. McCULLY | 1 | 115 | 148 70 | " | 16 | 115 | 46 | 3150 | 14 87 | 20 19 | 35 |
| John Friel | 2 | 116 | 60 00 | " | 17 | 116 | 55 | 3185 | 15 00 | 20 42 | 35 |
| *Henry Leger* | 3 | 86 | 44 48 | " | 18 | 86 | 57 | 2885 | 14 83 | 18 50 | 33 |
| *Mary Gogang* | 3 | 115 | 46 26 | " | 20 | 115 | 44 | 3527 | 19 83 | 22 61 | 42 |
| Mary J. Murray | 2 | 88 | 34 14 | Dorch'er & Sackv'le | 1 | 88 | 25 | 1142 | 11 38 | 7 32 | 18 |
| S. A. McLEOD, A. B. | 1 | 112½ | 145 48 | Dorchester | 2 | 329½ | 134 | 6380 | 42 61 | 40 90 | 83 |
| Emily G. Blatch | 2 | 113 | 43 83 | | | | | | | | |
| Arthur W. Teed | 3 | 104 | 40 34 | | | | | | | | |
| Sarah McSweeney | 1 | 115 | 54 52 | " | 3 | 115 | 38 | 2350 | 14 87 | 15 07 | 29 |
| *Wm. Foxlow* | 3 | 115 | 59 48 | " & Sackv'le | 4 | 115 | 21 | 2011 | 19 83 | 18 66 | 38 |
| Theodore H. Belyea | 1 | 102 | 65 94 | " | 5 | 217 | 87 | 4732 | 28 05 | 39 34 | 68 |
| Jos. D. LeBlanc | 3 | 115 | 44 61 | " | | | | | | | |
| Honore Cormier | 3 | 114 | 44 22 | " | 6 | 114 | 62 | 2794 | 14 74 | 17 91 | 32 |
| *Ives J. Dupuis* | 3 | 33½ | 17 33 | " | 7 | 33½ | 48 | 952 | 5 79 | 6 10 | 11 |
| Lillia E. Turner | 2 | 116 | 45 00 | " | 8 | 116 | 51 | 3430 | 15 00 | 22 05 | 37 |
| *Eliza McSweeney* | 3 | 115 | 46 26 | " | 9 | 115 | 39 | 2791 | 19 83 | 17 89 | 37 |
| Chas. E. F. LaFrance | 2 | 116 | 60 00 | " | 10 | 116 | 33 | 3040 | 15 00 | 19 49 | 34 |
| Honore LeBlanc | 3 | 111½ | 43 26 | " | | 111½ | 52 | 3540 | 14 42 | 22 69 | 37 |
| Geo. M. Cook | 1 | 100 | 65 21 | " | 14 | ..... | 55 | ..... | Returns too late | | |
| Mary Keenan | 2 | 115 | 44 61 | " | 15 | 115 | 49 | 3418 | 14 87 | 21 91 | 36 |
| Edwd. Belliveau | 3 | 71 | 27 54 | " | 17 | 71 | 97 | 3697 | 9 18 | 23 70 | 32 |
| *Mclaine Legere* | 3 | 116 | 46 67 | " | 19 | 116 | 59 | 3685 | 20 00 | 23 62 | 43 |
| Julia J. Barnes | 3 | 100 | 30 17 | " | 21 | 100 | 48 | 1623 | 12 93 | 10 40 | 23 |
| Eunice Price | 3 | 116 | 35 00 | " | 22 | 116 | 28 | 1603 | 15 00 | 10 28 | 25 |
| Chas. T. C. LeBlanc | 3 | 115 | 44 61 | " | 23 | 115 | 47 | 2966 | 14 87 | 19 02 | 33 |
| Dominick Leger | 3 | 112 | 43 44 | " | 24 | 112 | 57 | 3852½ | 14 48 | 24 70 | 39 |
| Helen E. Ripley | 3 | 116 | 35 00 | " | 25 | 116 | 49 | 2672 | 15 00 | 17 13 | 32 |
| *Maurice Gaudet* | 3 | 52 | 26 89 | " | 26 | 52 | 67 | 2350 | 8 96 | 15 07 | 24 |
| Annie P. Bourgeois | 3 | 113 | 43 83 | Moncton | 3 | 113 | 59 | 2837 | 14 61 | 18 19 | 32 |
| Alice M. M. Charters | 2 | 115½ | 44 81 | " | 4 | 115½ | 57 | 2801½ | 14 94 | 17 96 | 32 |
| SAML. C. WILBUR, M. A. | 1 | 110½ | 144 12 | | | | | | | | |
| Jas. G. McCurdy | 1 | 115 | 75 90 | | | | | | | | |
| DeLancy M. Trites | 2 | 112 | 58 43 | | | | | | | | |
| Cath. Hennessey | 1 | 115 | 55 00 | | | | | | | | |
| Isabella M. Wright | 1 | 107 | 51 17 | " | 5 | 1111 | 767 | 51218 raised | 144 91 | 328 35 | 473 |
| Eunice J. Brown | 1 | 114 | 54 51 | " | | | | | | | |
| Theora Fillmore | 2 | 102 | 39 91 | " | | | | | | | |
| Anastasia F. DeVere | 2 | 108½ | 42 46 | " | | | | | | | |
| Maggie P. Simpson | 3 | 113 | 34 39 | " | | | | | | | |
| Caroline A. Trenholm | 3 | 114 | 34 69 | " | | | | | | | |
| Jas. R. Sullivan | 2 | 116 | 60 00 | " | 7 | 116 | 37 | 1719½ | 15 00 | 11 62 | 26 |
| *Ellen Walsh* | 3 | 61 | 24 53 | " | 8 | 61 | 32 | 1800 | 10 52 | 11 51 | 22 |
| Sarah A. Humphrey | 3 | 109 | 32 89 | " | 9 | 109 | 42 | 2816 | 14 60 | 18 66 | 33 |
| G. Johnson Dobson | 3 | 113 | 43 83 | " | 10 | 113 | 52 | 3561 | 14 61 | 22 83 | 37 |
| Mary E. Charman | 1 | 116 | 55 00 | " | 13 | 116 | 19 | 1579 | 15 00 | 10 12 | 25 |
| Hanford C. Keith | 2 | 115 | 59 48 | " | 14 | 115 | 61 | 3273 | 14 87 | 20 98 | 35 |
| *Mary J. Campbell* | 3 | 116 | 46 67 | " | 15 | 116 | 35 | 2290 | 20 00 | 14 74 | 34 |
| Willet W. Keith | 3 | 116 | 45 00 | " | 16 | 116 | 71 | 3245 | 15 00 | 20 80 | 35 |
| Trustees claims for October, 1878 | | | | " | 18 | 109 | .... | 1840 | 14 86 | 11 58 | 26 |
| *J. Maggie Harris* | 2 | 102 | 52 76 | " | 19 | 102 | 38 | 2205 | 17 58 | 14 14 | 31 |
| Neil McDougall | 3 | 115 | 44 61 | " | 20 | 115 | 40 | 1757 | 14 87 | 11 38 | 26 |
| *John Mulrooney* | 3 | 116 | 60 00 | " | 21 | 116 | 25 | 1672 | 20 00 | 10 72 | 30 |
| *Winfred Crandal* | 3 | 78 | 40 34 | " | 22 | 78 | 20 | 1032½ | 13 45 | 6 62 | 20 |

## COUNTY OF WESTMORELAND.—*Continued.*

| 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. | 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 |
| ...nie E. Taylor | 3 | 90 | $27 15 | Moncton | 25 | 90 | 18 | 1165½ | $11 64 | $ 7 47 | $19 11 |
| ...ine *A. Bourgeois* | 3 | 116 | 60 00 | " | 26 | 116 | 41 | 2928 | 20 00 | 18 77 | 38 77 |
| ...lith *T. White* | 3 | 113½ | 45 65 | " | 27 | 113½ | 38 | 2867 | 19 57 | 18 38 | 37 95 |
| ...mp. W. EMMERSON | 1 | 116 | 150 00 | Sackville | 2 | 116 | 55 | 3835 | 15 00 | 24 59 | 39 59 |
| ...rie *M. Mackintosh* | 3 | 115½ | 46 47 | " | 3 | 115½ | 26 | 2143 | 19 92 | 13 74 | 33 66 |
| ...an *J. Peppard* | 3 | 116 | 46 67 | " | 4 | 116 | 20 | 1824 | 20 00 | 11 69 | 31 69 |
| ...n Keenan | 2 | 113 | 58 44 | " | 5 | 113 | 51 | 3334 | 14 61 | 21 37 | 35 98 |
| ...ie P. Bulmer | 3 | 115 | 34 70 | " | 6 | 115 | 45 | 2282 | 14 87 | 14 63 | 29 50 |
| ...n B. Phelan | 2 | 115 | 59 48 | " | 7 | 115 | 45 | 2384 | 14 87 | 15 28 | 30 15 |
| ...ry *O. Barnes* | 3 | 116 | 46 67 | " | 8 | 116 | 19 | 2247 | 20 00 | 14 41 | 34 41 |
| ...Gilbert Huestis, A.B. | 1 | 112½ | 72 74 | | | | | | | | |
| ...n J. Oulton | 1 | 114 | 73 70 | " | 9 | 340 | 267 | 15321½ | 43 97 | 98 22 | 142 19 |
| ...rtha Ogden, c. r. a. | 3 | 104½ | 15 76 | | | | | | | | |
| ...ry A. Lyons | 1 | 113½ | 53 81 | | | | | | | | |
| ...nie B. Kerr | 3 | 111 | 33 49 | " | 10 | 111 | 35 | 2491 | 14 35 | 15 97 | 30 32 |
| ...es Waddell, A. M. | 1 | 58½ | 37 82 | | | | | | | | |
| ...nie C. Sharp, c. r. a. | 3 | 86 | 12 98 | " | 11 | 202 | 159 | 10264 | 26 12 | 65 80 | 91 92 |
| ...s E. Lund | 1 | 116 | 75 00 | | | | | | | | |
| ...tie Barnes | 1 | 27½ | 13 04 | | | | | | | | |
| ...thur W. Atkinson | 3 | 72 | 27 93 | " | 12 | 72 | 32 | 1324½ | 9 31 | 8 49 | 17 80 |
| ...a Read | 3 | 115 | 44 61 | " | 13 | 115 | 75 | 3500 | 14 87 | 22 44 | 37 31 |
| ...n. *H. Wilkins* | 2 | 102 | 69 65 | " | 15 | .... | 40 | ..... | Returns too late. | | |
| ...an P. Atkinson | 1 | 116 | 55 00 | " | 16 | 116 | 63 | 4355 | 15 00 | 27 92 | 42 92 |
| ...ex BRITTAIN | 1 | 116 | 150 00 | Salisbury | 1 | 224 | 143 | 10272 | 28 96 | 65 85 | 94 81 |
| ...L Ryan | 1 | 108 | 51 20 | | | | | | | | |
| ...as. H. DeMill | 3 | 114 | 44 22 | " | 2 | 114 | 45 | 2697 | 14 74 | 17 29 | 32 03 |
| ...ry E. Trites | 2 | 116 | 60 00 | " | 4 | 116 | 29 | 2472 | 20 00 | 15 85 | 35 85 |
| ...n Chas. *Jones, Jr.* | 3 | 86 | 34 60 | " | 5 | 86 | 15 | 892½ | 14 83 | 5 72 | 20 55 |
| ...cMourne F. Keith | 2 | 115 | 59 48 | " | 7 | 115 | 46 | 2712 | 14 87 | 17 39 | 32 26 |
| ...ud S. *Steeves* | 3 | 115 | 46 27 | " | 8 | 115 | 19 | 2331 | 19 83 | 14 95 | 34 78 |
| ...ances *A. Green* | 2 | 107 | 55 35 | " | 9 | 107 | 32 | 2884½ | 18 45 | 18 49 | 36 94 |
| ...n *A. A. Henry* | 2 | 116 | 60 00 | " | 10 | 116 | 25 | 2212½ | 20 00 | 14 18 | 34 18 |
| ...ie *M. Smith* | 3 | 74 | 29 77 | " | 11 | 74 | 31 | 1692½ | 12 76 | 10 85 | 23 61 |
| ...ily W. Wilson | 3 | 111 | 43 06 | " | 13 | 111 | 43 | 2752 | 14 35 | 17 64 | 31 99 |
| ...rid *Horseman* | 2 | 105 | 72 41 | " | 14 | 105 | 30 | 2111 | 18 11 | 13 53 | 31 64 |
| ...el A. Webb | 1 | 114½ | 74 03 | " | 16 | 114½ | 60 | 2209 | 14 81 | 14 16 | 28 97 |
| ...ra A. Powell | 2 | 102 | 39 57 | " | 17 | 102 | 40 | 1755½ | 13 19 | 11 26 | 24 45 |
| ...nie J. Hoar | 3 | 112½ | 33 94 | " | 18 | 112½ | 61 | 3545½ | 14 55 | 22 73 | 37 28 |
| ...n Wheaton | 3 | 115 | 34 70 | " | 20 | 115 | 42 | 2102 | 14 87 | 13 48 | 28 35 |
| ...han *D. Fowler* | 2 | 63 | 43 44 | "&Havelo'k | 22 | 63 | 35 | 2101 | 10 87 | 13 47 | 24 34 |
| ...P. STEEVES, A. B. | 1 | 104 | 134 48 | Do. Moncton & | 24 | 220 | 146 | 10052 | 28 45 | 64 44 | 92 89 |
| ...anda J. Colpitts | 2 | 116 | 45 00 | Coverdale | | | | | | | |
| ...ilip Belliveau | 3 | 35 | 13 58 | Shediac | 2 | 35 | 45 | 1184½ | 4 53 | 7 59 | 12 12 |
| ...k. Chaisson | 3 | 107 | 41 51 | " | 3 | 107 | 36 | 1524½ | 13 84 | 9 77 | 23 61 |
| ...ary J. Cormier | 3 | 59 | 22 89 | " | 4 | 59 | 51 | 1933 | 7 63 | 12 39 | 20 02 |
| ...mund T. Richard | 3 | 116 | 45 00 | " | 5 | 116 | 30 | 2103 | 15 00 | 13 48 | 28 48 |
| ...n P. Legere | 3 | 50 | 15 08 | " | 7 | 50 | 30 | 980 | 6 47 | 6 28 | 12 75 |
| ...s Ed. Legere | 1 | 116 | 55 00 | " | 8 | 116 | 46 | 2400 | 15 00 | 15 39 | 30 39 |
| ...B. White | 1 | 112 | 72 41 | | | | | | | | |
| ...tha M. Nesbitt | 1 | 115 | 54 52 | | | | | | | | |
| ...ey Steadman | 2 | 116 | 45 00 | " | 10 | 573 | 262 | 18600 | 74 09 | 119 24 | 193 33 |
| ...n Levinge | 1 | 114 | 73 70 | | | | | | | | |
| ...ria B. Bourque | 3 | 116 | 35 00 | | | | | | | | |
| ...A. BARNES | 1 | 116 | 150 00 | " | 11 | 116 | 56 | 3471 | 15 00 | 22 25 | 37 25 |
| ...e L. *Edgett* | 2 | 116 | 80 00 | " | 12 | 116 | 32 | 2331 | 20 00 | 14 95 | 34 95 |
| ...erine *Gould* | 3 | 98 | 50 68 | " | 15 | 98 | 36 | 2187 | 16 89 | 14 02 | 30 91 |
| ...Maud M. Allen | 3 | 111½ | 33 64 | " | 16 | 111½ | 31 | 1597 | 14 42 | 10 24 | 24 66 |
| ...pd. in Kent Co | .... | ..... | ..... | " & Dundas. | 17A | .... | 34 | 1305 | ..... | 8 94 | 8 94 |
| ...ke Gallant | 3 | 92 | 35 69 | " | 18 | 92 | 26 | 1130 | 11 90 | 7 25 | 19 15 |

## COUNTY OF WESTMORELAND.—*Continued.*

| 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. | 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 |
| Ferdinand M. Cormier. | 3 | 114 | $44 22 | Shediac & Botsford | 21 | 114 | 52 | 2343½ | $14 74 | $15 02 | $29 76 |
| David Grant | 2 | 104 | 53 79 | Westmoreland | 1 | 208 | 82 | 4160½ | 26 89 | 26 67 | 53 56 |
| Minnie Munroe | 3 | 84 | 25 34 | " | | | | | | | |
| Jas. Doyle | 2 | 109 | 56 37 | " | 2 | 109 | 75 | 4787 | 14 09 | 30 69 | 44 78 |
| Susie Goodwin, c. r. a. | 3 | 36 | 5 43 | " | | | | | | | |
| Rufus W. Gooden | 1 | 116 | 75 00 | " | 3 | 116 | 44 | 2379 | 15 00 | 18 46 | 33 46 |
| John S. Raworth | 2 | 116 | 60 00 | " | 4 | 116 | 41 | 2493 | 15 00 | 16 02 | 31 02 |
| M. Allen Wall | 1 | 115 | 112 02 | " | 5 | 115 | 65 | 3741½ | 14 87 | 23 98 | 38 85 |
| Willie W. Wells | 2 | 115 | 59 48 | " | | | | | | | |
| Annie Bowser, c. r. a. | 3 | 96½ | 14 55 | " | 6 | 115 | 71 | 5182 | 14 87 | 33 22 | 48 09 |
| Maud E. Copeland | 2 | 114 | 44 22 | " | 7 | 114 | 31 | 1690½ | 14 74 | 10 85 | 25 59 |
| Margt. A. Teackles | 2 | 113 | 43 83 | " | 8 | 113 | 74 | 4223 | 14 61 | 27 08 | 41 69 |
| *Jas. G. Atkinson* | 2 | 115½ | 79 74 | " | 9 | 115½ | 21 | 1523 | 19 92 | 9 76 | 29 68 |
| *Frederick Gooden* | 3 | 116 | 60 00 | " | 11 | 116 | 22 | 1708 | 20 00 | 10 95 | 30 95 |
| | | | $707 03 | | | | 643 | 30,034½ | $1050 18 | $2342 44 | $3401 62 |

## COUNTY OF YORK.

| 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. | 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 |
| Hiram B. Kilburn | 2 | 116 | $60 00 | Bright | 1 | 116 | 36 | 2703 | $15 00 | $18 24 | $33 24 |
| John Moser, A. M. | 1 | 116 | 100 00 | " | 3 | 116 | 49 | 2807½ | 15 00 | 18 98 | 33 98 |
| Zachariah Nason | 3 | 115 | 44 61 | " | 4 | 115 | 31 | 2291 | 14 87 | 15 46 | 30 33 |
| B. Chesley McKeen | 2 | 115 | 59 48 | " | 5 | 115 | 47 | 2907½ | 14 87 | 19 62 | 34 49 |
| *Sarah A. Meek* | 3 | 116 | 46 67 | " | 6½ | 116 | 15 | 1344 | 20 00 | 9 67 | 29 67 |
| *Chas. H. Jacobs* | 2 | 110 | 75 85 | " | 7½ | 110 | 29 | 1855 | 18 96 | 12 52 | 31 48 |
| Ada J. Hartley | 3 | 115 | 34 70 | Canterbury | 1 | 115 | 28 | 1711½ | 14 87 | 11 55 | 26 42 |
| Andrew G. Lounsbury | 3 | 116 | 45 00 | " | 2 | 116 | 41 | 2255½ | 15 00 | 15 22 | 29 22 |
| Chas. L. Brown | 2 | 113 | 58 44 | " & Woodsto'k | 4 | 113 | 35 | 2303 | 14 61 | 15 54 | 30 15 |
| Jane Dore | 3 | 45 | 13 58 | " | 5 | 45 | 29 | 631 | 5 82 | 4 26 | 10 08 |
| Edwin T. Miller | 1 | 116 | 150 00 | " | | | | | | | |
| Maggie Lundon | 2 | 116 | 45 00 | " | 8 | 232 | 82 | 4974½ | 30 00 | 33 57 | 63 57 |
| John Home | 1 | 116 | 75 00 | " | 9 | 116 | 29 | 1534½ | 15 00 | 10 36 | 25 36 |
| Alice J. Lundon | 2 | 112 | 43 44 | " | 11 | 112 | 46 | 2116½ | 14 48 | 14 28 | 28 76 |
| Geo. S. Inch | 2 | 116 | 60 00 | " | 14 | 116 | 49 | 2931½ | 15 00 | 19 78 | 34 78 |
| W. W. McGeorge | 2 | 50 | 25 86 | " | 15 | 50 | 33 | 985½ | 6 47 | 6 65 | 13 12 |
| Cath. Givan | 2 | 116 | 45 00 | " | 19 | 116 | 36 | 2323 | 15 00 | 15 63 | 30 63 |

## COUNTY OF YORK.—*Continued.*

| 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. | 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 |
| *Purlong* | 3 | 116 | $60 00 | Canterbury | 20 | 116 | 11 | 703½ | $20 00 | $ 5 19 | $25 19 |
| W. Sherwood | 2 | 101½ | 52 50 | " & Woodsto'k | 23A | 193½ | 63 | 4400 | 25 02 | 29 70 | 54 72 |
| A. Hendry | 2 | 92 | 35 69 | | | | | | | | |
| Burpee | 2 | 114 | 44 22 | Douglas | 1 | 114 | 65 | 4025 | 14 74 | 27 17 | 41 91 |
| W. Steeves | 2 | 114 | 58 96 | " | 2 | 114 | 73 | 4554½ | 14 74 | 30 74 | 45 48 |
| D. Alexander | 2 | 116 | 60 00 | " | 3 | 116 | 72 | 4028 | 15 00 | 27 18 | 42 18 |
| Byron Grant | 2 | 116 | 60 00 | " | 4 | 116 | 49 | 2786 | 15 00 | 18 80 | 33 80 |
| Jamie J. Sansom | 2 | 116 | 45 00 | " | 7 | 116 | 24 | 1339 | 15 00 | 9 04 | 24 04 |
| Agnes Egan | 2 | 116 | 45 00 | " | 8 | 116 | 33 | 1736 | 15 00 | 11 72 | 26 72 |
| Hattie A. Bird | 3 | 116 | 35 00 | " | 9 | 116 | 43 | 2189½ | 15 00 | 14 78 | 29 78 |
| Robert *Perkins* | 3 | 116 | 75 00 | " | 10 | 116 | 29 | 1937 | 20 00 | 13 41 | 33 41 |
| Mary McK. *Mabey* | 3 | 116 | 46 67 | " | 12 | 116 | 33 | 2020 | 20 00 | 17 68 | 37 68 |
| Helen McAdam | 3 | 61 | 18 40 | " | 13 | .... | 39 | ..... | Returns too late. | | |
| Isaac *Kelly* | 3 | 116 | 60 00 | " | 14 | 116 | 31 | 2871½ | 20 00 | 19 38 | 39 38 |
| Ada M. Dennison | 2 | 104 | 53 79 | " | 15 | 104 | 43 | 2303½ | 13 45 | 15 55 | 29 00 |
| Martha *A. Bird* | 3 | 116 | 46 67 | " | 16 | 116 | 24 | 2080 | 20 00 | 14 04 | 34 04 |
| Mary E. L. Grannan | 2 | 116 | 45 00 | " | 17 | 116 | 55 | 2848 | 15 00 | 19 22 | 34 22 |
| L. S. Raymond | 3 | 56 | 21 72 | Dumfries | 1 | 56 | 38 | 1383½ | 7 24 | 9 37 | 16 61 |
| Mary Sykes | 2 | 111 | 57 41 | " | 2 | 111 | 23 | 1168½ | 14 35 | 7 89 | 22 24 |
| Ann H. Haney | 2 | 116 | 60 00 | " | 3 | 116 | 41 | 2889½ | 15 00 | 19 50 | 34 50 |
| Judson Brown | 3 | 116 | 45 00 | " | 4 | 116 | 19 | 1435 | 15 00 | 9 68 | 24 68 |
| Hattie J. Jones | 3 | 107 | 32 28 | " | 5 | 107 | 16 | 945½ | 13 84 | 6 38 | 20 22 |
| Ann A. Gunter | 2 | 87 | 45 00 | " | 7 | 87 | 39 | 2166 | 11 25 | 14 62 | 25 87 |
| A. Harmer | 2 | 105 | 40 73 | " | 8 | 105 | 17 | 106½ | 13 58 | 7 16 | 20 74 |
| [illegible] R. Parkin, A. M. | 1 | 115 | 75 00 | | | | | | | | |
| [illegible] W. Fenwick, A. B. | 1 | 115 | 75 00 | | | | | | | | |
| [illegible] W. Allen, A. B. | 1 | 115 | 75 00 | | | | | | | | |
| Jane Gregory | 1 | 115 | 55 00 | | | | | | | | |
| P. Rivet | 1 | 115 | 75 00 | | | | | | | | |
| [illegible] E. M. Hazen | 1 | 115 | 27 50 | | | | | | | | |
| [illegible] G. Gaunce, A. B. | 1 | 115 | 75 00 | | | | | | | | |
| [illegible]ie M. McLean | 1 | 115 | 55 00 | | | | | | | | |
| [illegible]a L. Thorne | 1 | 115 | 55 00 | | | | | | | | |
| [illegible]ella Atherton | 1 | 115 | 55 00 | | | | | | | | |
| [illegible]cia Pickard | 1 | 115 | 55 00 | | | | | | | | |
| [illegible]ah A. Brymer | 1 | 115 | 55 00 | | | | | | | | |
| [illegible]nes J. Ross | 1 | 115 | 55 00 | | | | | | | | |
| [illegible]tie A. Tucker | 2 | 40 | 15 65 | | | | | | | | |
| [illegible]cia Hunt | 1 | 40 | 19 13 | | | | | | | | |
| [illegible]ie A. Read | 1 | 35 | 16 72 | | | | | | | | |
| [illegible]ma Peters | 1 | 40 | 19 13 | City of | | | | | | | |
| [illegible]tie A. Tucker | 2 | 51 | 19 90 | Fredericton | | | 1295 | | | | |
| [illegible]ie T. Moore | 2 | 18 | 7 04 | | | | | | | | |
| [illegible]cia Hunt | 1 | 36 | 17 21 | | | | | | | | |
| [illegible]ma Peters | 1 | 75 | 35 87 | | | | | | | | |
| [illegible]nes N. Seely | 2 | 115 | 45 00 | | | | | | | | |
| [illegible] Sykes Nicholson | 1 | 114 | 74 34 | | | | | | | | |
| [illegible]nes Lawson | 1 | 112½ | 53 80 | | | | | | | | |
| [illegible]nie Lyle | 1 | 115 | 55 00 | | | | | | | | |
| [illegible] A. Minard | 1 | 115 | 55 00 | | | | | | | | |
| [illegible]. Meagher | 1 | 112 | 73 04 | | | | | | | | |
| [illegible]ah G. Duffy | 1 | 110 | 52 60 | | | | | | | | |
| [illegible]abeth O'Regan | 1 | 59 | 28 21 | | | | | | | | |
| [illegible]ecca Gallagher | 3 | 59 | 17 96 | | | | | | | | |
| [illegible] Albert Yandall | 2 | 115 | 60 00 | | | | | | | | |
| [illegible]rie H. Yandall | 2 | 114 | 44 61 | | | | | | | | |
| [illegible]n McAdam | 2 | 102 | 39 91 | | | | | | | | |
| [illegible]ry H. Loring | 1 | 113½ | 54 28 | | | | | | | | |

## COUNTY OF YORK.—*Continued.*

| 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. | 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 |
| Lily A. Goodspeed | 2 | $0 | $31 03 | Kingsclear | 1 | 111 | 46 | 2697½ | $14 35 | $18 21 | $32 56 |
| Maude Ellegood | 2 | 31 | 12 02 | " | | | | | | | |
| Charles A. Murray | 2 | 116 | 60 00 | " | 2 | 116 | 57 | 3536 | 15 00 | 23 86 | 38 86 |
| W. Egerton Everett | 2 | 116 | 60 00 | " | 3 | 116 | 42 | 2327½ | 15 00 | 15 71 | 30 71 |
| Ida May Gunter | 3 | 115 | 34 70 | " | 4 | 115 | 37 | 1707 | 14 87 | 11 93 | 26 80 |
| Anna M. Gibson | 3 | 116 | 35 00 | " | 5 | 116 | 29 | 1540 | 15 00 | 10 39 | 25 39 |
| Georgia Kelly | 2 | 116 | 45 00 | " | 6 | 116 | 39 | 2378 | 15 00 | 16 05 | 31 05 |
| *Mary P. Macpherson* | 3 | 81½ | 32 78 | " | 8 | 81½ | 19 | 1092 | 14 05 | 7 37 | 21 42 |
| *John Timmins* | 3 | 114 | 58 96 | " | 9 | 114 | 29 | 1966 | 19 65 | 13 27 | 32 92 |
| Alice Myshrall | 3 | 102 | 30 77 | " | 10 | 102 | 36 | 1604 | 13 19 | 10 83 | 24 02 |
| *Michael Connelly* | 3 | 116 | 60 00 | " | 11 | 116 | 17 | 1809 | 20 00 | 12 21 | 32 21 |
| Chas. Lunnin | 3 | 116 | 45 00 | Manners-Sutton | 1 | 116 | 49 | 1623 | 15 00 | 10 95 | 25 95 |
| John Little | 2 | 116 | 60 00 | " | 2 | 116 | 70 | 3961 | 15 00 | 26 73 | 41 73 |
| Aaron S. Hartt | 2 | 115 | 59 48 | " | 4 | 115 | 23 | 1381½ | 14 87 | 9 32 | 24 19 |
| Hannah A. Barker | 3 | 116 | 35 00 | " | 5 | 116 | 40 | 2174 | 15 00 | 14 67 | 29 67 |
| A. H. Libbey | 3 | 116 | 45 00 | " | 6 | 116 | 38 | 2087 | 15 00 | 14 09 | 29 09 |
| Ellen B. Sanders | 3 | 81 | 24 44 | " | 8 | 81 | 38 | 2040 | 10 47 | 13 77 | 24 24 |
| Adelaide V. Gartley | 3 | 116 | 35 00 | " | 9 | 116 | 17 | 999 | 15 00 | 6 74 | 21 74 |
| *Mrs. M. A. Kelly* | 1 | 116 | 66 67 | " | 11 | 116 | 30 | 2576 | 20 00 | 17 39 | 37 39 |
| Annie E. Gough | 3 | 42 | 12 67 | New Maryland | 1 | 42 | 28 | 609 | 5 43 | 4 11 | 9 54 |
| Marion J. Pickard | 2 | 114½ | 44 42 | " | 2 | 114½ | 29 | 2208½ | 14 81 | 14 91 | 29 72 |
| *Mary McKenzie* | 3 | 116 | 46 67 | " | 3 | 116 | 15 | 1399 | 20 00 | 9 44 | 29 44 |
| Brunswick W. Fox | 3 | 42 | 16 20 | Prince William | 1 | 42 | 28 | 694 | 5 43 | 4 68 | 10 11 |
| Geo. McEwin | 3 | 115 | 44 61 | " | 2 | 115 | 40 | 2487 | 14 87 | 16 78 | 31 65 |
| Matilda Graham | 2 | 116 | 45 00 | " | 4 | 116 | 48 | 2587 | 15 00 | 17 46 | 32 46 |
| Alice A. Lawrence | 2 | 110½ | 42 87 | " | 5 | 110½ | 36 | 2820 | 14 29 | 19 03 | 33 32 |
| *Mary Ellegood* | 3 | 110 | 44 25 | " | 6 | 110 | 22 | 1656½ | 18 96 | 11 18 | 30 14 |
| Amy Kelly | 3 | 62 | 18 71 | " | 10 | 62 | 24 | 846½ | 8 02 | 5 71 | 13 73 |
| Helen S. Graham | 3 | 21 | 6 34 | Queensbury | 1 | 51 | 22 | 577½ | 6 59 | 3 90 | 10 49 |
| Mary A. Marsh | 2 | 80 | 11 64 | " | | | | | | | |
| A. W. B. Garrison | 2 | 116 | 60 00 | " | 2 | | 35 | | Returns too late. | | |
| Wm. E. Young | 2 | 116 | 60 00 | " | 3 | 116 | 38 | 3058½ | 15 00 | 20 64 | 35 64 |
| Geo. A. Lounsbury | 3 | 115 | 44 61 | " | 6 | 115 | 23 | 1406 | 14 87 | 9 49 | 24 36 |
| John Watson | 3 | 57 | 22 11 | " | 7 | 57 | 17 | 504½ | 7 37 | 3 41 | 10 78 |
| Mary A. Marsh | 2 | 77 | 20 87 | " | 8 | 77 | 54 | 2003 | 9 96 | 13 52 | 23 48 |
| *W. Henry Anderson* | 2 | 116 | 80 00 | " | 9 | 116 | 11 | 823 | 20 00 | 5 59 | 25 59 |
| Barbara J. Cliff | 3 | 116 | 35 00 | " | 10 | 116 | 26 | 1067 | 15 00 | 7 20 | 22 20 |
| Martha Jackson | 2 | 115 | 44 61 | " | 11 | 115 | 28 | 1833 | 14 87 | 12 37 | 27 24 |
| Jennie Morgan | 2 | 97 | 37 67 | St. Marys | 1 | 97 | 28 | 1735½ | 12 54 | 11 71 | 24 25 |
| Louisa J. Duffy | 2 | 101 | 39 18 | " | 1½ | 101 | 46 | 3069 | 13 06 | 20 71 | 33 77 |
| Arthur L. Belyea | 1 | 113 | 73 05 | | | | | | | | |
| Barbara Staples | 3 | 115 | 34 70 | " | 2 | 343 | 200 | 12967 | 44 35 | 87 51 | 131 86 |
| Kate Flewelling | 3 | 115 | 34 70 | | | | | | | | |
| W. Temple Day | 1 | 108 | 139 64 | | | | | | | | |
| Harriet C. Magee | 1 | 99 | 46 94 | " | 3 | 312 | 122 | 6085½ | 40 34 | 41 07 | 81 41 |
| A. A. Clayton | 3 | 105 | 31 68 | | | | | | | | |
| Charles T. Bailey | 2 | 38 | 19 65 | " | 4 | 38 | 39 | 707 | 4 91 | 4 77 | 9 68 |
| Anabel Gunter | 3 | 106 | 31 98 | " | 5 | 106 | 47 | 1855 | 13 71 | 12 79 | 26 50 |
| Maud J. Lint | 2 | 62 | 24 05 | " | 6 | 62 | 39 | 1390 | 8 02 | 9 42 | 17 44 |
| Ellen F. Peake | 2 | 115 | 44 61 | " | 7 | 115 | 59 | 2233½ | 14 87 | 15 67 | 30 54 |
| Mary E. Young | 2 | 57 | 22 11 | " | 8 | 57 | 21 | 687 | 7 37 | 4 64 | 12 01 |
| *Arthur C. Bulley* | 3 | 108½ | 56 12 | " | 10 | 108½ | 44 | 1751 | 18 71 | 11 82 | 30 53 |
| Louisa M. Young | 2 | 116 | 45 00 | " | 12 | 116 | 40 | 2162½ | 15 00 | 14 59 | 29 59 |
| Mary Nisbet | 2 | 116 | 45 00 | " | 13 | 116 | 46 | 2066½ | 15 00 | 13 95 | 28 95 |
| *Ellen Forbes* | 2 | 116 | 60 00 | " | 14 | 116 | 15 | 1393 | 20 00 | 9 40 | 29 40 |
| John W. Freeman | 2 | 113 | 58 44 | Southampton | 1 | 113 | 45 | 3074 | 14 61 | 20 75 | 35 36 |
| John F. Black | 2 | 64 | 33 10 | " | 4 | 64 | 37 | 1594 | 8 28 | 10 76 | 19 04 |
| Wm. B. Parent | 2 | 114½ | 59 22 | " | 5 | 114½ | 36 | 2049½ | 14 81 | 13 33 | 28 14 |
| A. B. Cronkhite | 3 | 105 | 40 73 | " | 7 | 105 | 45 | 2064½ | 13 58 | 17 98 | 31 56 |

## COUNTY OF YORK.—*Continued.*

| 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. | 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 |
| Lucia Wright | 2 | 49 | $19 01 | Southampton | 9 | 49 | 37 | 1222 | $ 6 34 | $ 8 25 | $14 59 |
| Irene Lint | 3 | 104 | 41 84 | " | 12 | 104 | 22 | 1748½ | 17 93 | 11 80 | 29 73 |
| Lizzie McFarlane | 3 | 96 | 38 61 | " | 15 | 96 | 32 | 2655½ | 16 55 | 17 92 | 34 47 |
| Martha B. Douglas | 3 | 116 | 35 00 | Stanley | 1 | 116 | 32 | 1565½ | 15 00 | 10 57 | 25 57 |
| Mary A. McBean | 2 | 16 | 8 28 | " | 1½ | 16 | 9 | 190 | 2 76 | 1 28 | 4 04 |
| Ellen M. Sansom | 2 | 116 | 60 00 | " | 2 | 116 | 33 | 3003½ | 20 00 | 20 27 | 40 27 |
| Emma Bendall | 3 | 84 | 25 34 | " | 3 | 84 | 51 | 2289 | 10 86 | 15 45 | 26 31 |
| Mrs J. E. Clark | 2 | 113 | 43 83 | " | 5 | 113 | 46 | 2493 | 14 61 | 16 82 | 31 43 |
| Ellen C. Elliott | 3 | 116 | 35 00 | " | 6 | 116 | 67 | 2583½ | 15 00 | 17 44 | 32 44 |
| Lizzie Brown | 3 | 116 | 46 67 | " | 7 | 116 | 28 | 2004 | 20 00 | 13 52 | 33 52 |
| Christina M. Fairley | 3 | 77 | 30 97 | " | 10 | 77 | 16 | 903 | 13 23 | 6 13 | 19 41 |
| Frances M. Lister | 2 | 111 | 43 06 | " | 11 | 111 | 39 | 1766½ | 14 35 | 11 92 | 26 27 |
| Wm. Munroe, Jr. | 3 | 116 | 45 00 | " & Ludlow | 12A | 116 | 21 | 1256½ | 15 00 | 8 48 | 23 48 |
| Janet E. Mitchell | 3 | 115 | 46 27 | " | 14 | 115 | 33 | 2480 | 19 83 | 16 80 | 36 63 |
| Miss A. Miles | 2 | 96 | 66 20 | " | 15 | 96 | 41 | 3356 | 16 55 | 22 65 | 39 20 |
| Susan Moore | 2 | 116 | 60 00 | " | 16 | 116 | 25 | 2111½ | 20 00 | 14 25 | 34 25 |
| Bal. to Trustees from October, 1878 | | | | | | | | | 6 62 | | 6 62 |
| | | | $0331 76 | | | | 5411 | 230,631½ | $1613 92 | $1556 18 | $3170 10 |

## GRAMMAR SCHOOLS.

| LOCALITY. | | TEACHERS. | Legally authorized days Principals' Department open. | Amount of Provincial Grant. |
|---|---|---|---|---|
| COUNTIES. | PARISHES. | | | |
| Albert, | Elgin, | George Smith, A. B., | 116 | $200 00 |
| Carleton, | Woodstock, | James McCoy, | 115 | 200 00 |
| Charlotte, | Saint Andrews, | James F. Covey, A. B., | 115 | 200 00 |
| Gloucester, | Bathurst, | George W. Mersereau, A. B., | 114-115 | 198 26 |
| Kent, | Richibucto, | C. H. Cowperthwaite, A. B. | 115-116 | 198 28 |
| Kings, | *Hampton, | John Raymond, | 6 months. | *200 00 |
| Northumberland, | Chatham, | Ingram B. Oakes, A. M, | 115 | 200 00 |
| Queens. | Gagetown, | Lemuel A. Curry, A. M., | 116 | 200 00 |
| Restigouche, | Dalhousie, | Alex. Ross, A. M., | 114-115 | 198 26 |
| Saint John, | City of Saint John, | Rev. Chas. G. Coster, Ph. D. | | †300 00 |
| Sunbury, | Sheffield, | Geo. H. V. Bulyea, A. B. | 116 | 200 00 |
| Victoria, | Andover, | Berton C. Foster, A. B., | 113-115 | 196 53 |
| Westmoreland, | Shediac, | David B. White, | 112-116 | 193 10 |
| York, | Fredericton, | G. R. Parkin, A. M., Col. Ph. D. | | ‡500 00 |
| | | | | $3,184 43 |

*Not in Union. Provincial aid paid through Hon. Receiver General's Department direct.
†Provincial aid paid to the Secretary of the Board of the County Grammar School Trustees.
‡Provincial aid paid from the "University Grant" from the Province.

## ABSTRACT.—For the Term ended 30th April, 1879.

| COUNTIES. | No. of Schools in operation. | No. of Teachers employed. | Amount of Provinc'l Grants to Teachers. | No. of Pupils enrolled. | Amount of County Fund to the Trustees. | FOR YEAR ENDED APR. 30TH | |
|---|---|---|---|---|---|---|---|
| | | | | | | Number of different Schools or Departments open during the year. | Total No. of different Pupils at School within the Year entered [illegible] |
| Albert, | 55 | 55 | $2,908 85 | 2,132 | $1,600 80 | 70 | 3,065 |
| Carleton, | 121 | 126 | 6,222 62 | 4,960 | 2,990 70 | 133 | 5,832 |
| Charlotte, | 110 | 115 | 5,604 49 | 5,089 | 3,888 70 | 125 | 6,336 |
| Gloucester, | 64 | 66 | 3,163 95 | 2,441 | 2,821 50 | 68 | 3,371 |
| Kent, | 69 | 73 | 3,260 61 | 2,453 | 2,865 15 | 85 | 3,755 |
| Kings, | 134 | 140 | 6,966 37 | 4,875 | 3,688 95 | 152 | 7,443 |
| Madawaska, | 39 | 39 | 1,469 26 | 1,258 | 1,085 10 | 45 | 2,046 |
| Northumberland, | 81 | 85 | 4,124 15 | 3,393 | 3,017 40 | 104 | 4,921 |
| Queens, | 80 | 80 | 4,097 75 | 2,594 | 2,077 05 | 97 | 3,451 |
| Restigouche, | 27 | 28 | 1,367 04 | 1,165 | 836 25 | 31 | 1,577 |
| Saint John, | 188 | 195 | 10,063 93 | 9,986 | 7,845 45 | 194 | 10,551 |
| Sunbury, | 38 | 39 | 2,095 53 | 1,288 | 1,023 60 | 45 | 1,800 |
| Victoria, | 22 | 23 | 1,017 43 | 717 | 661 05 | 31 | 1,121 |
| Westmoreland, | 133 | 138 | 7,107 08 | 6,443 | 4,401 62 | 159 | 8,429 |
| York, | 143 | 148 | 6,881 76 | 6,411 | 3,170 10 | 174 | 7,160 |
| | 1,304 | 1,350 | $66,440 81 | 54,205 | $41,973 42 | 1,503 | 70,859 |
| GRAMMAR SCHOOLS, | *1 | *1 | 3,184 43 | 30 | | *1 | *30 |
| Total, | 1,305 | 1,351 | $69,625 25 | 54,235 | $41,973 42 | 1,504 | 70,919 |

*Kings County.

# EXAMINATION QUESTIONS.—SEPTEMBER, 1879.

[1] SCHOOL MANAGEMENT.

1 Specify the main points to be considered in the construction of a Time-Table.

2 *The protracted exercise of the faculties is injurious: a change of occupation renews the energy of their action.* Show the practical bearing of the foregoing principle upon the details of School work.

3 What can you say of the conditions necessary to ensure ORDER in School?

4 Specify the chief sources of influence open to the Teacher by which he may aid in the development and strengthening of the pupil's character.

5 What importance do you attach to the following in the management of a School: (1) pure air; (2) light; (3) uniform temperature; (4) physical exercises in the School-room; (5) singing; (6) honorably played games on the play-ground, supervised by the Teacher?

[2] TEACHING.

1 Indicate the special function and order of development of each of the mental faculties.

2 Mention the subjects best suited for the cultivation of the different faculties.

3 Justify the following educational principles:—

(1) The method of nature is the pattern of all methods, and especially of the method of learning languages.

(2) The unknown is to be reached by means of the known: the abstract, through the concrete; the complex, through the simple; synthesis, through analysis.

4 Take any subject of School instruction and show how you would teach it in conformity with the preceding principles.

5 Specify the elements of character, and the principles of moral training.

[3] THE SCHOOL SYSTEM.

1 What is the nature and extent of the Teacher's duty and authority over his scholars without the School-room?

2 What is the character of the School discipline enjoined upon Teachers by the Board of Education, and what is the duty of the Teacher in difficult cases?

3 State the requirements of the Board of Education respecting the giving of instruction in Schools, concerning the Laws of Health.

4 Specify the requirements of the Board of Education respecting (1) the School premises; (2) the presence of the Teacher before the daily opening of the School; (3) the Teacher's duty in the event of illness; (4) the Teacher's duty respecting Registration and Returns.

5 On what conditions may Boards of Trustees offer School prizes from the District funds?

6 What steps are necessary to be taken by a Teacher in charge of a School in order (1) that he may visit for professional purposes the Schools of other districts; (2) that he may become a member of the Teachers' Institute of his County?

7 Detail (1) the MODE OF SUPPORT provided by the Schools Act, and (2) the principles regulating the amount of the fund derived from each source.

I. [1] SCHOOL MANAGEMENT.

1 Show the necessity of the continuous ventilation of a School-room, (1) in respect of the health of the pupils and teacher, (2) in respect of mental vigor and application, (3) in respect of cheerfulness and good order.

2 Specify the essential conditions of order in School.

3 Point out the effects of injudicious punishment upon the temper and character of children.

4 How do you propose to deal with pupils that are naturally dull, and cannot keep up with their classes? How with those whose abilities enable them to outstrip their fellows?

5 Specify the means that may be properly employed by the Teacher to secure the greatest possible regularity of attendance of pupils.

6 State the principles which should determine the character of the School *Time-Table.* [Give any *illustrations* your time will permit.]

I. [2] TEACHING.

1 Justify the following educational principles:—

(1) Exercise is the condition of development; and doing, of complete knowledge.
(2) The means ought to be consistent with the end.
(3) The ultimate objects of the study should always be kept in view by the Teacher, that the end be not forgotten in pursuit of the means.
(4) Example and practice are more efficient than precept and theory.

2 Illustrate the above principles in a sketch of the course you would pursue and the means you would employ in teaching Reading, or other branch of study.

I. [3] THE SCHOOL SYSTEM.

1 Detail the relation which each of the following sustains by law to a Public School, in providing "means of support":—

1. The School District.
2. The County.
3. The Province.

2 State the principles which regulate the distribution of the Provincial Grant to Teachers, and the apportionment of the County Fund to Boards of Trustees.

3 State briefly the means which have been adopted by the Board of Education to facilitate the continuous acquisition and dissemination of professional knowledge by those whom it has licensed to teach.

4 What are the requirements of the Board of Education respecting the following: (1) Calling the Roll; (2) Public Examinations of the School; (3) School Returns; (4) Manner of seating the pupils in the School-room; (5) Length of School sessions; and (6) Instruction of pupils in morals and manners.

I. [4] CANADIAN HISTORY.

1 Give some account of the life and character of Charles de LaTour, and of his first wife.

2 By whom was the River Saint Croix named? Where and when was the first settlement made on it? Describe the experiences of the settlers.

3 Under whose guidance was the Act of Union between the two Canadas consummated? Give the date, and name some of the leading provisions of the Act.

4 What is meant by the term "Family Compact"? Why was this compact obnoxious to the people? Name its chief assailants in the Maritime Provinces, and in the present Provinces of Quebec and Ontario.

5 Give an account of what happened at Navy Island in the rebellion of 1837.

6 Give the date of the Proclamation of the Dominion of Canada, and name the Provinces at present comprising it.

*This Exercise is to be worked in silence, and without figuring: The answers are to be given on this paper.*

I. [5] MENTAL ARITHMETIC.

1 A man has $\frac{5}{8}$ of a dollar, he gives $\frac{1}{4}$ of a dollar to one person, and $\frac{2}{5}$ of a dollar to a second, what part of a dollar has he left?.....*Ans.*

2 Two men hire a pasture in common for $4.80. One pastures a horse in it $7\frac{1}{2}$ weeks, and the other 9 weeks; what ought each to pay?.....*Ans.*

3 What is the interest of $132.25 for 4 months and 15 days at 7 per cent. per annum?.....*Ans.*

4 What is the present worth and discount of $150, payable in 5 months and 10 days at 6 per cent. ?.....*Ans.*

5 A triangle contains $2\frac{1}{2}$ acres, its longest side being 8 chains. How long is the perpendicular from the opposite angle upon that side?.....*Ans.*

6 A boy playing at marbles lost in the first game $\frac{1}{4}$ of what he had; in the second, $\frac{1}{4}$ of what he then had; in the third, $\frac{1}{4}$ of what he then had; in the fourth 11, and then he had 16 marbles left. How many had he at first?.....*Ans.*

*Answers must contain the whole operation.*

I. [6] ARITHMETIC.

1 Divide £1750 between four persons so that their shares shall be as the fractions $\frac{3}{7}$, $\frac{5}{14}$, $\frac{1}{4}$, and $\frac{1}{14}$.

2 Reduce the decimal .01747 to a vulgar fraction in its lowest denomination.

3 If a man can perform a journey of $258\frac{3}{4}$ miles in $6\frac{3}{4}$ days, walking $11\frac{1}{2}$ hours in each day, how many hours a day must he walk, at the same rate, to perform a journey of $130\frac{5}{8}$ miles in $3\frac{1}{16}$ days.

4 Express $3\frac{2}{5} \div \left(2\frac{3}{4} + \frac{7}{6\frac{1}{8} - 2}\right)$ cwt. as the decimal of a ton.

5 A owned $\frac{5}{17}$ of a ship. He sold $\frac{3}{11}$ of $\frac{2}{5}$ of his share for $\$2\frac{2}{33}$; what was the value of $\frac{1\frac{2}{3}}{4\frac{1}{4}}$ of $\frac{2}{5}$ at the same rate?

6 The simple interest on a certain sum for 9 months at 5 per cent. per annum, is $150 less than the simple interest on the same sum for 15 months at 4 per cent. per annum. Find the principal.

7 If you mix sugars at 6 cents, 8 cents, 10 cents and 11 cents per lb., in what quantities must they be taken to make a mixture of 100 lbs. worth 9 cents per lb.?

8 A square field has a diagonal path across it measuring 7 chains 35 links; find the side of the field and its area.

9 Find the square roots of .000633679929, and .051, and 5.1.

*The Examiner will estimate Parts I. and II. as of equal value.*

I. [7] GEOGRAPHY.

PART I.

1 What is the Gulf Stream, and where does it originate? Suppose the Gulf Stream were cut off what results would follow?

2 What are Icebergs, and how are they produced? Why do the Icebergs of the Arctic Ocean not escape southward and cool the atmosphere?

3 Describe the physical features, climate and productions of South Africa, Mexico and the Sandwich Islands.

4 Give an account of the principal watershed of Europe, and name the rivers draining the southern slope.

5 What great rivers take their rise in the Alps, through what countries do they flow, and into what seas do they fall? Give the chief towns on each river.

6 Name and describe the great rivers which drain North America: (1) those which flow north, (2) those which flow east, (3) those which flow south.

7 Specify the motions of the earth, and explain the causes of the succession of the seasons.

PART II.

Draw from memory, on the paper given to you, the following maps:—

1 An outline map of Norway *or* Sweden and insert the mountain ranges and chief rivers.

2 An outline map of Ireland, (the form only is required, but credit will be given for any details inserted.)

I. [8] COMPOSITION.

1 As indicated below, make a prose paraphrase of the following lines (addressed to Justice):—

> Stern Lawgiver! Yet thou dost wear
> The Godhead's most benignant grace;
> Nor know we anything so fair
> As is the smile upon thy face.
> Flowers laugh before thee in their beds,
> And fragrance on thy footing treads;
> Thou dost preserve the stars from wrong,
> And the most ancient Heavens, through thee, are fresh and strong.

(1) Frame questions on the passage. (2) Give formal answers in your own words to each question. (3) Combine your answers into sentences and paragraphs,—using such connectives as may be required.

2 (1) Name the measure of the above verses. (2) What can you say of the last verse? (3) Specify the figures of speech employed. (4) Name the words which are not of Saxon origin. (5) Who is the author of the lines? (6) Quote from any other author, or authors, ideas parallel or similar to any of the above, though differently expressed.

3 Combine the following separate propositions into a compound sentence:—

1a¹ A person looked on the waters only for a moment *(att. to "person.")*
2a¹ The waters were retiring *(subs. obj.)*
*A.* That person might fancy this.
1b¹ A person looked on the waters only for five minutes *(att. to "person.")*
2b¹ The waters were rushing capriciously to and fro *(subs. obj.)*
*B.* That person might fancy this.
1c¹ A person keeps his eye on the waters for a quarter of an hour *(adv. of time.)*
2c¹ He sees one sea-mark disappear after another *(adv. of time.)*
3c¹ The ocean is moved in some general direction *(att. to direction.)*
*C.* Then it is impossible for him to doubt of that general direction.

4 What are the elements of an expository paragraph? Illustrate your answer by writing such a paragraph on *Labor Strikes.*

I. [9] ENGLISH GRAMMAR.

1 Exhaustively inflect (indicating the purpose of the inflection in each case) the following words:—This, fore, outer, further, farther, men, fox, thou, self, one, have, may, pretty.

2 Conjugate *to strike*, in the Indicative Mood, Active Voice.

3 How many forms may the Verb assume in each tense? Give illustrations, and point out the peculiar force of each form.

4 Classify the subordinate clauses of sentences, and specify the use of each. Give examples.

5 Give the general analysis of the following:—

* * In a season of calm weather
Though inland far we be,
Our souls have sight of that immortal sea
Which brought us hither;
Can in a moment travel thither—
And see the children sport upon the shore,
And hear the mighty waters rolling evermore.

6 Give the detailed analysis of the above in the form indicated below:—

FORM.

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

7 Parse in tabular form the last three verses.

FORM.

| Words. | Class. | Sub-Class. | Inflexion. | Syntax. | Rule of Syntax. |
|---|---|---|---|---|---|
| | | | | | |

8 Classify verbs (1) as to their form, and (2) as to their meaning, and (3) give 6 examples of each class.

I. [10] BRITISH HISTORY.

1 In whose reign were the "Constitutions of Clarendon" drawn up, and for what purpose? State the provisions of the most important of them.

2 Name the competitors for the Scottish Crown in the reign of Edward I. State their respective claims; and give a brief history of Robert Bruce, and the achievements whereby he re-established the independence of Scotland.

3 Name the leaders and contending parties in the battles of Cressy and Nevil's Cross, and the important advantages gained by England from each.

4 Where and for what purpose was the "Act of Settlement" passed, and what were its provisions?

5 Specify and characterize with some fulness the six greatest legislative acts (in your view) of the British Parliament during the reign of Victoria.

I. [11] BOOK-KEEPING.

1 Journalize the following transactions, and give a copy of the Ledger Accounts of John Travers and W. Roberts:—

1879, July 1. Cash in hand $260; Goods on hand $450; Note in Bank of N. B. for $600.
" 3, Bought of John Travers 3½ chests of Tea, 200 lbs., @ $0.55 per lb.
" 3. Sold to W. Roberts 1½ chests of Tea, 120 lbs., @ 62 cents per lb.
" 5. Sold to John Travers 50 bbls. of Flour @ $6.50 per bbl., 8 boxes Gunpowder @ $7.20 per box, 4 bbls. Apples @ $3.50 per bbl.
" 5. Received from John Travers in cash $150, and his note at 3 months for balance due me.
" 6. Received from W. Roberts $74.40.

2 I buy 120 bbls. of Flour from A @ $5.20 per bbl., and sell it to B for $5.50; B pays me in a bill for $400 and the balance in cash. I then give B's acceptance to A, and cash for the balance due him, he allowing me 2½ per cent. on the whole amount. Give the Journal entries that would be necessary to record these transactions, (1) in my books, (2) in A's, and (3) in B's.

I. [12] CHEMISTRY OF COMMON THINGS.

1 Describe an experiment to prove that when a candle burns the materials are not annihilated.

2 Distinguish between a chemical element and a compound. What is meant by the combining weights of the elements? Give an example.

3 Describe briefly the composition and formation of coal.

4 What is the result of work and rest upon the excretion of carbon dioxide (carbonic acid) and the absorption of oxygen in the body?

5 What is the composition of carbon dioxide? Give its symbol and atomic weight. Mention its chief properties and the manner of its preparation.

6 Give the general symbol for the hydrocarbon groups. Give the composition of soap, and distinguish between *hard* and *soft* soap.

*Answers must contain the whole operation.*

I. [13] ALGEBRA.

1 Show that $\frac{(4a+1)^2-64a-48a(2a-1)-1}{12} \div 3a\ (2a-1) = \frac{2a}{3}(8a-5)(a+1)$

2 Reduce to simplest form $\frac{a^2(a+b)}{a^2b-b^3} \div \frac{a^2-ab}{(a+b)b} - \frac{2ab}{a^2-b^2}$

3 Resolve $12a^4 \div a^2x^2 - x^4$ and $6b^2x^2 - 7bx^3 - 3x^4$ each into elementary factors.

4 Required the square of $\frac{1}{2}\sqrt{x+3a^2} \div \frac{1}{2}\sqrt{x-3a^2}$.

5 Solve the equation $\sqrt{x}\sqrt{2+x} = \text{to } \frac{4}{\sqrt{2+x}}$

6 Given $\cdot 077x = \cdot 66y - 2\cdot 151$ and $\cdot 053y = \cdot 08x + 0842$: find $x$ & $y$.

7 A speculator loses ¼ of his money and then gains $14; he then loses ⅓ of what he now has, and gains $8, when he retires as he began. What had he at first?

8 A man and a boy received together £2 10s., the man having worked 8 days and the boy 11. The man was to receive half a crown more for 3 days' work than the boy for 4 days' work. What was the share of each?

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

9 A and B have $500 between them. A puts out his money for 2 years, and receives an amount of $297; B's money is out at interest at the same rate per cent., but it will be 6 years more before he receives the same amount as A did. Find the principals.

10 Given $x^{\frac{2}{3}} y^{\frac{3}{2}} = \frac{3}{4} y^2$ and $3x^{\frac{1}{3}} - y^{\frac{1}{2}} = 5$: find $x$ & $y$.

I. [14] GEOMETRY.

1 The difference of any two sides of a triangle is less than the third side.

2 The diameter is the greatest line in a circle; and of all others that which is nearer to the centre is greater than one more remote.

3 If one side of a triangle be bisected the sum of the squares on the other two sides is double the square on half the side bisected together with double the squares on the line drawn from the point of bisection to the opposite angle.

4 Shew that in any triangle, if a straight line be drawn from each of the angles to the middle of the opposite sides, four times the sum of the squares of these lines is equal to three times the sum of the squares of the sides of the triangle.

5 Bisect a triangle by a line drawn from a given point in one of its sides.

*The following are not required of Female Candidates, but credit will be given for work done.*

6 About a given circle to describe a triangle equiangular to a given triangle.

7 Find a mean proportional between two given straight lines. Also construct an arithmetic mean and a harmonic mean between two given straight lines.

8 Find the locus of a point such that if straight lines be drawn from it to the corner of a given square, the sum of the squares on these lines shall be constant.

I. [15] NATURAL PHILOSOPHY.

1 State the laws of motion, and mention some facts exemplifying each law.

2 A horizontal force of 5 lbs. supports a weight of 12 lbs. on an inclined plane. Find the pressure on the plane.

3 A steamer is moving at the rate of 20 feet per second, and a ball is rolled across the deck at the rate of 15 feet per second. Find the resultant velocity of the ball.

4 A piece of gold weighs 136 grains in air, and 129 in water. Find its specific gravity. What is the weight of a quan ity of water whose volume is 40 times that of the gold?

5 A body is weighed from both arms of an unequal balance, and its apparent weights are $1 and 64 ounces. Find the ratio between the arms.

6 A body falling from rest reaches the ground with a velocity of 1127 feet a second. Find how long the body was in falling, and the distance it travelled.

7 Sketch two systems of pulleys in each of which the weight is seven times the power.

8 An iceberg floats with 1000 cubic feet above the surface of the sea. Find its volume, assuming its specific gravity to be .925, and that of the sea 1.025.

9 A uniform rod 2 feet long, and weighing 5 lbs., has a weight of 1 lb. placed at one extremity. Find the centre of gravity of the whole.

I. [16] GENERAL HISTORY.

1. Name the main branches into which the Caucasian race is divided *linguistically*, and mention the nations comprised in each division.

2 Into what periods may the history of the Hebrews be divided? Describe the nature of the government which obtained and the chief events, in each period.

3 What was the language of the ancient Hindoos? Specify its relation to certain European languages. What was the Hindoo religion called, and in what books is it expounded?

4 At what period and under what Sovereign did Spain reach the zenith of her power? State the extent of the monarch's dominions, and give some account of the great events of his reign.

5 Name four eminent astronomers of the 16th century, and specify the discoveries for which each will ever be distinguished.

6 Give the date of the invasion of Russia by Napoleon I. and enumerate the principal events of the campaign.

7 State what you know of any three of the undernamed :—
Peter the Hermit, Saladin, Genghis Khan, Tamerlane, Bajaret. Vasco de Gama, Amerigo Vespucci.

*No Tables to be used.*

I. [17] PRACTICAL MATHEMATICS.

*Female Candidates are not required to work this paper, but credit will be given for it if worked.*

1 From the top of a cliff 108 feet high, the angles of depression of the top and bottom of a cliff, which forms the opposite bank of a river, are observed to be 30° and 60° respectively. Find the height of the opposite cliff, and the breadth of the river.

2 Express the cosine, tangent, secant, cotangent and cosecant of an angle in terms of its sine.

3 The sides of a quadrilateral taken consecutively are 24.16, 17.12, 19.48 and 28.48 chains, and the angle between the first two is 30°. Find the area of the figure. [Required only a full statement of the process of solution].

4 What must be the diameter of a carriage wheel in order that it may make 500 revolutions in a mile?

5 Find the capacity of a cylindrical pontoon having hemispherical ends, its extreme length being 22 feet, and the length of the cylinder 19 ft.

6 The sides of a circular reservoir are inclined at an angle of 30° to the horizon, and the diameter of the horizontal bottom is 50 feet. Find the number of gallons contained in it when the water is 12 feet deep, (231 cubic inches to the gallon).

II. [1] SCHOOL MANAGEMENT.
*See Class I.* [2].

II. [2] TEACHING.
*See Class I.* [2].

II. [3] THE SCHOOL SYSTEM.
*See Class I.* [3].

II. [4] CANADIAN HISTORY.

1 By whom was the fort at the mouth of the Nachouac, or Nashwaak, built? What were the advantages of the situation, and how long was the fort maintained?

2 When and under what leader was Halifax founded, and what inducements were held out by the British Government to the first settlers?

3 What advantages did Halifax derive from the American war of 1812?

4 What were the "Hunters Lodges"? Of whom were they chiefly composed? What was their object, and the cause of failure?

5 Name the Provinces which composed the Dominion in 1867, and name those which have been added to it since.

*This Exercise is to be worked in silence, and without figuring: The answers are to be given on this paper.*

II. [5] MENTAL ARITHMETIC.

1 A man gave $\frac{5}{6}$ of a bushel of oats to some horses, giving to each $\frac{1}{6}$ of a bushel; how many did he serve? and what was the remainder?....*Ans.*

2 A boy bought 3 doz. of oranges for 37½ cents, and sold them for 1½ cents a piece: What did he gain?.....*Ans.*

3 Two boys bought all the chestnuts on a tree for 50 cents; one secured 11 quarts, the other 6 quarts and 1 pint: What ought each to pay?....*Ans.*

4 A merchant buys 100 bbls. of flour for 5 dollars a barrel, and sells it at a loss of 4 per cent.: What does he sell it for a barrel?.....*Ans.*

5 What is the interest of $132.25 for 6 mos. and 3 days at 6 per cent.?.....*Ans.*

6 A stone layer agreed to build a wall 30 feet long, 4½ feet thick, and 6 feet high, for $2.50 a cubic yard. What did the wall cost?.....*Ans.*

*Answers must contain the whole operation.*

II. [6] ARITHMETIC.

1 Simplify $\dfrac{\frac{7}{10} \text{ of } 3\frac{1}{3}}{\frac{1}{3} \div \frac{1}{3} \text{ of } \frac{1}{3}} \div \dfrac{5\frac{1}{4}}{4\frac{1}{3}}$

2 Find the compound interest of $3125 for 3 years at 4 per cent. per annum.

3 What sum of money lent at 3½ per cent. per annum, simple interest, will amount to $10,000 in 7½ years?

4 A person after paying 5 per cent. on his income had £600 left. Determine his income; and find tax on the sum left at the rate of 7d. in the pound.

5 A sum of $6800 is to be divided among A, B, and C, so that A's share shall be to B's as 2 to 3, and B's to C's as 3 to 5. (To be solved without Algebra).

6 Divide ·000349S4 by 37627·15; and 2·0505 by 31·2.

7 Bought 20 bbls. of apples, each containing 2⅜ bushels, at $2.10 a barrel, and sold them at $1.25 a bushel. What was the whole gain, and the gain per cent.?

8 Find the cost of papering a room 19 ft. 8 in. wide, 24 ft. 4 in. long, and 13½ ft. high, with paper 2¼ ft. wide, which cost $2.20 per piece of 12 yds.; the windows and parts not requiring paper being a sixth of the whole surface.

9 Find the square root of 7·0067, ·70067 and 700·67.

II. [7] GEOGRAPHY.

PART I.

1 Into how many branches is the science of Geography divided? Explain fully each of them.

2 Name the tributaries of either the Ganges or Danube, and describe the course of the river.

3 What productions would vessels sailing from the White Sea, the Baltic, the Black Sea, and the Levant, carry to England?

4 Name the States through which the Mississippi flows, and the principal cities on its banks.

5 Give the names and positions of the chief cities of the New England States.

6 Name the chief seaports of the following countries:—Canada, United States, Great Britain, and France.

7 Name and locate the Capitals of Saxony, Hungary, Denmark, Bavaria, Hanover, Prussia, and Austria.

PART II.

8 Draw from memory, on the paper given to you, an outline map of Ontario, and fill in accurately the chief rivers and towns.

9 Draw from memory, on the paper given to you, an outline map of that portion of North America lying south of the 50th parallel of latitude, indicating clearly the chief mountain ranges and the rivers.

II. [8] COMPOSITION.

"By your reckoning, then, a skilful reader is a skilful critic." "To be sure," said I, "you are closer to the truth than you guessed; for in what, indeed, does the reader's talent lie, if not in rendering all the beauties of the works which he interprets? To render them properly, he must of course understand them. But the astonishing thing is, that it is his very effort to render them well which gives him a clearer comprehension of them. Reading aloud gives a power of analysis which silent reading can never know."

1 Paraphrase the above passage, setting down (1) questions framed to bring out the points of the passage; (2) formal answers in your own words to these questions; (3) the paraphrase complete.

2 Gather up the following propositions into a complex sentence:—

$1a^1$ The paramount end of liberal study is the development of the Student's mind *(subs. obj.)*

$a^2$ This development is accomplished through some exercise of the faculties *(att. to "exercise.")*

$2a^1$ Knowledge is principally useful as a means of determining the faculties to that exercise *(subs. obj.)*

*A.* This I hold.

3 Specify the important principles to be observed in the construction of sentences.

4 (1) What qualities should characterize the language of a letter? (2) What are the points of form to be attended to? (3) Write a letter to a fellow Teacher on your method of teaching narrative composition.

II. [9] ENGLISH GRAMMAR.

1 Classify the following words, and in every case assign reasons for your classification:—

Hinder, now, lead, live, row, house, use, tarry, close, recollect, before.

2 Exhaustively inflect (indicating the purpose of each inflection) the following words:—

Ox, chimney, prince, these, far, we, that, soon, better, shall, begin *(in the Present Ind. active)*, was *(in the Past Subj.)*

3 Give the general analysis of the following:—

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began,
So is it now I am a man,
So be it when I shall grow old,
Or let me die.

4 Give the detailed analysis of the above as indicated below:—

*(See Form I, 9.)*

5 Parse in tabular form the first, third, and fifth verses.

*(See Form I, 9.)*

6 What can you say of the verbs in the following sentences:—This paper reads well. A rose will smell as sweet by any other name.

II. [10] BRITISH HISTORY.

1 Give some account of the doings and death of Joan of Arc in so far as relates to English history.

2 Name some of the distinguished navigators who flourished in the reign of Henry VII. and give some account of their discoveries.

3 State what you know of the "Petition of Right," and mention the proceedings it declared illegal.

4 When did the union of Great Britain and Ireland take place, and what were the terms of the union?

5 State the causes of the Crimean war, and give a brief history of its progress and completion.

L [11] BOOK-KEEPING.

What is a "Ledger Account," a "Ledger Balance," and the "Balance of an Account"?

On the 1st of August, 1879, I had the following cash transactions:—

| | |
|---|---|
| Cash in hand | $1,250 47 |
| Paid J. Smith | 167 50 |
| Jones' Bill due this day paid me | $20 35 |
| H. Peck paid me | 227 40 |
| Received from J. Brown | 1,21[illegible] 20 |
| Discounted with W. Cook a Bill for $2,000 due 3 mos. paying 6 per cent. discount | 1,979 00 |
| Paid John Dunn | 3,890 97 |

Construct a Cash Book, bringing down the balance.

A gives B his note at 6 months from to-day for $75. Write out the form of note given by A, and state the amount of stamps required.

L [12] CHEMISTRY OF COMMON THINGS.

What is chemical analysis? Name some of the means by which it is effected.

What is chemical affinity? Give one or more examples.

Name the important uses served by the atmosphere.

Why are woolen garments worn for warmth?

State the effect of sunlight upon plants.

What are leguminous or pulse crops, and what constituents in the soil do they require for their nourishment?

Name the constituents of common or crown glass, and mention the most important uses to which it is applied.

*Answers must contain the whole operation.*

L [13] ALGEBRA.

*Female Candidates are not required to work this paper, but credit will be given for it if worked.*

Find the numerical value of $3a^2=2b\left\{a^2-3c(b^2-2a)+c^3\right\}-4c(a-b)^2$ when $a=7$. $b=5$, and $c=2$.

Simplify $a\,x-b-\dfrac{a^2x^2-b^2x+2a-a\,b\,x.}{ax+bx}$

Find the greatest common measure of $12x+5x-3$ and $bx^2+x-1$,

From $-2a^2+5a^3x-8a^2x^2+6x^3$ take $-a-4a^2+x+5a^3x-3a^2x^2$.

$x-\dfrac{x+5}{3}=3(x-1)$: find the value of $x$.

Given $\dfrac{6x+7}{7}-y=1$ and $x-3=\dfrac{3y-10}{2}$: find $x$ and $y$.

A spent $\frac{2}{5}$ of his life in England, $\frac{3}{7}$ in America, and the rest, which was 12 years, in Australia. What was his age at his death?

Find two numbers such that if $\frac{1}{3}$ of the greater be subtracted from $\frac{3}{4}$ of the less, the remainder will be 7; and if $\frac{2}{3}$ of the greater be added to $\frac{1}{2}$ of the less, the sum will be 24.

L [14] GEOMETRY.

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

Give definitions of the following: (1) "A diameter of a circle," (2) "A segment of a circle," (3) "A square," (4) "Parallel straight lines," (5) "The rectangle contained by two straight lines," (6) "An angle in a segment of a circle," (7) "A right angle."

2 Parallelograms upon the same base and between the same parallels are equivale

3 If one side of a triangle be produced, the exterior angle is equal to the sum the two interior and opposite angles.

4 If a straight line be divided into two equal and also into two unequal parts, t rectangle contained by the two unequal parts together with the square the line between the points of section is equal to the square on half t line. (Geometrically and Algebraically).

5 The opposite sides of a quadrilateral described about a circle are together eq to the other two opposite sides.

6 A semicircle is described on A B as a diameter and any point P is taken on t semicircumference and A P is joined and produced to Q so that P Q = P Find the locus of Q.

III. [1] SCHOOL MANAGEMENT.

*See Class I,* [1].

III. [2] TEACHING.

*See Class I,* [2].

III. [3] THE SCHOOL SYSTEM.

*See Class I,* [3].

III. [4] CANADIAN HISTORY.

1 Enumerate the causes that led to what is called the "Aroostook War." B tween what Generals was the dispute adjusted for the time being, and o what basis?

2 Where and when was the sovereignty of England over the whole of Nova Sco first proclaimed? What strong fortress still remained in the hands of th French?

3 Name the principal leaders in the Canadian rebellion of 1837. Mention so of the causes that led to that revolt, and how and where was it suppresse

4 What feeling did the Canadian rebellion arouse in the Maritime Provinces, a what efforts were made to sustain the cause of Royalty?

*This Exercise is to be worked silently, and without figuring: The answers are to be given on this paper.*

III. [5] MENTAL ARITHMETIC.

1 How many lbs. are there in 650 oz. (avoirdupois)?.....Ans.

2 Reduce the fractions $\frac{11}{15}$ and $\frac{225}{765}$ to their lowest terms.....Ans.

3 In a pile of wood there are 13½ cords: How many loads of ¾ of a cord each are there in it?.....Ans.

4 A lends B $150 for 4 mos.; B afterwards lends A $60: How long can A keep it to balance the favour?.....Ans.

5 How much cloth ½ yd. wide will it take to line 7 yds. of cloth ¾ of a yard wide?.....Ans.

6 A boy spent ⅕ of his money, and had $1 left. How much had he at first?...Ans.

*Answers must contain the whole operation.*

III. [6] ARITHMETIC.

1 Multiply four hundred thousand and nine by four thousand and sixty.

2 What is a *prime* number? Set down the prime numbers between 120 and 140.

3 If by selling at 7s. 6¾d., A gains 10 per cent. on the outlay, how much per cent does he gain or lose when he sells at 7s. 1¼.?

4 Bought 375 bbls. of flour at $5.20 per bbl., and sold 200 bbls. at $6.10, and th remainder at $6.42 per bbl., what was the whole gain, and the gain per cent.

Find the cost of carpeting a room 15 ft. 9 in. long, and 12 ft. 5 in. wide, with carpet ¾ yd. wide at 4s. a yard.

A bankrupt pays 11s. 7½d. in the £. What will be the loss on a debt of £2,735?

Make out in bill form the following: 10½ lbs. butter @ 14 cents, 7½ lbs. rice @ 4½ cents, 17 lbs. raisins @ 10½ cents per lb., 11¾ lbs. of currants @ $1.40 per doz. lbs., ¾ cwt. of soda @ 2 cents per lb., 96 lbs. of cheese @ 16¼ cents per lb.

If 4 men, each working 8 hours a day, take 11 days to pave a road 220 yards long and 35 feet broad, how many days will 6 men, each working 12 hours a day, take to pave a road 175 yards long and 36 feet broad?

[7] GEOGRAPHY.

PART I.

Specify (1) those Seas that communicate with the Ocean by Straits; and (2) those that do so by wide openings.

What do you understand by the term *Ocean?* Describe the situation and mention the principal branches of the Atlantic Ocean.

Trace the course of the Saint Lawrence, and name the principal Towns beside its waters.

Name the mountain ranges of North America, and the highest points in each range.

Name and locate all the Gulfs and Bays of which you have knowledge.

On what rivers are Liverpool, Hull, Worcester, Glasgow, Dublin, Cork, Limerick, and Londonderry, severally situated.

Give the population of the five largest cities in North America.

PART II.

Draw from memory, on the paper given to you, an outline Map of that portion of New Brunswick lying south of a line produced directly west from Miramichi Bay, filling in accurately the chief rivers and towns.

[8] COMPOSITION.

Preserving the contractions, put them in correct form in the following sentences:—

(1) I ain't ready. (2) He ain't ready. (3) They arn't ready. (4) We ain't ready. (5) She isn't ready. (6) They wasn't ready. (7) It ain't ready. (8) He don't intend to get ready. (9) Don't it sound well to say "They don't"? (10) 'Tain't at all pretty.

Correct or justify the following forms of expression:—

(1) The ship laid at anchor. (2) He has went to great expense. (3) Old mens' eyes are dim. (4) He wed his garden every week. (5) One must judge his own acts. (6) The feminine sex. (7) The male gender.

Write a narrative composition of not less than twenty-five lines in length, on any subject you please.

Write a specimen letter.

[9] ENGLISH GRAMMAR.

Classify the following words:—

Sing, for, believe, red, indicate, gay, often, they, he, fortunate, beauty.

Inflect, for as many purposes as you can, the following words (stating the purpose of each inflection): I, he, they, often, lady, go.

Give the general analysis of the following:—

To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.

Give the detailed analysis of the above sentence in the following form:—

*(See Form I, 9.)*

Parse the above sentence in tabular form.

*(See Form I, 9.)*

# NOTES ON CANADIAN HISTORY.

By HERBERT C. CREEL, A. M., Instructor in the Provincial Normal Scho

## PERIODS IN CANADIAN HISTORY.

### I. The Period of Discovery. (A. D. 1497–1604).

[Contemporary Sovereigns:—England, Henry VII. to James I.; France, Charles VIII. to Henry I

Discoveries and Explorations by the Cabots (1497-8), Gaspard Cortereal (1500-1), John Verra (1524-5), Jacques Cartier (1534–43), Martin Frobisher (1576-8), Sir H. Gilbert (1583), Pontg (1599), Champlain (1603–10).

### II. The Colonies in New France struggling for existence. (1604–1663).

[Contemporary Sovereigns:—England, James I. to Charles II.; France, Henry IV. to Louis XI

Settlement of Port Royal, Quebec, and Montreal. Explorations by Champlain. Port R abandoned, restored, and three times captured by English. Nova Scotia granted to Sir Wi Alexander. New France under "The Hundred Associates." Quebec surrendered to Kirke. La Tours and Charnisay in Acadie. Treaties of St. Germain and Westminster. (Pop. of Colo 1648, about 800).

### III. French Dominions in America extended on the West and curtailed on the East. Troublous Times in Canada. (1663–1713).

[Contemporary Sovereigns:—England, Charles II. to Anne; France, Louis XIV.]

*Royal Government* established in Canada. Trade monopoly of the "West India Company." plorations of Allouez, Marquette, and La Salle. Great increase of inhabitants. War with Iroquois and the English. Massacre, rapine, pestilence, and dismay. Port Royal taken and attacked unsuccessfully by Phipps. Career of Villebon and d'Iberville in Acadie. Acadie re to France by the Peace of Ryswick. Colonization of Louisiana. Port Royal repeatedly attac and finally captured by Colonel Nicholson. *Acadie, etc., permanently acquired by England.* in 1672: 6,700).

### IV. Repose in Canada. The French build Louisburg, lose and regain it. (1713–1748).

[Contemporary Sovereigns: England, Anne to George II.; France, Louis XIV.; Louis XV.]

Peace between the French and English Colonies for more than thirty years. Trouble with western Indians. Louisburg built by the French; besieged and taken by the English under Wa and Pepperell; restored by the Treaty of Aix-la-Chapelle. (Pop. over 20,000—before 1725).

### V. The final Struggle and the Conquest. (1748–1760).

[Contemporary Sovereigns:—England, George II.; France, Louis XV.]

Settlement of Halifax. Commencement of hostilities on the Ohio frontier (1754). Col. Wash ton surrendered to French. Gen. Braddock's defeat and death. Expulsion of the Acadians Nova Scotia. Career of Wm. Johnson. French take Fort William Henry. *Louisburg cap* (1758) by Boscawen, Amherst, and Wolfe. Abercrombie defeated by Montcalm at Ticon Forts Frontenac and du Quesne taken by the British. First Legislative Assembly in B. N. A. at Halifax (1758). Capture of Forts Ticonderoga and Niagara. Battle on the Plains of Abra and *capture of Quebec* (1759) by Wolfe's army. Gen. Murray defeated at St. Foye. Capitulati Montreal and *conquest of Canada.* (Pop. of Canada, above 65,000; Nova Scotia in 1749, less 20,000).

### VI. British Rule established. New Provinces constituted. (1760–1792).

[Reigning Sovereign—George III.]

Canada under military government for three years. Treaty of Paris. *Province of Quebec* ized by Royal Proclamation (Oct. 1763). Pontiac's conspiracy. *Island of St. John* made a sp Province (1770). "The Quebec Act" passed by the British Parliament, with a view to co the French inhabitants (1774). The territory of the Province greatly enlarged. *Invasion of Ca* by the Americans under Montgomery and Arnold (1775-6). Independence of the United Sta America acknowledged by the second Treaty of Paris (1782). Province of Quebec reduced in ex and boundaries defined. United Empire Loyalists settle in Canada (10,000) and in Nova Sc (20,000). *Provinces of New Brunswick* and *Cape Breton* constituted (1784). Great increase population of western Canada. General discontent prevailing. Passage of the "Constitutional dividing Quebec into *Upper* and *Lower Canada*, giving to each a Legislature of three branches (1791). (Pop. over 150,000).

NOTE.—King's College, Windsor, N. S., the oldest in B. N. A., was founded in 1789.

VII. CANADA IN THE STRENGTH OF HER YOUTH. THE ANGLO-AMERICAN WAR. (1792–1815.)

[Reigning Sovereign—George III.]

First Legislature of Lower Canada met at Quebec, that of Upper Canada at Newark (1792). The new town of York made the capital of Upper Canada (1796). "Dead-lock" in the Legislature of New Brunswick. Dispute between England and the United States concerning the "Right of Search" began about 1806. *War declared* against England by President Madison, 1812. In the first campaign the British captured Michillimackinac, drove the American invading army out of Upper Canada, compelled them to surrender at Detroit, occupied Michigan territory, defeated the invaders at *Queenston Heights*, with the loss of Gen. Brock.

In the second campaign (1813) the British and Canadians were victorious at Frenchtown (Jan.), Stoney Creek, Beaver Dams (June), *Chateauguay* (Oct.), *Chrysler's Farm* (Nov.), and other places; they were defeated at York (April), Fort George (May), Moravian Village (Oct.), and elsewhere. There were also important engagements at Fort Meigs and Sackett's Harbour (May), as well as on the lakes and at sea. The British occupied Michigan till October, when the Americans gained possession of the western part of Upper Canada; the latter also held the Niagara frontier during the greater part of the year. American ports were blockaded.

In the third campaign, successes were almost equally divided, but the Americans were as far as ever from conquering Canada. British and Canadians victorious at La Colle Mill (March), Oswego (May), *Lundy's Lane* (July), and *Bladensburg* (Maryland, August). *Washington was taken* and the Capitol, etc., burned. Defeated at Sandy Creek (May), Fort Chippewa (July), Fort Erie (Aug.) and *New Orleans* (Jan. 8, 1815). Treaty of *Peace* signed at Ghent, Dec. 24, 1814.

[Estimated pop. in 1812: Lower Can., 200,000; Upper Can., 80,000.]

VIII. THE STRUGGLE OF PARTIES, CULMINATING IN THE REBELLION, AND BRINGING ABOUT THE UNION OF UPPER AND LOWER CANADA. (1815–1840).

[Reigning Sovereigns;—George III. to Victoria.]

Dispute between the Legislative Council and Assembly in Lower Canada. The "Family Compact" in Upper Canada. Cape Breton re-united to Nova Scotia, 1820. Dispute about disposal of revenues in New Brunswick Legislature. The terrible Miramichi fire, Oct. 7, 1825. Boundary dispute between Maine and N. B., 1827. The "Clergy Reserves" question in Upper Canada. Growing antagonism between the French majority and the British minority in Lower Canada. The Legislative and Executive Councils in N. B. made distinct bodies, 1832. Royal Commission of Inquiry sent out to Canada, 1835. Outbreak of *Rebellion*, headed by Papineau in L. C., and by McKenzie in U. C., November, 1837. Affray in Montreal; skirmishes at St. Denis, St. Charles, St. Eustache, and elsewhere. Insurrectionists under McKenzie routed near Toronto. The "Patriots" proclaim a Republic on Navy Island, December 13. Steamer "Caroline" sent over Niagara Falls. Constitution of Lower Canada suspended by the Imperial Parliament, April, 1838. Attempts at invasion of Upper Canada at different points. Agitation for the Union of the Provinces. Mission of the Earl of Durham as High Commissioner for the adjustment of the difficulties of Canada. Pardon extended to all political offenders. Renewed risings both in Upper and Lower Canada in Nov. and Dec. Dispute about the boundary between Maine and N. B. in 1839; warlike excitement; troops sent to the frontier. Coalition Government in Nova Scotia; agitation for responsible government. *Union of the Canadas* agreed to by the Special Council of L. C. and the Legislature of U. C. Act of Union passed by Imperial Parliament, July 1840

During this Period regular lines of steamers were established; newspapers were multiplied; numerous educational institutions were founded, including *McGill College*, Montreal, *King's College*, Toronto, *St. Hyacinth College*, *Victoria College*, Coburg, *Dalhousie College*, Halifax, *Acadia College*, Wolfville, and others; Common Schools were established by law in Upper Canada, Nova Scotia, and New Brunswick.

[Pop. of Canada, 1841, upwards 1,000,000. Pop. of N. B., 1824, about 74,000.]

IX. THE BRITISH NORTH AMERICAN PROVINCES ENTER ON THEIR POLITICAL MANHOOD. RESPONSIBLE GOVERNMENT INTRODUCED. THE CONFEDERATION MOVEMENT. (1840–1867).

First Parliament of Canada met at Kingston, 1841. *"Ashburton Treaty,"* 1842. The Liberals in all the Provinces contending for *Responsible Government*, which was fully established in 1848. Political dissension in Canada in reference to the "Rebellion Losses" Bill. Burning of the Parliament Buildings at Montreal, 1849. Seat of Government removed to Toronto,—to be afterwards transferred to Quebec and Toronto alternately, every four years. Railway movement in all the Provinces. Municipal system established in Upper and Lower Canada, 1849–50. *Reciprocity Treaty* with the United States, 1854. Legislative Council of Canada made elective, 1856. The Queen chose Ottawa (Ottawa) to be the capital of Canada, 1858. [The Provinces of British Columbia and Vancouver Island were constituted in that year.] Feudal Tenure in Lower Canada abolished, 1859. Visit of the Prince of Wales to America, 1860. Excitement over the "Trent" affair, 1861. The "Quebec scheme" of *Confederation* adopted, 1864. Anti-Confederate agitation in all the Provinces. Invasion of Canada by the Fenians, June 1866; repulsed by Canadian volunteers. Large volunteer forces raised in each Province. The "British North America Act" passed by the Imperial Parliament, March 29, 1867. The *Dominion of Canada* constituted by Her Majesty's Proclamation, July 1st.

During this Period very much was done to increase internal communication by canals and railways; the system of Free Schools was introduced in Canada, P. E. Island, and Nova Scotia; several Colleges were founded, and others were erected into Universities, viz., Toronto, McGill, Laval, the University of New Brunswick, and others.

[Pop. in 1861:—Upper Canada, 1,396,000; Lower Canada, 1,111,000; Nova Scotia, 331,000; New Brunswick, 252,000.]

# TABLE

## Exhibiting facts in relation to the Constitution of England, the Dominion and the Provinces of Canada.

| COUNTRY. | LEGISLATURE. | | EXECUTIVE. | |
|---|---|---|---|---|
| | LOWER HOUSE. | UPPER HOUSE. | CHIEF RULER. | ADVISERS. |
| UNITED KINGDOM. | *House of Commons.* 652 Members. | *House of Lords.* About 490 Members. | *Sovereign.* (King or Queen.) | *Cabinet Council.* Ministry, upwards of 30; 13 of these in the Cabinet |
| DOMINION OF CANADA. | *House of Commons.* 206 Members. | *Senate.* 77 Senators. | Governor-General. | *Ministry.* 14 Ministers. |
| QUEBEC. | *Legislative Assembly* 65 Members. | *Legislative Council.* 24 Members. | Lieutenant-Governor | *Executive Council.* 7 Members. |
| NOVA SCOTIA. | *House of Assembly.* 37 Members. | do. 16 Members. | do. | do. 9 Members |
| NEW BRUNSWICK. | do. 41 Members. | do. 17 Members. | do. | do 9 Members. |
| P. E. ISLAND. | do. 30 Members. | do. 13 Members. | do. | do. 6 Members |
| ONTARIO. | *Legislative Assembly* 88 Members. | | do. | do. 6 Members. |
| MANITOBA. | do. 24 Members. | | do. | do. 4 Members. |
| BRITISH COLUMBIA. | do. 25 Members. | | do. | do. 3 Members. |
| KEEWATIN AND N. W. TERR. | **Council.* 3 Members. | | do. | *Council.* 3 Members. |

NO. OF MEMBERS SENT BY EACH PROVINCE TO THE PARLIAMENT OF CANADA.

| | Senate. | Commons. | | Senate. | Commons. |
|---|---|---|---|---|---|
| Ontario..... | 24 | 88 | Manitoba..... | 2 | 4 |
| Quebec..... | 24 | 65 | British Columbia..... | 3 | 6 |
| Nova Scotia..... | 10 | 21 | Prince Edward Island. | 4 | 6 |
| New Brunswick..... | 10 | 16 | | | |

## NOTES.

1. *Lower House.* The members are in all cases *elected by the people.* In the United Kingdom, the House is elected to serve for 7 years, unless sooner "dissolved"; for the Dominion House of Commons the term is 5 years; for the Provincial Assemblies the term is 4 years.

2. *Upper House.* For the House of Lords, see Note 6. The Senators of Canada are *appointed* by the Gov. Gen. in Council; the Legislative Councillors in Quebec, N. S. and N. B. are *appointed* by the Lieut. Gov. in Council. They hold their seats so long as they possess the requisite qualifications. The Legislative Councillors in P. E. I. are elected *by the people* for a term of 8 years.

3. The two Houses of the Legislature of the United Kingdom, and also those of the Dominion, are together called the *Parliament.* That name is not commonly applied to the Legislatures of the several Provinces.

4. The *Sovereign* of the United Kingdom of Great Britain and Ireland reigns by *hereditary* right. The Gov. Gen. of Canada is *appointed* by the British Government, to hold office "during pleasure." The *Lieut. Gov.* of each Province is *appointed* by the Dominion Government, for a term of 5 years.

5. The "*constitutional advisers*" are appointed by the Sovereign, the Gov. Gen., or the Lieut. Gov., as the case may be,—usually upon the nomination of the leader of the political party in power at the time. They must be members of ("have seats in") either the Upper or Lower House. A "Government" or administration, that is a Ministry or Executive Council, continues in office so long as it is supported by a majority of the Lower House.

6. The *House of Lords* or Peers is composed of "Lords Temporal" (Dukes, Marquises, Earls, Viscounts & Barons) and "Lords Spiritual" (Archbishops and Bishops). In the former class there are (1st.) the Peers of the United Kingdom, who hold their seats by hereditary title, and for life [Present No. 420]; (2nd.) the representative Peers of Ireland, [28 in number], elected from time to time by the Irish Peers, to serve for life; (3rd.) the representative Peers of Scotland, [16 in number], elected by the Scottish Peers, to serve during the continuance of the existing Parliament. The Lords Spiritual are the two Archbishops and 24 Bishops of the Established Church of England.

# GOVERNORS OF CANADA.

## FRENCH RULE.

### 1. Early Viceroys and Lieutenants-General.

M. de la Roque, Sieur de Roberval, 1540. Marquis de la Roche, 1598. Charles de Bourbon, Comte de Soissons, 1612 (Champlain, Governor). Henri de Bourbon, Prince de Condé, 1612. Duc de Montmorency, 1619. Henri de Lévi, Duc de Ventadour, 1625.

### 2. Governors under the Company of 100 Associates.

Samuel de Champlain, 1633. M. Bras-de-fer de Chastefort, 1635. M. de Montmagny, 1636. M. d'Ailleboust, 1648. M. Jean de Lauson, 1651. M. Charles de Lauson, 1656. M. d'Ailleboust, 1657. Viscomte d'Argenson, 1658. Baron d'Avaugour, 1661.

### 3. Governors-General under Royal Government

M. de Mésy, 1663. Seigneur de Courcelle, 1665 [Marquis de Tracy, Viceroy, 1665–7]. Count Frontenac, 1672. M. de la Barre, 1682. Marquis de Denonville, 1685. Count Frontenac, 1689. M. de Callières, 1698. Marquis de Vaudreuil, 1703. Marquis de Beauharnois, 1726. Count de Galissonière, 1747. Marquis de la Jonquière, 1749. Marquis du Quesne, 1752. Marquis de Vaudreuil-Cavagnac, 1755.

## BRITISH RULE.

### 4. Governors of the Province of Quebec.

Gen. Sir Jeffrey Amherst, 1760. Gen. James Murray, 1763. Gen. Sir Guy Carleton, 1768 (Lieut. Governor from 1766). Gen. Sir Frederick Haldimand, 1778. [Hon. Henry Hamilton and Col. Henry Hope, Lieut. Governors, 1785–7.] Lord Dorchester (Sir Guy Carleton), Gov .Gen. of B. N. A., 1787.

### 5. Governors-General during the Fifty years when Canada was divided.

Lord Dorchester, 1791–6. Gen. Robert Prescott, 1797–1805 (Lieut. Gov., 1796). Sir James Craig, 1807–11. Sir George Prevost, 1811–15. Sir John Cope Sherbrooke, 1816–1818. Duke of Richmond, 1818–19. [Hon. Jas. Monk and Gen. Sir Peregrine Maitland, Administrators, 1819–20.] Earl of Dalhousie, 1820–8. Sir James Kempt, 1828–30. Lord Aylmer, 1830–5. Lord Gosford, 1835–8. Sir John Colborne, 1838. Lord Durham, 1838–9. Hon. C. P. Thompson, 1839–41.

### 6. Governors-General from the Union of the Canadas to Confederation.

Lord Sydenham (Hon. C. P. Thompson), 1841. Sir Charles Bagot, 1842–3. Lord Metcalfe, 1843–6. Earl Cathcart, 1846–7. Earl of Elgin, 1847–54. Sir Edmund Head, 1854–61. Viscount Monck, 1861–7.

### 7. Governors-General of the Dominion of Canada.

Viscount Monck, 1867–8. Sir John Young (Lord Lisgar), 1868–72. Earl Dufferin, 1872–8. Marquis of Lorne, 1878.

# EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

## THIRD ANNUAL MEETING, AUGUST 19-21, 1879.

### I. OFFICIAL MINUTES.

*First Session.—Tuesday Afternoon.*

The Chief Superintendent of Education, THEODORE H. RAND, M. A., D. C. L., having taken the Chair at 2.30 p. m., read a portion of Scripture from the 8th Chapter of Proverbs. Prayer was offered by the Rev. G. G. ROBERTS, M. A.

The Choir, under the leadership of MR. E. CADWALLADER, B. A., sang a selection from Baumbach,—"It is of the Lord's mercies."

The Secretary read the following Report of the Executive Committee:—

FREDERICTON, August 18, 1879.

At a meeting of the Executive Committee, held this evening, the following communication from the Chief Superintendent of Education was read:

HERBERT C. CREED, ESQ., M. A., FREDERICTON, August 15, 1879.

*Secretary to Executive Committee of the Educational Institute.*

SIR,—I have the honour to inform you that the Board of Education was this day pleased to make the subjoined order, which you are requested to communicate to the Executive Committee of the Educational Institute, at its first meeting.

I am, your obedient servant,

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

*Ordered*, That the following words be added to Regulation 23, Section 1, of the provisions respecting the Educational Institute, viz.:—*It shall be competent for the Educational Institute, on the recommendation of its Executive Committee, to confer honorary membership upon any person not embraced in the classes above specified—honorary members to be entitled to all the privileges of members except that of voting, and to be exempt from the payment of fees.*

In view of the provisions thus made by the Board of Education, the Executive Committee herein recommends that honorary membership in the Institute be conferred upon the Hon. George E. King, Hon. Judge Fisher, D. C. L., and William Elder, Esq., A. M.

The accounts of the Secretary-Treasurer, which have been audited and reported correct, show the receipts at the last meeting of the Institute to have been $97, and the expenditures during the year $97 60, including the sum of $11.17 paid for expenses of the previous year.

The Executive Committee has determined that a Committee shall be appointed as soon as possible after the opening of the Institute, whose duty it shall be to immediately nominate persons for the offices of Secretary and Assistant Secretary of the Institute, and at the Thursday afternoon Session to nominate twelve persons, from among whom the Institute shall elect six to be members of the Executive Committee for the ensuing year,—the election to take place at the same Session, and the persons elected to take office at the close of the meeting of the Institute.

HERBERT C. CREED,
*Sec'y-Treas. to Executive Committee.*

Moved by Mr. J. Meagher, seconded by Mr. David B. White, that the Report be received and adopted. Passed unanimously.

On motion, voted that the Nominating Committee consist of five members. The following gentleman were separately nominated and elected to compose the Committee:—Messrs. W. G. Gaunce, A. B., of Fredericton, S. M. McLeod, A. B., of Dorchester, E. T. Miller of Canterbury, John Lawson of Campbellton, and D. B. White of Shediac.

The Nominating Committee having returned, their Chairman reported, recommending that Mr. H. C. CREED, M. A., be re-elected Secretary, and that Mr. G. U. Hay of St. John be elected Assistant Secretary. On motion the Report was adopted.

The members present, to the number of nearly sixty, were then enrolled by the Secretary, and the Assistant Secretary collected the fees.

On motion, *Resolved*, That, on account of the inclemency of the weather, there be no Session this evening,—and that the programme be re-arranged in accordance with this change.

WILLIAM CROCKET, M. A., Chairman of the Special Committee, appointed by the Executive Committee to prepare a practical Course of Instruction for Schools, presented a Report of which the following is a copy:—

FREDERICTON, August 19th, 1879.

*To the Educational Institute,*

Your Committee appointed to draw up a Course of Instruction for Schools, beg to report that they have attended to that duty, so far as relates to a Course for Primary, Advanced and Miscellaneous Schools. With respect to a Course for High Schools your Committee deemed it advisable to specify the subjects which, in their opinion, should be taught in such Schools, together with an approximate allotment of time for each subject or group of subjects, rather than submit the details of the Course in a form upon which their views were not fully matured.

Your Committee recommend that the full consideration of a High School Course be taken up at the next annual meeting of the Institute.

WM. CROCKET, *Chairman.*

Printed copies of the proposed *Course of Instruction* were laid upon the table as a part of the Report of the Committee, and were placed in the hands of the members of the Institute.

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

*Second Session.—Wednesday Morning.*

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

The Secretary read the Minutes of first Session, which were approved.

The Chief Superintendent introduced to the Institute WILLIAM ELDER, ESQ., M. A., who had been elected to honorary membership; and he took this occasion to express his appreciation of the high intellectual and literary attainments of Mr. Elder, and of the valuable services he had rendered through the Press and in the Legislature to the cause of Education in this Province.

Mr. Elder then addressed the Institute at some length, expressing his thanks for the honour conferred upon him.

*A Course of Instruction for Schools*, the special subject of the Session, was introduced by PRINCIPAL CROCKET, who read a paper explanatory of the proposed Course in certain particulars.

The CHIEF SUPERINTENDENT, in placing the subject in the hands of the Institute for discussion, announced that the Board of Education intended to prescribe a Course of Instruction for the Schools of the Province, to take effect on the 1st of November next.

Discussion ensued, in which the following gentlemen participated:—DR. JACK, President of the University, THE SECRETARY of the Institute, MR. INGRAM B. OAKES, B. A., of Chatham, MR. WM. LEVINGE of Hampton, MR. J. A. FREEZE, B. A., of St. Stephen, MR. J. B. CALKIN, M. A., Principal of the Normal School of Nova Scotia (introduced by Dr. Rand), MR. G. U. HAY, MR. JOHN MARCH, of St. John, and DR. RAND.

The Chief Superintendent laid on the table a few bound volumes of the "Educational Circular," Nos. 2 to 8 inclusive, and called attention to their value to Teachers and Trustees.

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

*Third Session.—Wednesday Afternoon.*

The Chief Superintendent took the Chair at 2.30 p. m.

The Minutes of second Session were read and approved.

Moved by Mr. Daniel McIntyre, seconded by Mr. E. T. Miller, that the Report of the Committee on a Course of Instruction be adopted.

The following gentlemen spoke to the question, continuing the discussion commenced in the morning: viz., MR. W. G. GAUNCE, B. A., MR. JAMES F. COVEY, M. A., of St. Andrews, MR. D. B. WHITE, MR. L. A. CURRIE, B. A., of Gagetown, MR. GEO. W. MERSEREAU, M. A., of Bathurst, MR. JOHN MARCH, MR. ELDON MULLIN of Havelock, MR. E. T. MILLER, MR. J. MEAGHER of Fredericton, MR. JOHN LAWSON, MR. S. F. WILSON, B. A., of Sussex, DR. JACK, INSPECTOR SMITH of Bathurst, MR. DANIEL MCINTYRE of Portland, MR. GEORGE SMITH, B. A., of Elgin, THE SECRETARY, and PRINCIPAL CROCKET, who closed the discussion.

The Chief Superintendent assured the Institute that the Board of Education, in passing upon the Course, would give due consideration to the suggestions and criticisms made in the course of the discussion.

The question being taken, the Report was unanimously adopted.

MR. JAMES FOWLER, M. A., Instructor in Natural Science, etc., in the Normal School, read a paper on "*The Study of Plant Life as a Means of Mental Culture.*"

Owing to the lateness of the hour, there was no discussion on the subject of Mr. Fowler's paper.

The Chief Superintendent made announcements and explanations respecting the Thursday morning Session.

On motion, the Institute adjourned.

*Fourth Session.—Wednesday Evening.*

The Chief Superintendent took the Chair at 7.40 p. m. The Minutes were read and approved.

The Choir sang a selection from "The Bohemian Girl," known as "Happy and Light."

W. BRYDONE JACK, D. C. L., President of the University of New Brunswick, was introduced by the Chief Superintendent, and read an address on "*The Teacher's Profession.*"

The Chief Superintendent introduced to the Institute the HON. GEO. E. KING, late Attorney-General and Leader of the Government of the Province, and the HON. JUDGE FISHER, D. C. L., both of whom had been elected honorary members. To the former we owed our present School Law, providing free education for all the people, and the latter, when occupying a similar position, had been the means of introducing a Public School System for the Province. Judge Fisher addressed the meeting, followed by the Hon. Mr. King, each in turn expressing his thanks for what they regarded as an honour conferred upon them.

The Choir then favored the Institute with a lively piece of music, "Il Carnovale," by Rossini.

On motion, the Institute adjourned at 9.10 p. m.

*Fifth Session.—Thursday Morning.*

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

The Minutes of last Session were read and approved.

The Chief Superintendent requested all members included in the classes mentioned in the programme as composing Section B. (Official Section), to withdraw with him to a room below, for the purpose of engaging in the discussion of the subjects set down for that Section.

SECTION A.

The other members of the Institute remaining in the Hall, and the Instructors and Student-Teachers of the Normal School occupying their usual places, the Principal (Mr. Crocket) conducted the customary opening exercises of the School. He then explained the arrangements made with reference to the lessons to be given.

As an illustration of the customary practice in teaching, MR. JAMES VROOM, a member of the advanced class, gave an oral lesson on Ferns, to a class of nine of his fellow-students, after which criticisms upon the lesson were made by one or two of Mr. Vroom's class-mates. The PRINCIPAL then commented upon the lesson, and upon the criticisms made thereon.

Lessons were given by Instructors in the Normal School as follows: viz.

(1) By MISS M. ALICE CLARK, a lesson in *Reading*, preceded by Physical and Vocal Exercises;

(2) By MISS M. E. GREGORY, an exercise in *English Literature*, on one of the lessons in the Fifth Royal Reader;

(3) By MR. H. C. CREED, M. A., a lesson on *Geometrical Loci;*

(4) By MR. JAMES FOWLER, M. A., an oral or object lesson on certain *Minerals.*

SECTION B.

(Minutes by the Assistant Secretary.)

Dr. Rand informed the Section that the gentleman chosen to open the first subject was absent, and that Mr. Gaunce had consented, at a late hour, to open the discussion of the subject, "*The Promotion of Pupils in Graded Schools.*"

MR. GAUNCE opened the subject, and Messrs. WILBUR, MEAGHER, DR. JACK, MULLIN, DR. RAND, WHITE, FREEZE, GAUNCE, MARCH, MCINTYRE and OAKES followed.

Dr. Rand thought, in view of the importance of the subject, that the Executive Committee should be requested to appoint a Committee to prepare a Report on this subject.

MR. R. S. NICOLSON (of the Model Schools, Fredericton,) illustrated the operation of the *Merit Book*, at the request of one of the Teachers.

Mr. Hay moved, seconded by Mr. Wilson, that the Executive Committee be requested to appoint a Committee to prepare a Report on the Promotion of Pupils in Graded Schools. Carried.

MR. OAKES read a paper on "*The granting of Certificates to Pupils on the completion of Advanced and High School Courses.*"

MR. MARCH recommended that this meeting endorse the sentiments of the paper read. After remarks by DR. RAND and MR. FREEZE,

Mr. March, seconded by Mr. Freeze, moved the following Resolution:

*Resolved*, That this Section of the Educational Institute urge upon the Executive Committee the desirability of bringing before the Board of Education the preparation and issue of appropriate Certificates for Pupils who have completed the prescribed Course of Instruction in Advanced and High Schools. Carried.

The Section then adjourned.

*Sixth Session.—Thursday Afternoon.*

The Chair was taken by the Chief Superintendent at 2.30 p. m.

The Minutes of the morning Session, in both Sections, were read and approved.

Messrs. Mersereau, Olive, Belyea, Currie, Inch and Mullin asked leave of absence, in order to depart for home before the evening Session. On motion, leave was granted.

Dr. Rand, in announcing the subject for discussion at this Session, stated that Mr. H. S. Bridges, M. A., had, some months ago consented to prepare a paper on the subject, but that he had found himself unable to attend the Institute, and had engaged Mr. Freeze of St. Stephen to take his place.

"*The Place of Written Examinations in Public Schools*" was the subject of a paper by MR. J. ARTHUR FREEZE, B. A.

Messrs. G. R. PARKIN, M. A., L. A. CURRIE, DR. RAND, E. T. MILLER, DR. JACK, PRINCIPAL CROCKET, G. U. HAY, H. C. CREED, J. MEAGHER, JOHN LAWSON, C. B. WATHEN (St. Stephen), J. B. OAKES, JAMES LAWSON (St. Stephen), R. S. NICOLSON and W. T. DAY (Marysville), participated in the discussion of the above subject.

The Chairman of the Nominating Committee presented a Report recommending the twelve following names as those from which six should be selected to complete the Executive Committee for the ensuing year:—D. McIntyre, J. Meagher, L. A. Currie, G. U. Hay, G. F. Covey, J. A. Freeze, S. F. Wilson, John Lawson, G. W. Mersereau, R. M. Raymond, D. B. White and E. Mullin.

A ballot having been taken, the following were declared elected *Members of the Executive Committee* for the ensuing year:—

GEORGE U. HAY, St. John,
J. ARTHUR FREEZE, B. A., St. Stephen.
DANIEL MCINTYRE, Portland.
ROBERT M. RAYMOND, B. A., Fredericton.
GEORGE W. MERSEREAU, M. A., Bathurst.
JOHN LAWSON, Campbellton.

On motion, the Institute adjourned.

*Seventh Session.—Thursday Evening.*

The Chief Superintendent took the Chair at 7.30 p. m.
The Minutes of the sixth Session were read and approved.
The Choir sang one of L. O. Emerson's choruses, "Gales are blowing."

The Secretary read a Report from the Executive Committee, recommending the adoption of the following Resolutions:—

1. That this Institute recommend Teachers to bring before their Trustees the importance of having bound for permanent preservation the copies of the *Educational Circular* which have been furnished them by the Board of Education.
2. That it express its thanks to the Board of Education for their communication empowering it to confer honorary membership on persons not embraced in Regulation 23; and also that it tender its thanks to Hon. Judge Fisher, Hon. George E. King, and William Elder, Esq., A. M., for their presence, and for the admirable addresses with which they favoured the Institute.
3. That it return thanks to Mr. Cadwallader and the ladies and gentlemen who assisted him in furnishing the Institute with excellent music.
4. That its thanks are due to the Railway and Steamboat companies for reducing their rates of travel to its members.
5. That it return thanks to the Committee that prepared the Course of Instruction for the Institute, and to the Chairman, Mr. Crocket, for his address introducing the same; also to Dr. Jack, Mr. Fowler, Mr. Gaunce, Mr. Oakes, Mr. Freeze and Mr. Creed for the papers read by them respectively.
6. That it recommend to Teachers the observance of Regulation 23, relating to School Visitations and to County Institutes, and would urge the importance of every Teacher becoming a member of this Institute.
7. That this Institute desires to express its approval of the provisions made by the Legislature at its last Session relative to inspection, and earnestly to express the hope that the Board of Education will not commission any persons to officially determine the quality of School work or the standing of the Schools, who have not had enlarged practical acquaintance with the profession.
8. That this Institute earnestly affirms the vital importance to the efficient working of the Elementary Schools, of the proper maintenance of existing High Schools, and reaffirms its resolution of last year recommending the early adoption of the suggestions of the Chief Superintendent as contained in his published Reports, relative to Secondary Education.
9 That the thanks of this Institute are due to the Chief Superintendent, Dr. Rand, for the efficient manner in which he has discharged the duties of presiding officer, and his unwearied efforts to render all the proceedings interesting and profitable.

On motion of Mr. D. B. White, seconded by Mr. John Lawson, the Resolutions were adopted *en bloc.*

Another piece of music was performed by the Choir at this point, viz., "Night Shades no longer," from the Oratorio of "Moses in Egypt."

Mr. H. C. CREED read a paper on "*The value of Pictorial Illustrations in School Instruction.*"

This was followed by an *exhibition of views* projected by a stereopticon or "magic lantern." The instrument, which was loaned by the President of the University, was operated by Messrs. John Babbitt and H. Chestnut. About forty views were shown, embracing scenes in different parts of the world, to the number of eighteen, six astronomical slides with bodies in actual motion, a number of slides illustrative of botanical, physiological and geological subjects, with a variety of art slides, etc. The slides had been kindly loaned by Dr. Jack, A. F. Randolph, Esq., and Edward Jack, Esq., with the exception of one dozen purchased for the Institute. The exhibition was under the direction of Mr. Creed, who explained each view as it was shown.

On motion, the Institute then adjourned until the next annual meeting.

Many visitors were present at each Session, especially at the closing Session, when the Assembly Hall was well filled by an appreciative audience.

The number of members enrolled was eighty, exclusive of the members *ex officio*, nearly all of whom were present.

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

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

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## II. PAPERS AND DISCUSSIONS.

### *A.—Before the whole Institute.*

### THE TEACHER'S PROFESSION.—Lecture by W. BRYDONE JACK, A. M., D. C. L.

*Mr. Chairman, Ladies and Gentlemen,—*

Although I deem it a high honor and privilege to be permitted to address such a large and intelligent body of Teachers and friends of education as are here assembled to-night, yet I can assure you that it is with no little hesitation, and diffidence in my ability to say anything to instruct or interest you, that I have undertaken the task allotted me by your Executive Committee, namely, to deliver an address on "*The Teacher's Profession.*"

It is true that I have been engaged in the profession of teaching in this Province for well nigh forty long years; but my work, as you know, has lain chiefly in one of the pleasant though important bye-paths rather than in the broad highway of general education. Nevertheless, I have not been

an altogether unobservant, and certainly not an indifferent spectator of the improvements made and the ever-expanding regions traversed by the main line of road. Hence the few observations I have to make may possess some interest and be of some value, especially to the younger portion of my fellow teachers. At all events I feel assured that what I have to say will be listened to with patience and respectful attention.

SAYING OF LORD BROUGHAM.

The famous saying, contained in a speech delivered by Lord Brougham upwards of fifty years ago, forms an appropriate text for my remarks. He then said:—"Let the soldier be abroad if he will; he can do nothing in this age. There is another personage, a personage less imposing, in the eyes of some perhaps insignificant. The Schoolmaster is abroad, and I trust to him, armed with his primer, against the soldier in full military array."

ANTIQUITY OF THE PROFESSION.

If our profession has not hitherto ranked as high as some others, nor been treated with that honour and distinction to which as one of the most potent factors in human civilization and progress it is justly entitled, we can at least claim for it the palm of unrivalled antiquity. For it can scarcely be disputed that Adam, besides being the first man, was also the first Teacher of our race; and doubtless his method of instruction was the same as that which in modern times has been revived with so much *eclat*, and designated "Teaching by Object Lessons." But further, according to the traditions of the ancient Rabbins, who formed the highest and most honoured class of Teachers among the Jews, public schools existed before the Deluge; and after that event it is said that Shem took up the profession, and was followed by his great-grandson Eber, who is credited with having had among his pupils the patriarchs Abraham and Jacob. We know that Moses was learned in all the wisdom of the Egyptians, which, as we gather from various sources, was, considering the times, both varied and profound.

EDUCATION IN ANCIENT GREECE.

It is curious as well as instructive to note that in ancient Greece we first find carried out in practice the idea that it is the duty of the State to provide the means of educational training and mental development for its people. Among modern nations this idea is only of recent growth; and, as we might expect, it has made most progress and been carried into most stringent operation in such countries as Prussia, wherein the demands of the State upon the military and other service of the subject are most exacting. In ancient Sparta the end and aim of all education was the production of strong and courageous men. To attain this object healthy and vigorous mothers were considered indispensable; and accordingly the Lacedæmonian maidens were subjected to a course of physical discipline little less severe than that prescribed for the young men. At Athens, where each citizen had a voice in the management of the affairs of his country and might by his eloquence sway and direct the action of the populace, more importance was attached to the production of wise and useful citizens, and consequently intellectual culture and refinement were held in higher esteem than at Sparta. Every Athenian father was compelled to send his *male* children, for a time, to the public schools, or employ other means to secure their education. No public provision was made for the instruction of the females. The children of the poor were generally allowed to leave School at an early age in order to engage in the occupations for which they were destined. Hence the elementary schools in which they were taught were usually of a low kind, and the masters of them were consequently held in little estimation.

For the children of the rich there was usually employed what we would term a "private tutor," but by the Greeks called "*pedagogos*" His duty, as the name primarily implies, was to conduct the pupil to and from the higher schools for intellectual development and the gymnasia for instruction in art and bodily accomplishments, as well as to assist and direct him in his home studies. The pedagogue was generally a slave or freedman selected for his intelligence and moral worth.

The Academic or University education of the gentleman was obtained by attendance at the Schools of the Philosophers or Sophists.

EDUCATION AT ROME.

At Rome the State did not concern itself with the education of the people, but allowed them to get it where and how they could. The result, as was to be expected, did not make the Romans a nation of thinkers, or seekers after abstract truths like the Greeks. Wherever ignorance is densest there its evils are least felt and knowledge is least desired. More than three centuries ago Roger Ascham in his schoolmaster thus contrasts the results of the different methods of education pursued at Athens and at Rome. "Athens by this discipline and good ordering of youth, did breed up, within the circuit of that one city, within the compass of one hundred years, within the memory of one man's life, so many notable captains in war, for wisdom, worthiness and learning, as be scarce matchable, no not in the State of Rome in the compass of those seven hundred years when it flourished most." To prove his assertion he then proceeds to mention at length the names of the great and glorious men whom we and the latest posterity will ever delight to honour.

Nevertheless, it is not to be supposed that at Rome there was any lack of schools at which instruction could be had by those able and willing to pay for it. Horace has consigned his teacher to immortal though unenviable fame by applying to him the epithet of the "Whacking Orbilius," in a fit, doubtless, of splenetic reminiscence of what awaited him for failing to recite the prescribed number of verses of Livius Andronicus. And yet this "*plagosus orbilius*," besides being a man of mark, must have possessed many good and estimable qualities, since we are informed that his fellow townsmen of Beneventum honoured him by erecting a statue to his memory. Juvenal, too, has left us a vivid word picture of the shrinking and almost unconscious withdrawal of the outstretched hand of the offending pupil from the descending ferula of the irate master. Thus we learn that in these old times, boys, schools, and schoolmasters were pretty much the same as we find them at the present day.

As almost all the nations of modern Europe have been formed out of the shattered fragments of the Roman Empire, we need not be surprised that for many long years all of them remained as blind as was the "Mistress of the World" to the duty of the State to furnish the means of education to its subjects.

### EDUCATION IN THE MIDDLE AGES.

In the Middle Ages the Monastic and other religious houses, and the Cathedral and Collegiate Schools were the chief sources from which all the learning of the times emanated; and as candidates for holy-orders formed the bulk of the pupils, the instruction imparted consisted mainly in what was deemed essential to the due performance of the duties of the clerical office. It is true that examples, here and there, might be cited of noblemen and other wealthy laymen eminent for learning and accomplishments, yet we have abundant evidence to prove that there were many persons of the highest rank unable even to sign their names; and it is certain that the great mass of the people were allowed to grow up without any intellectual culture.

### INVENTION OF PRINTING.

To make education general, to diffuse its benign and civilizing influence among the masses, and to elevate mankind socially, morally and intellectually to a higher and higher plane, the invention of printing was needed. Without it there might always have been, as in times past, a learned few, but the education and enlightenment of the whole people would have been impossible. With it came the first favorable opening for the schoolmaster to get abroad, and, primer in hand, assail the strongholds of ignorance. For long the attack was weak and wavering, the forces being few, unskilful, without acknowledged leadership and that coherence and organization necessary for the due performance of the arduous task.

### DUTY OF THE STATE AS TO EDUCATION.

For satisfactory progress in the great work of education, a systematic plan and a recognized controlling power were wanting; and these, to gain general acceptance and be effective, could emanate only from the State But the State was slow to realize the fact that the well-being and prosperity of a country depends on the educational status and general intelligence of the *whole* people of the country; and consequently that one of its most important duties is to provide means for the education of the masses and the general diffusion of knowledge According to the high authority of Milton, "education is the only genuine source of political and individual liberty, the only true safeguard of States, the bulwark of their prosperity and renown."

### SCOTLAND TAKES THE INITIATIVE.

To Scotland belongs the credit of first seeing and acting upon the fundamental principle above enumerated. In 1616 a law was passed which required "that there be a school founded and a schoolmaster appointed in every parish by advice of the Presbyteries, and to this purpose that the Heritors, in every congregation, meet among themselves and provide a commodious house for a school, and modify a stipend for the schoolmaster." The result of this Act was the establishment of the Parish Schools of Scotland, which have had such a marked influence on the well-known characteristics of the Scottish people.

### COMPULSORY ATTENDANCE.

Since the beginning of the present century compulsory attendance at the public schools has been the general rule throughout Germany, and the compulsory feature seems to be spreading among other nations. The School Boards of London and Manchester and other large towns in England have adopted it, and it has lately been introduced to some extent even in Scotland. Indeed, wherever the chief expense of training and supporting teachers is borne by the State, it might seem to follow that it thereby acquires the right to use every means in its power to ensure the attainment of the good ends it has in view. But in a free country it may be questioned how far the State is justified in interfering with the individual liberty of the parent in this particular, even when it delegates the authority to do so to school boards chosen directly by the people themselves.

In modern Greece children are compelled by law to attend the primary schools between the ages of five and twelve years, but there as elsewhere it has been found difficult to carry the compulsory theory into full and satisfactory practice. Three grades of schools have been established, leading up step by step to the University of Athens; and in all of them, not even excepting the University itself, the instruction is gratuitous. There is, first, the *Demotic* or Primary National School; second, the *Hellenic* or Grammar School, and, third, the Gymnasium or higher school for languages, literature and science. From the latter the final move is to the University; so that the system has a unity and completeness about it which makes it worthy of special notice in the present educational condition of our own Province.

I proceed now to make a few brief observations on the *status* which in society is usually accorded to the common school teacher; the reasons for his not being generally held in that honour and respect which the faithful discharge of his duties should secure for him; and the means which have been or may yet be taken to raise him to his proper place in public estimation.

### INORDINATE DEGREE OF PERFECTION EXPECTED IN THE TEACHER.

In the first place, I cannot but think that we expect too much from the ordinarily good teacher, and make too little allowance for any short-comings that may be observed in him. We should recollect that being daily under the watchful eyes of the young and not a few of the old of the community, he is thereby subjected to an ordeal to which the members of no other profession are exposed. Little faults and failings and peculiarities of conduct and disposition are observed and scrutinized in him, which in others would pass unnoticed. The physician, if he has acquired a fair knowledge of his profession, attends diligently to his business, acts fairly and honestly, and is guilty of no great offence against religion or morality, takes his natural place as a leading and honoured man in society. So with the lawyer and the members of other professions and callings. But the conduct of the teacher is more narrowly watched, and he is expected to satisfy demands much more exacting. From him we expect evidence of an amount of learning in various branches of knowledge such as can be gained only by long and close application and at the expenditure of much time and money; and in order to communicate in a pleasing and effective manner the knowledge he has thus laboriously acquired, he must have studied his profession as an art and made himself acquainted

with the various faculties of the human mind and the order of their development. A knowledge of the feelings and passions which actuate human beings, especially in youth, is also indispensable to the good order and government of his school. He is expected, moreover, to hold his own temper and passions under thorough control, and to be patient, forbearing and courteous under the greatest provocations and in the most trying circumstances. He must be sufficiently acquainted with the laws of health to know how to adopt the best means of preserving his own and that of his pupils, to whom he must also be an unfailing example of good manners and good morals. Observe, too, that all this we expect from men and women who in many cases have not reached the age of maturity; and then, who will venture to say that such expectations are not most unreasonable.

At the best, the teacher's profession is a most trying and laborious one. He deserves and should receive every encouragement in the performance of his onerous duties; and when he devotes himself honestly and zealously to his profession he is justly entitled to have the most favorable construction put upon his motives and actions. Were such reasonable consideration always extended to him, it would conduce not only to *his* comfort, but also to the good of the community for whose benefit he labours.

### LIMITED SUPPLY OF TEACHERS.

Undoubtedly, one of the chief causes of the low estimation in which the profession has been held originated in the difficulty of obtaining such a supply of even moderately good teachers as was commensurate with the requirements of the population. The consequence of this was the admission into the ranks of what should be a learned and honourable profession a number of ignorant pretenders, whose education and conduct were but too well calculated to lower its tone if not to bring it into contempt. A recent correspondent of the Saint John *Daily News* thus describes the kind of schoolmasters to be found in our own Province about 60 years ago: "The teachers were illiterate men, being either disbanded soldiers or West Indian negro drivers, or whoever happened to claim the name of teacher. They boarded around, and received their pay quarterly in silver dollars." The log schoolhouse and all its wretched fittings and belongings were in perfect keeping with the teachers. Nearly two centuries and a half ago, Thomas Fuller thus writes of the schoolmaster of his day: "There is scarce any profession in the commonweaith which is more necessary, or which is so slightly performed. The reasons whereof, I conceive to be these:—First, young scholars make this calling their refuge: yea, perchance before they have taken any degree in the University, commence schoolmasters in the country, as if nothing else were required to set up this profession but only a rod and a ferula. Secondly, others who are able, use it only as a passage to better preferment, to patch the rents of their present fortune, till they can provide a new one, and betake themselves to some more gainful calling. Thirdly, they are disheartened from doing their best with the miserable reward which in some places they receive, being masters to the children, and slaves to the parents. Fourthly, being grown rich, they grow negligent, and scorn to touch the school, but by the proxy of an usher."

How far Fuller's reasons are applicable to the condition of things now existing among us, I leave it to yourselves to consider. The admirable portraiture which he draws of the good schoolmaster is too long for quotation, but it might be studied with pleasure and profit by every aspiring and earnest teacher.

Goldsmith's "Village Schoolmaster,' if a kindly and genial, is certainly neither an attractive nor a dignified picture. The same may be said of Shenstone's "Schoolmistress;" and in the descriptions of Crabbe, an d, indeed, in all the literature bearing on the subject, whether in prose or verse, we fail to find anything tending to exalt the profession to the place of honor and respectability which properly belongs to it. It is doubtless true that the low estimation in which the office has hitherto been held is, in a great measure, due to the small remuneration which the service usually commands; and it is to be feared that until the salaries offered are such as to induce men of the best talents to remain in the profession, it will not attain that rank in the social scale, which, owing to its fundamental importance, it should occupy. For it cannot be expected but that educated men will ever be ready, where an opportunity offers of improving their pecuniary position, to abandon a calling which subjects them to severe and peculiarly harassing duties without an adequate reward. In order, therefore, to lay the foundation of a dignified and stable, rather than a despised and fluctuating profession, the first and most necessary step is to get good teachers; and, having once got them, the surest way to keep them is to pay them something more than what is needed for a bare subsistence. It must not, however, be supposed that money is the only requisite; for even where there is no lack of that, there may still be indifferent schools and indifferent teachers. The want of a sufficient supply of really good teachers is a drawback to the onward march of education and civilization that has been and continues to be very generally felt and acknowledged.

### NORMAL SCHOOL.

The aphorism of Milton, already quoted, namely, "that education is the only genuine source of social and individual liberty, and the only true safeguard of States, the bulwark of their prosperity and renown," seems now to be stamped with the authority of modern approval. Hence it becomes the duty of the State, and more particularly of a free State, to have a care of the moral and intellectual *status* of the great body of the people; and, consequently, upon it also devolves the duty of providing efficient teachers in numbers proportionate to the wants of the population. To this end it must exercise a supervising control over the preparation necessary for the proper discharge of the duties of the profession, and institute licensing and examining boards for testing the qualifications of candidates for the office. For, wherever public opinion has become sufficiently enlightened upon the subject, it is admitted that teaching is not only an abstruse *science* difficult to acquire, but also an art hard to learn; and that, as an art, it must, in order to be perfectly mastered, be learned through an apprenticeship, during which a special training is as indispensable as it is for any other trade or profession. Without special preparation and testing by trustworthy and competent examining boards, the professions of Law, Medicine and Theology would soon sink in public estimation; and to raise the profession of the schoolmaster to a level corresponding to that to which these have been elevated, similar preparation and similar tests of proficiency must be employed. Hence has arisen the now recognized necessityf or the establishment of Training Schools, or Seminaries for teachers, which, regulated and controlled by the central authority of the State, are regarded as the

most promising and reliable sources from which the needed supply of properly qualified teachers can be drawn. According to the testimony of an observant and intelligent English traveller, the teachers' seminaries of Prussia have filled the common schools of that nation with schoolmasters, whose education, talents and attainments have caused them to be respected by the whole community. Prior to the establishment of such seminaries, the country schools of Prussia were taught by ignorant shoemakers, common soldiers and old women. To Normal Schools, then, we must look as the most prominent and efficient agencies for the training of teachers and the elevation of the profession. Their aim is to give instruction in the science of teaching and in the art of imparting knowledge. They are the fountain heads from which the requisite supplies are to be drawn, and from which teachers, after having imbibed the true spirit of their vocation, will issue forth to infuse new life and fresh vigour into the schools of the country.

We are now assembled in the halls of such an institution provided by the liberality of the government and people for the training and elevation of the teachers of New Brunswick; and I cannot allow this opportunity to pass without congratulating you on the success it has already achieved. It is a school of which all of us may well feel proud, and its management hitherto cannot but have met with your hearty approval. It must tend to create, not only in the pupils and teachers who come hither for instruction, but also in the public at large, a more exalted idea of the true nobility of the profession, and of the great importance attached to the means whereby the qualifications requisite for the efficient discharge of its duties are to be secured. Nor can the beauty and imposing appearance of the building itself, and the pains and expense taken to adorn it both internally and externally, fail to elevate the taste and give an upward impulse to the cause of education. All that has been done to make it pleasing and attractive to the outward eye, reflects much credit upon the Province, and may be regarded as a worthy and becoming tribute to the value now set upon the work of the Schoolmaster. Henceforth we may indulge the hope that those who enjoy the high privilege and advantage of acquiring a knowledge of their profession under the able and zealous teachers now employed in our Normal and Model School, will leave it accomplished members of their vocation, and become in every way patterns for their brethren, and thus gradually, but surely, raise the standard of attainments, as well as the reputation and social status of the teachers of New Brunswick.

### EDUCATIONAL INSTITUTES.

In a sparsely settled country like New Brunswick it must fall to the lot of many teachers to be stationed in districts comparatively isolated and remote from intercourse and sympathy with their fellow teachers. When so situated they are only too liable to be discouraged and to relax their efforts in the pursuit of knowledge and improvement; and even their personal character and habits may not unfrequently be exposed to the risk of a change for the worse. Under such circumstances they require some stimulus to urge them onward—something to sustain their self-respect and keep alive in them a high sense of the importance of the work in which they are engaged—something to arouse their energies and create and preserve the *esprit du corps* necessary to advancement. This want is best supplied by well-conducted Educational Institutes. In them, teachers of all grades meet for a common object—the interchange of ideas, mutual improvement, and the consideration of the ways and means best calculated to simplify and render more efficient the methods of instruction. The young and inexperienced are brought into contact with the leading and mature members of the profession, and all enjoy opportunities of listening to and sharing in discussions bearing upon the great principles that lie at the foundation of success in their calling. They arouse a spirit of emulation among the members, and form that bond of union which gives strength to them as a united whole. Moreover, they direct public opinion to educational interests, awaken the sympathies of those friendly to the cause, and tend to elevate the social and pecuniary estimate in which the profession is held. I cannot but think, therefore, that meetings like the present must exert a beneficial influence not only upon the mental activity and zeal of the teachers themselves, but also upon the position which they occupy in the eyes of the public.

County Institutes, though working in a more limited sphere, must, under good management and control, be conducive to the same desirable end, and ought, therefore, to be supported and encouraged by all teachers who value the best interests of their profession and have its dignity and usefulness at heart. Here I cannot refrain from mentioning what appeared to me a very pleasing and suggestive incident that occured when I was present at the meeting of the Charlotte County Institute in July last. While in session, fraternal greetings were received and warmly reciprocated from the Institutes of Saint John and Gloucester Counties which were holding their sessions at the same time. This recognised bond of union must have impressed the members with the elevating feeling that they were no longer isolated and insignificant individuals, but component parts of a large and influential body—a body powerful for good to the rising generation and to society at large.

Nor are the beneficial results attendant on the presence of an earnest and successful teacher confined to the locality in which he labours; for the regulation of the Board of Education which permits the visiting of good schools for the purpose of observation and profit, when taken advantage of by teachers, is calculated to stimulate the zeal not only of the visitor but also of the party visited, as being a tribute to a superiority which he must henceforth feel bound to maintain. Besides, this tendency will be to open the eyes of the community to a knowledge of what really constitutes a good school, and thus enhance the value set upon it and the teacher.

### HINDRANCES TO THE RECOGNITION OF TEACHING AS A DIGNIFIED PROFESSION.

I have now to crave your attention for a few minutes longer while I advert to some of the causes which yet stand in the way of teaching assuming its legitimate position and attaining the rank as a dignity of a learned, permanent and honorable profession. I have already alluded to the inadequate remuneration it receives for very arduous and anxious services—services wearing alike to mind and body—as one of the most potent of these causes. Another arises from the frequency with which teachers, either of freewill or by compulsion, change their situations. This, in conjunction with the bargaining and chaffering incidental to every renewal of engagement, tends to lessen the self-respect of the teacher and degrade him to the condition of a hired servant. Promotions and new appointments are doubtless necessary and desirable; but, after making all due allowance for these, it is a matter of deep regret to observe the large numbers of teachers that are on the move at the end of

every successive term. It is not likely that the change is made in every case at the instance of the trustees; and it is an omen of bad success on the part of the teacher when he changes merely for the sake of change. This should be avoided whenever possible; and the teacher will best consult his own interests and the honor and advancement of his profession by striving so to discharge his onerous and responsible duties that the community will be forced to recognise the value of his services and be loath to part with him. It has been said in my hearing that, inasmuch as the present School Law renders teachers, in so far as remuneration is concerned, independent, during the time of their engagement, of the good opinion of the residents of the district, its tendency is to make many of them neglect their duties or perform them in a very perfunctory manner. This tendency is further aggravated by the facilities afforded for changing their situation. Such dishonest teachers, however, having no love for or pride in their work, have mistaken their vocation, and after a time will become too well known to get the offer of any situation worth having; but in the meanwhile they are black sheep in the flock, and help, so far as in them lies, to lower, in public estimation, the labor which has done and is doing so much to elevate the profession which they were never worthy to enter, and on which they serve only to bring disgrace.

This constant changing also, not unfrequently, leads to unseemly competition among teachers; and affords too many opportunities to those of a lower grade for underbidding and ousting those of a higher. It must therefore, I think, be confessed that the evils attendant upon frequent changes are both many and grievous, and to alleviate them should be the aim of every true and honest teacher who values his vocation and desires to see it fairly recognised and ranked as it should be among the learned and honorable professions.

But the evils consequent upon frequent change are not limited to teachers and their profession. They affect the great body of the people, who suffer from them to an extent which, without consideration, can scarcely be credited. It can hardly be questioned that the teacher's first term in a school is necessarily the least useful; for, unless he be naturally unfitted for his work, each succeeding term must add greatly to his efficiency. Before he can set well about his business he has much to learn and much to do. He must learn something of the natural abilities, attainments, characters and dispositions of his scholars; and he must then classify and organize them in such a way as he thinks will secure the best results from his labours. As soon as this can be accomplished to his satisfaction, the term is well advanced; and at the beginning of the next he may have to give place to a teacher of a different grade, and it may be of a different sex, who, as a preliminary step, must go through the same tedious process. Nor can the children readily adapt themselves to the ways and methods of the new teacher, and meanwhile their educational progress is seriously retarded, teaching power needlessly expended, and both time and money wasted.

Although the habit of frequently changing is unhappily too prevalent among our teachers, it is not, I am glad to say, so much a matter of necessity with them as with those in some of the neighboring States. There the school funds on which each State depends are mainly derived from the proceeds of wild lands reserved for the purpose by the general government; and unless the inhabitants in each district are wise enough and willing enough to tax themselves for an additional amount, it is seldom that the sum coming from the State is sufficient to maintain a school all the year round. In Maine, the average duration of schools in the year 1875 was only twenty-one weeks and five and a half days. In Connecticut, a period of only six months is sufficient to entitle to the State allowance, and in New York no more than twenty-eight weeks are required. In California, the schools must be kept open for at least six months in the year to secure the State apportionment; but, so far as I can learn, the teachers there are subjected to the degradation of being engaged only from month to month. I find it stated in the *New York Tribune* of the 30th of May last, that the total collections of school funds in Kentucky, for the present year, give only about one hundred and thirty-five dollars to each of the six thousand school districts into which the State is divided. This is not enough to keep a school in working order three months out of the year.

Under such circumstances it is clear that the teacher can be certain of employment for not more than half his time; and hence it is little wonder that he seeks some surer and more regular means of livelihood, and forsakes, at the first opportunity, a profession which if by courtesy, still honoured with the name, yet cannot count upon retaining a local habitation.

With us this condition of things is in a measure guarded against by the provision in our School Law, which makes the allowance from the Province and County funds contingent upon the time during which the school in any district is kept in actual operation. The teachers of New Brunswick will therefore see that this provision is one of the bulwarks of the stability of their profession, and that it behoves each and all of them, if mindful of his own interests, to guard it with the utmost care.

I intended to have made some remarks on the great importance of thorough and rigid inspection for ensuring the successful working of any school system, and the wisdom of appointing, as Inspectors, teachers of standing and acknowledged ability. But I find that I must content myself with saying that in this way a new avenue to preferment will be opened to the members of the profession, and those that remain in the ranks will enjoy the great advantage of having their work tried and judged by men who have had a practical acquaintance with the difficulties that beset their path, and who, from past experience, can best sympathise with their troubles and disappointments.

I would have liked also to have said something about secondary education and the pressing necessity of providing for it by some such scheme as that which has been so ably advocated by our talented, zealous and far-sighted Chief Superintendent. I trust, however, that the day is not far distant when his views will be carried into effect, and when local examinations, corresponding with our University matriculation, and other examinations will be instituted at different centres in the Province—these examinations to entitle all, whether males or females, who come forward and succeed in passing them, to a Diploma stamped with the seal of the University.

## A COURSE OF INSTRUCTION FOR SCHOOLS.

[It has not been deemed necessary to insert the whole Course here or in the Minutes, as it will be published in full in its revised and completed form, when prescribed by the Board of Education. An outline of subjects, with an approximate allotment of time, as reported by the Committee, is given below for the better understanding of references made in the course of the discussion.]

FOR HIGH SCHOOLS.—*(Four years Course.)*

LANGUAGE—50 per cent. of time.

*Classics.*
- Latin, Greek } 18

*Modern.*
- French, German } 4
- English Literature, Composition, Grammar, Elocution } 15
- Elements of Mental Philosophy, Elements of Moral Philosophy, Elements of Logic } 5
- History, Elements of Political Economy, Civil Government } 5
- Music, Drawing } 3

NATURAL SCIENCE—50 per cent.

*Mathematics.*
- Arithmetic, Geometry, Algebra, Trigonometry, Mensuration } 20
- Natural Philosophy, Astronomy } 6
- Geography 4
- Physics, Chemistry, Physiology } 14
- Botany, Zoology, Geology } 6

FOR ADVANCED SCHOOLS.—*(Four Years Course.)*

LANGUAGE—50 per cent.
- Latin 5
- French 2
- Reading and Spelling 15
- Grammar, Composition } 9
- History, including Civil Government 5
- Writing, Drawing } 12
- Music 2

NATURAL HISTORY—50 per cent.
- Geometry, Algebra, Mensuration } 5
- Arithmetic, Mercantile Forms } 20
- Geography 12
- Minerals, Plant Life, Animal Life } 5
- Physics, Chemistry, Physiology } 8

FOR PRIMARY SCHOOLS.—*(Four Years Course.)*

LANGUAGE—60 per cent.
- Reading and Spelling 28
- Composition 10
- History 2
- Form, Drawing, Writing, Print-Script } 15
- Singing 5

NATURAL HISTORY—40 per cent.
- Number or Arithmetic } 20
- Geography 8
- Minerals, Plant Life, Animal Life } 5
- Object Lessons 5
- Colour 2

MR. CROCKET, as Chairman of the Committee by which the Course was prepared, opened the discussion with the following address:—

In introducing this Course of Instruction, it behooves me to make a few brief explanations thereto. It will be seen that all the subjects are arranged under two heads—*Language* and *Natural History* or Science. These two subjects embrace the circle of knowledge. The study of Language acquaints us with the inner world of human experience, and the study of Natural History with the outer world or nature. A curriculum of study must, at the present day, embrace both subjects; and we believe that the partizan discussions regarding their respective claims will issue in assigning them an equal place in the curriculum.

The *High School Course* laid before you recognizes these two great divisions of study as of equal importance. That Course is intended to fit the student for entrance upon University training, and can be fully mastered in the time assigned to it, by those who have mastered the underlying standards. It can also be adapted to those who do not wish to study the classical languages but the modern languages and natural science, or to those who wish to take only English and natural science. The time assigned to the different subjects is on the supposition that the full course is taken.

The entire course embraces *five languages*. Difficulties no doubt exist as to the carrying out of this part of the course, but perhaps the greatest are the difficulty of procuring competent instructors in German, and those which arise from our usual mode of teaching languages. We learn them as separate things having nothing to do with one another. We learn Latin with scarcely a reference to the bearing on English; French and Greek in the same way. If, instead of this, in learning one language and a second and a third, their relations to English and to each other were kept in view, the study of the languages would be vastly more easy and vastly more interesting. Instead of cramming the pupils with rules as he begins each new language,—which is not of much more service than it would be to cram the child with the rules of syntax before he begins to speak—we may from the outset give him sentences to read. Thus there will not only be an interest thrown around the study, and a saving of time in getting up the paradigms of nouns and verbs, but the pupil will have his intellectual powers quickened by the comparisons he will be compelled to institute. Thus too he will get into the spirit of the language, and will find that even the dead languages are living things expressing the richest thought, not mere lifeless words whose conjugations and inflections he must eternally pattering over. He is led also to compare the form of a word in one language with the forms of corresponding words in other languages, and by this training he will come to perceive unerringly the meaning of words he has not met with before (just as the child in the Primer comes to recognize new words.) That great law of language known as *Grimm's Law* will not only receive confirmation day by day, but the observant pupil will have discovered for himself all the essentials of that law. It is not intended that he should touch the depths of comparative philology, but our ordinary pupils can get at the plain truths which lie on the surface; and the pupil who takes a twelve years' course at our schools, taking other languages than his own for half that period, as proposed in the course submitted, ought to have an opportunity of becoming acquainted with the broad relations of the Aryan languages of Europe. This can be accomplished by means of the five languages named in the Course, in at least as short a time as we ordinarily devote to the classical languages.

The next subject on the programme which I require to notice is the Elements of *Mental and Moral Philosophy*. Of all the subjects in a School course, this is the one most likely to be looked upon as useless. There exists against it a vast amount of ill-founded prejudice, arising in many instances from the peculiar terms employed (and often used without being understood), and also from the speculative character of the subject in its higher aspects. All that is proposed, however, is to give some definite knowledge of man as an intelligent and moral being; and if the topics are arranged according to their relative simplicity and dependence, there need be no objection on the ground of difficulty. Nor ought it to be urged that the knowledge we gain in our personal experience is sufficient. Much of the knowledge we gain may not be correct, and the business of the science is to rectify our errors and guide our observations. The study makes us familiar with mental operations, and leads us to a consideration of the laws which govern our relations in all the different phases of society.

Objections may also be raised on the ground of *a multiplicity of studies*. This is a very general but very ill-founded cry. The error lies not in the multiplicity of studies, but in making each subject stand as it were in itself, unrelated to any other subject. Let this subject be treated in the way suggested for the study of languages,—by bringing it to bear upon all the other subjects of a kindred nature,—the one throwing light upon the other, and we shall hear less of this cry of a multiplicity of studies. We shall then be compelled to own that we need this multiplicity, not to dissipate but to concentrate attention.

Let us beware also of another general cry, coming sometimes from friends and sometimes from other sources,—that this is a new country of ours, and that our course of instruction should be *practical*. There is abundance of what is called practical in the Course. But eliminate from the studies of youth everything that has not a direct practical bearing on the pursuits of life (and that is the meaning of the cry), and you will have a people exclusively practical,—materialists of the grossest kind,—with a materialism before which that much derided "materialism" is as gold to dross. To compel a youth who is placed for twelve years under school instruction to deal exclusively with what is called practical, is to train him to the worship of that god—Mammon—"whose looks are always downward cast." Let us have then on our Course some subjects whose tendency is to give man a true view of himself and his relations to society.

The study of *Logic* again in a High School course ought to be provided for. There is a tendency in the study of the Natural Sciences, amidst all the interest surrounding the subject, to limit our investigations to the objects themselves. That full discipline may be reached through this study, we require to look beyond the object to the thought which the object represents, and through phenomena to the laws which control them. Here Logic comes to our aid.

*Political Economy* and *Civil Government* scarcely need any justification for their introduction in a course of study. They belong to those practical sciences which affect all our interests. All are concerned in the matters of Trade. Strikes, Labour, Capital, Legislation. Here again we have the related branch of *History*, furnishing us with the conditions of society; and, aided by Moral Philosophy, we are enabled to derive those general laws which must guide conduct in the promotion of human welfare.

No other subject under the head of Language calls for any observation.

With respect to *Natural Science*, the other great division of the Course, similar relations will be found to exist,—one subject throwing light upon another if proper methods are adopted in teaching them. Take for example the subject of *Mathematics*, whose place in a School course no one disputes, which may be regarded as the abstract of the external world,—and the relations between the subdivisions of that subject are too evident to need pointing out. Again Natural Philosophy and Astronomy are intimately related to Mathematics. Chemistry, Botany and Zoology are all related. Geology and Physiology. Physics again gives the explanation of the laws and principles of Astronomy. Geography draws contributions from nearly every source, and forms besides the essential groundwork of the study of History.

From the very enumeration of these subjects it may appear to some that the Course is impracticable. Let it be remembered that these subjects are not by any means to be treated exhaustively, but only as a basis for higher attainments. Let it also be remembered that the student is supposed to be prepared by the discipline and information gained in the previous standards, to enter upon the High School Course intelligently.

The *Advanced Course*, of which the High School Course is the complement, consists of four grades or standards, each embracing a year's study. These standards rise by progressive steps, each leading directly into the other; and the subjects in each standard are so co-ordinated that each one is complementary of the others.

Provision is made for the teaching of *Latin* and *French*,—Latin beginning in the seventh standard, thus allowing two years for its study in this Course. It may be well to make both Latin and French optional subjects, but the best interests of the pupil would be subserved by making Latin at least obligatory. That a pupil does not intend to follow any of the learned professions or to enter the University, is not an argument against his beginning to study Latin after a six years' course at school. In the further study of his English he will be greatly aided by a little knowledge of Latin; in fact he will often be unable to perceive the real force of words without some such knowledge. If the subject should not be made obligatory, each Teacher should use his influence to induce the pupils to study it.

Lessons on *Minerals*, *Plant Life* and *Animal Life* are given early in the lower grades of the Course; and in the higher grades, the Text-book—"Chemistry of Common Things"—becomes the supplement of these subjects.

With respect to *Geometry* it may be observed that the subject may be introduced into school much earlier than when Euclid was the Text-book. The pupil, long before he takes up the subject in the Course, has been made acquainted with many of the concrete illustrations in the Text-book through his exercises in Form and Drawing,

*Mensuration* of Surfaces is included, for two reasons. The pupil has a sufficient amount of Geometry to deal intelligently with the subject, and (2nd) a knowledge of the subject is required in every position in life.

You will perceive that no special instruction is given in *Book-keeping*. The keeping of simple accounts and mercantile forms, and these as they arise in the course of Arithmetic, are all that a general course of instruction can provide for, and all that is necessary for people ordinarily to know of the subject. Though a pupil should be intended for mercantile pursuits, there is no more reason to teach him the details of Book-keeping at the public expense, than there would be to give a boy who intended to be a shoemaker the details of shoemaking.

*Primary Course.*—The same general remarks that were made upon the Advanced Course apply here. You will perceive that ample provision is made for the culture of the perceptive faculties,—in fact that perceptive knowledge is made the basis of the entire work;—even the Reading, as outlined in the first stages, is nothing else than exercises in perception.

Some may find that the amount of *Reading* proposed in the Course may be too limited. If the amount can be fully mastered before the time assigned, provision might probably be made by the Board of Education to have supplementary Readers to the earlier Books.

There is just one further remark that I think it necessary to make at present upon these Grade Courses. It may appear to some that a pupil has necessarily to remain twelve years at School before he is allowed to study the subjects of the last year,—or four years before he can take the subjects of the fifth. Such an arrangement would be detrimental to the interests of many pupils, and would have a tendency to discourage talent and industry. When a pupil is found, under proper provisions, to have mastered his proper standard of study and so much of the next higher as to enable him to go on with it intelligently, he will no doubt be allowed to do so. Also, if he is found to master the standard in six months instead of twelve, he should be allowed to join the next higher standard.

*Miscellaneous Schools.*—After pointing out the peculiar conditions of Miscellaneous Schools and the many difficulties attendant upon their management, Mr. Crocket went on to say there must be some organization in the School. Classes must be formed; and if pupils had been so long absent that they could not be profited by joining their former classes, they must suffer the consequences of their absence by joining lower classes. It would be found that a course of instruction would be of great service in enabling the Teacher to make a proper classification.

He then mentioned some of the ways of overcoming the various difficulties already named, and some of the compensating advantages of such schools,—after which he proceeded to call attention to the manner in which the work laid down in the several standards of Graded Schools had been adapted and arranged in the Course for Miscellaneous Schools under different conditions. These provisions will appear in the printed Course. Mr. Crocket then referred to certain particulars relating to all the standards, especially dwelling upon the fact that provision is made for *plain needle-work* and *knitting* for girls who desire instruction therein. Where a male Teacher has charge of the School, arrangements might be made with some competent person to take charge of this branch.

In closing his address, Mr. Crocket recapitulated the leading points made. He said that a complete course of instruction should give us a knowledge of ourselves and the world. Such knowledge was the only sure basis for developing many activities.

Earlier than the High School Course there should be no bifurcation or division of subjects: the subjects, with the exception perhaps of Latin and French, already named, should be the same for all pupils. With respect to Miscellaneous Schools, it was implied that different conditions only give rise to different organizations, not to different subjects; the end of all education being the same, must be governed by the same general principles, hence the adjustment of the Course, not in its principles but in its amount, to the various organizations.

"I trust," said Mr C. in closing, "that when the President throws the Course upon the Institute for discussion, it will receive fair, full, but rigid and critical examination; that your experience—experience tested in the light of sound principles—shall be brought to bear upon it; and that the issue will be the agreement upon a course which we believe—which we know—to be sound. And if this is the issue, shall not each of us go forth to our work with a faith that will remove difficulties high as mountains?"

*Dr. Rand* said it was the purpose of the Board of Education to prescribe a Course of Instruction to take effect in November, and invited the fullest discussion of the Course now before the Institute, as the opinions of experienced and thoughtful Teachers would be of service in making the Course as perfect as possible. The Board of Education would carefully consider all the suggestions that might be made.

*Dr. Jack* urged that every Teacher present should examine carefully that part of the Course in connection with which he had had most experience, and give the Institute the benefit of his counsel and criticisms.

*Mr. Creed* spoke briefly, endorsing the principles set forth by Mr. Crocket in his introductory address, and referring particularly to the method of commencing the study of a language recommended by that gentlemen. He thought that such method, skilfully practised, would render the earlier stages of the study of Latin or Greek interesting instead of irksome to the pupil,—and by its value as an educational instrument, would justify the assignment of an amount of time to those branches, which otherwise many might consider excessive. He concurred in the introduction of elementary geometrical notions in the first standard, though some would think it impracticable.

*Mr. Oakes* considered the Course almost above criticism, but would not venture to pronounce a dogmatic opinion upon it, as it embraced so much that one could not examine the whole of it in the short time at command. He pointed out certain particulars on which he thought there was room for difference of opinion. The Course was not quite consistent with our present text-books,—as some were mentioned and some were not, or subjects included in them were not mentioned. The Latin in the sixth standard might, he thought, be made optional. He was glad to see so much time allotted to science, and to the study of common things. He had often felt hampered by being compelled to meet the views of parents in regard to studies. This the prescription of such a Course would prevent. Every Teacher must feel that a Course of Instruction was one of our greatest needs. It would be the crowning feature of our educational system.

*Mr. J. A. Freeze* agreed with the last speaker in his opening and closing remarks. He dwelt especially upon the question of the teaching of languages on the principles laid down by Mr. Crocket. He asked whether it was thought that the application of Grimm's Law would save much time to beginners. He held that it was important to bring out the differences as well as the similarities between languages. He thought more than eighteen per cent. of the time would be required for Latin and Greek by those who were preparing for College. The utilitarians would consider that the Course assigned too much time to the Classics, urging that *things* should be taught; but he considered the thunderbolts of Cicero and Demosthenes as tangible things as could be taught. Many thought that our School work now makes too great a strain both upon the capacity of the pupils and upon the time and energies of the Teacher. Teachers would be more independent if a Course were prescribed.

*Dr. Rand* explained that, in the Course now in use in a portion of the Schools of St. Stephen, the work of the first two years was about the same as that which covers three years in this Course.

*Mr. J. B. Calkin, M. A.*, Principal of the Normal School of Nova Scotia, being introduced by Dr. Rand, said he had taken great interest in the progress of educational work in New Brunswick. He took it for granted that the Course under discussion had been prepared as the result of experience, rather than mere theory. He was of opinion that the systematic study of Grammar might be introduced at an earlier stage, as is done in Nova Scotia. With reference to Arithmetic, he suggested that the application of the arithmetical tables to reduction and the compound rules should be taken up simultaneously with the tables themselves. Proportion should be deferred till later than Grade VI. In connection with Geography,

he noticed that the details of Ontario and Quebec were to be taken up before those of the Maritime Provinces; of this he did not approve. He could not agree with Principal Crocket in the opinion that the application of Grimm's Law would diminish the labour of teaching the languages. A multiplicity of studies was bad if the tendency was to dissipate the mind, but beneficial when there was a harmony of purpose and unity of direction.

*Mr. Hay* agreed with Principal Calkin in thinking that the systematic study of Grammar was deferred too late in the Course. The analysis of complex and compound sentences should be taught earlier than the seventh grade.

*Dr. Rand* explained that while the technical study of Grammar was postponed, its principles were taught early in the Course.

*Mr. March* was pleased to see that the Course of Instruction which has been used in St. John for some years past was, in the main, very similar to that now proposed by the Committee. He desired more information on certain points. If "correction of wrong forms of speech," in the first grade, meant that the Teacher was to give examples of wrong forms for correction, he did not favour it. The subject of Colour was more important than we had been apt to consider it. He had seen it stated that colour-blindness was more common in New Brunswick than in any other part of the world. Certainly it was very common. He questioned whether the right way to begin to teach the subject was to lead pupils first to distinguish and name the *common* colours; and thought that they should be limited to the primary colours at first. He would insist that the colours shown should be true: red should be red, etc. Referring to Arithmetic, he thought children in the second grade could be carried farther than 100. He was pleased with the introduction of such subjects as mineral life and plant life, as so well suited for the development of the perceptive faculties of the children. Grammar might be introduced earlier,—say in the third grade. His experience convinced him that children of six or seven might as readily learn the relations of words to each other as those of nine or ten. The text-book in Grammar should be reconstructed. On the whole the proposed Course was admirably adapted to our wants.

*Mr. Gaunce,* while believing that the Course prepared was excellent, thought there were some points in which it was open to criticism. If eighteen per cent. of the time in the High School Course were to be devoted to Latin and Greek, surely more than fifteen per cent. should be given to English, a language which was murdered not only by pupils but by teachers. More time than four per cent. should, he thought, be given to French and German, on account of the usefulness of those languages in commercial intercourse. He did not understand the divisions made in the Canadian History, and saw no suitable provision made for a review of the whole subject. In regard to Arithmetic, he pointed out that there are two text-books in use, and gave it as his opinion that Sangster's book was put off too long; many pupils would leave school without a knowledge of Commercial Arithmetic. This Course was superior to others in grouping the subjects to the best advantage.

*Mr. Covey* had not had time to examine the Course fully, but thought it was superior to the one in use at St. Andrews, where local prejudices has been consulted too much in the preparation of the curriculum.

*Mr. White* would like to see a little less time allotted to Geography, and a little more to Geometry and French.

*Mr. Currie* had no objection to make to the arrangement of subjects. He said the allotment of time to Latin and Greek was about the same as he had given in his school, but Geometry would perhaps require somewhat more time than was here allowed for it. He agreed with Mr. Crocket in reference to the economy of time by means of observing the relations and connections of different subjects, and believed that if studies were selected and arranged so as to harmonize one with another, there would be no ground for an objection to the number. How you taught was more important than what you taught.

*Mr. Mersereau* said more time would no doubt be allowed for the teaching of French in French districts. He thought the amount of work to be done in Geometry in some of the standards might be modified with advantage.

*Mr. March* asked whether it was considered not desirable to use Manning's Speller before the eighth grade,—whether it would not be well to introduce Dalgleish's Composition earlier, and whether it would not be desirable to introduce the study of Mensuration in its simple forms, together with Linear Drawing.

*Mr. Mullin* approved of having a Course of Instruction prescribed. It would take a certain responsibility off the shoulders of the Teacher.

*Mr. Miller* said that many of the difficulties he had encountered in his experience would be met by the adoption of this Course. Should it be found that sufficient time was not allotted for Latin and Greek, to meet the wants of pupils preparing for college, the Teacher would have to give such pupils some attention out of school hours.

*Mr. Meagher* expressed himself as pleased with the spirit of the discussion. As it was always safer to praise than to criticise, he would content himself with saying that it was a very good report.

*Mr. John Lawson* thought that Book-keeping might be taken up in place of Writing, say in the eighth grade.

*Mr. Wilson* objected to placing the Geography of Ontario in the sixth standard while that of the Maritime Provinces was left to the seventh.

*Dr. Jack* asked for expressions of opinion on the question of omitting Book-keeping from the Course. How would the people regard it?

*Mr. Jas. Smith* (Inspector) said that in Gloucester County, Book-keeping was considered as a matter of very great importance.

*Mr. Covey* was satisfied that the omission of Book-keeping would not meet the very hearty approval of the people where he resided. Excuses were often made to have it introduced before the time assigned to it in their curriculum.

*Mr. McIntyre* criticised the proposal to give exercises in Book-keeping in place of simple Writing. Unless lessons in penmanship were given with that special end in view (to teach writing), they were of little use. He said Book-keeping was rarely mastered in schools. It must be remembered that a large majority of boys never reached the High School. Common commercial forms were sufficient for school work. He thought the amount of Algebra included in the standards for Advanced Schools would be useless.

*Mr. George Smith* spoke with approval of the criticism made in reference to the introduction of the text-book in Grammar so late in the Course.

*Mr. Creed* referred to the fact that, while many criticisms had been made, but little had been said by way of explanation or reply. It should not on that account be inferred that everybody coincided with all the objections raised.

*Mr. Crocket* closed the discussion, replying to the principal criticisms made by previous speakers. He was much gratified with the interest taken in the discussion and the freedom with which the Course had been criticised. What all desired was to get such a Course as would be entirely practicable. With reference to the teaching of History, he said the subject might be begun in any way the Teacher might think best, but the burden of the first year's work would naturally be outlines of the lives of great men. In grade five, the chief events in the history of the Province were taken up, and in the following grades, the chief events in the history of Canada consecutively. Grammar was a purely abstract study, and should not be introduced before the pupil arrived at the age of ten. Wrong notions of Grammar were given by teaching it to pupils who were unable as yet to grasp abstractions. Incorrect forms of speech should be corrected, and a basis thus obtained for teaching the principles and rules. There might be some adjustment of Robertson's Grammar, as had been proposed, so as to introduce the relative pronoun and complex sentences earlier; but, taking it altogether, it was an excellent text-book. The order in which the geography of the Province was taken up was not a material point and was not insisted on. If Latin and Greek were not studied, there would of course be more time for other languages. It was the opinion of the Committee in reference to the subject of Colour, that the young pupil should be first taught to distinguish the colours commonly met with, and afterwards proceed to some scientific knowledge of Colour. As to Spelling, he thought no spelling-book at all was needed, as sufficient exercises could be drawn from the reading books. In the eighth grade it might be well to have a classified speller to teach the anomalous words of the language. The objections to the time for introducing Composition would be met by changes to be made in the text on Grammar, as announced by the Chief Superintendent. Book-keeping was in reality provided for, although not mentioned by name: the name might be put in, however, and the objection thus removed.

THE STUDY OF PLANT LIFE AS A MEANS OF MENTAL TRAINING.—Lecture by JAMES FOWLER, A. M.

[The limits of this Report will not permit the insertion of the whole of Mr. Fowler's paper. Portions have therefore been abbreviated.]

Mr. Fowler commenced by saying that the object of bringing the study of Plant-life before the Institute, was to show how it might be made instrumental in promoting the mental culture of youth, and consequently be introduced as a regular part of the educational machinery of the school-room. In order that this purpose might be more clearly apprehended, he would proceed to enquire what is

I. *The Object of Education.*—This he understood to be to "promote the growth and development of the different powers and faculties of our physical, intellectual and moral nature, so as to fit us for the performance of the active duties of life." As prosecuted in the school-room it was more especially limited to the stimulating and fostering of the growth of the intellectual and moral faculties. As the rose-bud contained the germ of the future flower, which the genial influences of sunshine and shower would develop into the full-blown rose; and as the acorn contained within it the embryo of the giant oak, which, under the stimulating forces of organization and of the adaptations and arrangements of nature, would burst the shell and grow to be the monarch of the woods; so the infant mind contained within it the germs of intellectual and moral faculties which grew and strengthened from year to year until they attained the measure of perfection they were destined to reach. Education was the loving mother who provided the food suitable for the tender being whom she cherished, and administered it in the way and in the quantities best adapted for promoting the development of all the members and faculties. If this were the object of education, the next enquiry must be

II. *How should this object be accomplished?* To find the answer we must step out of the school-room, where Art had laid down her rules and stereotyped her prescriptions, and visit the fresh fields and forests where Nature was educating her children, and look in upon the homes where the little ones were receiving their earliest training. After picturing some of the scenes and actions which might thus be observed, from which useful educational lessons might be learned, Mr. Fowler stated four things which we would thus have before us, which may be briefly expressed as (1st) the great Educator at work upon the human mind, (2nd) the objects and phenomena upon which and by which the powers are exercised, (3rd) the methods or processes employed by the great Educator, and (4th) the end to be accomplished. With these elements before us, we would notice that the inherent principles of the learner's mental constitution were continually kept in view by the Instructor,—that his powers were called into exercise by the presentation of objects that would attract and delight,—and that the learner became in large measure his own instructor. The philosophy of the repetition of lessons or of observations was pointed out; and the operation of classifying objects in accordance with observed resemblances and differences was described and illustrated. In general, the true answer to the above question would be—By following Nature's methods.

III. *The advantages or necessities of following the method of Nature in the School-room.* These might be seen in the vast results that were reached, under very unfavourable circumstances, in the earliest years of life. Under the guidance of Nature we acquired the ability to use our limbs, to walk erect, to make use of language sufficient for our daily wants, to recognize thousands of objects, sounds, qualities, etc. In this way a larger amount of valuable information was secured than the school-room could ever impart. The entrance upon school-life should not involve a break in the continuity of Nature's teachings. The continuity of method should if possible be maintained, but new helps should be furnished to foster the growth of ideas and perfect the powers of discrimination and classification. The observing powers should be directed by the guidance of the Teacher to essential points, and not left to wander bewildered amidst the multiplicity of objects. Language and arithmetic must always occupy a prominent place in every system of education. History and literature afforded pleasant fields of study. But valuable as were the usual branches of learning, they did not furnish that special kind of mental training which was found necessary upon stepping out of the school-room or the college hall into the great world of life and activity,—where shrewd

and correct observations of actual realities must be made,—where experiments must be tried,—where unfolding phenomena must be carefully observed and deductions drawn from them,—where generalizations must be made from observed facts, and judgments and actions based upon them. A habit of accurate observation and correct inference was essential. In the words of a well-known scientist,—"The education of the senses neglected, all after education partakes of a drowsiness, a haziness, an insufficiency which it is impossible to cure."

It might be said that the introduction of object-lessons into the course of study met the demands referred to. But, while object-lessons were a step in the right direction, they lacked the element of continuity and steady onward progress of training in a definite direction. The student of object-lessons was like a traveller visiting an unknown and rugged land covered with lofty forests, who was carried during the night from one village to another, which he examined during the day. But after spending months among the hills and forests and villages, he had obtained no correct idea of the geographical position of the localities he had seen. His notions of the relative positions of the different places were exceedingly confused. But the student whose mind was directed to one leading department of knowledge was the traveller who followed the highway that led to the summit of the neighbouring mountain. As he climbed its heights, the landscape enlarged, the horizon seemed to recede, new objects continually rose into view and their relative positions were clearly seen. When he had reached some lofty peak, he gazed in deep admiration upon the wide-spread landscape of hill and valley and plain. He could trace the course of the many streams as they flowed into the great river, and follow its path till it emptied into the sea. The position of every town and village, every hill and plain was now clearly impressed upon his mind. From such a position he could, with Mary Somerville, see "the Connexion of the Physical Sciences," or with Humboldt, stand rapt in admiration as he embraced in a single view the Unity of the Cosmos.

IV. *What branch of Natural Science might be introduced into Schools for the successful accomplishment of the object in view.* All natural objects were included in the Animal, the Vegetable and the Mineral Kingdoms. Each of these possessed certain advantages, but he believed that the greatest advantage would be found in that branch of Natural History which dealt with *plant life*. The study of animal life, dealing as it did with vital forms, was from its very nature unsuited for the school-room. The objects of the Mineral Kingdom were difficult to procure and still more difficult to identify; so that, while fitted for study in the higher institutions of learning, they could not be successfully introduced, except to a very limited extent, in our Common Schools. Neither could Geology be profitably studied except by visiting the sections of strata exposed in banks and cliffs. It also demanded the exercise of a mind already trained in the observation of natural phenomena, and enriched with an extensive knowledge of mineralogy and fossil forms. What then were some of the advantages that might be claimed in behalf of the study of Plant Life?

In answering this question, he could not do better than quote the admirable summary given by Miss Youman's in her thoughtful essay on "The Educational Claims of Botany." [This summary is here somewhat abbreviated.]

1. The materials furnished by the Vegetable Kingdom for direct observation and practical study were abundant and easily accessible overhead, underfoot, and all around,—open and common to everybody. There was also no expense as in experimental science. In these respects Botany was without a rival.

2. The collection of specimens might be carried on as regularly as any other school exercise, while they were just as suitable objects upon the scholars' desks as the books themselves.

3. The elementary facts of Botany were so simple that their study could be commenced in early childhood, and so numerous as to sustain a prolonged course of observation. In the early stages of the study neither magnifying glass nor dissecting knife were required.

4. From the rudimentary facts the pupil might proceed gradually to the more complex,—from the concrete to the abstract,—from observations to the truths that rested upon observation, in a natural order of ascent, as required by the laws of mental growth. If properly commenced, the study might be stopped at any stage,

and the advantages gained were substantial and valuable, while at the same time it was capable of tasking the highest intelligence through a life-time of study.

5. The means were thus furnished for organizing object teaching into a systematic method, so that it might be pursued definitely and constantly through a course of successively higher and more comprehensive exercises.

6. Botany was unrivalled in the scope it offered to the cultivation of the descriptive powers, as its vocabulary was more copious, precise and well-settled than that of any other of the natural sciences. Upon this point—most important in its educational aspect—Prof. Arthur Henfrey has well remarked: "The technical language of Botany, as elaborated by Linnæus and his school, has long been the admiration of logical and philosophical writers, and has been carried to great perfection. Every word has its definition and can convey one notion to those who have once mastered the language. * * * * * The acquisition of the terms employed exercises the memory, while the mastery of the use of the adjectives of terminology cultivates, in a most beneficial manner, a habit of accuracy and perspicuity in the use of language."

7. It was congenial with the pleasurable activity of childhood, and made that activity subservient to mental ends. It enforced rambles and excursions in quest of specimens, and thus tended to relieve the sedentary confinement of the school room, and to promote health by moderate open-air exercise.

8. The knowledge it imparted had a practical value in various important directions. It was indispensable to the intelligent pursuit of agriculture and horticulture,—vocations in which more people were occupied and interested than in all others put together.

9. The study of plant life opened to us a world of grace, harmony and beauty that was not without influence upon the æsthetic feelings, and the appreciation of art.

10. A knowledge of this subject was a source of pure and unfailing personal enjoyment. Its objects constantly invited attention, and varied more or less with each locality, so that the botanical student was always at home, and was always solicited by something fresh and attractive.

11. The pursuit of Botany to its finer facts and subtler revelations involved a mastery of the microscope—one of the most delicate and powerful of all instruments of observation. It also opened a field of experiment and afforded opportunity for cultivating manipulatory processes.

12. Notwithstanding the superficial prejudice against Botany, as a kind of light fancy subject,—dealing with flowers—an accomplishment of girls—it was nevertheless a solid and noble branch of knowledge. It had intimate connections with all the other sciences of Physic, Chemistry, Geology, Meteorology, and Physical Geography; it helped them all and was helped by all. It treated of the phenomena of organization, and was a proper introduction to the great subject of Biology—the science of the general laws of life.

These considerations showed that, for the purpose we had in view—the introduction of a subject into education which should extend through all its grades, and afford a methodical discipline in the study of things—Botany had eminent, if not unrivalled claims to the attention of educators.

To these advantages might be added the fact that there were boys who contrived to get through school with the greatest possible amount of trouble to their teacher and the least possible to themselves, who cared nothing about books and the knowledge they contained, but who were shrewd observers, and would become diligent students of nature if once set upon the path of careful investigation.

The object of the introduction of lessons in plant-life into school was not to make every one a botanist, but simply to train the pupils to habits of accurate observation and comparison. Teach boys to use their own eyes, to exercise their own fingers in the handling of delicate objects, to make their own observations and comparisons, and draw their own conclusions, and you would put them in possession of a power which would largely modify their modes of thought and give a bent to the whole course of their after life.

Mr. Fowler went on to say that, not having had any personal experience in the teaching of Botany to young pupils, he did not feel competent to give rules for the guidance of others, but the following hints might be found useful to many.

1. Every pupil should have his own specimens for examination, and should pr

several of them to pieces to become familiar with the fact that they were all nearly alike. Without examining a number of specimens, the peculiarities depending upon various causes cannot be noticed, and a defective specimen may be taken or described as a type of a species.

2. The pupil should see the point discussed with his own eyes, draw his own conclusions, and describe what he sees in his own language.

3. Do not tell him what he sees or ought to see, but get him to state what he does see. To accomplish this end, the classes must be small, or else lazy or careless pupils will use their neighbors' eyes instead of their own.

4. Do not use technical terms till the object they designate is clearly seen and has become familiar to the eye. With young children the simpler the terms the better.

5. Choose plants for examination which may serve as types of the family to which they belong, and teach these thoroughly. Do not confuse the minds of the pupils or burden their memories with a large number of plants. Teach a few thoroughly till the pupil can schedule them from memory without mistake. The points of resemblance and of difference between the typical species and other species will afterwards be detected at a glance.

6. Train the pupil from the first if possible to record his observations, and to tabulate or schedule all results arrived at.

7. Begin with the simplest and most conspicuous parts of the plant first, such as the leaf, and proceed by slow, sure and regular steps towards the parts which require more careful and closer examination.

8. Make the pupil notice the character of the locality in which he finds his plant, whether it grows in water or on dry soil, under the shade of trees or in the open field, or along fences or beside dwellings. De Candolle enumerates nineteen different *habitats*, each of which possesses its own peculiar species of plants.

In regard to the order in which the different parts of a plant should be taken up for study, he would say that each teacher should have his own method, not stereotyped but adaptable to the varying circumstances of time and place. Some modification of the following might be found useful by beginners:—

1. *Leaves.*—Their general form, colour, venation, margin, base, apex, petioles. More advanced students might classify them in various ways, according to their form, position, arrangement on the stem, etc.; while the most advanced would find a large enough field for the exercise of their intellects in investigating their origin and mode of growth, their internal structure, their uses, their decay, how they fall, their effects upon the atmosphere, etc. The æsthetic faculty might be cultivated by noticing how far the character of a landscape is dependent upon the form, size, colour and arrangement of the leaves of plants.

2. *Stems and Branches.*—Their size, form, colour, arrangement.

3. *Flowers.*—Their general forms, parts (calyx, corolla, stamens, pistils, seed-vessels, seeds), mode of germination.

The immense area of the territory upon which the botanist entered when he had learned the names and appearance of vegetable forms might be seen from taking a glance at the different departments which lay before him. He may deal with them

(1) As individuals composed of various tissues and possessing different organs,—a branch of the study which may be called Structural Botany;

(2) As beings endowed with a principle of life and performing certain vital functions,—the department of Physiological Botany;

(3) As members of a Kingdom, bound together by certain ties of relationship, and constituting families and tribes,—the province of Systematic Botany, with its subdivisions of Classification and Descriptive Botany;

(4) As inhabiting certain geographical areas distinguished by peculiarities of soil, temperature, light, heat, humidity, etc. (The laws of the distribution of species and their climatal relations, and several questions relating to the theory of evolution come up for examination here);

(5) In their united capacity as a kingdom possessed of a long and interesting history, commencing far back in the early ages of Geology and developing into more perfect forms of beauty as time passed on. This is the field of Fossil Botany, where the Palæontologist delights to work, and with which the Geologist must make himself acquainted.

In closing, Mr. Fowler referred to the fact that the vegetation of a country moulded the character of its inhabitants and largely controlled their destinies. It coloured their literature to an extent which no writer had yet adequately examined.

None of our great poets could have written very much of what their fame depended upon, had they been born and lived on the great desert plains of the Eastern or Western world. But enough had been said to show that the student of Botany entered upon a field of observation ever widening to his view. New realms of thought continually rose before him, calling for the exercise of the highest powers of the philosophic intellect, and supplying material for the beautiful creations of the poetic imagination. He would hear the voices of nature uttering the thoughts of God.

THE PLACE OF WRITTEN EXAMINATIONS IN PUBLIC SCHOOLS. Paper by MR. J. A. FREEZE, A. B. - I shall waste no words in introduction, but at once to my subject, and such ideas as have occurred to me upon it, I will endeavour to place before you as briefly as possible.

The place of anything in school work is, I take it, to be determined by its importance, and its importance by its utility. Now, if I can show that a regularly organized system of written examinations is of practical utility in the working of a school, I shall be entitled to claim for it the consideration of the teaching fraternity. Examinations are an admitted necessity in the school organization They may be divided into the oral and written. Provision has been made for the former in the schools of this Province by law. The introduction and use of the latter in the school, has been left to the discretion of the teacher.

In the first place, let us look at some of the *advantages* attending the written examinations before we undertake to determine its place.

1st. *It necessitates revision.* If a man has an examination to pass on any subject, he *reads* for it. He reads and re-reads his text-book till he knows it; and I have always noticed that the men who made the leading marks in the varied examinations of university life, were the men who read--who kept revising through the whole term, and always had their term's work fresh. What the university man can do and must do for himself, the teacher should help, encourage and advocate his pupils to do for themselves. The fact is there can be no real progress no substantial advance--made in any subject, except by continued repetition of the lesson, till it becomes, as it were, a very part of the "original furniture" of the pupil's own mind. It is not so much the quantity as the quality of the work done, that constitutes successful teaching and enables the pupil to know beyond all question what he professes. Frequent reviewing, then, is the keystone to successful teaching. Devote one day per week to reviewing the advance work of the week; one day per month to the reviewing of the month's work; and, at the end of three months, sum up the leading points of the work and bring them before the classes in a compact whole, and clinch it all by a written examination. But it may be asked: cannot all this reviewing and drilling be done in schools where there are no written examinations? What has the written examination to do with it? In answer to that, I admit it could be done, but *will* it? Where the written examination is fixed to occur at stated intervals, I believe it to be a healthy stimulus; and in it there is an incentive to be well prepared; and in preparing themselves the pupils will certainly acquire *ideas* on the subjects, yet may not be able to express them clearly. But, in the quaint language of Locke, "he that hath ideas on any subject and cannot give expression to them as he needs, is much what the same as he that hath *no* ideas."

Other things being equal, the best teacher is that one who is concise and precise--concise in giving all the information necessary about a subject; precise in giving it accurately and in few words. And what applies to a teacher, applies with equal force to a pupil. But the ability to express concisely and precisely our ideas, comes to the majority of us only by practice; and the written examination comes in here with a power of its own to give this required ability. Further, it is the recognized test in the Normal School and University, and all higher institutions of learning in any country. Students take their class standing according to the average of their marks made on written examinations through the year. We are subjected to Written Examinations for our License, and, since these things are so, we cannot commence too early to familiarize our pupils with the system.

2nd. Another advantage of the written examination is to be seen in the fact that *it brings prominently before the teacher defective points in his own teaching.* When these are shown him, he should invite his pupils to go again over the ground they have not properly understood. Sometimes, notwithstanding extreme caution, points will be passed over in class in a casual way, which, at the time of recitation, a teacher fancies his pupils know all about; yet when they try to put their own ideas on paper, they will be found wanting. As before said, the written examination brings such matters prominently to the notice of the teacher. Perhaps I cannot do better, to illustrate what I mean, than take an example from my own experience.

It will be remembered that in the easy exercises at the end of chapter III., page 28, of Wormell's Geometry, a question is given, requiring the pupil to express in degrees, minutes and seconds, the angle between the hands of a watch at different times. We did them in class, in a general way, without any special drill. In making up my paper for the written examination in geometry, before the commencement of the summer vacation, I asked for the angle between the hands of a watch for hours different from those given in Wormell, and, greatly to my surprise, and not a little to my chagrin, I found that at least one-half of the class had given incorrect answers to my questions. It is in this way that a written examination is of service in bringing before us the small points, or rather, as said at the outset, the defective points in our teaching, which might otherwise entirely escape our notice. Now, it is not my intention to bore you with any finely-spun metaphysical theories as to the value of written examinations as a part of school work; but, in addition to all that I have said, I will add this other idea by way of concluding this part of my subject.

While it is admitted in mental science, that the memory depends upon a mechanism, over the working of which the will-power has only an indirect control, yet the culture and discipline by which that mechanism is shaped and directed is essentially within the domain of the will-power; and since all acquirement of knowledge depends not only upon our ability to store away ideas, but also upon our power of finding and bringing to the front the ideas stored away, we see that the cultivation of an exact and ready memory is one of the most important aims of intellectual education. And I believe that the written examination, apart from all utilitarian ideas of framing our pupils for other examinations, comes in as an important agent for cultivating in them the power of recalling the

ideas which are stored away in their minds, and of giving a ready expression to them as the occasion may require. So far, I have treated more particularly of what I conceive to be the *educative value* of the written examinations. A moment here to the *place* proper. It is needless for me to say that all my remarks refer to schools above the primary (grades 1 and 2). I would not have a written examination until the end of a year's work in the Intermediate Department for the grading of class B into class A (grade 3 into grade 4), because, during the first year of the intermediate school, they are not much better prepared for passing examinations than when in the primary school, although they are being worked up to the required standard by their slate exercises and written home-work. In grade 4, I would have two, at the end of summer and winter terms respectively. In grades 5, 6, 7 and 8, I would have one every three or four months, that is, three or four per school year; not fewer than three nor more than four. These are examinations to determine the relative standing of the pupils in their classes. Values are assigned to the questions, and the pupils are told the number of marks they make. In St. Stephen, the custom holds of making each pupil keep a copy of the whole set of questions and his marks on each subject, together with the averages of the whole class, in a book provided for the purpose. After a pupil has passed through the other grades, and has been admitted to the *High School*, he knows all about the mechanical arrangement of a paper; and if the previous work has been thorough, he now has the ability which I mentioned when speaking of the utility of examinations; i. e., he now can express, concisely and precisely, his ideas concerning the different subjects. In the High School, the number of examinations must depend, in great measure, upon the number of pupils and general scope of work. What applies to one school may not apply to another. Experience teaches. The year's experience through which I have just passed has convinced me that, for my own school, one examination at the end of each term is sufficient. The papers can be made searching and comprehensive, and good answers will require considerable thought and scholarship on the part of the pupil; and, on the part of the teacher, nice perception and careful judgment to assign the proper values to the different answers made by different pupils to the same question. These examinations entail a large amount of work upon the teachers, and may appear to some as the spending of energy to little profit; but our duty is to work, and if the energy be spent in proper channels it will bring its reward; and I have tried to show that this is one of the proper channels in which the energies of a teacher may be directed.

All that has thus far been said applies, with some slight modification, to the *miscellaneous school*.

In any system of graded schools to be conducted efficiently, it is an absolute necessity that the Trustees' examination for grading should be in writing, for where the grading is performed only by oral examinations, it must be done in a loose and inaccurate manner. This examination I would place at the end of the winter term; and no pupil should be allowed to pass from one grade to another without making a certain percentage—say 50 %—as a minimum. Then, after making all necessary allowances for the customary number of dunces and hopeless cases that are to be found in all classes of all schools, if, at least, 70 to 75 % of the remainder do not grade, it shows something radically wrong somewhere in the work of the teacher himself. It brings out the weak points of the year's teaching, and enables the representative of the School Board to say to its *employe*: Your work in this or that subject is not up to the mark; pay more attention to it in future. It also brings out clearly to the School Board, the thoroughness and efficiency of the work accomplished by each teacher, and is likewise a fair test of his professional qualifications.

*Mr. Parkin* said there was no one thing that gave Teachers such power in stirring up the energies of pupils as this practice of written examinations. It was one of the greatest levers we had in our Schools. He spoke from an experience extending over a wide range of time and of subjects and of circumstances. When a man went to College, here or in the old country, or if he applied for a place in the civil service, he found himself face to face with written examinations at the very outset, and if he had not acquaintance with that method of examination he was nonplussed. After passing several examinations, one gained a degree of experience which enabled him to know how to employ the time to the best advantage at subsequent trials. When he found his pupils weak on one point, he prepared questions that crucially tested their knowledge of that subject. Boys would work harder for the sake of seeing their names high up on the class-lists which were posted up at the end of each term, than for any prize that could be offered. Bashful girls who would hardly venture to answer a question orally, often took foremost places in written examinations. Nothing else could show the pupil's real place in the School so forcibly, and yet so quietly, effectively and inoffensively. There was also the reflex influence upon the Teacher, in the fact that he was compelled to give definite, clear and precise questions.

*Mr. Currie* had always had regular written examinations in his School, and found them to be always attended with the very best results, even in the case of the younger pupils. They lasted three days, and absorbed the attention of the pupils so thoroughly that there was never any occasion to inflict punishment for disorder during that time. Some, he said, objected to dependence on written examinations on account of the possibility of cramming for them; but he thought this could be prevented in a great measure by making the questions so comprehensive that the answers could not be got at by cramming. He found that twice a year was as often as he could advantageously have them. They should be introduced in all grades above the fourth.

*Dr. Rand* referred to the intention of the Board of Education to bring into operation an improved system of Inspection. In view of the classification of Schools by the Inspectors under the new system, it would be desirable that in every School there should be regular written examinations.

*Mr. Miller* expressed a deep interest in this subject, Without written examinations, the Teacher could never be certain where his efforts should be chiefly directed. They were the sounding line that determined the depth of the pupils' attainments. No class should be considered to have mastered a subject till it could put its ideas on paper. What was the good of an idea to him who could not express it? He thought the pupil should be made to re-write their answers after correction, and would insist upon the removal of all the faults which had been pointed out by the Teacher.

*Dr. Jack* asked for expressions of opinion as to the period in the School Course when written examinations should be introduced.

*Mr. Crocket* thought they might be more frequent than once in six months. He attached great importance to the pointing out of errors made by the pupils,—more than to the estimation of the papers. Written examinations should not be undertaken till the pupils were able to write mechanically with some ease.

*Mr. Hay* said he could not understand how any Teacher could get on without these examinations. He compared them to drawing in a net and examining its contents. He thought they should be had once in three months, and was accustomed to make his examinations extend over two or three weeks, because he made no interruption in the regular School work, but devoted an hour or so at intervals to examination. He made no previous announcement of the intention to examine on a given subject at a particular time, thus obliging the pupils to be always ready, and preventing the practice of cramming.

*Mr. Creed* said it must now be evident to all that written examinations had a place, and a very important place in the Schools. It would be well to confine the discussion to questions of mode, frequency, length of time to be allowed, etc. He was inclined to agree with the last speaker, that there should be no fixed date for the examinations, for the reasons named. The knowledge that an examination was to be undergone at some time not fixed would stimulate the pupil to pay attention to his lessons constantly, and to make efforts to fix them in his mind. Once in six months was not frequent enough, while once a month, as in the Normal School, was perhaps at the other extreme. Once in six or eight weeks would be about the right thing. The length of time to be devoted to a subject would depend upon the age and attainments of the pupils and upon the nature of the subject.

*Mr. Meagher* could not agree with the last speakers as to the propriety of springing an examination upon the pupils. He thought that there was not much cramming done after all, but that much of what had been so called was merely a reviewing of the work gone over.

*Mr. John Lawson* wished to hear something said by Teachers of miscellaneous Schools as to their experience or opinions in relation to the subject. One great objection was the great amount of labour involved in these examinations. He approved of the suggestion made by a previous speaker, that different subjects should be taken up from time to time, instead of having the examination all at once.

*Mr. Wathen* said the amount of work entailed upon the Teacher by the written examination gave rise to the temptation to slight the work. It should be done thoroughly, and the faults in the pupils' papers should be brought home to their authors. The terminal examinations might be made more comprehensive than those held during the term,—the former on all the subjects taught, the latter on some selected subjects only. On some papers, questions of an entirely mechanical nature might be given, and then the examination and correction might be done by the pupils themselves in the presence of all. The Teacher would only be called on to interfere in cases of doubt. He would not sacrifice thoroughness to anything else. Let every pupil see his mistake and correct it.

*Mr. Oakes* claimed that the written examination was one of the very best agents for developing the knowledge and the use of language—one of the most important things to be accomplished in School work. The pupil was led to study the formation of sentences,—to aim to express himself so as to put as much as possible on his paper in a small space and in a short time. He was taught to cultivate neat-

ness, system, order and method, not only in School work but in his general habits. Besides this, knowledge committed to writing was more apt to be fixed in the mind. Mr. Oakes asked for an expression of opinion on the defects of the system; and referring especially to the tendency to dishonesty, asked how far this might be avoided. He also wished to learn from others how questions were given.

*Mr. James Lawson* thought that questions would usually have to be written by the Teacher on the blackboard. Referring to the inquiry of the last speaker, he said pupils would sometimes ask their neighbours for information at an examination, but if there was a real honest principle in the School, the temptation might be resisted. The Teacher's eye should be a help in this. He thought that about nine or ten years of age was the proper time to begin these examinations. He would not have examinations at stated periods, but at short notice, thus guarding against cramming.

*Mr. Nicolson* described his practice. Every pupil was provided with a note-book in which he wrote down the questions from the Teacher's dictation, and also placed at the end the marks given by the Teacher in each subject. The books were large enough to hold all the questions and marks given at six or seven examinations. Errors should always be carefully pointed out, but he thought it unnecessary and undesirable to have the papers re-written, as one speaker had proposed.

*Mr. Parkin* said he believed in "cram"—the right kind of cram. This thing might be looked at from different angles and in different lights. The capacity to cram was one of the most useful a public man could have. What was the lawyer's preparation for a case but cram? The scholars would soon find out that constant attention was better as a general rule than periodic cram. Still the boy who had the faculty of mastering a subject in a night or two should not be choked off, but should have the benefit of his acquisitions. The great thing was the power of reproducing what had once been learned, and this was what written examination fostered.

*Mr. Miller* spoke briefly in explanation of some of his former remarks.

*Mr. J. A. Freeze* made a few observations in reference to points made in his paper on the subject.

*Mr. W. T. Day* thought it a good plan to have an examination in history one week, in arithmetic the next week, and so on. He would have them frequently, so that the work, coming a little at a time, might be done more thoroughly, and so that the benefits of such examinations would be more surely secured.

*Mr. Creed* expressed his dissent from Mr. Parkin on the subject of "cram." As he understood the word, cramming in Schools was a thing never to be encouraged. He was sorry to notice the applause which had followed Mr. Parkin's remarks on the subject, but that gentleman always received applause. The illustrations given of the value of the ability to cram were not to the point, for examinations were not an end but a means. It should not be forgotten that the object of School education was not to prepare for examinations, but to develop the powers and qualify for the work of life. He believed there was a great tendency to dishonesty in written examinations, and thought that the best methods of guarding against it should be considered.

*Dr. Rand* said he had been much pleased with the discussion and was sorry that the time for closing it had come. He mentioned two points in relation to the question of dishonesty: *1st.* We should make the conditions unfavourable to it as far as possible; *2nd.* This tendency was not peculiar to written examinations, but was common to all our work. The Teacher must cultivate a moral tone, a manliness, among his pupils, that would make them scorn to steal an examination paper, or to give an answer whispered in their ear by a fellow-pupil.

THE VALUE OF PICTORIAL ILLUSTRATIONS IN SCHOOL INSTRUCTION, BY H. C. CREED, A. M.—The representation of the forms of things is one of the earliest performances of juvenile humanity. This holds true of collective humanity as well as of individuals. Rude, uncivilized races record their deeds and communicate messages in the natural language of pictures, of which the sculptured hieroglyphics of Egypt and Syria, and the birch-bark drawings of the North American Indians are familiar examples. So, also, children very early manifest a disposition to imitate, with a pencil, the outlines of objects about them, and also a great fondness for looking at pictures. It is obvious, therefore, that pictures must afford a natural means of reaching the intellect and the sympathies of the child, and if of the child, then also of the person of any age whose faculties have had a true and natural development.

One of the earliest attempts to use pictures as a direct and systematic means of instructing children, was that made by Comenius in his work entitled "*Orbis Sensualium Pictus*" (The World of Visible Objects Portrayed), published in 1657. Both the quality of the pictures available for the pur-

pose, and the extent of their use, have progressed very greatly since that time, but have by no means reached their limit as yet.

The usefulness of pictures in a general way is seen by comparing the keenness of observation, the general intelligence, the accuracy of knowledge exhibited by children brought up in the midst of an abundance of wholesome illustrated literature, with the comparative dullness of vision and narrowness of information shown by those who have not been so privileged. But, to come to the particular subject of this paper, I remark that the pictorial art may be made exceedingly helpful to teachers in a variety of ways.

I. Pictures are of service as *an auxiliary means of imparting information, and as an aid in explanation.* If correctly made, they usually give a better idea of the form and appearance of an object, or the aspect of a place, than any unaided description could do. Whether as forming the basis of lessons on particular objects, persons or places, or as illustrating incidental references made in the course of lessons, they are invaluable. Their usefulness is much wider than the use actually made of them in our schools would indicate; and, indeed, its only necessary limitations are these two: first, the fact that the object itself is always better than a picture of it; and, second, the fact that pictures are not always so drawn as to convey a true conception of that which they represent.

We all know how extensively pictorial illustrations are employed in the best works of the various branches of natural science. Treatises on botany or zoology, geology or astronomy, animal physiology, chemistry or physiography, would be not only unattractive, but comparatively unserviceable without the diagrams, etc., by which they are commonly elucidated. In Mineralogy, Anthropology and meteorology, in mechanics, hydrostatics and hydraulics, in the scientific treatment of sound, light, heat, electricity, etc., the aid of pictures is almost indispensable. But it is not only in the prosecution of these advanced studies that we can take advantage of the pictorial art; it is equally applicable to a wide range of elementary school work, especially in geography, in history, and in lessons on common things, when the animal or the plant, the costume or the person, the product or other article, cannot conveniently be, itself, exhibited in the school-room.

Illustrated manuals of certain subjects have been provided by the Board of Education for use in the schools of New Brunswick, and many teachers, no doubt, fully appreciate the benefit thus conferred, and take every possible advantage of it in their daily work. Some of us, however, seem to ignore the excellent wood cuts with which our reading books and geographies are embellished, or, at any rate, to act as though these were intended merely for adornment or for the filling up of space. Few of us, perhaps, have really sought to get out of these illustrations all the good there is in them. What better introduction can we make to many a reading lesson than a study of the accompanying illustration, or of a suitable picture taken from our portfolio, or skilfully sketched upon the blackboard? How much more intimate a knowledge of a country, its people, and its products, may be gained if we introduce a number of well-selected pictures to supplement the printed text? Suppose we are conducting a class through the geography of India, for example. We may exhibit sketches of Bombay and Benares, of the Ganges and the jungle, of Brahmins and Banyans, of Sikhs and Cingalese, of crocodiles and cocoa-nut palms. And who will deny that the trouble or even expense incurred will be more than repaid by the lively interest awakened in the lesson and the vivid conceptions imparted? Lessons in history, also, will be rendered doubly interesting and valuable by such illustrations as may readily be obtained. The painstaking teacher may gradually accumulate a stock of views of historic localities, battle scenes, portraits of celebrities, representations of ancient costumes and modes of life, with other matters of historic interest, which will be of incalculable service in the class.

I have said that pictures are often of great assistance in explanation as well as description. In both these connections their usefulness consist partly in the fact that they save words. Teachers are obliged to use the voice a great deal; so that whatever will serve to accomplish the desired result without expenditure of breath (as we express it), is valuable as a conservator of energy. But, while saving voice-power, the use of pictorial illustrations also economizes time, since the trained eye will gather from a good picture, in one minute, more than it or the ear could take in from words in ten times as long.

It may here be observed that for purposes of instruction, especially with children, pictures should be simple, presenting but few objects at a time, and these, for the most part, so chosen as to aid in the process of comparison by suggesting resemblances and differences.

II. But it is not only as a means of instruction that pictures are valuable: they are of no small importance *as an educational instrument.*

Many of the benefits of object-teaching may be attained through picture-study; that is to say, in very many cases, the flat representation of objects may be used for the objects themselves. Of course, in doing so, the teacher must not lose sight of the fact that every such representation is, to some extent, imperfect. It exhibits only one phase of an object. The full form, the colour, the texture, the tactual qualities may all fail to be expressed in the picture, while at the same time a good notion of the thing in other respects may be conveyed.

As to the value and the methods of object-teaching it is, of course, unnecessary for me here to speak. Pestalozzi, in his work entitled *Wie Gertrud ihre Kinder lehrt*, affirms that "the culture of the outer and inner senses is the absolute foundation of all knowledge the first and highest principle of instruction." But there is more in it than that: the cultivation of the faculties of sense-perception and of conception, by means of object-teaching accompanied, as it may be, to the fullest extent, with exercises in comparing, generalizing and judging, constitutes a most important part of that mental culture and discipline which every school should afford. Moreover, a well-conducted course of object-lessons will always have, as one of its elements, a certain amount of exercise in the accurate expression of ideas on the part of the pupil, which will tend not only to enrich his vocabulary, but also to train him in the art of correct and fluent speaking.

Now, all these advantages are attainable as truly, though not as fully, by means of picture-lessons as by means of object-lessons proper. Frequently the desired object or article cannot be had, but a picture of it may be shewn, and will form a most serviceable substitute. Always, however, when a picture is used for this purpose, as of an animal, a rare or foreign flower or plant or material, care should be taken to secure a faithful copy of the original, as nearly as possible of the natural size and colour. A good picture of a leopard or a pelican, a paddy-field or a coal-mine, a Zulu and an Esquimau, a volcanic eruption or a coral island, may be made the subject of an exceedingly interest-

ing and instructive lesson; and this may be so conducted as to bring into exercise the pupil's powers of observation, conception, comparison, judgment and verbal expression. Of such exercise there cannot be too much. We have all read or heard more or less of "the development theory," and wise men differ as to its accordance with the facts of nature and revelation: development by exercise, however, is no theory, but what Elihu Burritt called "a tried, practical fact."

Again, pictures may be made the means of cultivating the taste or the æsthetic faculty. The importance of this need not here be argued. Says a recent writer, "However well the intellect, the will, or the conscience of an individual may have been trained, if æsthetic culture is wanting, he must continue rude and unrefined." In a great variety of forms, pictures may be made to contribute to this end in the School-room. Pupils should be encouraged to pass judgment upon pictures in respect to beauty of outline or of colour, symmetry and proportion of parts, correctness of light and shade, character of general effect, and so forth. Such exercises will be the proper complement of the instruction and practice in Drawing provided in the curriculum.

Here it may be remarked in passing that care should always be taken by Teachers (and by parents and others as well) that the children are prevented as much as possible from seeing bad pictures. From pictures of what is vicious of course their eyes should be jealously guarded; but also they should not become familiar with crude or badly executed prints, and glaring daubs of colour under the name of paintings. By such means the taste is vitiated, the mediocre comes to be esteemed excellent, and the superior is not appreciated. The cultivation of a correct taste in art among the people is a matter of great practical and economic moment. Ruskin says that much harm has been done, not only "by forms of art definitely addressed to depraved tastes," but also by pictures that are simply not good enough,—"which weary the mind by redundant quantity of monotonous average excellence, and diminish or destroy its power of accurate attention to work of a higher order."

III. A third aspect in which the subject may be viewed, is the value of pictures *in adding to the interest of School work*, and thereby promoting good discipline, as indeed all that is good and useful in the School.

Let the walls be adorned with a few well-selected and neatly framed prints or chromos (or oil paintings, if really meritorious), placed there, not only for decoration but as illustrations of some topics of instruction; let the effect be heightened by the introduction of a few beautiful plants in pots, and a bouquet of flowers on the Teacher's table; and the pupils will soon come to take a pride in their School-room, in their Teacher, and then in themselves.

The practice of illustrating ordinary lessons by reference to pictures whenever these are suitable for the purpose, will also serve (as already suggested) to fix the attention of the pupils, and to make the lessons much more interesting than they would be otherwise. Children generally are fond of pictures, and always derive pleasure from that which gives them clear and vivid conceptions of things. How much the School is benefitted by anything that tends to make school-life pleasant, I shall leave my hearers to compute.

I have spoken of the use of pictures in the School-room (1) as a means of imparting information, (2) as a means of exercising and training the mental faculties, and (3) as a source of pleasure and a promoter of the general well-being of the School. It only remains for me to notice briefly the various kinds and forms of pictorial illustration that are available for School purposes.

Of course the most obvious are the wood cuts which form so pleasing a feature of many modern School-books,—the artistic execution of many of which leaves little to be desired in that direction. For all the purposes mentioned, the admirable illustrations found in the Royal Series of Readers, including the Primary Wall Cards, in Calkin's Geographies, Swinton's Outlines of History and others of our prescribed text-books are eminently well adapted.

In the second place, Schools should be provided with sets of wall charts and diagrams, such as may readily be had for illustrating lessons on plant-life, classification of animals, natural phenomena, the mechanical powers, etc.

Thirdly, the walls of the School-room may be adorned with a few historical pictures, views of famous places or edifices, or bits of scenery. These need not be expensive, since some of the illustrated weekly papers and their coloured supplements (particularly the Illustrated London News and the London Graphic), and such publications as "The Aldine" and Appleton's "Picturesque Europe" and "Picturesque America" will afford abundance of excellent material. One or two good lithographs or chromos may also be had at small expense. The framing may be very cheaply done, or the pictures may be simply mounted on stout pasteboard, with or without glass, and suspended by eyelets or otherwise.

In the fourth place, such pictures as I have already mentioned may be cut out of illustrated papers or obtained in various ways, from time to time, by a Teacher who is willing to go to a little trouble; and can be kept in a portfolio ready to be brought out when needed, and pinned up on the wall or handed around among the scholars.

In the next place, chalk and blackboard are always at hand, and may be used with excellent effect by the skilful Teacher or by some competent pupil. Good sketches in white or coloured chalks may be made to suit every purpose, and they have one advantage over every other mode of illustration except perhaps the next to be mentioned, in the fact that the drawing may be executed in the presence of the pupils. This will have all the zest of an actual creation going on before their eyes.

The last mode of representation to be named is that of projecting pictures upon a screen by means of a magic-lantern, scioptieon or stereopticon, as the instrument is variously styled. This mode surpasses all others in the range of its application, but is limited in its use by the cost of the apparatus. For Colleges, High Schools and Schools in large towns, however, the expense is by no means so great as to prevent the introduction of this most valuable source of instruction and entertainment.

I must now close this paper, without a peroration. Our subject of inquiry has been the ways and means by which the pictorial art may contribute to the requirements of School work. What has been said may be summed up in the words of Ruskin,—"It gives Form to knowledge, and Grace to utility."

*B.—In the Official Section.*

[This Section consisted of Inspectors, local Superintendents, Trustees, Secretaries to Trustees, and Principals of graded Schools. About thirty members of the Institute were of these classes.]

THE PROMOTION OF PUPILS IN GRADED SCHOOLS.—Paper by W. G. GAYNOR, A. B.—Parallel with the importance of having a properly arranged and nicely balanced "Course of Instruction," runs this other fact, the importance of proper *grading* and *promotion* of pupils.

If it be necessary to a Pupil's true interest and to a School's comfortable working and advancement, to have different subjects taken up at regular and stated times, and to devote regular and definite time thereto, it is equally essential to have each pupil take each new step only when the last is fully comprehended.

The first idea the Teacher should hold in view is the *thoroughness* of his class, not only as a class, but as individuals. Without it a pupil is placed in an unhappy position. For his own and for his Teacher's comfort, for his own true good, for his School's real interest, every pupil should come up to every new difficulty with each past difficulty fully understood; and then, with that strength which conquest of difficulty begets, he is in a position to grapple keenly with the new.

How many pupils stand in the midst of this class-work with a hazy mist of misconception and doubt surrounding them,—incapable of retracing their steps, powerless to advance.

"Whence came I"? "How came I"? "Where am I"? are questions, that in an intellectual view, every pupil should be able to answer.

This insisted upon, less of this retrogression, alike humiliating to the pupil and unpleasant to the teacher, would result. Too often pupils go on and on with their classes, their teacher, their parents, themselves measuring their scholarship by their advance in the curriculum, only to learn that further on, after more of the superstructure shall have been reared, the base will be found unsound and tottering. *Thoroughness* first and last should be a bottom fact in our method.

Now what operates against this? Well, first we have the pupil anxious to keep his place with his class, zealous for promotion with his class-mate; regardless whether he *knows* what he is supposed to know or not. Then we have parents, who measure their child's advance by the grade or class he is in, anxious for his promotion. Clearly then the Teacher's duty is to show the boy that there are potent reasons, reasons based alike on his present and future good, why he should not go forward unqualified,—to resist the appeal of the parent, who is seldom the best judge in the matter, and to show him that promotion would be inconsistent with the pupil's best interests.

Now I am aware that there may be exceptional cases to these general principles. For instance, a young man with plenty of physical energy, with plenty of intellectual vigor, with an education not at all commensurate with his years, may with great advantage be placed in advance of his acquirements, or a remarkably intelligent boy,—brighter than his class-mates, with antecedents and habits which warrant that if placed ahead of his work, while reaching forward to the untried before, he will at the same time acquire the unknown behind, may with advantage to himself and class be promoted at an irregular time and into irregular work.

But on the other hand again, there are cases where, with a thorough knowledge of past work, a pupil should not be promoted. There are other considerations than *scholarship*. If, for example, a pupil's health may probably be injured, a Teacher should discourage promotion. Hitherto we have neglected too often, to impress upon those entrusted to us, the sacredness of human life, and the importance of health. Health should be a primary condition and consideration with the Teacher. Within a few days I have heard a parent finding fault with a Teacher for keeping a pupil back on account of ill-health. Now I contend that that Teacher was the child's best friend. A few months advance in School work is not a compensation by any means, for undermined health. Better for to-day, infinitely better for the years of his manhood if spared, the boy who has been restrained a little and thus kept physical and mental vigor unimpaired, than the one who to gain prize and place and promotion, has sacrificed the glow of youth and the strength of young years. The rose by means of hot-house forcing may obtain a richer colour and a faster growth, but at the expense of its fragrance; and a boy or girl, hurried over School work, may acquire advanced standing but often, too often, at the expense both of thoroughness and health. Of course, as a rule, our pupils do not study so as to sacrifice health, but the similar position in regard to thoroughness I am not prepared to admit.

The next idea that suggests itself to my mind is this: By whom and how shall promotion come? At once I shall say I believe the Teacher's opinion should form an equal factor with an Examiner's in the matter. However capable any man may be in education, judgment, purpose, experience, for the work of grading Schools, I hold that he cannot justly grade and promote a class by any one special examination, whether oral or written. A boy may do himself an injustice in an examination, he may fall far below his average standard, or he may excel himself. One boy can do better on a written than on an oral examination, or vice versa. Sometimes the best pupil in a class, through nervous fear of strangers, or from over anxiety to do well, will fall far below an inferior class-mate. Frequently it has been my duty to promote boys who have failed in examination, more frequently however, to put pupils back who have passed unconditionally, but who at the end of a month have showed unmistakably that they were improperly advanced.

Especially in the lower grades of Schools does this hold; and nothing perhaps assists more materially in making much of our School work almost drudgery, and defeats that idea of *thoroughness* to which I referred. Whose experience has it not been to find pupils, in Grade 8 say, incapable of explaining principles supposed to have been learned in Grade 6? But the one or two questions asked in a short special examination were answered, and that decided it. Had the Examiner had more time he might have discovered that, close to the correct answer the pupil gave, were many things, of which he knew comparatively nothing.

What remedy for this exists? Simply to let the Teacher's opinion enter largely into the estimate as to whether a pupil should be promoted or not. Why should this be observed? Because no one can be better qualified than he to do the pupil justice. For one year or more he has come in daily contact with his class, discovering the strength of each, learning the school-*character* of each, and hence is less liable to be deceived by one examination of the pupil than another is who has met him

merely for an hour or more. I said school-*character* of a pupil, and I repeat it. Simple *scholarship* I hold should not be the only test for promotion. A scholar of good habits, of attentive, inquiring turn, but inferior to another in scholarship to-day, may in a year hence stand far above him. Whose is the privilege to know of the school-character of a pupil, if not the Teacher's? Whose even to know of his attainments pure and simple? His acts, his habits, his achievements have daily been open to his Teacher, and his Teacher I insist should have a voice in his promotion. And here let me remark, that as a rule, no one can have more interest in the proper classification of a pupil than his Teacher. Has he recommended him too soon, it will become evident in the next department, to the Teacher's annoyance; or has he been held back too long, the pupil's interest declines; and thus I hold it is essential to the Teacher's reputation and comfort that he do justice to every pupil.

The possibility of the Teacher's doing this has been very much increased and facilitated since the introduction of the "Third Book" prescribed by the Board. This book expresses, in the most reliable manner possible for figures to express it, the school-character of a pupil. His *regularity*, his *punctuality*, his *behaviour*, his *progress*, are all calculated and registered for the Teacher's assistance. Thus daily, hourly, the Teacher makes reckonings of each pupil's whereabouts; and such a record I claim to be the most reliable standard a Teacher can judge from.

Add to this the idea that in advanced Schools especially the Teacher has the results of two or more written examinations per year, by which to measure his pupils, and the conclusion seems inevitable that his opinion should weigh heavily in the matter of promotion.

As to the other question, "Whether pupils should be graded in the midst of a Term or not," I shall say little. So long as pupils are admitted at any time they wish, by "Permit," so long will an argument for promoting at any time remain. But as a rule I think promotion should come at regular and stated times, at the beginning of Terms. True, in some cases, just as it is often necessary to turn a boy back in the course of a Term, it may be expedient to advance one in the course of a Term; but as a rule I hold pupils should be taught to expect that at such and such times only, can promotion come.

Thus fellow-teachers, with only a day's warning, I have collected, and in a few minutes, have expressed my leading convictions on this, a question which deserves and which I trust will receive a full discussion at your hands. Whatever will tend to improve our system, whether the dictums of Educationists or the daily experience of devoted Teachers, is what we want and what these Institutes aim to supply.

*Mr. Wilbur* said he failed to see that the Merit Book would protect the Teacher from the charge of favoritism in the advancement of pupils. It was an important element in the making up of the Teacher's judgment, but did not insure him against suspicion.

*Dr. Rand* remarked that the imperfections of human nature were to be assumed, and it was useless to try to get behind them.

*Mr. Meagher* thought it impossible for a Teacher to be partial in the advancement of pupils without detection, as he was surrounded by sharp judges. It would not work well to withdraw merit-cards from pupils on account of their failing in the periodical written examinations.

*Dr. Jack* said that, in the University, about equal value was attached to the oral and written examinations. He explained the system in which merit was expressed in marks,—one set of marks being used for the daily work and another for the examinations, and the average of these two showed the standing of the student. He deprecated the making of cast-iron rules restricting promotion.

*Dr. Rand* spoke of the Schools in the town of St. Stephen as models of excellence, and said the Secretary of the St. Stephen Board of Trustees had given it as his opinion that promotions should be made independently of the Teachers. He (Dr. Rand) held a contrary opinion, believing that a surer judgment could be obtained by combining the opinion of the Teacher with the results obtained by the Examiner. The Teacher's opinion was especially valuable in cases of doubt, when the Examiner hardly knew whether to promote or not, the pupil's scholarship being, in his judgment, hardly up to the standard. Then the Teacher's knowledge of the Pupil's capacity and habits of study should determine the question of his advancement. If the pupil felt that he was all the time under examination for grading,—that the record of each day's work was to be considered at the end of the term,—he would feel a responsibility on him all the time and not trust to luck for passing an examination a long way off. School Boards, by leaving promotion altogether to special Examiners were throwing away one of the most effective methods of stimulating pupils. The Superintendents themselves were subject to the pressure of parents, and they would be protected by a division of the responsibility.

*Mr. J. A. Freeze*, referring to Dr. Rand's remark about the grading of pupils in St. Stephen, said there was a consultation between the Examiner and the Teachers during the term as to the standing of pupils. When, however, the pupils came up for their grading examination, the Teachers had nothing to say as to whether they should be promoted or not; and in his opinion they should not have anything to say.

*Mr. Wilbur* said he would give much greater weight to daily oral examinations than to terminal written examinations. In his School there were anacondas, as it were, who would do nothing for a month and then cram up in two nights so as to surpass all the rest at the examination; although in two or three days they would forget all about it.

*Mr. March* spoke of the difficulties that had to be faced in St. John, where the pressure often became so great on the lower grades that pupils had to be promoted during the term to higher grades, sometimes when they were not fit for the advancement. There had been a great deal of difficulty from the pressure of parents for the promotion of pupils. He had had as many as twenty complaints to deal with after a grading examination, as, unfortunately, the parents came to him and not to the Teachers. But under the method finally adopted in ascertaining the fitness of a pupil for promotion, there had been but three complaints after the transfer of 1,680 pupils. The standing of the pupils during the term, and the results of the final examinations, were accorded equal weight. He considered an average standing of seventy-five per cent. about fair, but the exaction of that standard as a minimum for each study would be too severe. He suggested uniform examination papers for all Schools of the same grade.

*Dr. Rand* regarded a standard of seventy-five per cent. in all subjects as too high. The pupil's standing in cognate subjects should be considered, as a boy might get a low mark for an arithmetic paper in which, for some reason, he had failed, while it would be plain from his marks on other mathematical papers that he was entitled to a much higher standing in arithmetic than his mark on that particular paper seemed to warrant.

*Mr. McIntyre* said the opinion of Teachers was a variable standard, as one would have a high and another a low estimate of what was necessary. Teachers also considered it creditable to have as many of their pupils advanced as possible.

*Dr. Rand* suggested that Teachers would look to their reputation, and not seek to advance pupils unfit for advancement.

*Mr. McIntyre* said that in such cases the Teacher who sent up the pupil would throw the blame of inefficiency on the Teacher to whom the pupil was sent. In Portland, re-examinations were allowed when there were protests against the decision of the Examiner.

*Mr. March* asked if something could not be done to secure an approach to uniformity in the estimates placed upon the value of pupils' work.

*Dr. Rand* said the Merit Book had been found highly useful for that purpose in the Model School. It was a part of his plan that the Inspectors should have uniform standards for classifying Schools.

*Mr. Oakes* pointed out the difference between low and high grades with respect to written and oral examinations,—the higher grades having more facility, comparatively, in the written method.

*Mr. C. A. Sampson* (Secretary of Trustees, Fredericton), said pupils were not graded in Fredericton without the standard given them by the Teachers being taken into consideration. He had had to deal with many parental complaints, and his labours had been very much simplified by the introduction of the Merit Book.

*Dr. Jack* thought there should not be a fixed standard or percentage entitling pupils to pass, as Examiners differed very much in the value they place on papers. Some would mark a paper seventy-five which another would mark fifty. Examiners in every case should have the opinion of the Teacher before deciding the question of promotion.

*Dr. Rand* said the use of the Merit Book brought the pupils, teacher and parents together, and secured co-operation.

*Mr. Nicolson* explained the manner of using the Merit Book and Cards, as mentioned in the Minutes.

Conversation followed in relation to different methods of marking the standing of pupils.

SCHOOL CERTIFICATES.—Paper by INGRAM B. OAKES, A. B., on *The Granting of Certificates to Pupils on the Completion of Advanced and High School Courses.*—Taking it for granted that what is meant by Advanced and High School Certificates is understood, the first question presented is, Why should a Certificate or Diploma be given in any case? Is it for mere ornament, or as a mark of distinction? It is certainly neither. I take it, that the primary object of such a certificate is to afford a proof of knowledge; to show to the public, if need be, that the holder of it knows what he may profess to

know. But what advantage is there in that? Is he essentially any better or wiser after he receives his certificate than he was immediately before? Clearly not. Then why give it?—some may ask. In the case of the physician, dentist, lawyer, teacher, etc, the answer is evident. These parties must have employment, and the work committed to them is important in its issues, hence the employer needs a guarantee of fitness, and therefore the law of the country requires the issue of diplomas and licenses as a proof of the requisite knowledge. But in the case of College diplomas, no law *compels* their issue; and yet the College, as a rule, desires and obtains the privilege; and why? Here again, as before, it is to afford a proof of knowledge. The graduate was as essentially an alumnus before he received his credentials as afterwards. His real worth is not at all affected by his parchment; and yet let him go out into the world without it, and he might be placed at a disadvantage. He seeks a position to apply his knowledge,—it may be as a professor or in any of the higher departments of life. His diploma will help him to a position in which to give proof of his power. It then becomes in many instances the key to the door of opportunity. Moreover a diploma gives to the holder rank and privilege; it places him in a class of people distinguished for scholarship.

Now, is there any less propriety in granting a certificate to a pupil who has completed a High School course than to a student at the completion of the College curriculum? A written document, signed and sealed, adds nothing to the learning of either; and yet there are reasons, I think, why the former should receive a piece of parchment as well as the latter.

If the High School Course be what it ought to be, it will (at any rate in New Brunswick) lead the pupil to the door of the University, and as a matter of fact, our School System recognizes this. The Grammar and High Schools are the only links provided between Primary and Collegiate instruction; and when our High School Course shall be properly matured and our High Schools efficiently organized and equipped, and provided with a staff who can do justice to their work and justice to themselves,—then, I maintain, we ought to expect that the High School Certificate shall be a guarantee of fitness for the Freshman Class.

If the object of education be to prepare for proper citizenship, by forming the character and developing the whole nature, the College Curriculum should hold this in view no less than should the Public School Course; and therefore the University Curriculum should be the natural complement of the High School Course and in perfect harmony with it, carrying the student directly forward from where it found him in the High School, and in the same line. Thus we should connect the severed arteries of the system and the circulation would be complete. If you press on the arteries of a limb, the circulation is interrupted, and the member becomes paralyzed. I think there are gentlemen in attendance here who will bear me out in saying that there is at the present time a pressure on some of the principal arteries of our School System. It bears on the Grammar Schools. One man cannot take charge of our average Grammar School and teach successfully twenty-five or thirty different classes, or even the half of them; and the sooner the people believe it and govern themselves accordingly, the better. Remove this pressure and new life and health will be given to the entire system. Then the Common School and the University will join hands and will influence each other; the same blood will flow through both, and each will be more completely in sympathy with provincial thought and both will renew their health at the springs of provincial life.

Professor Huxley says: "A national system of Education is unworthy of the name unless it provides a ladder reaching from the Gutter to the University." Ours is such a ladder, but some of the top rounds need adjusting. Our Grammar Schools are burdened and hampered. Let us either kill them or deliver them. As they are, the University must be to a certain extent isolated from them. It stands as the capital of an unfinished column.

Taking it for granted then, that better Grammar and High Schools, with a uniform course of instruction, are provided, I say we should award to those who may successfully complete the course their merited credentials. I would notice three points,—

1st. The effects of a Certificate on the pupil receiving it.
2nd. Its influence on the lower grades.
3rd. The conditions of its bestowment.

In the first place, a properly executed certificate bestowed by the Board of Trustees, bearing their signatures, as also that of the Principal of the School, serves as a goal for the pupil's ambition and a stimulus to further effort. It is an official recognition of his attainments It is a mark at which he constantly aims; and when he overtakes it, is a visible sign and proof of his scholarship,—in fact, the measure of it. It is difficult for one to describe the limit of his own acquirements. I think there are very few who could declare with certainty that they had completed and mastered a School Course, but let a pupil satisfactorily pass the prescribed examination and he at least feels that he has filled up the vessel in which he has been measured, and if he has achieved this result, once so far off and so difficult in anticipation, you have given him a guarantee of his capacity to go further and reach another round in the ladder. You thus reveal to him, in a very special and tangible form, his own power; and when a young person is once truly brought to feel that, he has got the secret of success. Take away from a student the conviction of his own strength, and you take away the most of him, the best of him. We meet and pass every day scores of giants, but they don't know it; and why? Because they have never discovered their power to achieve success, and they never try. The history of successful students and successful men of the world is the history of determined effort; but unless a motive is awakened, effort is never put forth. How many Teachers here to-day can call to mind certain pupils who never really applied themselves to study, till they had first been led to the discovery of their own ability to find out and evolve knowledge for themselves; but having gained that one point, the difficulties both of teacher and pupil were at an end. How many students would never have entered College, but for the fact that they once stood for a month at the head of a class in the Primary School, or carried off some prize. When a pupil has proved his power to take a High School Certificate, he will at least be encouraged to try for a College Diploma. Here then is one of the benefits of such a presentation. It encourages the pupil to make another effort, not only in letters, but in any department of labour to which his attention may be directed. From New York to San Francisco by rail, without any way-stations, would be an insufferable journey; and so of the educational journey. From the Primary Class to the College Diploma would be to most pupils, a hopeless course; but allow them to go a piece at a time and rest, and look back over the way they have come, and around them and ahead of them, and they soon feel like trying another stage. Thus the way becomes easy, and full of prospect, and before they know it, they have added

two or three letters to the end of their names. But, suppose the student does not enter College, but leaves the school for the business world; may not a High School Certificate be of some value to him? In this Province, we have not as yet, had an experience on which to base a conclusion; but this we do know, that in many of the American cities, where the custom of bestowing such documents obtains, the holder of it occupies a rank and carries with him, even into strange places, a recommendation which is of real value to him.

A case came under my own observation. I happened to be in Boston during the great fire of 1872, by which thousands were of course thrown out of employment. The Young Men's Christian Association organized a labour bureau for the purpose of providing work for those seeking it. Being in the vicinity of the bureau one morning, out of curiosity I went in, and there stood some forty or fifty men, some carpenters, some bricklayers, some book-keepers, etc. Each was called up in his turn and questioned as to his capabilities, and if the bureau had any application for such labour as he could do, the Secretary gave him a note to the party needing it. Presently a young man, of about eighteen or twenty years of age, stepped forward. He had neither trade nor profession, his parents had been burned out and were homeless and penniless. The President asked him what he could do? He said he scarcely knew what, at the same time drawing from his pocket his Boston High School Certificate, which he had taken pains to save from the fire. After examining it the President told him that if he would bring also a testimonial of good character he would engage him as a tutor in his family. That circumstance brought to my mind the propriety and utility of such a document, and there can be no doubt that if they are bestowed on the right conditions, they would frequently serve as recommendations to positions of trust and importance.

If a candidate fail to take a certificate, it will reveal to him one of two things, either indolence or incapacity. If the former, he will at least have been taught the best lesson of his whole course; if the latter, the probability will be, that he has attended school long enough.

In the second place, the granting of certificates has a stimulating effect upon the lower grades. What their companions have achieved, they desire to gain, and thus a healthy emulation is engendered, which cannot fail to tell on the character and efficiency of the School. And here you will again please pardon a brief reference to my own experience. In the year 1873, I prepared a course of instruction for the graded Schools of Richibucto, and worked on it, as a basis, for nearly four years. During that period I was not able to carry any one of the pupils through the entire course.

When I removed to Chatham in the autumn of 1876, the Trustees there adopted with slight additions and modifications, the same course. At the close of last term, I had the satisfaction of seeing three of the advance pupils complete the course and take their certificates. These were presented, together with a number of prizes to other pupils, at a public High School entertainment, consisting of essays by the graduating class, and readings, dialogues and music, by other members of the School; and although an admission fee of fifteen cents was charged, for the purpose of procuring a cabinet for the School, the Masonic Hall was pretty well filled. The result was, that it brought the School and its work more directly before the public, and into prominence those who took their certificates; but better than that, and as a consequence of it, it gave an impulse to the School. One, who intended to leave School, decided to remain longer. One young fellow in particular, who had left the School in the middle of the term and engaged as a clerk in a store, came to me a day or two after the entertainment, to know if I would consent to give him private lessons, till he could return to the School and complete the course of instruction, and he has been taking private lessons regularly ever since. One of those who took his certificate is intending to come to the University this year; and another who is better prepared than he, is prevented from doing so only by a want of means.

In conversation a few years ago with Dr. Philbrick, Superintendent of the Boston Schools, he told me, as did many others, that the day in June, when the diplomas and other certificates were presented to the pupils of the High School, was the day of all the year in Boston, and always brought together the very cream of the city. What an influence, what a stimulus such proceedings would exert upon the lower grades, and what is true of a large city would also hold true in a lesser degree in our provincial towns and villages.

In the third place; as to the conditions on which this certificate should be awarded, it is very clear that unless care and wisdom are exercised in its bestowment unless it justly represents worth and scholarship, and carries with it public confidence—its influence and value will be small. How shall the applicant's merits be tested? The following methods are suggested:—

1st. By a written examination on all the branches of the Course of Instruction, by a Committee of three, appointed in the town or village by the Board of Trustees, the examination papers of the applicants not to contain their names, but a number instead, the papers to be examined and reported upon to the Trustees by the Committee in the same manner as are the papers for a Provincial Teacher's license.

2nd. By a written examination similar to the first described but conducted jointly by the Principal and the Committee.

3rd. By making the award to rest partly on an examination as described in the first instance, and partly on the Principal's averaged record of class work, the Principal's averaged record to count as one-third, and the average obtained by Examining Committee to count as two-thirds.

4th. Let a Committee appointed by the Board of Education prepare each year a series of questions on all the branches of the course, to be sent sealed to any Board of Trustees applying for them. Let the examination be conducted by the Trustees who shall hand over the resulting papers to an Examining Committee of their own appointment; the examination and marking of these papers to be as before described, and the report on them to be rendered back to the Board of Trustees by the Examining Committee. Let the averaged record of the Principal count as one-third and the average resulting from the written examination two-thirds.

The first of these plans is open to at least two objections:—(1st) It will be found difficult in many towns to secure a committee who would be, in every respect, competent to prepare proper test questions on all the subjects of the course; (2nd) A written examination alone is not a just criterion of a student's attainments, and therefore he should receive some credit for his record of daily class work.

In adopting the second plan, the Teacher might be open to the charge of undue influence with the Committee.

The third plan is better than the first, but open to the same objection.

The fourth method possesses the advantage of making the basis of examination the same for every certificate in the Province, and therefore rendering them more nearly uniform in value, also, of giving the pupil some of the benefit of his class work and of providing against favouritism.

The Certificate Forms should be provided by the Board of Education, as the expense of getting the few, of good quality, needed by each Board of Trustees would be considerable; but, if provided by the Board of Education, could be done at a very small cost, and they would be alike in design and quality throughout the country.

So far, I have made no particular reference to certificates for Advanced Schools, but the reasons urged in favour of those for High Schools apply with nearly the same force to certificates for those completing the Advanced School Course.

It may be objected that in following the plan we are advocating, we are not appealing to the best motives,—that we ought to seek to urge the pupil to pursue knowledge for its own sake. This may be all very true within its limits; and I certainly believe we should, as far as possible, aim at such a result. But we must take human nature as it is, and not theorize for mere ideal students who have no real existence. The desire for recognition, if a fault, is a very general one, among old people as well as among young people. Parents are very well pleased to have a Princess shake hands with their little daughter, and the daughter doesn't forget it in a lifetime. A parent would in a similar manner take satisfaction in seeing his son receiving amid cheers and congratulations a High School Certificate; and the son is not without his pleasureable emotions. He has achieved his first great triumph. His parchment is the price, or represents the price, of his eleven or twelve years of labour. It is pleasant for a man to become heir to an estate; but he feels better when he holds the title deed.

[The above paper was prepared on very short notice, in fact within the week preceding the meeting of the Institute, the writer having kindly consented, at a late day, to fill a vacancy in the programme. There was therefore not time for matured thought or for careful expression and arrangement. This explanation, though perhaps unnecessary, is made at Mr. Oakes' request.]

There was a brief conversation upon the subject of the paper, after which the Section adjourned.

HERBERT C. CREED,
*Secretary Educational Institute.*

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## COUNTY TEACHERS' INSTITUTE.

### CARLETON COUNTY.

The second Annual Meeting of the Carleton County Teachers' Institute was held at Woodstock, June 5th and 6th, 1879. The *First Session* opened at 10 a. m., the President, W. F. Dibblee in the Chair. The Secretary presented his Report, which was accepted. The following Officers were elected:—

Inspector W. F. Dibblee, President.
W. B. Wiggins, A. B., Vice-President.
Jacob W. Sherwood, Secretary-Treasurer.

To be additional members of the Committee of Management: Angelina Faulkner, and Kate Crawford.

*Resolved*, That the fee for membership be twenty-five cents.

Mr. W. A. SMYTHE gave an address on the Privileges conferred on Teachers by the 23rd Regulation of the Board of Education, and the responsibility resting on members of the Profession to exercise these with diligence, earnestness, and dignity. He vividly contrasted the privileges of the past with those now enjoyed, and warmly urged a whole-hearted, and high-minded devotion to all the duties, great and small, pleasant and unpleasant, of the profession. He referred with admiration to the energy and ability which the Chief Superintendent had brought to the discharge of his duties, and closed by saying:—

I believe we have to-day as good an Educational System as exists in North America, and I might add in the world if we had compulsory attendance at School. If knowledge is power we can foresee a glorious future for our Province. I am glad that Teachers are beginning to achieve and claim a distinction that comports with the dignity of their profession. If we do not respect our calling, and cause others to respect it, there will be no progress; but "Onward with Progress" must be our motto.

*Second Session.*—Roll-call, and reading of Minutes. Mr. W. B. Wiggins, A. B., read the following paper:—

THE IMPORTANCE OF EARNESTNESS IN THE TEACHER'S WORK.—Let us define earnestness. The word is taken from the Anglo-Saxon, and to my mind that circumstance itself is *big* with meaning. It gives me some clew to the indomitable energy and perseverance which have characterized the Teu-

tonic Tribes and the Anglo Saxons especially. It gives me a reason why the descendants of such a people, with such a word in their language, have reared the noblest fabrics of mind and sense of which this nineteenth century can boast. But let us get at our definition of earnestness. I would define it as "ardor," which is derived from the Latin "*ardere*," to burn.

I might further define it as "zeal," "vehemence," "seriousness," and, if you will permit me, I will call it "*enthusiasm*," which, coming from a Greek word meaning to be inspired, to be possessed by the god, presents to my mind the best idea of them all; for surely one who has breathed into his soul the breath of a god, ought to be fully alive, ought to succeed, and he will succeed.

*Earnestness then is important in every vocation if we would succeed.*

If the farmer wishes to succeed he must be energetic,—and when the spring time comes labour diligently to till the ground and sow the seed and prepare for winter—diligent in spring and summer if he would reap in autumn. So the merchant, if he wishes to succeed in business must obey the command "Be diligent in business." Also the doctor or the lawyer who is full of the idea that his profession is a noble one, important and responsible, and enters into his labours with enthusiasm is sure to succeed and never to want for patients or clients. If we were seized with mortal disease, to what physician would we apply? To one who was careless and negligent of his duties? Or to one who was an enthusiast in his work, who desired to excel in his profession? Undoubtedly we would say—"Send us the latter." If we were arraigned before an earthly tribunal to be tried for our lives, to what advocate would we delegate our defence? To one who was of a lethargic disposition and who cared little whether we were declared innocent or guilty as long as he got his fees? Or to one who had a determination to win his case by leaving out no little fact by which his client might be cleared—who was earnest—enthusiastic and likely to act upon the sympathies of the jury? It is evident we would choose the latter.

We have the command, "Whatsoever thy hand findeth to do, do with thy might." If we would fulfil it, we must have the *earnestness*—the *enthusiasm* of every true man and woman.

In Spiritual things we are commanded to "strive," "contend," "labour," "fight," "watch and pray." Many are the examples of men and women who have succeeded in the various walks of life, and we know not one that was not *earnest—enthusiastic*. Think you that Clarkson and Wilberforce were not earnest men? See Wilberforce going up to the House of Commons day after day, year after year, for forty-six years. His great mind filled with ideas for the amelioration of the condition of his fellow men—his great heart burning with thoughts of wrongs inflicted on the poor slave. Many no doubt called him a fool. Many no doubt said, "Wilberforce you will never succeed against the influence and money of the planters and slave-holders." But his earnestness sustained him. He knew that truth and right would prevail, and though he laboured a life-time without any tangible proof of success—yet just as he is about to pass away—just as his life-work was done—he saw his heart's desire accomplished, and, as Daniel O'Connell said when he died,—"He has gone up to Heaven bearing a million broken fetters in his hand." What a glorious reward for all the toil of his life! Yes—and as long as Englishmen exist and as far as the English language shall extend, the name of Wilberforce shall be mentioned and revered as one who loved his fellow men.

Time would fail us to tell of all the noble array of earnest men and women the world has seen. The poets, statesmen, philosophers, men of science and philanthropists who have made their mark in the world and left their impress on thousands of hearts. Let Florence Nightingale come from the cot of the dying soldier to testify to the earnestness of woman's devotion. Let Howard come from the prison's damp, Elliot and Penn from the wigwam of the red-man, and Raikes from the hovels of the destitute and outcasts, to testify to the enthusiasm and earnestness which prompted them.

And surely if we need earnest men and women in the realm of physical force and in the spiritual kingdom, we need them in the teacher's profession. Surely our teachers, who have in their hands the moulding of thousands of minds, should be serious, zealous, enthusiastic.

I notice then that *earnestness is important* in the *Teacher's* work, 1st., *in order to produce necessary effects on the pupil's mind.*

Education has been defined as "causing to know." Now this can only be accomplished through the action of one's mind. In other words, "Education is a co-operative process. The teacher is but the stimulator, the director, of the pupil's mind,"—and there is no education apart from the hearty, voluntary operation of the mind's powers. In order then to educate, we must first secure the attention. In fact it is indispensable. Partial attention means partial teaching. Now I maintain that earnestness on the part of the teacher will produce earnestness on the part of the taught and that through this earnestness we secure his attention and hence teach him.

Now the motives for its cultivation have been given as *curiosity, love of activity* and *sympathy*—and surely the teacher possessed with earnestness is in a position to incite these instincts. Love of knowledge. What a strong instinct this is in some! How eagerly they ask questions. Many of us doubtless can remember with what eagerness and delight we listened, in the days of our childhood, to the thrilling stories of "Jack the Giant Killer," "Little Red Riding-Hood," "The Babes in the Wood," "Santa-Claus," or "Robinson Crusoe." And we still remember them though years have passed away since then. And why? Because our curiosity was excited and our attention secured by the adaptability of the language and subject to our capacity and the earnest manner in which it was told.

The earnest teacher will excite the wonder and delight of the pupil by the lively, energetic manner in which he presents knowledge and create in the pupil a curiosity to know what he himself knows and seems so pleased and earnest in imparting.

Again—How active and restless the state of childhood! Ever on the move—hands and feet and eyes and body—never appearing wearied from morn till night: and it is necessary.

Action excites, strengthens, invigorates, gives health, life, power, happiness. And is not the earnest teacher in a position to cultivate this motive? I cannot conceive of earnestness apart from an external energy and action as its exponent. What an effect action has!

Children are naturally imitative and the liveliness and vivacity of the teacher will find its counterpart in the scholar, and he will not be a passive listener but will be induced to ask questions and present his own thoughts for our criticism—a most important and desirable end in education.

Knowledge that reaches us through the senses is far more impressive and lasting than that inculcated by formal precept.

Then we can readily conceive how the attention of the pupil would be secured by the earn-

teacher. Thirdly—how willingly we unbosom our joys and sorrows to those who sympathize with us. How quickly we go to such a friend to tell our new joy or sorrow. And why? Because the sympathy we receive increases our joy or divides our sorrow. To such a friend we would readily unfold our minds; and how readily would he secure our attention on any subject. The earnest teacher will have sympathy with the difficulties of the pupil. He will enter into his feelings of disappointment, when not able to solve some difficult problem, or his joy, when after hard toil, he is rewarded by its solution. When the pupil sees that the teacher has active sympathy for him and desires to do him good and not evil, he will not fail to give such a teacher his attention. Children naturally imitate those whom they love and respect. Hence the necessity of genuine, hearty interest in our work to secure the attention of the pupil.

But there is another important faculty of mind in connection with attention which must not be lost sight of, and that is memory, which is the result of attention. Attention may be defined as the active, voluntary, concentration of the powers of the pupil's mind on the matter to be learned, and "memory is the art of paying attention," the fixing of the facts in the mind.

In Photography, the sensitive plate must be exposed to the action of light a sufficient length of time to produce an impression; and if the day is cloudy and the light is feeble it must be exposed for a greater length of time, and even then the outlines may not be very well defined. But, if on the other hand there is strong sunlight it needs to be exposed only for a little while to bring out the features distinctly and clearly. Then to prevent it from fading away it must be acted upon by chemical vapors "to fix it," as it is termed; in other words, to render it permanent. So must ideas be presented to the sensitive mind of the pupil for a certain length of time, and that time depends upon the weak or strong force by which they are presented—and *earnestness* is that strong sunlight which impresses and brings out the idea distinctly and clearly, so that memory may "fix it" and make it lasting. I know of nothing that will tend to draw out the latent powers of the mind and incite them to action like enthusiasm. Even in those who minister to us in Holy things—how we dislike the monotonous tone and hum-drum style. How listless we grow.

Then should we wonder at our pupils being listless if we exhibit such tones and manner in our school-room? On the other hand, the energetic, enthusiastic speaker commands our attention, even if we cannot always subscribe to the doctrine put forth. So will we as teachers command the attention of our pupils if we are in earnest.

Men and women are but children of a larger growth and what acts on one will be very apt to act on the other.

2nd. *Earnestness is important in the Teacher's work because our work is not only for time but for eternity.* When we consider that we are acting on spirits which must live forever, and that the impress that we give them will remain and come up at the Judgment we ought to be serious. When we remember that we are moulding minds whose influence will reach to nations yet unborn, and only have a short time to do it in, we should be earnest in our endeavours to develop the good and eradicate the evil—to strengthen the right and weaken the wrong,—and be anxious to do it quickly—to do it with our might. Far up among the nooks and crags of a distant mountain side starts a little rill. A wild beast of the forest might exhaust it in quenching its thirst, but onward it flows forming a little lake—out of this it flows down the mountain side—out upon the plain—gathering in volume—increasing in velocity—tearing up by its roots the giant forest tree—bearing upon its bosom the gallant merchantman or the grim war-ship—rolling on, and still on, until a mighty Amazon, its power and influence is felt far out in the ocean. So our example and teaching for good or evil will reach on, and on, gathering as it goes increasing in volume and power, be felt far out in the boundless ocean of eternity. Then should we not be earnest in our endeavours to form right principles and motives? We will if we fully realize the true dignity of our positions as teachers; and this thought brings me to the last division of my subject, and that is this:—*Earnestness is important in our work, because without it we lack the real soul of a true Teacher.*

Who that has a just appreciation of a position in the Teacher's Profession,—(and all honour to the Hon. Geo. E. King and his worthy band of coadjutors; all praise to our present indefatigable and worthy Chief Superintendent, Dr. Rand, and his co-labourers, that we can call it a Profession,—a profession second to none among the noble Professions of earth). Who, I say, that feels his responsibility as one who sits at the *sources of influence*—the *fountains of power*, should be zealous, earnest, enthusiastic, if the teacher is not? If we rightly appreciate the nobleness—the sacredness of our high calling, we *will be earnest*. We cannot but be enthusiastic. To realize the responsibility which rests upon us as accountable beings—that our pupils are but the counterparts of ourselves, who will call us blessed or curse our memory—bearing in mind that we shall have to render an account to one, other than an earthly judge what manner of persons ought we to be, in all seriousness in all earnestness. But it may be said that "earnestness is very good no doubt, but one loses his enthusiasm after awhile." My answer to such an one is "Then you ought to give up teaching. If one cannot grow earnest, enthusiastic, while presenting for perhaps the hundredth time to a new mind the simplest branch of knowledge, having in view the calling into action the latent energies of the pupil's mind, then one should cease teaching." It has been recorded of Demosthenes, that when once asked what was the first requisite for effective Oratory, he replied, "*Action!*" And the second? "*Action!*" was his reply. And the third? "*Action!*" So, if you would ask me what was the first important quality of mind for an effective Teacher, I should reply—Earnestness! And the second? Earnestness! And the third? Earnestness! In fact it, like labour, will conquer all things—surmount all difficulties. The teacher who possesses it will succeed though he or she may be deficient in some other qualifications. Without it no teacher will succeed however much knowledge he may possess or be ever so skilled in method. It is the "*Sine qua non*" of the teacher. It is that which gives an impetus to the mind in search of knowledge and quickens the pulse of school-life. Earnestness—enthusiasm in our work will bring the best results from our labours, and though we may not see all at once the results of our endeavours, yet the harvest will come, and though the vision tarry, wait for it; for in due time we shall reap if we faint not.

The following subject was discussed: *How can Teachers best promote Regularity of Attendance.* C. McLean, James McCoy, J. M. Sherwood, C. O'Donnell, W. T. Kerr, and H. T. Parlee, spoke to the subject. The following points were made: 1. Enlisting the sympathies of the children in their work. 2. Visiting the parents

and securing their co-operation. 3. Awarding of merits. 4. Devotion to duty by Teachers. The Rev. Mr. Paisley, by the invitation of the Chair, addressed the Institute, taking for his themes, Love and Coercion.

*Third Session.*—Roll-call (55 Teachers present), and reading of Minutes. The following paper was read by Mr. HENRY T. PARLEE:—

THE IMPORTANCE OF NEATNESS AND CLEANLINESS IN THE SCHOOL-ROOM AND UPON THE SCHOOL PREMISES.—The old saying, that "cleanliness is next to Godliness," is one which many a good mother in our land has taken to heart; and faithfully impressed upon the minds of her children in all of its many phases. How many homes in our own country, to-day, present to us that cheerful and comfortable appearance that can only be imparted to them by the untiring attentions of scrupulously neat and tidy housewives. How many children there are in such homes, who day by day, unconsciously, but nevertheless surely, are having their minds, by this force of example, imbued with that same spirit of love of cleanliness and order, that has been the means of making their homes such happy ones. Would we so far forget ourselves as to cast a shadow upon our fair Province, by accusing the majority of her sons and daughters of being a race untidy in their habits? We would not—and in justice to her, can not. We firmly believe that the great body of our people are striving to implant within the minds of their children the due importance of carefulness, neatness, and tidiness. The advisability of making this matter an important one in our schools is the province of the subject under our consideration this morning.

The first question is, is it important to the Teacher in being of service in aiding him in his work? To answer this question, I have but to contrast those schools where these principles are recognized and practised, with those where they are not. Here we see a school-house, the grounds of which look wonderfully neat and tidy. We enter, and as we pass through the anteroom, we notice that the clothing of pupils, such as shawls, cloaks, hats and caps, are arranged each in its proper place around the wall, giving evidence of care on the part of the pupils at least. On entering the school-room, we are particularly struck with cleanliness apparent on all sides of us. The floor has been carefully swept and desks dusted; the teacher's desk is neatly arranged, having, perhaps, a nice bouquet of flowers upon it, placed there by some kind and thoughtful pupil. We notice further that the books upon the scholars' desks are no more in number than is actually required by them. The walls most likely have a few pictures there to relieve their nakedness. Everything bears an air of comfort, and we wonder why scholars would wish to stay away from such a homelike place.

Would it be in keeping with the existing state of things, to hear a deafening racket, rattling of slates, and shuffling of feet? No. That teacher who has been thus painstaking has quietly, by example, led the children to be very particular in regard to, not only the school property, but to their own, and an air of neatness seems to be the supporting atmosphere of the great majority of the pupils. They gradually have learned to be as neat and careful with their hands, feet, and I might say their tongues, as with their school-room. By making the school-room cheerful and grounds tidy, the teacher has done a great deal more towards controlling his school than a great many teachers could have done with the use of the rod. Many other features particularly strike us, but we will now leave and pay a visit to the neighbouring school, it may be. But as we approach we see about it evidences of carelessness which does the school, in our minds, no credit. First we see a cordwood stick or two, a few sticks of stove wood, with here and there pieces of boards and stones scattered about the yard, and a pile of ashes perhaps beside the door step. We pass into the building. What a contrast to the other school. The anteroom reveals its stock of wraps, hats and caps in a confused condition, some hurriedly thrown in one corner, some piled up on the wood-box; here and there, however, a nail supporting a stray hat or cap, seems to have rescued something from apparent destruction. We pass in. The order of the anteroom is but a sample of the state of affairs within. The floors are littered with paper, thrown there by the scholars after having removed it from their dinners, or the crumbs of the dinners themselves, after accumulating in the pupils' desks for some time, have been at last brushed out, by pure accident, and lie scattered from one end of the school-room to the other; leaves of books and pieces of blotting paper are upon the floor, amid the collected rubbish of perhaps nearly a week. Here we see an armful of wood piled a yard or so from the stove, littered around with pieces of bark, the wood being so placed as to be stumbled over by every passing boy. While we are looking at this, our attention may be suddenly arrested by a disturbance caused by some careless boy on his way to his class stumbling over the poker, and sending it rattling across the room, from its accustomed place, viz., the middle of the floor. Our ears are again assailed, this time by another scholar striking a stray slate or book, lying upon a vacant desk, and sending it crashing to the floor. This draws our attention more particularly to the state of the desks and seats. These we see strewed with the shawls and hats which the scholar had not time to throw upon the floor in the anteroom. We see, most likely, all unoccupied desks covered with a thick deposit of dust, well marked up with tracings of the scholars' fingers. I need not bid you observe the walls, you already expect to see them bare and grimy, and are not disappointed. Now, will the existing state of things here warrant us in expecting a quiet, orderly school, a Register well filled, clear of tardy and absent marks? I think you will not expect it. Neither can you. The Teacher in charge clearly has not his heart in his work, or having it in his work, knows not of what his work consists. He knows there are disturbances, very annoying sometimes; he knows the pupils *will* get a tumble now and again; that slates and books *will* be knocked off of the desks. He knows all this, but he attributes them to accidents! unavoidable accidents! He, not having *practically* shown forth those neat and orderly habits observed in the other school, reaps his reward in having none of their fruits. The pupils not having been drilled in the practice of having order and proper places for all things, know not the proper places for good and orderly actions. They, if they are orderly at all, are so, from no proper motive of making their school-room a place of comfort and pleasure, but from fear of the rod; and hence the pupils learn to dislike a rod-ridden school-room, and stay away whenever they can. The Teacher sees not that fruit accruing from his labours that he expects, and becomes disheartened. His work which should be a pleasure to him becomes distasteful, and the school-room becomes, in his estimation, a model prison house. Can you for a moment, after reviewing the condition of the two schools, doubt that neatness and cleanliness are important to the Teacher as aids in his work?

But I hear some of you say that such a state of things as found in School No. 2 is a creation most

likely of my own fancy. We cannot boast, say you, of models of cleanliness, but ours are both clean enough and tidy enough for the average country school work. I would say, in answer, that if your school is not quite so bad as the one I have mentioned, you *perhaps* deserve credit to some extent, but only, however, in proportion as it approaches the condition of the one *perfectly neat and tidy.*

We are aware that sunlight is beneficial and necessary to the healthful growth of plants. It gives to them both strength and beauty. Absence of light, the so-called darkness has the opposite effect. In it the plants will not thrive, but will either dwindle away and die, or living, will have neither strength nor beauty. In just such proportion will neatness and slovenliness have their effects upon a school; perfect cleanliness, neatness and order giving it a good sound healthy tone; carelessness and disorder just as assuredly giving opposite results, and as the plant thrives in proportion to the amount of light it receives, so will our schools flourish in all cheery graces in the proportion in which the due consideration of the benefits of neatness and cleanliness has been exercised by us.

But as for commending those schools that are not absolutely as bad as the one referred to, I am of opinion that we teachers, not only deserve no credit, but merit heavy condemnation, if our schools are not only better than, but far, very far, in advance of it; and I might further contract the limit by saying, if they do not come up to the standard of the one first described. Now in view of this, I would ask how many of us deserve credit? Do all of us?

In connection with its advantages to the order of the school, we have its beneficial effects upon the pupil in his capacity as a student. The character of a child is moulded, to a very great extent, by the atmosphere in which it moves, and it is for this reason that example goes much farther than precept alone. If the pupils have proper precepts of order thoroughly exemplified in their school by their pains-taking teacher, they will gradually fall into his tidy ways, and that latent pride, which dwells, to a certain extent, within the bosom of every human creature, will be, in a proper manner, rapidly developed. The teacher being neat and careful in regard to the orderly arrangement of his own desk, and the condition of the floor within its vicinity, gradually leads the pupils to be equally scrupulous in the appearance of their own. If the teacher be careful in keeping the blackboards in a good condition, having only such marks and figures upon them as are absolutely required, particular in having them clean when not in use, and then quietly in some casual way hinting that he is doing this merely to add to the general good appearance of the school-room, and to contribute in some degree, to the comfort of the school, the result will be that in ninety-nine cases out of a hundred, the scholars will not only desist from scrawling up the boards, but will take a pride in keeping them in proper condition. These examples, and a few timely words of encouragement, in a short time will completely revolutionize the whole tone of our most disorderly and slovenly schools. And here let me say that a little commendation for those who have thus been striving to do right, goes farther, much farther, towards ultimately producing the wished for effect, than will a large amount of scolding given those who have been untidy and careless. Now I firmly believe that if the good old maxim, "a place for everything and everything in its proper place," be properly instilled into the minds of the pupils, it will lead to the practice of its sister maxim "a time for everything and everything at its proper time." This will be the more especially the case where the Teacher has accompanied his exertions in this direction, by a systematic course of instruction directed by a well arranged time-table. Unknowingly the pupils have imbibed the spirit of the teacher. They have not been ordered to do thus and so, under penalty of punishment, thus having the duty made irksome. But they have been influenced by the example of a kind and thoughtful teacher, and encouraged in their work of reform with cheering words of praise. They feel that they themselves are the ones upon whom devolves the application of order in all things, and they now with pleasure, or at least with a feeling of obligation, earnestly set themselves to work to have not only their exercises done well *in* school, but also their prescribed work *out* of school.

What great results have we thus obtained by commencing right, and in a proper way instilling into the very hearts of our schools that cleanly and orderly disposition which begets so much pleasure and comfort, and that duty-engendered love for work which makes their studies of such profit to themselves, and of so much pleasure to their teachers. We have thus seen that it aids us in the discharge of our duties, and that it assists the scholars by giving them not only a better chance to prosecute their studies, but also a greater zest in their work. When we consider that half the battle is fought when we have our scholars really and earnestly interested in their work, we cannot fail to see the great importance that should be attached to the practical consideration of this subject. I now come to the importance of neatness and cleanliness as forming a part of the scholars' education. Will it have any effect upon their after lives, and if so, what importance must we attach to it.

When I first began teaching I am very much afraid that the principal object with me was to please the trustees and secure my salary. But young and inexperienced as I was, I soon found that my main object should be the promotion of the pupils' welfare in after life; that it was not wholly the performance of my work in such a way as to merely make me eligible to draw my salary; not trying to win this or that person's approbation; not cramming the minds of the scholars with many details of knowledge, enabling them to pass a brilliant examination; but the education of the minds of the pupils in the true sense of the word. By making them sensible of their work through the medium of an *interest.* By drawing out the different faculties of their minds; by endeavouring to plant within each one those germs of culture which would expand and grow with the pupils' growth, and be instrumental in fitting them to fill honourably those stations in life to which it would please God to call them

The office of a Teacher in this light is a very responsible one. It should make each one of us think more seriously with regard to our trust, and to be more careful in respect to our work, lest we be the means of not only doing no good, but of doing positive harm.

Dr. Jack, in one of his essays on schools, fitly remarks that "knowledge in the hands of the wise is a great lever for good, but a mighty instrument for harm in the hands of those who are ill-disposed."

If this be the case, and we do not doubt that it is, how incumbent it is upon us to so foster the moral nature of our pupils, that they may use their knowledge in a wholesome and legitimate manner.

I set in a conspicuous place among the virtues, that of neatness and cleanliness. I believe it to be not only very near to the keystone of the moral arch, but also very near to the base upon which it stands—every virtue being in some degree connected with it I might almost say. By it "they more, live, and have their being." It is the great enricher of the mental soil, giving a luxuriant

growth to whatever moral principle may take root therein. Its benefits cannot be over estimated. Upon it the comfort and happiness of the whole human family, in a great measure, depends.

Now if we desire that this "virtue," as any other, be implanted in the characters of the children, we must remember that the work cannot be done in a moment. A sudden change of moral action is to be suspected. The most efficient training must be accompanied with that essential element of success, viz: *time.* It is only in this way we can accomplish any permanent reform or establish any foundation of principle.

True, we are told that, "as the twig is bent the tree is inclined," but if we bend the twig, and bend it in that position but for a short time, upon being loosed it will quickly resume its original shape. To insure the tree's inclination we must keep the restraint upon the twig until it has become rigidly fixed in its position by cord- its own weaving. But even then, upon being loosed, it will thereafter have a certain tendency to regain its original position. Here we see the necessity of beginning while the mind is young and habits tractile and of constantly, by proper means, getting it to conform to the inclination of the *principle*, and to remain fixed in that position by the exercise of its *own will.* True, we have a great deal to contend against, we have the scholars but a small portion of their time under our care, we have, frequently, opposing influences at home. But this should only make us increase our exertions as we see our efforts for their welfare thus become more needed and consequently more important.

Let us be careful then in our school work, both in the school-room and upon the grounds. Let us exercise neatness and cleanliness, more fully enforcing their practice by kindly example. It is an easy matter for us to see that the yard is clean, rubbish removed, and stones picked up. I have always found that if I begin this work myself, there are many who will volunteer their assistance, and in a short time the whole school of their own will are cheerfully engaged in tidying things up Some will suggest vines for the yard and plants for the school-room, others shady seats. Let them know you are pleased with their offerings and they will be as eager to keep things orderly as we are. Then do not be weary in well doing. Do not work spasmodically and you will succeed beyond your most sanguine expectations, in having a quiet, orderly, tractable, and easily governed school.

If I had time I might enlarge upon the necessity of obtaining the co-operation of the Trustees, but space does not permit. Their great laxity in this direction is to be regretted. We also deplore the state of some of our school-houses, for which the districts are to be blamed. I taught in one where for many years they had had a 1st Class school, that is, taught by a 1st Class Teacher, and, to use the Inspector's own words, "If any farmer in the district should buy the building he would fix it up considerably before he would allow even his pigs to run in it." I must confess it was hard work to do anything in the way of making the place cheerful. I had neither the help of the District nor of the Trustees. I could not even get the room white-washed. But even in such places as this, we can "dare to do all that may become a man, who dares more is none." Now to bring this subject to a close, I will quote a few lines from an address given by Mr. Crocket, at the opening of the Normal School Building, setting forth our duty in cultivating the Will, he says: "The most earnest effort of the student-teacher should be directed, not to the solution of mathematical problems—though these are not to be by any means neglected—but to the study of the great principles of education, and the methods of teaching most in harmony with those principles; to the study of how the native powers of mind may be developed, and its own inherent forces trained to assimilate the materials of its growth; how the will, which is the force behind the scenes and the moving spring of all, may be stirred to action, governed, and taught to govern itself."

A discussion on School Discipline was opened by COUNSEL T. HENDRY, and participated in by W. B. Wiggins, Josiah Murphy, C. O'Donnell, H. T. Parlee, W. A. Smythe, James McCoy, C. McLean, S. A. Couillard, Mary Miller, Kate Crawford, Elizabeth Cupples, Angelina Faulkner, and Jane Kirkpatrick. Corporal punishment was assigned a very subordinate place during the discussion, while kindness and well-ordered activity were deemed of first importance. The Merit Book was considered a great help in securing discipline. The water-pail and cup so generally used in Schools was considered neither promotive of right habits nor good discipline. Mrs. Cupples, Miss Kirkpatrick and Miss Crawford arranged this matter in their Schools as follows: Each pupil provides a mug for his desk, and the Teacher has water served to all at their seats, at stated times, from a pitcher.

*Fourth Session.*—Roll-call and reading of Minutes. Mr. CHARLES MCLEAN read a paper on the importance of Teachers qualifying themselves to train their Schools in the physical and vocal exercises of the prescribed Manual. He showed in a clear and convincing manner that pupils should receive physical and vocal training, and that the Teacher should be practically versed in suitable exercises for the purpose. Mr. McLean gave illustrations of various exercises by means of a class formed from members of the Institute.

Mr. JACOB W. SHERWOOD read a paper on Familiar lessons on the general conditions of Health, their scope and method. The point of the paper was the teaching of hygiene through a knowledge of the elements of human physiology. It was well received.

*Resolved*, That the next annual meeting of this Institute be held in the Grammar School Room, Woodstock, on the third Thursday and Friday in June, 1880.

CHARLOTTE COUNTY.

The second Annual Meeting of the Charlotte County Teachers' Institute was held in the Grammar School Room, Saint Andrews, on the 10th and 11th of July, 1879.

*First Session.*—At 10 a. m., Mr. JAMES F. COVEY, A. B., Vice-President, took the Chair. In calling the meeting to order, he referred to the value of Institutes as a means of stimulating a professional spirit among Teachers. He introduced DR. RAND, the CHIEF SUPERINTENDENT, who addressed the Institute. A desire for communion with one another was an indication that Teachers were interested in their work. Teachers' Institutes not only afforded opportunities for professional intercourse, but were adapted to awaken a wider interest in education in the communities in which they were held. He urged upon Teachers the cultivation of sound personal character as one of the highest and most potent qualifications for the right discharge of the duties of their calling.

The Vice-President introduced DR. JACK, PRESIDENT OF THE UNIVERSITY, who endorsed and enforced the observations of the Chief Superintendent. A necessity existed for the development of the best features of character among all the Teachers.

*Resolved*, That the fee for membership be fifty cents for men, and twenty-five cents for women.

The following Officers were elected:—J. A. Freeze, B. A., President; A. M. Smith, Vice-President; George J. Clarke, Secretary-Treasurer; J. F. Covey, A. B., and Miss A. Hanson, additional members of the Committee of Management.

*Second Session.*—Roll-call and reading of Minutes. The following paper, prepared by Mr. JAMES VROOM, was read by Mr. Covey:—

THE IMPORTANCE OF MORAL EDUCATION IN SCHOOLS.—I need offer no apology for giving you the thoughts of different writers expressed as nearly as possible in their own words. If they but lead to useful discussion my object will be accomplished.

The end and aim of our work as teachers is to prepare each pupil, as far as possible, for the duties of after life. To this end we train him to see, to think, and to express his thoughts, and we supply him with useful knowledge. But this is not enough. If we could succeed in developing his intellectual powers to their fullest capacity and giving him the most extended knowledge of books and of nature, leaving at the same time his physical and moral faculties uninjured, in doing so we should have performed only a part of our duty. While we deal chiefly with the intellect, we are charged with the education of the moral and physical powers so far as they come within our reach. "It is not mainly to gain classical culture, to have ranged over all fields of science and art, we send our children to school," says an American writer, "it is to gain the love of truth, the government of the conscience, the knowledge of their relations to God and man, the great laws of personal and social duty. * * * We have learned little if we have not learned that knowledge itself may be good or bad, a blessing or a curse, whatever be its intellectual finish, if this discipline be forgotten."

How much might be done in the matter of physical education in school, we are not now to consider.

In moral education two things are needed, the reasoning powers must be taught to distinguish between good and evil, and the pupil must be trained to practise the right and avoid the wrong. Though home influence will chiefly determine the character, yet for habits and sentiments formed at school the teacher is alone responsible.

few, perhaps, realize the extent of this responsibility. School is to the child a new world, where he finds new duties and new temptations. There, it may be, he first meets persons to whom he is not bound by natural affection, and there first feels any restriction upon his liberty. In these new relations he is removed from the care of parents. Often unable to distinguish right from wrong, he needs to be told his duty: weak and easily led astray, he requires the help of the teacher's authority in practising self-denial. He has a conscience; he is easily shocked at anything that seems to him bad; if left to himself he will certainly go wrong. A love of the good and beautiful he may indeed possess, but other and stronger motives are constantly at work. Many teachers, I fear, filled with poetical ideas about the innocence of childhood, forget that even in children "human frailty is always prone to evil." Actions repeated will soon become habits. However trifling a child's faults may seem to us, their evil tendency however slight, they may yet become vices which years of care will not remove. "As the snow gathers together," says Jeremy Bentham, "so our habits are formed; no single flake that is added to the pile produces a sensible change: * * * but as the tempest hurls the avalanche down the mountain, and overwhelms the inhabitant and his habitation, so passion, acting upon the elements of mischief which pernicious habits have brought together by imperceptible accumulation, may overthrow the edifice of truth and virtue."

Early habits, as Currie tells us, are at once the most easily formed and the strongest. How anxious should we be, then, to guard the child from the dangers to which he is exposed in his first years at school.—dangers which arise from his own weakness and self-love, from the bad example of those about him, and too often from errors in school management that careful thought might lead us to avoid.

The first and greatest of these dangers which the pupil has to encounter is that of acquiring evil habits by imitation. He will naturally govern himself according to what he sees and hears, and custom will soon reconcile him to what conscience disapproves.

What are the most prevalent vices in any particular school, we can only learn from observation, but we certainly know what one of them is if we know some defect in the teacher's character. As Page

has said, the teacher "*teaches* what he *is*." And here I would quote the words of Overberg, a great German teacher. "You cannot use too much caution," he says, "in the presence of your pupils: their eyes are always directed to you, and are certainly far more penetrating than is generally imagined. . . Forget yourself in but a single instance and you may produce on them an impression deeper than all your good lessons and all the efforts you have made for them. . . Your example acts with great power on their character; it may produce immense good or infinitely greater evil. . . Avoid, therefore, not only those vices which would cover you with shame in the eyes of all good men, but also those defects and weaknesses which you would not like your pupils to imitate if even your equals would not notice them."

While the teacher thus instructs by his own life and conduct, he must have a special care over the conduct of the older pupils for the sake of their influence, and at the same time strive to impart to all that sense of duty which will render them, as Charles Burke expresses it, "superior to the contagion of all bad examples."

In idleness lies another danger for the pupil, and one more easily preventable. A proper consideration of the child's love of activity will show the great necessity of keeping him constantly employed while in the school-room. To do nothing is impossible. When the teacher fails to furnish occupation, the pupil will find it for himself. Thus will idleness lead to mischief, mischief to concealment and falsehood, and to the weakening of conscience that must follow. "Idleness is the soil for all manner of vice to thrive in." Even when fear or some other motive keeps the idle child quiet, his active mind is left open to the influence of evil thoughts. And who but the teacher is to blame for this?

A third danger to which young pupils are exposed springs from their ignorance of duty. How often we hear children say, "I didn't know it was wrong." Unable yet to reason and judge for themselves, how indeed should they know unless they were told? And how many a poor child has fallen into careless or vicious habits for want of this simple telling. He uses his neighbour's book without asking leave, perhaps, because he feels sure that leave would be granted; or goes to the desk of an absent boy for something of his own, without the slightest suspicion of wrong. He thinks it no harm to tell a lie on the First of April, or take to himself the largest share of an apple that he is dividing. We have only to look around us to see in the state of society reason enough for urging a stricter training in justice and truth. The expression "over honest" is itself a proof of this. The robberies and forgeries, perjuries and libels, that come within the reach of law, and the many frauds and swindles just beyond its reach, are the least alarming symptoms of wide-spread dishonesty. Far worse is that state of the public conscience which holds a man respectable when he lives beyond his means, which accounts it no harm to smuggle a barrel of flour or a gallon of kerosene, looks upon a man's good-will or his vote as a thing to be bargained for, scruples not to abuse a man because of his opinions, honours one who has attained wealth by taking advantage of his neighbour; which causes the workman to slight his work for the sake of doing it quickly and causes the employer to cheapen the workman's wages, which leads to the use of sham jewelry and false imitations, luxuries unpaid for and money unearned. We live in false pretences and unjust gains. Here is great need of a moral reform and the teacher must be the reformer. Shall the next generation be better or worse? Are we each of us working to make it better by the help of the God of truth?

Very closely related to truth itself, is the mental habit of accuracy, of which Arthur Helps says: "Direct lies told to the world are as dust in the balance when weighed against the falsehoods of inaccuracy. These are the fatal things, and they are all-pervading. I scarcely care what is taught to the young, if it will but implant in them the habit of accuracy."

But truth and justice, though the most important social virtues in which we may train the pupil, are not the only moral habits upon which he needs instruction in school. His ignorance and self-love will lead him to ill-temper, cruelty, a disregard for the feelings of his schoolmates, to rudeness and incivility, to "envy, hatred and malice and all uncharitableness" From these, and from many other evils, we may do much to save him before his moral judgment can come to his aid.

How we are to do this, what virtues need most attention in any one school, and how they may best be taught to each particular child, cannot be learned without a long and patient study of the children themselves. In this, as in other things, Gallaudet's saying is true - "They who would teach children well must first learn a great deal from them." School life is especially fit for teaching order and regularity, perseverance and diligence, patience and forbearance, self-reliance and self-control. Incidents of the school-room and play-ground will furnish lessons of gentleness and sympathy. And here might be mentioned the fitness of physical exercises and class drill for teaching simple obedience, which, as a virtue, is too little cultivated now. Neatness and cleanliness, chief among the minor morals, depend very much upon the state of the school-room. If that be well attended to, children will easily learn to hate dirt and disorder. Other virtues may be taught from events in history, stories of animals, etc., either made useful as they occur or introduced for the purpose. Music and song have a moral value. But most will depend upon the teacher's own example and his personal influence upon the pupils intrusted to his care.

Remembering that "the great end of training is liberty," we must endeavour to make every child "a law unto himself." "Help him to seek the right, the best, the highest, because it is the right, the best, the highest, not because it is imposed upon him by another will than his own" When he falls we must help him to rise again, and when he feels his weakness most, lead him to look for greater help than ours.

Bound on a voyage of awful length
And dangers little known,
A stranger to superior strength,
Man vainly trusts his own.

But oars alone can ne'er prevail
To reach the distant coast;
The breath of heaven must swell the sail,
Or all the toil is lost.

While the pupil's religious education is left principally to the home and the church, we must be helpers, not hinderers, of the work. Let him learn from us to think and speak reverently of God

and of religion. When the works of nature fill his mind with awe, he may be led to think of God's great power; when his wonder is excited by the living things around him, we may speak of God as a kind Father. "There is no creature," said Thomas a Kempis, "so small and abject, that it represenieth not the goodness of God." But there must be no hypocrisy on the part of the teacher,—the mind cannot rise from nature to God unless the heart rise with it.

This is not strictly a part of our subject. I refer to it chiefly for the sake of mentioning two very mischievous plans which some well-meaning teachers have adopted—first, that of calling for an expression of gratitude to God upon certain set occasions; as for instance, at the end of a composition exercise, where it may become as false and formal as "Yours truly," at the end of a letter; second, that of threatening God's anger because of offences, and using His Name as an instrument of terror. The best way, perhaps, in which we can further a child's religious education is by showing respect to his religious instructors.

While the teacher should seize every opportunity for influencing the moral character of his pupils, so great a work should not be left entirely to chance. We need a plan for every day, so that each virtue which our pupils are called upon to practice shall receive its due share of attention. I would not, however, have a regular time fixed for moral instruction, lest goodness come to be regarded as a matter to be left for the goodness hour. Allow me to add a warning from Currie's Manual, a book to which I am greatly indebted:—"We ought not to give children familiarity through instruction with phases of vice which they may not be in the way of seeing committed, and which they have no tendency to commit themselves. Teaching by negatives, so far as it has any real effect on the character at all, may make the pupil critical of the conduct of others; it will fail to make him virtuous in his own. It is no doubt necessary to guard youth against faults, but we do not need to go far in search of these; the school life will sufficiently suggest those to which we should direct our attention. And, dealing with such as have actually been committed, and have therefore passed under the pupil's notice, we are sure that we are teaching to purpose, and not running the risk of extending his knowledge of vice in guarding against hypothetical dangers."

Yes, there is need of a plan in our work; but who of us can form and carry out a perfect plan? When we have done all that lies in our power we may seem almost to have laboured in vain. The evil results of our failures we shall notice every day; the good that we have done, perhaps we may not live to see. Yet let us remember that "it is a high privilege to be permitted to do any good at all." Let us work each day the work that is set before us, and, anxious to know our duty and to do it, we shall do far better than we know.

Mr. A. M. SMITH read a paper on "The Teaching of Grammar and Analysis," upon which remarks were made by Inspector Mitchell, Dr. Rand, Mr. Wathen, Mr. Covey, and Mr. Lawson. The main points of the paper were highly commended, and the principal part of it is here given:—

It is not our object in this paper to settle disputed points in Grammar or Analysis, but to present, for your careful consideration, what we think the best method of teaching these branches, and I claim that those methods are best which are most natural; which make the study the most interesting; which develop the mind and draw out its faculties—in other words, which show the best results.

What is Grammar? Lennie says, "English Grammar is the art of speaking and writing the English Language with propriety." Pythagoras applied figures to subjects quite foreign to mathematics, their proper sphere. So logicians often ascribe to logic what properly belongs to Metaphysics. Need we say that Lennie, in his Definition, has included with Grammar, its kindred branch, Composition. Robertson says, the science which treats of all the different classes of *words*, both as words simply and as words combined to form phrases and sentences, is called Grammar. I think we have it in a nutshell when we say, Grammar is the science of *words*. As Arithmetic deals with number, and nothing but number, so Grammar deals with words, and nothing but words.

The first thing we teach in this branch is the Classification of words. For a child to classify words intelligently, he must be able to abstract from them those points in which they agree, and arrange them under a general heading. The process by which the mind arrives at the notions expressed in these general terms is called Generalization, which includes abstraction and judgment—abstraction in drawing from the words those points, parts or properties suitable for present purposes, disregarding all others; and judgment in afterwards assigning them to their proper classes. Grammar, then, from its very start, is an abstract subject. Every teacher knows how hard it is for a young child to grasp an abstract idea. I tried, a few weeks ago, to teach to a class of children that 2 and 3 are 5. They could see this readily enough if connected with objects, but not until I had passed down the class repeatedly, naming a variety of objects, did they realize the fact without connecting the numbers with some object in particular. But we cannot teach Grammar in this way. We cannot associate the name with the object. A teacher once asked his little boy if he studied Grammar. The boy said, "Yes." Can you tell me, asked the father, what a noun is? "Yes," said the boy, "you are a noun." He had been taught or *told* at school that man is a noun. Boy logic taught him, father is a man, therefore father is a noun. It is necessary that we give a clear conception of terms from the very commencement.

Since Grammar is an abstract subject, and cannot be approached through objects, it follows that this branch should not be introduced into our classes until the minds of the children are sufficiently developed to receive an abstract idea. We must, however, prepare for this study long before its introduction into our classes. Indeed, from the very first, we should note and correct errors in language when they occur among pupils. We should require complete answers to every question. A few months before introducing the text-book, we should teach oral Grammar in our Reading Classes. It is remarkable how soon a class knowing nothing of Grammar, will learn to distinguish between name-words and quality-words, and these again from action-words and joining-words; and when we remember that the joining-words are all unemphatic, while the name-words are generally the reverse; that the quality-words should be read to show quality, while the action-words should express action, we will readily see how necessary is such a knowledge of words to enable pupils properly to prepare their reading lessons, apart from the benefit afterwards to be derived in teaching Grammar. The exercise might be carried on in this way: We are in the habit of asking, even in our younger

classes, the definition of common words. Ask what is meant by some proper name, as Mary, Cecil. The Class might answer: "Mary is the girl about which we are reading." A few questions would lead them to see that Mary was not the *girl*, but the name of the girl. Then ask each pupil for a name. When there seems a scarcity, ask each pupil to try and think of a name for to-morrow, that has not been given to-day. Next day, get the idea that things have names as well as persons. Have another list of names. End with an appeal for to-morrow. Next day, resume; get a list of names. Now, who can show me a *name-word* in the sentence just read. There will be mistakes at first, but in a short time there will be no difficulty. The time occupied each day would be short, the exercise interesting. Master one class before proceeding to another.

A pupil taught in this way will understand clearly that all words have not the same function to perform; that there is a real necessity for classification; that this classification is not arbitrary, but arises from a real difference in the words themselves.

We now take the text-book and the study of Grammar proper. Show that these name-words, because they do a common work, have received a common name—*Noun*. Follow with exercises on the new term. I have heard teachers, to satisfy themselves as to whether the object still lingered in the pupil's mind, ask: Can you *see* a noun? Can you *hear* a noun? I think it a good plan to make this appeal to the senses, for a child's real knowledge always comes through the senses. You will be surprised to see how many will say, "No." They have thrown aside the idea of objects, and have taken the other extreme, forgetting for the time that words are both visible and audible.

It is not necessary that I speak of all the different classes of words. One is sufficient. Even if the oral course have not been gone over the principle is the same. Show, by Blackboard, examples and oral teaching the necessity for classification. Give name. Then ask for definition A noun is a word that names. Number can be taught by comparing words that mean one with those that mean more than one. Case, through Analysis.

But when are we to begin Analysis. Robertson's Grammar is so arranged that it may be taken *with* the Grammar, or separately. Since they are so nearly related, the parsing in the higher classes depending, in some cases, on the analysis, I think it better to take them together from the beginning, and with them, their elder sister branch, Composition. Indeed, oral and written Composition might be considered the *art* through which the *science*, Grammar, is to be reached. There is a movement now, in Ontario, towards the introduction of "Millers Swinton's Language Lessons" into the public schools—a point argued in its favor being that it is the only book that teaches Grammar and Composition simultaneously. But we can teach these branches simultaneously, whether from one book, two, or three. For the method of teaching Composition, I would refer you to the paper on that subject by Mr. Nicolson, before our last Institute And, in addition to that, we might introduce oral Composition into our Grammar classes. It aids very materially in giving clear conceptions of new terms. To illustrate: Are you teaching that verbs are of two classes—transitive and intransitive? After getting a definition of each term, ask class to form a sentence having in it a transitive verb. Show the transitive verb. Why transitive? The same with intransitive. Are you teaching the term completion? Bring to your assistance past knowledge. Place two sentences on the board —e. g.: The boy dies. The man struck. Compare. One sounds unfinished; or it needs something to make the sense complete. Ask the class to suggest something that would make the sense complete. Write the answer on the Board and call it completion. Call attention to the verbs. Completion always follows a transitive verb. Ask class to form a sentence having in it a completion, and analyze it. Follow by book exercise. Before closing, ask for definition. Show definition, and ask class to learn it as it is in the book. Are you teaching the sub-divisions of extension? Ask class to form sentences containing extensions of manner, place, time, cause, and, in each case, analyze their own sentences. Follow by book exercise. One more example. Are you teaching *voice*? Write two sentences on the board, expressing the same idea—Active Voice in one; in the other, Passive. Call attention of class, through Socratic reasoning, to points of agreement and of difference. Idea the same. Action the same. Form of *action-word* different. Subject in one case represented as *doing* the action in the other case. Receiving the action. A verb then may represent the subject as the *doer* or as the *receiver* of the action. This is called *Voice*. Now, what is voice? Voice is that state of the verb that represents the subject as the *doer* or *receiver* of an action. If the *doer*, *Active*. If the *receiver*, Passive. Now each form a sentence Verb in the Active Voice. Why Active? Write some of the sentences on the board. Get the same idea expressed in the Passive Voice. What change has been made in the form of the sentence? Class will see at once that the Objective has been made the Subject, and that some part of the Verb *to be* has been introduced. *Memorize*. Write on the board a sentence containing Intransitive Verb. Ask Class to change it to the Passive Voice They cannot do it. Why? There is no object with which to form a subject. Class will see that all verbs in the Passive voice must be transitive. We might have told this at the commencement, but *telling* is not *teaching*. Let us lead the child to see for himself the truth of a statement, and then memorize it. There are many things in Grammar, as in any other branch, which must be carefully memorized, but not until they are clearly understood by a previous analysis. In this class we include Definitions, Complete Tables of Pronouns and Verbs. These must be as thoroughly committed to memory as the Multiplication table. They form excellent material for home lessons; each lesson to be followed by sufficient drill to firmly impress it on the mind. The amount of drill necessary will depend on the advancement and intelligence of the class. The tendency is, in nearly all our schools, to give too little drill. Monthly examinations will aid our pupils very much in remembering those points and principles most likely to be forgotten.

Assuming, now, that we have reached the end of simple sentences, how much time should have been occupied? It would depend much on the amount of time devoted to this study; suppose we give two hours per week, it could not be mastered by the ordinary class in less than a year. Teachers often engage for a six months' terms. They wish to do as much as possible in that time—a very worthy aim—but it is a great mistake to suppose that this can be accomplished by *cramming*. Pupils sometimes tell of *going through* the Grammar in six months. The cramming system is, or ought to be, about as much at a discount as a gluttonous system of eating. We should eat no more than we can properly digest. We should learn, and ask our pupils to learn, no more than the mind will cleverly retain and properly assimilate. More than this will as surely weaken the mental faculties, which our teaching should strengthen, as will over-eating injure the digestive organs. Therefore, whether our terms be short or long, let it be our aim to be thorough as far as we go, for in this

way only can we accomplish the primary aim of these branches, viz: to be the tools with which we, the labourers, cultivate the mental vineyard. Let us have "Quality," not Quantity for our motto. Let us have frequent and searching reviews at least once every month; they refresh the mind.

The first division having been mastered, we are ready for "Classification of Sentences." Though this is the pons asinorum of *Grammar* to many teachers, I can see nothing new. We remember our steps in Classifying *words*. Show, by oral teaching and Blackboard examples, the necessity for classification, then give names—Simple, Complex, Compound. Get Definition. *Memorize.* Follow with oral Composition, in addition *to book* exercises, to fully impress the new names. And just a word here about these names; a pupil should never receive a new name till he has felt the necessity for it. Once heard, it should become a part of his current language. He must understand it thoroughly. We cannot take too much pains in having these terms learned "*once for all*" at their *very* introduction. Just here we have a great many new names—Compound Sentence, Complex Sentence, Simple Sentence; the difference between phrases, clauses and sentences, all on a page or two, and it follows that we must move slowly. The mistake often is, I think, in trying just here to go too fast.

As soon as the pupil can readily distinguish between Simple, Complex and Compound Sentences, he may be asked to prepare, home, exercises in the analysis, as he has probably done in the simple sentences. Now the form given by Robertson, though good for oral work, seems to require too much work for written exercises—too much writing. We have to write very much in order to say very little. Still we cannot dispense with the writing. We should have written exercises in all the branches—it tends to make our pupils thorough; it promotes self-reliance. It is through written exercises that we can best teach Composition and spelling. What is to be done? I would give an exercise in Analysis requiring much writing—one that has been previously analyzed and thoroughly understood—and after exacting a careful preparation, would call attention to the amount of writing, and ask class to suggest a way by which the work could be shortened. Draw attention to the method used in Arithmetic, $3 \times 6 = 18$; this will suggest symbols. Could not symbols be used in Grammar? With the same sentence use Dalgleigh's Notation. Give a *number* of oral lessons here on the Notation, its use, etc. Go back over the last three or four exercises, using the Notation, both orally and written; to take a new exercise would be too difficult. But what is to be gained by introducing the Notation here? Much, every way. We classify from Robertson's Grammar into Dalgleigh's Elementary Text on Composition. This is a very great step; indeed, I always feel it to be too great without previous preparation. It should be our aim, therefore, to make this preparation; and in no way can it be more conveniently or better done than by requiring definitions in Class work, Composition exercises after Reading Lessons, together with a constant use of Oral Composition and Dalgleigh's Notation, in our Grammar Classes. This Notation must be understood at some time during the course. It will take no more time to introduce it here than at a later period. Thus we may kill two birds with one stone. While aiding in Analysis, prepare for its twin branch, Synthesis.

*Rules of Syntax.*—Children who have never learned Rules without a previous Analysis will naturally wonder and question as to how the Rules of Syntax first originated. As soon as the class would understand and be interested in such a lesson, the teacher should show that these rules are not conventional in the same sense as are our tables of Weights and Measures. Nor are they inventions. We know there are those who give to Aristotle the title, "Inventor of Syllogisms." They might say with equal truth that the first writers of the Rules of Syntax were the inventors. In neither case is this true. We do not give Harvey praise for having *made* the blood circulate. These syllogisms existed previous to Aristotle. He merely systematized them—arranged them under the three headings or propositions. So with the Rules of Syntax. They have been used by our best writers, our acknowledged scholars, since the time of Chaucer. These scholars, in their use of language, have, independently of each other, intuitively followed certain rules. Grammarians have systematized and condensed them for our benefit. In learning the Rules of Syntax, we are merely learning to follow the example of our superiors, intellectually, in the proper use of words and phrases—a safe rule in any case. Now, in every study, we must be thoroughly acquainted with the principle underlying the rule, else our knowledge will be lamentably superficial. Thus we should be conversant with the writings of some of the standard authors, and not only so, but in the higher classes ever keep before our pupils the necessity of making Grammar a stepping stone to the study of English Literature from a Grammatical standpoint, as well as for the noble thoughts therein contained. And let us remember the words of the scholar who said, "I am always afraid of the man with one book." The quotation is a short one, but it means much. Teachers sometimes find difficulty in classifying the idioms and oddities of the language. An acquaintance with English Classics removes the difficulty.

*Third Session.*—The President read congratulatory telegrams from the Institutes of St. John and Gloucester Counties, and suitable replies were ordered to be sent. Mr. J. A. FREEZE, A. B., read a paper on "The Place of Written Examinations in School Work." [This paper appears in the proceedings of the *Educational* Institute.]

*Fourth Session.*—Mr. GEORGE A. INCH read a paper on "Thoroughness in Teaching." After the reading of the paper a very earnest and profitable discussion was had upon it, the speakers being Dr. Rand, Dr. Jack, Inspector Mitchell, Messrs. Covey, Smith, Wathen, Lawson, and Misses McAllister, Dowling, and Hanson. The following is the paper:—

The primary idea in thoroughness in teaching is accuracy or completeness, the secondary is comprehensiveness. Thoroughness is secured by teaching just what should be taught, and by teaching it as well as it can be taught. Thus it is a subject really requiring a complete treatise. My much less ambitious purpose, however, shall be to suggest to you a few means which appear to me necessary and prominent for approximating this thoroughness. The first I would propose is, that every Teacher should fix clearly and firmly in his mind an intelligent idea of the aim of the educational

process. How is it possible for him to attain the end if he does not know what it is? The Teacher is the architect who strengthens and embellishes the human edifice. Can an architect fashion a convenient and symmetrical palace without having a plan? No, that palace must stand complete and perfect in his mind before he attempts its erection.

To get an idea of the Teacher's plan, allow me to direct your attention to the method of solving a geometrical theorem. Let us analyze the process and note the steps necessary and their order.

We must first familiarize ourselves with the hypothesis and conclusion. Of these the conclusion naturally receives attention first. If we must clearly apprehend. Having done this we turn to the hypothesis to see what basis or data we are permitted to use to establish that conclusion. It is evident we must understand precisely what both of these are. If we are indifferent to the conclusion, its attempted attainment is folly; if we misapprehend it, our work will be futile. Should we erroneously interpret the hypothesis we are working either with an altogether different theorem, or no theorem at all. Having clearly and accurately fixed these in our own minds, we apply certain principles or truths to the hypothesis and the conclusion is established.

Now teaching is a theorem. A human being to be educated is the hypothesis, and a human being educated is the conclusion. Do we as Teachers understand what these are? If we do not let us by all means set ourselves about understanding them. It is not enough to have in our minds a definition of them in vague language. There must be a vivid concept on of noble, well-developed manhood and womanhood. Not to have this is the incipient and fundamental cause of loose teaching. Either from example or careless habit, too many of us have been satisfied to go over some routine, and have not exercised our intelligence and skill in shaping our pupils in the similitude of a noble and inborn model, like as the sculptor chisels from the graceful conception he has formed.

Important as the conclusion in this theorem is, the hypothesis is not less so. The Teacher should make himself clear here. It is to know what youthful humanity is. To the Teacher this must appear as capabilities of development, if I may be allowed the expression a capability of moral, mental, and physical development. In the mental capability, he finds a number of faculties a faculty of observing, of remembering, of imagining, of reasoning, of feeling, of willing.

But it is not my object to draw a sketch of this hypothesis or conclusion. The limits of this paper will not permit; besides it is a matter which each teacher can and ought to perform for himself. The materials are at hand. To incite to effort is my aim.

The third step in the process is the working out of the conclusion by operating with the hypothesis. This is the active practical work of our profession, and is perhaps the most difficult. A youth, our hypothesis, by a certain training, or rather development, is to approximate a typical man.

Now the thorough Teacher must note the *condition* of this development and act upon it.

A shapeless mass of iron is to be moulded into a cannon. What is the most favorable condition for the operation? Heat. Faculties are to be expanded and strengthened. What is the necessary condition for the operation? *Exercise.* For the Teacher the exercise of the child's body and soul is the only condition of their development. That is a truth which should be written in phosphorus upon the dark back-ground of every unsuccessful Teacher's record. It is an idea which should permeate the Teacher's being until he acts from it unconsciously. It is by exercise alone that the muscles are strengthened, by exercise the brain in all its lobes is improved, by exercise moral stamina is secured. Whatever means, then, we adopt to reach the conclusion we have in view, let us remember that they must call into use the child's own faculties, that they must be provocative of action and thought. Is it not a prevalent yet foolish wrong to regard our pupils as so many cameras to take impressions from the actinic rays of our own light?

Now by what means and method can the conclusion be arrived at; or, to drop the figure, what studies are adapted to these faculties to attain the aim, and how shall these studies be treated? Here I can do no more than refer to one or two subjects as representing all.

The Board of Education supplies us with a curriculum. From this we are to choose and adapt. In teaching any subject the thorough plan must be to decide upon the natural result the study of it ought to have upon the pupil, and then intelligently aim to effect that result.

Is the subject Arithmetic? I would ask myself, "What should be my aim in teaching this?" I would answer, "To fit the pupil for everyday life, and to strengthen his reflective powers." To accomplish the first, it is evident I must make the work of a practical nature, I must propose problems in which the pupil himself is involved, and such as he will directly need. To secure the second he must be trained in mental arithmetic, in the principles on which arithmetic is based—the wherefore of the rules, &c. It is not enough merely to dwell upon this. It is not mechanical. The mind must take it in, grasp it, see it. Bread is the food of the body. It is assimilated with the body. It becomes body. Arithmetic, in this case, ought to be the food of the mind. It ought to be assimilated with the mind. It ought to become mind.

In teaching this the class should be kept alive. A Teacher will best effect this by being alive himself. *Do not* keep the pupils dragging upon any single rule or exercise until the interest flags. As soon as they grasp the principle, and have had problems enough to make them at all skilful in its application pass on. Delay will produce dullness. Besides the educational arena is not so limited, that we must speedily retrace the steps we trod before. It is a labyrinth with endless mazes studded with curiosities to excite increasing investigation. Have the school classified in this as in all other subjects. Have specified work assigned to each class daily. Test their knowledge of it at the blackboard. All classes can recite at the same time, if there is blackboard surface enough; if there is not, secure enough. Note delinquents in the recitation. Give them until the next day, and encourage them to solve the difficulty. If not then solved, explain. Offer any explanation on the advance work of a class which may be deemed advisable, being careful to omit what there is any probability of their discovering. Thus we keep progressing from point to point. Novelty lends an interest. Of course we must keep reviewing, especially in this subject; but the work in review may and ought to be so presented that the pupil will work it in a sort of heroic spirit to show that he is master of it.

Again, in teaching History the same general plan should, I think, be followed, viz: the Teacher should make his mind familiar with the results the study of it ought to secure, and then work to bring about those results. Society demands an acquaintance with this subject. Free institutions and a general franchise make it imperative. It is valuable in its adaptability to improve the moral judgment, and to exercise the memory. Rightly conducted it trains to proper modes of reading by

concentrating the attention upon the sense. It should secure a fluent expression of thought. These results I would aim to secure.

In my school-boy days we read a portion and were asked what events occurred at certain dates, and what dates certain events occurred at. This was simple folly. There was no waking up of mind, no tracing the causes and sequence of facts, no criticism of the justness or wisdom of actions, no introduction of collateral history, no comparisons of customs, laws, &c., with those with which we are now familiar, no aiming to secure along with this knowledge its fluent and elegant expression.

These, then, I present to you as representative but meagre outlines of methods of attaining thoroughness in teaching. Simply stated, it is to understand child-nature, to know what it may and ought to become, and to skilfully treat the one so as to produce the other.

Thorough teaching requires a thorough teacher That is an axiom. The Teacher must be thorough not only in methods, but also in knowledge. Very many of us are not such, but most of us may, I presume, become such. The essential requisite is a manly resolution to do the best we can, and an unfaltering performance of that resolution. Should a Teacher not thoroughly understand each subject he teaches? Yes, and beyond these, many not found in the curriculum of our common schools. It will not pay for us to secure Second or First Class Licenses, and then fold our student arms and repose upon that intellectual pinnacle I have known Teachers – young men who had adopted this profession, and had not yet reached the "upper story" who during a whole term unremittingly, devotedly sharpened and polished themselves for their work by the study of "Handy Andy," The Woman in White," &c., utilizing as recreation that part of the daily papers devoted to Hanlan, Ten E-y-e-k, Dick Nagle, and such like literary prodigies.

My friends, ours is intrinsically a noble profession. We ought to be proud of it. Are we? Do we manifest the *Esprit de Corps* of some other professions? Does our profession not occupy that position in the social scale it should? If not the fault is ours Let us raise the intellectual standard. Let no member of our ranks be contented with mediocrity To advance needs no endowments of genius; but simply Newton-like, to keep picking up pebbles upon the shores of knowledge. Cheerful perseverance in any line of action owes its life to principle deeply seated, not to sentiment. The rock upon which the Teacher should build, is the feeling that his is a responsible work requiring the best powers it is his to bestow. This suggests my last topic –Earnestness.

The Teacher must be earnest in his professional work in school and out of school. No minutes of the five or six hours of the daily session must be squandered. His zeal should be such as to take no note of time, except from its flight. Neither can the Teacher who hopes for lasting success put aside all thought of professional work from the time he leaves his school-room until he returns. He should scan the daily lessons. To have each recitation so that he could recite it himself is a good criterion. Except for a casual glance, a book ought to be considered a bore. Then a little forethought will have a fund of correlative facts and illustrations ready to utilize. It is wise to have all problems in mathematics solved before the class reaches them, that he may lose no time if an explanation is needed. But he should be careful to explain no problem until the best has been done by the pupils to solve it. Seventy-five per cent of the benefit arises from the solving, not from the knowledge of how it is solved. Earnestness is verily the philosopher's stone of our profession. Earnestness is the alchymy which transmutes idleness into activity, apathy into interest, indifference into zeal, dulness into keenness. Earnestness is the key of the Teacher's position. Without it thoroughness will be nowhere found. I would say to all be earnest. We have a work worthy of us. Let us think about it, and we will feel that it is so. It is one of noble possibilities. Thought and action are our implements. Let us use them with what skill we may so that we may see a rich fruitage of results in the stronger, brighter manhood of the youth we train.

*Resolved*, That the next meeting of the Institute be held at St. Stephen, on the second Thursday and Friday in July, 1880.

*Resolved*, That the thanks of this Institute be tendered to Dr. Rand, the Chief Superintendent, and to Dr. Jack, President of the University, for their presence and valuable assistance throughout the sessions of the Institute.

## GLOUCESTER COUNTY.

The second Annual Meeting of the Gloucester County Teachers' Institute was held in the Masonic Hall, Bathurst, on the 10th and 11th of July, 1879.

*First Session.*—The President, Inspector James Smith, on taking the Chair, briefly addressed the Teachers assembled on the objects of the Institute.

*Resolved*, That the fee for membership be one dollar for men, and fifty cents for women.

The following Officers were elected:—James Smith, Esq., President; Jerome Boudreau, Vice-President; William McInnis, B. A., Secretary-Treasurer; additional members of the Committee of Management, Miss DesBrisay and Miss Burns.

A very instructive paper, with numerous illustrations, was presented by Mr. W. A. ANDREW, on "Methods in Industrial Drawing and Writing." Further illustrations were given (in French) by Mr. BOUDREAU, by means of a class of pupils from his own School.

The following paper was read by Miss M. K. SMITH, Tracadie:—

OBJECTIVE TEACHING.—Not long ago I read the heading of a prize essay, "How we grow." It was not my privilege to read more than the title, but that was sufficient to set me thinking of the numberless influences that promote the growth of a human being. Influences all more or less connected

with one another, working upon the body, the mind, and the soul. The body increased in size and strength through the agencies of food, air, and exercise; the mind growing by means of impressions borne in upon it through the medium of the senses,- first the receiving of the image, and the notion in connection therewith, the two forming the idea, and, through the relation of these, the formation of thoughts, and after these, the power of reflection and the impulses of action; and according to the nature of these reflections and impulses, the growth of the soul is promoted. If impulses be low in their nature, then the soul becomes contracted, low, and sensual, or if they be broad, and pure, and right, then the soul grows great and pure, and radiant with a beauty that illuminates the mind, and stamps its impress upon every lineament of the countenance, and makes itself felt in every action of the life, and gives to human nature something of the attribute of Divinity.

"Growth is the Law of all Intelligence." Intelligence, or the power to see, comprehend, and reason, is the gift of God, to be developed in us, and by us till it raise us to a power that shall be God-like in its grandeur; or neglected, misused, and abused till we sink to a level with the brute creation, mere creatures of instinct.

The laws of growth have been conferred by God upon all his creatures, and through the right observance of these laws, by His grace we grow physically, morally, and mentally.

In the little seed, there is the germ containing in minute form, the tree with all its possibilities of trunk, branches, leaves, flowers and fruit, which by the favouring conditions of light, warmth, moisture, and fertilizing soil, may be brought to the highest perfection.

In the little child lie concealed all the faculties and abilities calculated to produce the perfect man in the image of God, and the attainment of the end desired depends in great measure upon the form of development to which the little creature is subjected,- upon the proper observance of Natural Law.

I wonder whether we teachers think sufficiently of the wonderful work we undertake when we take charge of human beings who will one day rise as witnesses, whose testimonies for or against us shall affect our interests to all eternity. Whether we ever reflect that the training of human mind, if carelessly done, may be as Carlyle has said, as destructive as blowing human bodies to pieces with gun powder. Whether we comprehend that the work we have taken in hand is as sacred, I had almost said more sacred, than that of the Minister of Christ whose work it is to try to save souls, which it may be, we, through our bungling, have helped to place in jeopardy.

If we do realize this awful responsibility, should we not before entering upon our offices pause to consider whether we are God appointed teachers, for working with immortal minds, whose success or failure shall be traced back to our skill, or to our incapability; or whether we have appointed ourselves mere hod carriers in the profession, content if we can but earn money sufficient to keep us in food and clothing, content to walk forever amid difficulties; ourselves blind, and leading the helpless and blind into pits of destruction, which on every hand, have been digged by vice and ignorance and continually yawn for the unwary.

I would that we could realize more thoroughly than we do, that the places we fill are glorious positions, more than worthy of the consecration of our best energies and powers, and that we might every one of us be inspired with a burning ambition to be ever found foremost in the ranks of the called, the chosen, and the faithful.

The gardener who is anxious for the perfect development of the seed, is careful to know everything about the conditions necessary to secure proper growth which must be natural, progressive and symmetrical.

Now we who work among human minds ought surely not to do less than inform ourselves of the nature of the work we undertake, in order that we may pursue the methods that may be most likely to insure us success.

In regard to mental development, I found a beautiful thing the other day, from the pen or the tongue, I hardly know which, of James Hogg, the Scotch poet. Speaking of the necessity for easy natural development in the place of the hurried, forcing system which, I am sorry to say, teachers are sometimes obliged to pursue, he says: "Silent and spontaneous growth; like a bit blade o' grass, or a bit flower, or a bit buddie, no the size o' my nail, unfauldin' itsel' to the dew and sunshine into a leaf as braid's my hand, - or a bit burdie, the beginnin' of ae week a blin' ba' o' puddock hair, at the beginnin' o' the neist, a mottled and spangled archin, hotchin' restlessly in the neist, and ere three weeks are ower, glintin' wi' short uncertain, up an' down flichts in an' out amang the pear blossoms o' a glorious orchard."

Granting that this silent and spontaneous growth is natural and necessary for the full fruition of the germ, whether it be in the seed that shall later become a tree, or in the human mind that under proper culture shall grow to be a power that shall be felt throughout the universe, we have to consider the means to be employed for the promotion of this silent and spontaneous development, and the methods for nurturing the moral, intellectual, and executive powers, which God has placed in our keeping.

Pestalozzi says that all human growth and power spring from inborn capabilities; and that the promotion of this growth and power may be secured by means of the elements of knowledge which we bring in contact with the young minds, in a way that shall bring into systematic exercise the observing faculties of pupils, with a view to the cultivation of the senses; to the training of the perceptive faculties, to storing the mind with clear ideas, and last though by no means least, with a view to the cultivation of the power over oral language by leading them to express in appropriate words the ideas thus formed.

In this work we have two things to consider; the nature of the child, which is akin to our own nature, and subject to laws common to the human family; and secondly, the individual nature which separates the pupil from every other. And just here I may remark, that it is in the ignoring or carelessly regarding this individuality that we are in the greatest danger of bungling, and of ordering in our ignorance the processes that Nature is carrying on in the human mind. We should look to it, that our interference do not tend to the misery, the weakening, or even to the total wrecking of the human life, for whose happiness, virtue, and power, the great Mother is slowly and silently working. Our greatest care should be that the process of mental development be based upon natural laws. We know that the all-important rule laid down by Educators is: "Cultivate the faculties in their natural order," and here we may consider the signification of this word *faculty*. Pestalozzi has applied it to every manifestation of the human mind, no matter in what direction, or for what purpose.

In the little child, the first sensation appears to be feeling. It can distinguish between heat and cold, not as such perhaps, but as capable of affording pleasurable sensations, or the reverse.

Next appears to come the will-power, or as much of it as is in accordance with the instinct of self preservation. This seems to be manifested in the vigorous resistance he makes with his only available weapon, the voice, against the wrongs which impose upon him physical pain. If his nerves are shocked by a harsh sound, or if his flesh be scratched by an inadvertent pin, he inflates his lungs and raising a cry that strikes terror and agony to the hearts of listeners, he, in the most convincing manner, informs you that he has no intention of submitting quietly to the inflicted suffering, and by the pugilistic attitude of his two tiny hands, he warns you of the sincerity of his intentions, had he only power adequate to his will.

Then closely following the will-power comes the desire to *know*, which appears to be an active exercise of the will,—some may say, of the mind, or intellect.

Now, before there can be a desire to know, there must be some *thing* or *object* to excite that desire. This something or object must come before the little mind through the medium of the outward senses; first through the eye. Almost the first thing that will attract a little child is the mother's face; principally because it is, during his waking hours brought before his observation more frequently than any other object. He is never tired of gazing upon it. It may be that with this observation, there is on the part of the child a sort of inner consciousness of the great love of the mother-heart. That a knowledge of her intense desire for his well-being appears to be the first impression conveyed in upon this little mind; and in accordance with the instinct of human selfishness, he is drawn to whatever conduces to his physical comfort. He is a philosopher indeed, whose mental state is not materially affected by his physical condition.

As the little one grows older, other objects attract his attention. He sees an apple or a ball, and manifests a desire to test it by touch, as well as by sight. By touch he will know whether it is too hot, or too cold, to be comfortable.

Wishing still further to extend his knowledge, he submits the article to the sense of taste and can very soon distinguish between pleasant and unpleasant in that respect.

Then very soon, sounds will affect his ear and sensations agreeable or the reverse be conveyed to his mind, causing either his emphatic assurance in a series of screams, that he will have none of it, or manifesting by a laugh that it is his august pleasure to be amused with a repetition of the same.

The faculty which takes cognizance of the knowledge brought into the mind in this way from without, through the senses of sight, hearing, taste, touch and smell, is called Perception, and this is called the Presentative period in which the outward perceptions combine to form the observing faculties of the mind.

Next comes the period of Representation, when the sensations first imparted can without the aid of the objects first employed be reproduced. This appears to be the first active exercise of Memory, and very closely allied to this comes the faculty by means of which the thoughts occasioned by ideas carried into the mind, through the senses, can be rearranged and new products formed, which may through careful and judicious management be infinitely extended. This power appears to combine the two faculties of Reflection and Imagination, while the power which guides them to proper results, is called Reason.

Thus we have Perception, Reflection, Memory, Imagination, and Reason, to which the attention of the teacher must be directed in his endeavours to "cultivate the faculties in their natural order," and his efforts must be directed to the training and developing of those powers, instead of filling the mind with abstract truths which make no impression upon the intellect. His instruction, to be educative, must follow the natural laws of intellectual development which begins in the exercise of the senses, and for this reason, for some time after children enter school, the presentative period must be continued by means of objects placed before the child, and subjected to sight, touch, taste, smell, etc.

Webster defines an object as that which occupies the mind in the act of knowing. From the root *ob* against and *jicere* to throw, we gather the idea of something thrown or placed against the attention in a way that makes an impression upon the mind or intellect. It may be a material object, such as a ball, book, or stone, in which case it is presented to the mind through the medium of the senses of sight and touch. Anything brought to the mind through the other senses, or through all combined, is no less an object. Then there are what appear to be products of the mind, formed by a rearrangement of conceived ideas. These may be called mental objects, or subjective objects, which are gained by means of inward perception or consciousness.

The method of imparting instruction by means of material objects, has given rise to the term "Object Lessons," or "Object Teaching," but I think the expression too narrow to convey a correct impression of the proper system of mental development, while I believe that the too close adherence to the *object*, has retarded the progress of development in our schools. Probably you have noticed with me that after a few lessons upon *objects*, the interest in them dies out, or they are dragged through in a way that shows both teacher and pupils to be exceedingly weary of the subject. I have tried to find out the cause of this failure in the attainment of the end proposed, and I think it lies in a want on the part of the teacher in comprehending the full importance of the system. An *object* lesson of half an hour every day, or perhaps of every week, is of little use, and will go but a very little way in developing the mental powers, if the other lessons of the school are carried on in parrot fashion, where definitions, rules, and a limited number of isolated facts are learned by heart, and recited in words of the meaning of which the child has not the remotest conception. I should like to do away with the term *Object* Lesson, and in its stead use Objective Teaching, in which every lesson and every word in it may be brought to the mind in such a way that it becomes a *mental object*. And in the consideration of Objective Teaching we may consider the place of Objects.

From the objects, the child gains the habit of observing and noting peculiarities as regards size, shape, colour, weight, etc.; and in the consideration of qualities the child learns to compare, and thus gains the very basis of education which consists in the knowledge of resemblances and differences. Now in order to make the ideas which the pupil gains through objects of use, he must learn to *use* these ideas. He must learn to group objects possessing the same peculiarities into classes, and to understand the relation of the individual to the general.

It is argued that the use of objects excites the interest of the pupil. This is true to an extent. If the ideas gained are not made use of, the interest dies out, and he will look upon objects with as

much apathy as he will listen to general rules of which he does not understand the first principles. In order to retain the awakened interest, he must be taught to think. He must be led to discover general rules underlying individual cases. While the perceptive faculty is being developed, attention should be given to the representative or reproductive period and to the creative power, and, during the development of these faculties, wherever possible, material objects may be profitably used to illustrate an idea. The mind must now be allowed to rest content with perception alone, but must be induced to new activities in the creation of new forms and products out of the elements furnished by materials. Perception consists in the consciousness of objects external to the mind, and Conception consists in the taking from those objects, into the mind, *pictures* which may, upon occasion, be reproduced by means of the memory; and just here comes the necessity for language, that the child may have some sign which he can associate with the mental picture. And without this power of association, the development of perception and conception are almost utterly useless. The miser who hoards his gold and denies himself every comfort, is a poorer man and a less useful citizen than the laborer who earns his dollar during the day and spends it at night. The man whose mind is filled with thoughts which he has no power to give to the world—and there are many such—is less useful than the one who has a single idea with appropriate words in which to express it. The necessity is to gain ideas by means of objects, and then to gain words in which to express those ideas. The words must be as simple as possible, and such as, in their origin and arrangement, are full of signification. I think that in the object lessons which are generally dispensed in our schools, there is a tendency to encumber the sentences with stiff and formal terms, and the lesson is so full of stiff, formal sentences that the little ones instinctively are led to consider an object lesson a very grave affair. 'Tis true, the idea may be developed and, in proper form, the term given, but it often happens that the term itself is the most formidable object in the whole lesson, and the little ones use it somewhat as they would handle a large nut with a shell so hard that they could not get at the kernel inside. In every object lesson, and, indeed, in every lesson, *teach the children to talk*. I do not intend to convey the impression that it is wise to make children chatter-boxes; but our work of development is only half done if we do not enable them to express, in choice words and with nice arrangement, any thoughts to which the objects have given rise.

In this, it may be advisable at times to substitute, in the place of material objects, mental objects which have been abstracted from qualities of materials. It is surprising to see how quickly children will learn to make mental pictures which they will be only too glad to tell to you in their own simple language; and if these are lacking in definiteness and order, it is by the power over words that the pictures are brightened, vivified, harmonized and symmetrized. It may be that this instruction does not come under the head of object lessons, but it certainly comes under the head of Objective Teaching; and I think that any teacher who varies his stiff little lessons upon objects, with *matter* laid down on the right hand and *method* on the left, with language lessons induced by mental pictures, will find the interest and pleasure of his scholars increased, while their development will certainly not be retarded. I shall not say, when you practise object lessons, do not use objects, but I think I may say, when you teach objectively, do not consider an object of a particular size, shape, or color, possessing peculiar qualities, indispensable to your work. An examination of facts, or even of fancies that institute comparisons by which resemblances, differences and relations are observed, are no less objective than an examination of tangible materials.

Perhaps you will bear with me if I again refer to my hobby—the development of language. There are no object lessons more interesting, and, at the same time, more instructive than lessons upon words.

Occupations, tastes, habits, indeed the whole history of a nation, may be found in their language, while the intelligent use of words aids the memory, lessens the labour of thinking and promotes accuracy in reasoning. In a little book I read a few days ago, I found this: "The greatest of sciences is that of Language; the greatest of human arts is that of using words. No cunning hand of the artificer can contrive a work of mechanism that is for a moment to be compared with those wonderful masterpieces of ingenuity which may be wrought by him who can skilfully mould a beautiful thought into a form that shall preserve, yet radiate, its beauty. A mosaic of words may be made more fair than of inlaid precious stones. The scholar who comes forth from his study a master of the English Language, is a workman who has at his command hardly less than a hundred thousand finely-tempered instruments with which he may fashion the most cunning device. This is a trade which all should learn, for it is one that every individual is called to practise. The greatest support of virtue in a community is intelligence; intelligence is the outgrowth of knowledge, and the almoner of all knowledge is language. The possession, therefore, of the resources, and a command over the appliances of language, is of the utmost importance to every individual.

Words are current coins of the realm, and they who do not have them in their treasury, suffer a more pitiable poverty than others who have not a penny of baser specie in their pockets; and the multitude of those who have an unfailing supply, but of the wrong stamp, are possessed only of counterfeit cash that will not pass in circles of respectability."

I should not like to be numbered among those whom Pestalozzi has called worshippers of words; nor would I advocate fluency of speech without thought. We do not pay sufficient attention to the signification of the commonest words in our language, and by our neglect, the thoughts which we give utterance lose half their beauty.

> "Language is a perpetual Orphic song
> Which rules with Daedal harmony a throng
> Of thoughts and forms which else senseless and shapeless were."

2. We have next to consider the use of books in Objective Teaching.

Under the old system, not so very many years ago, the Schoolmaster, who *was* abroad and who has gone so far that I am happy to say he is rapidly disappearing from the profession, was known as a man with stooping shoulders, a corrugated brow, a rod in his hand, and a *book* in his pocket. This book was upon occasion brought forth, and its contents drilled *into* the brains of the pupils, in tones of thunder, to the accompaniments of tears, groans, sighs, sobs, with sundry other manifestations of supreme disgust for, and dissatisfaction with, that teacher, that rod, and that book. In those days the book was about the only article that was considered of much use, if we except the trifling accessories of the master, and the rod, which, according to the strength of muscle possessed by him,

more or less strikingly emphasized the principles contained therein. Take away the book, and the teacher was as powerless as Sampson shorn.

Not only was *he* the slave of the book, but the book was the tyrant master of the little world over which he swayed the birch. All day long, was the smallest child doomed to sit upon the high benches without backs, with feet and legs dangling in mid-air, with a book (which did not even possess the merit of being small) held over the little face, shutting out all earthly things, save the great words that conveyed no meaning to the wondering little mind, and which assumed the queerest shapes to the fanciful little gazer.

If occasionally an inquisitive little being was prompted to take a limited view of life round the sides or over the top of the book, no sooner had the curious eyes fixed themselves upon some object that was a perfect feast to the mind, than down came the rod upon helpless fingers; and the aching and stinging, together with smothered sobs and piteous face, were all buried in the book. That the book was heavy, or that the child was tired, never entered into the consideration of the teacher. His business was to see that the scholar went *through the book*.

It sometimes happened that a child became interested in the book, and had a real desire to know what connection the words had with himself or any other object in life (this book was chiefly made up of isolated words, ranging from one to an incredible number of syllables), and would summon courage sufficient to consult the master as to what a word meant, when he was made to realize the rashness and absurdity of his questioning by the teacher, in a tone of severe reproach and rebuke, answering: "Tut! What do you want to know that for? Go to your seat and study your lesson!" And to his seat the daring explorer into word-mysteries returned with a crest-fallen attitude, his humiliation mingled with a vague thankfulness that he had not been totally annihilated.

At night, the unfortunate student was doomed to carry the book home, and, there, existence was rendered a state of misery by the heart-rending struggles, in which all the family joined, to store away in the weary little brain, a sufficiency of the book to secure the unfortunate fingers from contact with the birch, on the morrow.

It is true the trials of the book were not without their alleviations, for when pencils could be procured, the margins of the leaves served for spaces whereon were to be seen marvellous attempts in designing, most of them bearing a rather curious resemblance to the teacher in his worst aspect, while behind those ample covers, many a grimace, expressive of great disgust with the whole system, was perpetrated; and to the dog's-eared leaves, many a discontented murmur was confided. As Objective Teaching has come in, the book has, to a certain extent, gone out, though I am sorry to say that even yet the majority of children in the common schools, and I believe I may say the students in the higher departments, are weighted down with burdens too grievous to be borne, in consequence of a blind faith in the contents of books. We see girls and boys, day after day, carrying home loads of books that, I believe, go far towards enfeebling the intellect and creating such a dislike for research, that, as soon as the victims escape from the school-room, they resist every inducement to open a book that looks as if it might contain a geographical fact or a historical date. It is true that some tremendous feats are on record in connection with the study of books. I know one lady who studied and committed to memory a large Dictionary—Webster's, I think; another could recite the whole of Maugwall's Questions; while such books as "The Reason Why," and many others, were taken, in unlimited quantities, into the memory. It may be that teachers and pupils worked as well as they knew, but it was, I think, terrible cruelty to the students at least.

There can be nothing more dreary than to see children, after a fatiguing day in school, working all the evening over lessons that will not be committed to memory, going to bed with a sense of unfinished tasks upon their minds, some of them putting the hardest books under their pillows, having somewhere imbibed the superstition that the contents will by this means enter into their brain, by becoming blended with their dreams. Then to see them waked in the morning by an anxious mother with, "Come Mary, you know you have your lessons to prepare," and then the sullen, listless way in which those lessons are conned, and the unwillingness with which books are gathered, and the way taken to school; and then the envy and hatred that are engendered in the human heart, as some pupil, gifted after the manner of a parrot, gets up and glibly rattles off the very dates, events and definitions that would not be induced to stay with poor Mary; and to hear the *parrot* pupil called "clever, and promising," while the other gets admonitions to "beware of bringing a father's or a mother's gray hairs in sorrow to the grave"; "to take care of the road to ruin," with many other warnings, and all because she could not remember a set form of words, that conveyed no meaning to her understanding.

I do wish something could be done to do away with so many home lessons particularly among young children. I know that many teachers urge in excuse that the parents will not be satisfied as to the progress of their children, unless they see them toiling over home tasks; but we are glad to know that the day for pandering to the prejudices of a few people who do not understand the principles of our work has gone by, and, under our grand Free School system, teachers are so upheld and supported by their trustees, and, if not by them, by the Board of Education, that they need not fear to put in practice any right principle.

Besides the drudgery of rote-work, I believe that memorized lessons, especially in the early stages of development, materially hinder progress.

I have no doubt that many here can remember the long and weary journey through the Multiplication Table; a journey that was truly a way of sorrows, every step of which was made with suffering of no light nature.

Now, by a few object lessons upon the ball-frame, we lead pupils to discover the laws underlying that Mystery of Mysteries, and in a week they are able to construct the tables, equal in every respect to the wonderful arrangement that formerly demanded months of study to master, and years of application to understand. The first lessons upon any subject must be presented through the senses. "Children will do better in examining things than in reading about them."

I am inclined, however, to call in question rather the *abuse* than the *use* of books; for that they have important use there can be no doubt.

As references, or as supplying facts that are not easily accessible to investigation, they are valuable. Text-books, well arranged, aid the teacher; enabling him to save time by supplying statements or by supplementing experience.

After the elements of any branch of study have been learned, books upon the subject may, with

profit, be consulted, provided the pupils are capable of an intelligent appreciation of the information they gather.

When used aright, books are indeed wondrous in their power for good, but when blindly used, they are, to the human mind, instruments of evil, enfeebling the Memory, hindering Observation, Thought, Imagination, Judgment and Reason, and, indeed, stunting every mental faculty, while implanting a false persuasion of knowledge without the reality. Plato has said, "The written word is but a mere phantom or ghost of the spoken word; which latter is the only legitimate offspring of the teacher, springing fresh and living out of his mind, and engraving itself profoundly on the mind of the hearer."

In Objective Teaching books are not tyrants, but, subjected to intelligent criticism, reason and judgment, they become valuable servitors to both teacher and students.

3. The Place of the Teacher in Objective Teaching.

To give an idea of the *Place* of the Teacher under the system that was *not* Objective, but Subjective, I quote from Walter Scott: "But there is one individual who partakes of the relief afforded by the moment of dismission, whose feelings are not so obvious to the eye of the spectator, or so apt to receive his sympathy. I mean the teacher himself, who, stunned with the hum and suffocated with the closeness of his school-room, has spent the whole day- himself against a host -in controlling petulance, exciting indifference to action, striving to enlighten stupidity, and labouring to soften obstinacy; and whose very powers of intellect have been confounded by hearing the same dull lessons repeated a hundred times by rote, and only varied by the various blunders of the reciters. Even the flowers of classic genius, with which his solitary fancy is most gratified, have been rendered degraded in his imagination, by their connection with tears, with errors, and with punishments; so that the Eclogues of Virgil and the Odes of Horace are each inseparably allied in association with the sullen figure and monotonous recitation of some blubbering school-boy. If to these mental distresses are added a delicate frame of body, and a mind ambitious of some higher distinction than that of being the tyrant of childhood, the reader may have some slight conception of the relief which a solitary walk, in the cool of a fine summer evening, affords to the head which has ached, and the nerves which have been shattered, for so many hours, in plying the irksome task of public instruction." That is an ugly picture. Time was when it contained more truth than it does to-day, though even yet there are touches that arouse our sympathy.

I wish, however, that Scott had, before he died, secured a broader view of this glorious work in which we are engaged; a work surpassing far that of the sculptor of marble, the cunning artificer in brass, the skilful painter upon canvas or the architect of magnificent temples; for all that *they* do must yield to time. The statue will perish, the inscriptions time will efface, the brightest colors will fade, and the grandest structures will crumble to dust; while in developing in human minds right principles of action, in imbuing them with the fear of God and the love of our fellow-men, "*We* are engraving upon immortal tablets, records that shall brighten to all eternity."

The teacher who can only attain the distinction of being the tyrant of childhood, had better abandon his elevated position as quickly as possible, and seek for happiness in some more retired walk in life where the peculiar qualities of his nature may develop without injury to his fellow-creatures. But what man or woman can conceive an ambition higher than that of controlling human minds, of generating ideas and fostering their growth till the results shall be a harvest of intellect that shall, in the ages to come, be a mighty power that shall advance and elevate humanity, and resound to the Glory of God!

The position of the school-master, as well as his profession, has, in every country, received at least sufficient contempt to keep him in a proper state of humility.

Josh Billings speaks of him "as a man going from house to house, taking his codfish balls reverently, and submitting patiently to any indignities that may occur to an ignorant people;" while Carlyle mentions one as "a down-trodden, broken-hearted, under-foot martyr, as others of that guild are." But we are glad to know that the time for all this has passed, and it now depends upon the teacher himself to enforce respect for his position and his profession. "Only fit for a teacher," is an expression that has been used, implying "fit for nothing under the sun."

I wonder how many have ever thought of the full signification of the word Teacher; and I wonder if *ever* there was a human being really *fit* for a teacher? Since the lessons by the Sea of Galilee; since the sermons on the Mount, I wonder how much real teaching has been done upon this earth of ours? The dross of Ignorance, of Neglect, and of Unbelief have mingled with the few sparkling grains of Truth that have been scattered abroad, until the fine gold has become so dim that we cannot wonder at its being mistaken for base metal.

That there have been grounds for the stigma which long ago attached to the profession, we are obliged to admit. But it is our privilege to see that there shall be, in the future, no grounds for a continuance of the same, while we shall, if possible, do utterly away with the existing disfavour.

In order to attain this end, we must spare no pains to fit ourselves for our places, and we must discharge, faithfully and well, the duties of our position; never for a moment losing sight of the responsibilities to which we have been called. I know, full well, the numberless hindrances that render the Teacher's path a way of difficulties, and, I think, have experienced a full share of the vexing cares that only a Teacher *can* know, yet I do believe that, instead of being obstacles to progress, these very annoyances may be transmuted into aids that shall prove of essential service in our advancement.

In Objective Teaching, the teacher's place is not behind the book, but between the child and the book. The master who could stand the same dull lesson repeated a hundred times by rote, must have had wondrous powers of endurance, such as are not known in these days. I think the aching head and all the other evils so touchingly described, were the result of his own unfitness for the position he held. The Teacher must so develop the Judgment and Reasoning Power that his students may be able to attach a true value to the principles laid down in books. He must lead the child to observe, and to reflect upon what he observes; and, instead of giving him what Professor Blackie calls the "mere echo of knowledge," he must foster the growth of true knowledge which has its root in the thinking soul; and, as he develops the mental faculties, he must train the child to such exercise of those faculties as shall strengthen and promote their growth.

Instead of displaying before his pupils the remains of Learning, much as one might exhibit the relics of dead saints, he must, by means of Learning, enable the young mind to work *miracles*. To originate; to produce new forms that shall equal and, if possible, surpass any previous productions

It is thus that the growth of an individual or a nation is fostered, and it is in large measure upon the teacher that the future prosperity of individuals and of nations depends. He must be an *Educator* who has the highest interests of his profession so deeply at heart that no trouble is too great, provided he can the better fit himself for his work.

In this, as in every thing else, the Teacher must practise his own precepts. If he will have children to originate, he must show himself something of a creator. If he will have them act, he must show himself ready in action. If he will have them think and feel earnestly, he must show himself capable of earnest thought and feeling.

He must have an active mind, brilliant with living thoughts and glowing with an ardent zeal for the advancement of [illegible]vation of humanity. He must look upon his work as worthy the cultivation of the highest pos[illegible]s of his nature, and of the exercise of his finest capabilities. He must throw private preferences and prejudices to the winds, and work earnestly; his highest ambition being the promotion of Intelligence among his fellow creatures.

4. Lastly we have to consider the end attained by a system of Objective Teaching.

After a course of cultivation in accordance with certain conditions established by nature, the gardener finds the little seed which he planted in the ground become a great tree, fulfilling its promise of stately trunk, symmetrical branches, rich and abundant foliage, fragrant blossoms, and luscious fruit.

The mind of the child is the field in which the seed of future promise lies concealed, and if the Educator has, in accordance with fixed and immutable laws, prepared for the development and nutrition of the plant, wondrous will be the results. The eye that has been trained to see shall, in time to come, behold all beauty and wisdom in the great Book of Nature. To their searching gaze, the wonders of the stars of heaven shall be revealed, while the mysteries of the mighty deeps shall be unfolded to their view. The ear that has been taught to listen shall be able to divide the sounds of nature and of the human voice into harmonies that shall minister delight to the soul. The hand that has been trained to touch and to fashion, shall yet shape wonderful things; shall build mighty structures; shall guide the pencil in producing marvels of genius in pictures; shall shape the marble to the most graceful proportions; shall pen wisdom that shall be for the guidance of coming ages; shall draw forth from instruments which their own skill has fashioned, sounds rivalling in sweetness the songs of angels; while the tongues that have been taught to speak, shall give forth from the storehouse of the soul, thoughts that shall draw all men to listen, breathless with wonder and reverence. By them the destinies of empires shall be changed; the words of eternal life, carrying conviction in upon every mind, shall be borne to the ends of the earth. They shall utter songs of marvellous sweetness and power that shall echo down the ages, filling human minds with all good and grand impulses; and, in the humble quiet of private life, they shall convey delight to hearts that beat with happy emotions at the loved familiar tones; or they shall convey to the Throne of Grace the praise and thanksgiving of humble, worshipping souls.

Pestalozzi has symbolized the undeveloped human mind by a "seed planted near fertilizing waters." Shall we image the fully-developed human mind by a perfect tree, watered by the River of Life, growing by the throne of God the Immortal Amaranth hung with the blossoms and fruitage of a noble character.

*Second Session.*—Miss M. K. SMITH gave illustrations of teaching the Multiplication Table by means of the ball-frame.

*Resolved*, That fraternal greetings be sent by telegrams to the Institutes of St. John and Charlotte Counties.

Mr. W. A. ANDREW engaged the attention of the Institute with an address upon "The Principles to be observed in the construction of Time-Tables." These he stated to be, (1) Nature of the School, (2) time allotted to teach subject, (3) order of studies, and (4) length of school day. Mr. BOUDREAU recapitulated the chief points made, in French.

*Third Session.*—The President, INSPECTOR JAMES SMITH, delivered a public address on the Laws of Health, with special reference to the duty of attention to them in the management of Schools. The address was listened to with evident pleasure by an intelligent audience.

*Fourth Session.*—A Committee was appointed to take charge of the questions submitted through the Box. The following telegrams were read by the President:

One hundred and fifty Teachers assembled in St. John to-day send greeting to Gloucester County Teachers' Institute, and hope the common interests which call us together to-day may be advanced and stimulated by an active and hearty interchange of thought and system at your Institute.

GEO. U. HAY, *Secretary.*

The Charlotte County Teachers' Institute heartily reciprocates the fraternal greeting of the Teachers of Gloucester County, and wishes them great success in their efforts to increase the efficiency of the means of education.

GEO. J. CLARKE, *Secretary.*

A paper on "Method in Geography" was read by Mr. PETER GIRDWOOD. The following were the points of the paper: (1) The study of physical features of a country from the map; (2) reproduction by map-drawing; (3) a more particular study of the country in reference to its industries, etc., from the text-book. He had pursued this method for several years with much success. An interesting

discussion followed, during which Mr. Mersereau gave some hints respecting the method to be pursued with young pupils, and Miss Smith read Pestalozzi's method in the earlier stages.

Mr. MERSEREAU discussed the subject of "Canadian History," referring to the importance of the study in our Schools, and the method to be pursued.

Mr. BOUDREAU discussed "Vulgar Fractions," and gave illustrations of teaching them, to a class of French pupils.

Mr. WM. MCINNIS gave illustrations of "Reduction," with examples on the blackboard.

The PRESIDENT read a paper on "Grammar and Composition." He gave many excellent illustrations of common violations of the laws of the language.

*Fifth Session.*—Mr. MERSEREAU explained and illustrated the use of the Merit Book. He strongly recommended its general adoption, as he found it promotive of greater interest in School work, more regularity in attendance, and conducive of more direct communication with the parents, and with the scholars themselves.

Miss SMITH gave a lesson in Language to the Institute as a class. Using the sentences, "This is my bird, Dick," "My sister, Mary, is here," "I have caught my dog, Carlo," she developed the idea of object-words, as instanced by the proper names. The questions in the Box were then answered by different members of the Committee.

*Sixth Session.*—After a lesson on Reading, conducted by Miss Smith, select Readings were given by Mr. Girdwood, Mr. Mersereau, and Mr. Andrew.

### KENT COUNTY.

The second Annual Meeting of the Kent County Teachers' Institute was held at Richibucto, July 3rd and 4th, 1879.

*First Session.*—The PRESIDENT, Inspector Wood, on taking the Chair, briefly addressed the meeting on the objects of the Institute. Thirty Teachers were present, who elected the following Officers:—

Inspector Wood, President; George A. Coates, Vice-President; C. H. Cowperthwaite, A. B., Secretary-Treasurer; Chas. L. Barnes, and Miss M. A. Gifford, additional members of the Committee of Management.

Miss ELLEN CHRYSTAL gave a lesson on Fractions. Mr. Coates said that children frequently made a mistake in such a question as this: If $\frac{3}{4}$ of a pound cost 15 cents, what is the cost of $\frac{1}{4}$ lb? They would divide by the denominator instead of by the numerator. Mr. Barnes showed how a child could be led to see that $\frac{3}{4}$ of 1 is equal to $\frac{1}{4}$ of 3. Others took part in the discussion, the necessity of reaching the abstract by means of the concrete being dwelt upon.

*Second Session.*—Mr. JOHN W. HARNETT read a paper on the importance of "Written Description." He objected to the term "Composition," as being a stumbling-block to children. The subject of letter-writing was particularly considered, Mr. H. advocating that children should be encouraged to write to their friends,—to write to them as they would speak to them.

Mr. H. A. POWELL, A. B., read a paper on English Grammar. He thought the subject should not be pressed into the early years of School life, but deferred to its later stages.

Miss MARY MCDONALD also read a paper on the Teaching of Grammar to beginners. She considered that in the classification of words advantage should be taken of the child's knowledge in regard to the classification of objects, as trees, animals, etc.

Dr. RAND, the CHIEF SUPERINTENDENT, who had arrived in time to take part in this Session, said there were some who thought that because children of seven or eight years of age could be taught to classify words, they should be set to the study of formal Grammar. He did not share this opinion for two reasons, first there were other subjects to be taught much better adapted to the intelligence of such young children, and secondly he had satisfied himself that the sound teaching of the subject required a degree of mental maturity quite beyond the range of average children under ten years of age. He recommended the daily practice of pupils in reading, and in oral and written composition, as the true preparation for the future study of the laws of the language.

Mr. CHARLES L. BARNES gave an illustrative lesson in Industrial Drawing, three of the Teachers working as pupils at the blackboard under his direction.

*Third Session.*—The Chief Superintendent addressed a large public meeting in the Hall, in the evening, the President of the Institute occupying the Chair.

*Fourth Session.*—The member appointed to read a paper on School Management being absent, the CHIEF SUPERINTENDENT offered some observations on the subject. He said that a great deal of the petty disorder of the School-room was attributable to the want of pure air, and the want of frequent orderly change of position of pupils. He insisted on the point that Recess was the child's right, and it should not be taken from him by way of punishment, or for any other purpose. It was inexpedient also authoritatively to detain a child after School hours in order to get up poorly prepared lessons. It was unsound principle to do so, for an unwilling mind could not study to purpose. Let the Teacher say to any pupil who discovered a want of preparation for his class: "Did you find the work difficult? I will show you *how* to get it up." On such a line no punishment is associated with lesson getting, even if the pupil remained after School. Such evidence of sympathy and interest on the part of the Teacher would win upon the pupil, and good preparation would soon take the place of poor.

The educational value of the play-ground was referred to and dwelt upon at length. The Teacher failed signally in his duty if he did not supervise his pupils at play. To train them in all honorable ways in playing games was most important. On this arena he would certainly discover whether his pupils could *practice* morality, and he would be qualified by such knowledge to strengthen the weak. There is no better place to obtain an insight into character, and the Teacher who does not avail himself of the play-ground as a means of instruction for his daily duties is neglecting the grandest "Normal School" whose doors are open to him.

Mr. COATES said the Teacher should enter into the sports of the pupils, and exemplify the principles of honour. His experience was not in favour of punishment for failure in recitation or neglect of lessons.

Miss GRAHAM firmly believed in corporal punishment when other means failed.

Mr. BARNES argued that other means ought not to fail, but in extreme cases he thought punishment might be inflicted, not so much for the benefit of the offender as for that of the other members of the School.

Mr. POWELL thought the benefit or injury accruing from the use of corporal punishment depended very largely upon the temperament of the Teacher. Some Teachers could not resort to it without doing harm, while others employed it with good effect.

Mr. DANIEL GILLIS read a paper on "Penmanship," which was commended by the Inspector, and others.

A paper on "Grammar" was presented by Miss ANNIE CHRYSTAL. This subject having been previously discussed, a "Reading Lesson" was given to the institute by INSPECTOR WOOD. Mr. Harnett read the "Psalm of Life," and the Inspector and others freely criticised the manner in which it was read. The lesson was a very interesting and profitable one.

Mr. COATES read a paper "Why should Singing be taught in Schools?" He showed that its claims to a place in all Schools were very great. Dr. Rand concurred in the views presented, and added that Singing was a powerful means of maintaining a cheerful and wholesome discipline in Schools.

A brief conversation was had on Time-Tables; and after the adoption of the Report of the Committee of Management, Dr. Rand answered the questions in the Box.

### KINGS COUNTY.

The Kings County Teachers' Institute held its second Annual Meeting at the Public Hall, Sussex Station District, on the 19th and 20th December, 1878.

The President, Inspector D. P. Wetmore, called the meeting to order. The fee of membership was fixed at fifty cents. The following Officers were elected:—

S. F. Wilson, M. A., President; J. R. Mace, B. A., Vice-President; G. H. Raymond, B. A., Secretary-Treasurer; additional members of the Committee of Management, D. P. Wetmore and J. F. Rogers.

A series of Physical and Vocal Exercises were given at the several Sessions by

Miss M. Alice Clarke, of the Provincial Normal School. Mr. G. H. Raymond gave an address upon the "Importance of Regularity and Punctuality of attendance at School." As means, he noted (1) win the goodwill of the pupils, (2) make the School-room pleasant, (3) inquire into causes of absence, and show the child and the parent the loss entailed by absence, (4) the use of the Merit Book, (5) prizes by Trustees based upon the records of the Merit Book. The Chief Superintendent, Dr. Rand, addressed the Institute, enforcing the views of the address.

On the evening of the 19th, the Chief Superintendent addressed a public meeting in Victoria Hall, in connection with the Institute. W. C. Burnham, A. B., presided at the Organ. There was a good attendance.

On Friday, Mr. F. H. HAYES read the following paper:—

HINTS FOR TEACHERS.—Looking back over an experience of five years, I think perhaps that we are not all of us as alive to our position as we should be We should consider that our positions have changed since the year 1871. Before that era we, as teachers, occupied a very inferior position; our salaries were to a certain extent somewhat precarious, but such cannot be said at present. I firmly believe that the men and women who are engaged in teaching the young in New Brunswick, and who occupy the position as a life-work, are second to none in the Province. People too often look back upon us as mere hirelings who work for the salaries we receive and with no higher aim. If there are any before me to-day who are engaged in this work with such ideas, to such I would say, leave the profession as soon as possible; do not longer remain in a high and noble calling with such sordid motives in view.

On the contrary, we should engage in this great work with far different feelings, considering our work not a drudgery, but a pleasure. Of course I do not mean to say that we should overlook the question of salary. I believe if we are in a calling where the duties we have to perform are a hardship to us, we have mistaken our places in the great field of labour. Let us then each and all strive to make our influence felt for good upon those who are committed to our care. Read the life of Dr. Arnold, of Rugby; take that as your copy; and although we all cannot expect to achieve the success he did, still we can let his influence shed some of its light on us and nerve us to make greater strides and have higher aspirations for the instruction and well-being of our pupils.

Do we ever consider the immensity of the influence we wield? In the words of Lord Brougham, each of us are great teachers of the world. We should possess our souls with patience to perform our appointed work, awaiting in faith the fulfilment of the result of our labours, and if we do not see all in this world, we can draw consolation in believing that our influence will be felt even to distant ages.

I think that we should enter upon our work with greater earnestness than we do. Every lesson that we hear should be reviewed by the teacher previous to the recitation of the class. If there is not a previous study, the teacher will be compelled to refer to the text-book almost continually, the exercises will be tedious, and the supervision of the class and pupils at their seats imperfect. On the contrary, if the teacher has prepared the work previously, the lesson will generally be a successful one.

When we have received our Licenses from the Board of Education, our lives as students do not terminate. If the teacher refrain from all study foreign to the every day school work, he will find his knowledge becoming every day less, his ideas of men and things becoming more narrow. The difficulty lies in this, that being surrounded by those who for the most part are much younger than we, we will be continually, though unwittingly, comparing our minds with theirs, and in such a comparison will come to the conclusion that we are almost unrivalled in the possession of knowledge. Therefore, instead of a teacher treading this dangerous precipice, let him arouse himself, and while an instructor of the young, be also a constant student.

Nor should we only keep ourselves thoroughly posted in the subjects taught in school; we should have some outside study to demand a portion of our leisure hours. I consider that we should keep ourselves conversant with the current events of the day; all the great social and political changes that are taking place, as well as read in the current literature; we should, in addition to this, have some regular study. If our taste turn naturally to history, science, etc., let us choose that subject most congenial to our feelings and devote a portion of our time to the acquirement of knowledge in that subject. By study such as this, our ideas and sympathies will be constantly enlarging, and we will acquire broader ideas of the world and its Creator. At the same time we will almost unconsciously be communicating the knowledge thus gained to those under us whose minds are ever hungering for new facts and ideas. As an illustration of what I am saying, let the earnest and pressing teacher acquire a knowledge of such subjects as Physiology, Astronomy, etc. In the communication of the knowledge thus acquired it will be more firmly impressed upon the instructor's mind. I am saying what I believe to be actually the case, as tried for myself.

The minds of most children are very susceptible of facts gleaned in this manner and retentive of them when received. Instead of appointed long, tiresome lessons, to be memorized, let us by earnest and cheerful conversations with our pupils, lead them on step by step and up higher in the path of knowledge, until we shall surprise ourselves and them by the results. I think that our hearts are not sufficiently alive to our responsibilities as instructors of the young. Into our hands are placed the moulding of minds that are very plastic for good or evil. We should have not only the intellectual but likewise the moral education of our pupils at heart. By our examples and teachings we should lead them to loathe and despise that which is base and mean. The Board of Education has wisely set apart a portion of Regulation 22 for the consideration of this great matter. In that Section we are told that it is the duty of the teacher to give instruction as occasion may require concerning such moral habits and actions as the following: Courtesy, Generosity, Self-control, Respect for the aged, and many other subjects of a kindred nature. I fear that a great many of us are too remiss in this matter. Furthermore our instruction should not be all theoretical, we should practise as well as teach. Too many of us need instruction in some of these points ourselves, particularly self-control. Too often, when a pupil has violated one of our rules, and this violation may

require corporal punishment to be administered, do we rashly punish the delinquent. A very good method to be carried out in such a case is for the teacher to delay the administration of the reproof until after all the anger caused by the infraction of the rule has subsided. I, in too many instances, and I suppose a majority of you who are present, have administered punishment in a hasty, excited manner, and when our passion has cooled, have regretted the sudden and hasty punishment inflicted. The Regulations give us authority to administer corporal punishment as if by a judicious parent. I think very few parents would be pleased if their children should be punished by us hastily and in some cases unjustly. I think it perfectly proper that we should have the power to administer this kind of punishment, but it should be resorted to as the exception, not the rule; we should exercise it as the last resort. In most cases it will be found that much more good can be accomplished if we exercise kindness and firmness in our school discipline. If a pupil be persistent in breaking our regulations, I have ever found it the better plan to talk to the parent or guardian of the offender and state the case plainly to him. Nothing will create a greater dislike towards a teacher than by hastily and seriously punishing his pupils. This brings me to the consideration of the fact, that there is too little sympathy existing between the teacher and the parents of the pupils, and through them a sympathy with his pupils. The parents should be visited frequently and the teacher should have as the object of his visit the progress and welfare of the children of those parents.

Hints and directions may be thrown in about the preparation of a portion of the school work at home. The father or mother will see that the teacher has the advancement of the children's studies at heart, and in most cases, if not in all, will earnestly co-operate with him. Some may consider that our work terminates when school is closed, but this is very far from being the case. By a very little effort and judicious management much good will be accomplished, and much trouble and vexation spared to the teacher.

Another great error committed by us is the placing of too much of our attention on the advanced pupils of our schools and a correspondent neglect of the smaller pupils. The smaller ones should have our first consideration. If they are not frequently attended to they will become restless, and school will be to them but a dark prison house in which they are incarcerated each day and, in which, on account of their restlessness, they are continually being chastised by the teachers. They will learn to loathe both school-room and teacher. The older pupils can rely on themselves to a greater extent, and occupy their minds with the work before them.

What I have stated is the outcome, largely, of my own experience. It rests much with us to mould the characters of the future men and women of this county, which holds no mean educational position in our noble Province.

The reading of the paper was followed by a discussion in which Dr. Rand, Mr. Mace and Mr. Burnham took part.

Mr. ELDON MULLIN read the following paper:—

AN INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE.—All school work is, in a great measure, preliminary in its character. It is in the school-room that the foundation of the wider education which lies beyond its precincts are laid. It is the especial province of all those departments of school employment which fall under the general head of Language to put the student in possession of his mother-tongue.

When by the processes of Grammatical Analysis and Synthesis, the laws which govern the construction of sentences have been explained, and when by the rules of Rhetoric, he has been taught to clothe his ideas in forcible and appropriate language, the young student stands at the entrance of the magnificent temple of English literature, within whose portals stand enshrined in riches of immortal fame, the great masters of thought and expression, whose names will be remembered as long as the English language remains.

It is at this critical period that the ardent and impetuous mind of youth stands most in need of a proper direction in the formation of his taste, and it is the purpose of this paper, to advance in a manner however feeble and desultory, a plea for the importance of a proper introduction of the more advanced pupils in our schools to the great inheritance of English literature, which no law of primogeniture can prevent him from enjoying and appropriating.

In those modern days of bookmaking there is great danger that the attention of the youth will be caught and their taste forever vitiated by the "weak, nasty, everlasting flood" of the so-called popular literature, which fills the pages of cheap novels and still cheaper newspapers and other periodicals. It should be the aim of every one to whom the educational training of youth is intrusted to give such a direction to the inquisitive and enthusiastic minds under his charge, that they will turn in disgust from the false sentiment and general trashiness of modern yellow-covered literature, to drink deep and inspiring draughts from those "Pierian Springs" which have enriched and purified English literature, and which will preserve to latest posterity the memory of the Anglo-Saxon race, more than military renown, commercial supremacy, or extended empire.

In my opinion the cultivation of a just appreciation of the riches and beauties of English literature, fall quite within the province of our more advanced schools at least, and demands a high, if not the highest place, as the roof and crown of all the efforts of both teacher and pupils: and I believe that the time is not far distant when a class-book of English literature will be found a necessity for the completion of the course which our excellent series of prescribed Readers have so well begun. The object of such a book should not be distinctly utilitarian, although it could not avoid being incidentally so, but it should be purely literary. It should contain carefully selected specimens of the style of all the most important prose and poetical authors.

Its pages should resound with the parliamentary and forensic eloquence, to which the English language is so well adapted, and of which it furnishes so many brilliant examples. It should be adorned with the lofty strains of Epic poetry from the sublime conceptions and noble diction of Paradise Lost to those less adventurous bards who have soared with humbler flight "Above the Æonian Mount," and it should be enlivened with the lighter graces of Lyric and emotional poetry, from the pure verse and unaffected style of the earlier poets to the delicate grace of Tennyson and the sonorous hexameters of Longfellow. There should be found also extracts from the great English historians, from the magnificent solidity of Gibbon to the stately march of periods through the pages of Macaulay.

The English drama moreover should not be overlooked. There should be specimens selected for their fitness for the purpose which they were designed to serve, from the "Myriad minded Shakespeare" to the lesser stars which grace the literary constellation in this department of literature.

A book, containing something of what has been indicated, would of necessity, be somewhat voluminous, but certainly need not be bulky. In its compilation, it should be steadily kept in view, that its object was not to furnish the more advanced student of English literature with copious extracts from all authors of repute, but to place in the hands of the pupils and teachers of our schools, a book which should contain, in a compact, and easily available form, a collection of the germs of English literature in all its well-marked departments, and while eclectic in its general character, should yet contain sufficient material to make it what it should really be, a compendium of all standard English literature.

The time, we believe, is singularly auspicious for the appearance of such a book; the necessity for it must have been felt by all thoughtful teachers, who have the education of the more advanced pupils of our Common and Superior Schools under their charge, and should the production of this addition to our already excellent texts, take place under the present educational regime, that of itself would be a sufficient guarantee for the success of the undertaking in a literary sense. We are fortunate in possessing, at the head of our educational system, a gentleman peculiarly well fitted for the supervision of such a work, and who would bring to his extensive acquaintance with the necessities of school work in all its departments, the ripe scholarship, and critical acumen, so necessary to discriminate among the rich and varied stores of material which the literature of the English language supplies, and we can easily imagine that he would find congenial occupation in the edition and revision of a work which would confer such lasting benefits on the educational tone of the schools of our country.

The importance of the place which an introduction to the study of English literature, even in the common school education, which our Province provides so liberally for its children, can hardly be over-estimated. It would place within easy reach of the opening mind of our youth, a standard by which their taste would be formed, and on which their own efforts would be modelled, and incited by the pure enjoyment which this foretaste of the beauties of English literature would afford, they would be induced to trace the stream back to the fountain head, and thence to drink, with ever fresh delight, draughts which could not fail to sweeten and purify their whole lives.

Entirely irrespective of the vast amount of useful information which, in its most attractive form, would be incidentally acquired by the pursuit of the study of the literature of our language, the benefits of its general effect, in giving breadth and comprehensiveness to the education of the young would be simply incalculable.

The axiom "Roscitur a sociis," is as true in its literary as its social sense.

Taught, in the manner I have indicated, to find their highest and purest pleasure in the exalted companionship of the great lights of English literature, by the influence of such an introduction to the republic of letters, as I have suggested, in the hands of an intelligent and sympathetic teacher, the youth of our land would become more truly the "heirs of all the ages" past, and be infinitely better prepared to shape the destinies of those which are yet to come.

This paper was followed by an address by Mr. R. M. Raymond. A. B., on "Practical Hints on Teaching." He applied the principles of Pestalozzi to the teaching of Geography, Grammar, Arithmetic, and Geometry.

*Resolved*, That the next meeting of the Institute be held in the Victoria Hall, near Sussex Station, on the first Thursday and Friday of September, 1879.

The proceedings of the Institute were closed by a brief address from Chief Superintendent, after he had answered the professional questions deposited in the Box.

[NOTE.—The Report, of which the above is an abstract, was not forwarded by the Secretary till June 5, 1879; and no Report of the proceedings of the meeting of September, 1879, has been received at the time this goes to press.—ED.]

## NORTHUMBERLAND COUNTY.

The second Annual Meeting of the Northumberland County Teachers' Institute was held at Chatham High School, on the 3rd and 4th October, 1878. Space will not permit the publication of any details.

The third Annual Meeting was held at the Harkin's High School, Newcastle, on the 2nd and 3rd October, 1879. Inspector Ramsay, President, called the meeting to order. The following Officers were elected:—

C. S. Ramsay, President; C. M. Hutchison, Vice-President; Ingram B. Oakes, A. B., Secretary-Treasurer; additional members of the Committee of Management, Donald McIntosh, and F. A. McCully, A. B.

The Committee appointed last year to procure Chemical Apparatus for the High School, Chatham, to be available for the use of the Institute, reported that they had purchased apparatus to the extent of the funds voted for the purpose.

Miss KATE WILISTON, Chatham, read the following paper:—

DENOMINATE NUMBERS. I will suppose that my class has arrived at that period of school-life when they can more clearly see the use of concrete numbers. I would proceed in the simplest manner, remembering that the greatest results in life are usually attained by the simplest means; taking, for instance, a ten-cent piece, which I know they have all seen repeatedly, I would ask them if they

changed it, how many single cents would they bring me. Immediately they would answer, ten. Then I would ask them if they thought I was any the poorer. Their answer would be no. Am I any the richer. In this way I should change coin after coin, stimulating the mind to fresh activities, and endeavouring to keep every member of my class pleased and interested. This I should consider more than the work of a few minutes, and I would not leave it till they understood it. A subject at first properly presented to the mind is, in my opinion, half taught. In this way, every child would be led to see that it makes no difference in the value whether the five cents are in five separate pieces or in one coin. As soon as I felt convinced that they understood that, I would tell them that, in the *same manner*, we can change everything that has a name; take, for example, a foot-rule, let them count the inches on it, and see that there is no difference between a foot-measure and 12 inches. All would be anxious to see for themselves. Perhaps I might have a yard of tape; get them to see how many feet there are, which they could do for themselves as we have a foot rule; or a dozen pebbles—how many single ones it would make. When first teaching my class to change from one name to another, I should be very careful to present objects only that they themselves could change. I should tell a child nothing; let him see and find out for himself. In this way you are teaching the child to perceive and reason, and if we train our pupils to do so, they will take a pleasure in the lesson.

I should not keep my pupils longer than fifteen minutes on the floor, then sending them to their seats with questions such as these: If you have 6 ten-cent pieces, how many single cents would you have, etc. When examining the work, I would have every question analyzed, and, in this way, the pupil could not fail to understand what he was doing, although it is a new lesson. At this stage I should tell them that bringing from one name to another without altering the value, was called *Reduction*. I would pause before the word to see if the attention of my class was riveted, for I feel sure that without positive attention, my time would be lost and my efforts all in vain. If they had been attending, and I asked the meaning of the word Reduction, intelligence would beam in every eye and all hands would be lifted ready with a reply.

At this period I should teach them that the process of changing from *one name* to *another* of *less value* was done by multiplying by as many of the lower as made one of the higher; for example, if I ask you how many single cents there are in 2 five-cent pieces, your answer is *ten*. Now, you can, by Analysis, apply the rule: If in one of these coin there be five cents, so in two there must be 2 times five cents which are 10 cents.

In the next day's lesson I should ask them to add objects as they changed them, and in order to make it appear as simple as possible, I would not leave the five-cent pieces yet, but ask them how many cents they would have if they had 3 five-cent pieces and two single cents. Do not ask your children in order for their answers—avoid letting a child know that it is his turn to reply; nor do not ask the most intelligent first. In this way, I think I would do my pupils a great injury by discouraging those who have no confidence in themselves, and others who never think of grasping an idea until it has dawned on the mind of one whom they consider more gifted.

I have heard teachers complain repeatedly that their greatest difficulty arose from pupils adding wrong numbers. But I think if they were more careful to make it plain—say, for instance, change 6d. to farthings. What is the highest name given? Penny. Of what is it composed? Farthings. How many farthings make a penny? Of course the pupil would answer, four. Again, by Analysis, make the child see that the 6, not the number of farthings, is the real multiplier, and he will intelligently tell you that it makes 24 farthings, and, as it is the same name as the three, they can be *added*.

In my class, in Mental Arithmetic, I have ever been careful to show them that we can only plus things that are the same name, thus: miles to miles inches to inches.

You must not fail to make your children see that the 24 farthings is the same value as the 6d., so the 27 farthings is the same value as 6¾. Remove every difficulty as the pupil advances.

Our children have minds they must be trained. Teach a child to see, conceive, reason and judge for himself. Show him that he can do so, and, in this way, your lesson is of far greater value than a day's telling would be, even though he remembered every word you said.

I remember a boy once who had spent quite a time in committing to memory the rule for Simple Proportion, and had worked every sum in the book satisfactorily. An examiner visited the school and gave him a simple question, such as: If a lb. of soap cost 6d., what will I pay for 50 lbs.? After the little fellow had looked at the question for several minutes, he looked up innocently into the gentleman's face and said, "Sir, there is no soap in my book." Now, let us have more mind-training and less book-learning; let a child see that a lb. = 16oz. whether it be soap, tea or candles, or that there are 4 quarters in a whole whether it is apple, pear or peach.

Again, I think it is an erroneous idea to teach a child that there are two kinds of Reduction, they are so closely interwoven. I think I have been more successful in teaching both together, for while I am teaching a child that 16 oz. make a lb., I can also make him understand that a lb. = 16 oz., or a penny makes 4 farthings, so 4 farthings make a penny.

Lastly, if the Weights and Measures have been properly taught—the child's judgment trained—the mind is sufficiently matured to receive the instruction and the pupil able to comprehend. It is not sufficient to tell him that five and a half yards make a perch, when he has not the slightest conception of the length of the yard, nor still further that the yard is composed of three feet when he has never been shown the length of a foot. Why burden him with the name till he has a fair idea of its length and can judge *it* for himself? Clearness of idea must be cultivated, and the pupil must be educated to independent activity in the use of his own understanding.

In conclusion, I must acknowledge that round the well beaten paths of the school-room, I find abundant scope for effort and room for self-improvement

Miss M. R. HAVILAND, Chatham, illustrated the teaching of Linear Measure by means of the yard and other units of length. By teaching the pupils to construct in this way their own tables, an intelligent foundation was laid for Reduction.

Observations were made upon these papers by Mr. Hutchison, Mr. Charles Anthony, Mr. W. Sivewright, Misses Gilman, Parker, and Quinlan. William Crocket, A. M., Principal of the Provincial Normal School, was glad to see so much practical work. The main thing was to establish correct principles of teach-

ing, for if the Teacher could teach one subject on sound principles, he would be able to apply similar methods to other subjects.

*Resolved*, That the Secretary be instructed to send fraternal greetings by telegraph to the Albert County Teachers' Institute, now convened at Hillsboro.

*Second Session.*—A discussion on the teaching of Chapter III of Text-book of Geometry was opened by Mr. D. McIntosh. who spoke on the Circle, its properties and conditions. He showed how it should be drawn, and how pupils should be taught to define its several elements. Mr. Sivewright said the great point was to be clear as to terms used. Mr. Hutchison thought it was important that the pupil should understand clearly that a circle drawn on the board was only a pictorial illustration. Good use should be made of the protractor. Mr. Crocket impressed upon the Teachers the importance of presenting, in this subject, as in others, the concrete before the abstract.

A paper by Mr. Robert Moir, on Physical Geography, was read by the Secretary (in the absence of Mr. Moir). This paper treated the subject in a thorough and interesting manner. [Its publication, however, would be very incomplete without the sketches and diagrams with which it was illustrated.]

*Third Session.*—W. Crocket, Esq., M. A., Principal of the Provincial Normal School, delivered a public address on Education before the Institute, in the Masonic Hall. He showed the nature of education, that it consisted rather in the development of the faculties of the mind, and the powers to use them, than acquiring mere information. He showed how false conceptions arose from defective teaching, and dwelt on the necessities of right methods. A vote of thanks was tendered to the lecturer.

*Fourth Session.*—Mr. C. M. Hutchison read a paper on "Penmanship and How to Teach it." He first referred to the systems adopted by Locke and Mulhauser, also the sentence method, showing in what respects they differed from one another. He then spoke of the system at present pursued in our Public Schools, viz., that of Payson, Dunton and Scribner. To do so, he had drawn upon the blackboard parallel lines, placing upon these the three elements of writing as deduced from the oval. He next showed how these elements were combined into principles and grouped and that letters were combinations of principles. He dwelt upon the necessity of pointing out to the pupil the particulars of formation. Correct forms could be best seen by contrasting with them incorrect form. Good ink was necessary. He was opposed to the angular style of penmanship.

Some discussion followed the reading of the paper.

The Secretary read a telegram conveying the greetings of the Albert County Institute.

Miss Alexander gave a lesson in Form to a class of young pupils.

Mr. F. A. McCully read a paper on Elementary Algebra. Mathematics, he said, occupied the attention of almost every person, not only through school life, but even to old age, the principles were eternal; nearly every other science is related to it and dependent on it. Algebra is but Arithmetic expressed in algebraic characters. The pupils should be well disciplined in Arithmetic, before taking up Algebra. The algebraic character, unlike the arithmetical one, may represent an unknown quantity. In teaching Algebra, the Teacher should divest it of its abstract character by introducing the concrete first. Pupils were often discouraged in the study by being plunged prematurely into difficult operations. In developing the idea of an equation he would first equate objects and numbers, and from this deduce algebraic equation.

Mr. Wathen followed with a paper on the same subject, dealing with its history, character, and applications. He then showed by means of the blackboard his method of teaching its elements.

Miss Baker thought Algebra might be taken up with advantage as soon as he had mastered the fundamental parts of Arithmetic. Sangster's interest formulas supposed a knowledge of Algebra. Mr. McCully and Mr. Hutchison concurred in this view.

*Fifth Session.*—Mr. I. B. Oakes, A. B., read the following paper:—

ELEMENTARY PHYSICS.—The teacher, when introducing the pupil to the study of Physics, should remember that the method of nature ought to be the pattern of his method in teaching her can

lessons: that a knowledge of the properties and forces of matter were first made known to man, not by inspiration or intuition, but in answer to his own inquiries of nature herself; that he who knows a fact in science by hear-say, does not know it at all -he only believes it.

The *facts* of Natural Philosophy have been reached by two methods only, viz., by observation and experiment. We find by *observation* that snow melts by heat, when we see it disappear under the sunshine. We discover the same fact by *experiment* when we place it in a basin over the fire. By repeated observations and conclusions based on these observations, the philosopher discovers that certain forces of nature operate in the same way or mode; these uniform modes of operation he calls laws. Some of these laws are particular and some are general. For example, he propels a ball perpendicularly against a wall. He observes that the ball returns in the same line, but in the opposite direction. He next propels it obliquely and finds that it returns obliquely, but in a line on the opposite side of the perpendicular, and making an angle with it equal to the angle formed by its first line of motion from the hand to the wall. In this case, the angle of *incidence* or propulsion is equal to the angle of *reflection* or rebound. But the experimenter or mere observer, as the case may be, is not ready to assert that the angle of incidence is equal to the angle of reflection; he has found it true in a particular case only. He next propels the ball more obliquely, and then less obliquely; then with more force, again with less force; but he finds the effects, in all these cases, uniform-- the angle of incidence being, as before, equal to the angle of reflection—but he is not yet fully prepared to affirm a law. He next repeats these experiments with bodies of different shapes, sizes, density and composition, and, to his probable expectation and his certain delight, he finds the effects as before. He is now prepared to affirm a *particular* law, viz., that the angle of incidence is equal to the angle of reflection in its relation to *solid bodies*. The philosopher next repeats his experiments and observations in a similar manner with rays of light and with similar results; then with sound, and so on, and with the same effects. He is now prepared to affirm a *general* law, viz., that the angle of incidence is equal to the angle of reflection.

After discovering laws by such means, his next step is to apply these laws in the construction of useful machines.

After he has thus discovered the various laws and operations in the realm of the material world, he sets about the task of grouping these laws into separate classes, and when he has extended his knowledge in this way, and has classified and systematized it, he calls it a Science—the Science of the Physical World or Natural Philosophy.

Now, if the student would successfully study this science, he must pursue a course similar to the one just indicated, but with this difference—that *his* steps should be directed by the teacher. The *first* philosophers wandered, in a certain sense, blindly: they lacked the guidance of a living teacher; they often found apparently similar effects produced by different causes. Certain conclusions they had formed, they would frequently find, by observation and experiment, to be false and, consequently, untenable. They would often wander far and long in the field of inquiry, to find a truth which lay at their very door. Thus, through many perplexities and much confusion, would they find their way upward to the broad platform of a general law. It is the duty of the teacher to save the pupil from such excessive and apparently fruitless efforts, for, by these, he would become, in many cases, discouraged. But he should direct the pupil's inquiries where the latter would be sure to find an answer, not in books, but in nature herself; he should lead him to the border of the unknown and give him the pleasure of making it the known. For the advanced student, the text-book will serve to direct him to a large extent, but the teacher must be ever at his elbow, encouraging his efforts and experiments and helping him out of difficulties only when he has been unable to extricate himself. Now, it must be remembered, that inasmuch as science goes beyond mere appearances and discovers that amid endless variety there is uniformity; that amid apparent discord there is harmony, that, therefore, science, in its strict meaning, implies the highest results of intellectual labor.

The mind first deals with the concrete and afterwards gradually works its way upward into the processes of abstraction and generalization, and it is only after much exercise in these mental processes that he is able to view, in succession, the principal facts of any department of nature, and, in these, to discover the hidden order which pervades them all, and which, when discovered, is true science; and, therefore, to young pupils, a science in its strict sense cannot be taught. The pupil must first obtain a knowledge of a number of separate facts, and, after much reflection on these facts -comparing them together in different ways, noting their differences and their points of similarity, and classifying them accordingly -he, at last, finds the hidden unity and harmony running through them all; but this latter process is possible only to a mind already considerably matured. Therefore, before the pupil formally enters upon a systematic study of Physics as a *science*, and as arranged in the larger text-books, he should pass through an elementary course, by which his curiosity should be awakened concerning the various familiar phenomena which are to be met with in his every day experience; by which, in fact, he might understand some of the leading properties of matter, and some of the simplest principles on which rest many of the operations around him.

A thousand familiar appearances and facts are about him every day. He scarcely observes them; they are dead to him by reason of their very familiarity; they do not arrest his attention nor awaken his inquiry—and why? Simply because he has never been trained to observe them closely, or to see anything interesting in them. He pumps water from the well every day, but he never wonders or asks why the water comes up the spout. He sees the bread rising in the baking pan, but he knows not why, nor cares. The oil passing up through the lampwick to the flame is a matter of course to him. The chief difference between water and wood is that the one is wet and the other dry; why the one floats on the other, he scarcely questions. The Thermometer, Barometer, the Locomotive and Fire Engine, the Organ and Piano, and the numberless kinds of machinery on every hand, are all operating on principles of which he is entirely ignorant, and which, unless explained during his school-life, he will probably never understand. But explain to him the properties and laws on which two or three of these phenomena are based, and he is at once possessed of the spirit of Philosophy, and is ever observing visible things and studying their causes; and just here lies the great advantage of Physics as a study. It starts out the pupil in advance of his instructor, and the wise teacher will take care to keep in the rear, content to encourage and satisfy his pupil's inquiries. Another advantage of such a study is that verifies itself, not only to the reason but to the very senses of the learner; revealing facts to his physical eye rather than to the eye of his faith; asking him to accept nothing he cannot prove, and, therefore, unlike History or Geography which requires

the pupil to believe its statements on the testimony of others. The pupil must, therefore, be brought face to face with the objects of his study in nature. He must discover the scientific fact for himself. Unless he do this, it is not, to him, true knowledge; it is only hearsay; it lacks brightness and certainty. It cannot become a part of his organized knowledge. If, for example, he be told that heat expands, without seeing the proof of the statement, he not only does not positively know it, but he is likely to forget it. In making known, therefore, any fact in physical science, I would strongly emphasize the absolute necessity of experiment and observation, not only by the teacher but by the pupil as well.

Moreover, as far as generalization is possible, I would encourage the pupil to do this for himself, also; but the teacher must not allow him to wander alone in his comparisons, but should direct him to similar physical facts and to a sufficient number of them so that the pupil will discover for himself the general uniformity or law.

Nor should he labor to remove every difficulty out of the way, so as to render it impossible for the pupil to blunder, but allow him some of that experience of perplexity through which the original discoverers of this science passed. There is a positive educative advantage in this. The truth reached through difficulty is more real and is more highly prized. How wondrous and how delightful is the revelation when the young student of Botany discovers for himself, amid the endless variety of form, color and structure of flowers, their general uniformity in calyx, corolla, stamens and pistils.

After a pupil has advanced somewhat in the study of Philosophy, I think he should be led to see that there are questions which cannot be answered. He should, therefore, be led face to face with the unknowable, for example, why the particles of a solid cohere firmly, while between the particles of water there is little or no cohesion, is beyond all philosophy to explain. He may be shown that a body unsupported falls to the ground because it is drawn to it by a force, but science cannot explain in what that force consists.

The teacher must first know thoroughly and experimentally what he attempts to teach. Unless he do this, he cannot teach successfully. Unless he can illustrate any property or law by actual experiment, he does not really understand it, and therefore cannot communicate it. How can he give what he does not possess? Is he not a mere errand boy carrying a message which he cannot interpret. Suppose the pupil comes to him for the explanation of some phenomenon not referred to in the text-book, but resting on some principle already studied, he would be in danger of being placed at a disadvantage, and instead of stimulating the pupil's curiosity, would discourage it, and, what is worse, would lose his confidence. The teacher will find, other things being equal, that just in proportion as the pupil has been trained by object lessons to observe form, shape, structure, etc., will be his facility in acquiring the facts and laws of philosophy. Supposing, then, that this has been the character of his early instruction, I would begin by giving him some idea of the *nature of Elementary Philosophy* as a study, and the limits within which it is confined. I would next give him as clear an idea as possible of what is meant by *matter*, and elicit from him the definition of it. Next, I think I would illustrate to him the three *states* of matter, viz., *solid*, *liquid* and *gaseous*; helping him to general but simple definitions of each state.

Now, having comprehended what matter was, I would illustrate to him two or three of the *forces* operating in and upon matter, viz., *gravity*, *cohesion* and *chemical attraction*, leading him to see in what a confused state the world would be without gravity, and how every thing would crumble to dust without cohesion, and that we could have no fire on a cold winter's night without chemical attraction.

I would next deal with some of the simple *properties* of matter, operating first with *solids*, showing to him how they keep their *shape*, how they may be *bent* by force, and on what conditions they will break, viz., not until the force of cohesion acting among their particles is overcome by some other force.

After this, I would experiment with the *liquid*, revealing to him some of its most simple properties, and after this, deal with gases in a similar manner. But in all these experiments I would scrupulously avoid using numerous and difficult technical terms, and, as far as possible, get the pupil to describe what he sees in his own language.

I would not at this stage, refer to all those properties of matter usually laid down in our text books, such as impenetrability, extension, figure, divisibility, etc., much less would I deem it necessary or prudent to enter into an explanation of those properties called *accessory*, such as density, rarity, mobility, etc. These are not at all necessary to the pupils' comprehension of the important physical facts about him. After dealing simply with some of the facts of motion and sound, I should be very particular to illustrate to him some of the simple properties of *heat*, how it tends to expand the objects it penetrates; when it is latent, its relation to freezing, etc. Some, many of the commonest phenomena about us depend upon the forces of heat, that it should be clearly made known.

It would be well also to explain the nature of the mechanical powers, particularly the lever, and the uses to which they are applied

After a course, similar to this, has been completed, I would introduce the pupil to the study of the text book. He is now prepared to question the meaning of what the text book contains and will be encouraged to test its statements by his own personal observation. He has commenced to look into the material world and understand why it was so organized. He has seen the hand of an All-Wise and All-Benevolent Creator. His curiosity has been awakened and his sympathies enlisted.

Now to give such lessons as those to which I have alluded, is within the power of every teacher of our public schools, who has pupils above say, the seventh grade of the school course, or above the age of twelve years. If the trustees have not provided the necessary apparatus, the teacher can, with a very little trouble extemporize sufficient for his purpose. The teacher who tries will be surprised to find how many things he can utilize. To purchase expensive apparatus is for some reasons a disadvantage, inasmuch as it impresses the pupil with the idea that they are necessary for the performance of the experiments, but when the teacher uses common things, the pupil realizes that he can do the same. All the leading properties of matter he can illustrate with the common things. The simple laws of gravity can also be made clear by pressing into our service a few of our household utensils. The mechanical powers, so called, are within the reach of any one who really desires them. If he has not the different kinds of pulleys he can easily construct them. I would not, as some recommend, attempt to illustrate with pictures and diagrams, except, in the case of such apparatus as is really beyond the teacher's reach. With a few pieces of glass tubing and a yard or

two of rubber tubing, together with a few common vessels, he can illustrate the leading principles of Hydrostatics and Hydraulics.

Finally, permit me to repeat that the knowledge of every property and law of Physics should grow out of and be based upon facts verified by the pupil himself. Unless we, as teachers, do this, we are giving the pupil the Shell without the Oyster, words instead of knowledge, shadow instead of substance, empty forms instead of living realities.

Some time was occupied in discussing questions in Grammar and Analysis, Mr. Crocket answering difficult questions in inflexion, parsing, and construction.

*Resolved*, That a sum not exceeding ten dollars be appropriated for the purchase of Chemicals.

*Resolved*, That the Institute meet at Chatham on the first Thursday and Friday in October, 1880.

QUEENS COUNTY.

The second Annual Meeting of the Queens County Teachers' Institute was held at Gagetown on the 12th and 13th June, 1879. The following Officers were elected:—

Rev. Inspector B. Shaw, President; J. Edgar Hendry, Vice-President; Arthur C Belyea, Secretary-Treasurer; additional members of the Committee of Management, L. A. Curry, A. M., and J. Leslie Smith.

Mr. C. D. Lowery ready a paper on the Study of Etymology. He considered the study should have due recognition in School work. It should be taught in connection with the reading lessons and not as a separate study.

Discussion followed the reading of the paper.

Miss MAGGIE E. TAYLOR read a paper on the Importance of Canadian History and the best methods of interesting pupils in its study. The chief point of the paper was that the subject should be taught so as to present a clear, pleasing, and instructive succession of events. She would not confine herself to the subject-matter, or even order of the Text-book, She would enliven the lessons by anecdotes or facts gleaned from other sources. She thought written examinations should be had in history.

Mr. Curry recommended a conversational style of teaching the subject. Others took part in the discussion.

Mr. L. J. FLOWERS gave illustrations of lessons in Addition and Vulgar Fractions. Conversation on the exercise followed.

*Second Session.*—Mr. FERGUSON formed the Institute into a class, and gave practical instruction in the Physical and Vocal Exercises of the prescribed Manual.

Mr. J. LESLIE SMITH read a paper on English Grammar. He strongly advocated giving the subject a prominent place in School work, on the grounds of its utility in aiding pupils to use their mother-tongue correctly. The President expressed the opinion that correct or incorrect use of language was chiefly a matter of imitation.

Mr. THOMAS E. FERGUSON read a paper on Elocution, which was well received. Mr. Hendry suggested that it would be useful if the exercises contained in the first part of Reader VI. were inserted in Reader V. The President said that Teachers must give their pupils practical illustrations of correct inflections.

Mr. L. A. CURRY, A. M., read the following paper:—

THE INFLUENCE OF THE PERSONAL CHARACTER OF THE TEACHER ON THE SCHOOL:—In educating the young, we are apt to rely too much on the influence of words and not enough on that of our actions. Our words may be eloquent, but it is our character that influences. This is true of all persons but more particularly of those two classes of individuals who plant the seeds of nearly all the good and evil in the world,—our mothers and school teachers. It is a law of morals as well as of physics, that kind shall bring forth after its kind. Children unconsciously pattern after those in whose society they are thrown; and, though nature gives a child its physical being, it is his education and surroundings that develop him and form his character. Second, if not first in importance, come the influences of school life on children, and these influences are generally such as the teacher himself enters; for the maxim that, "as is the teacher so is the school," is a true one. The teacher's conduct even in little things furnishes his pupils with precedents, something they can use to silence the admonitions of parents and conscience. How common with children the phrase, "well the teacher does it." We often do something wrong, and think that it will affect only ourselves; but we are mistaken. The doing of a bad deed is like the hitting of a window pane with a stone,—the damage is not confined to the central spot but spreads and radiates in all directions. Though our precepts may be good, if they do not accord with practice they are worse than useless, as they not only fail of their object but also have a tendency to teach hypocrisy. Teachers should more fully realize that they occupy the position not simply of instructors but of educators and moulders of character. They are, in some cases, the only models and preceptors of morality that some children have.

Children most imitate those whom they like and admire; and in a well ordered school, the majority of the pupils will like their instructor: hence the great necessity for a teacher to keep the strictest watch over his actions both in and out of school. To this end, he should first carefully cultivate the habit of a rigid self-control; for he who has not first learnt to govern himself, can never rule others successfully. Firmness and decision are also indispensable. He who is carried about by every wind of passion, and contemns to-day, what yesterday he thought of all things the most important, can never command respect nor accomplish anything. Children are the sharpest critics, and carefully treasure up in their journal of the teacher's actions his inconsistencies and shortcomings. Feelings and affections should never interfere in the discharge of duty. Always be directed by the cast iron rod of principle, and you will possess the confidence and command the respect of your school, and that affection, the truest and most lasting, the outgrowth of respect, will generally follow. The teacher that loses the respect of his scholars will, I take it, not long possess their affection; but respect can only be obtained by a conscientious discharge of duty, and by showing the pupils that their best interests are yours. If a teacher were to swerve from his duty even to favour his best pupil, he would not only lose the confidence of the school but would injure him whom he thought he was befriending. Justice always commands respect and loses only the good will of the bad whose love for one is ever a doubtful compliment. When a person is liked by evil doers, he should carefully go over and examine his conduct to see whether he has not done something wrong. Though it is natural to dislike punishment, and through association generally the inflictor of it, still I believe, and I think experience will bear me out in it, that in the majority of cases, punishment when properly and rightly administered, will not arouse ill feeling. Some teachers make it their chief aim to gain their pupils' good will, and often at the sacrifice of duty; while others, on the other hand, are perfectly indifferent, and look on those placed under their charge as so many nuisances whose presence necessity compels them to endure, and consider that the only attention children in general are entitled to is either a cross word or a blow. Both, in my opinion, are unfit to teach. The former will lose the respect of his scholars and likewise his control over them: while the latter will be considered a morose tyrant by his pupils, whose only study will be to annoy him and keep themselves out of trouble, which will, of course, induce lying and all its attendant vices. I take it that one of the first qualifications for the office of teacher is sympathy with child-nature, and a due respect for children's prejudices and opinions. We should always deal generously with them, and remember that, if they do sometimes thoughtlessly transgress, they are but children, the rough marble from which the skilled artisan will fashion the polished column, reserving severity (never anger) for wilful disobedience and gross immorality. Trustees should, and will in time learn to beware of those teachers who treat children with less consideration than they do their dog, and look on teaching as something they tolerate only in consideration of the dollars and cents. Such are not the men who will indelibly stamp the impress of their virtues on the rising generation, and reflect the bright lustre of their morality, long years after the quiet teacher has been laid beneath the sod. No: it is he who meets his flock with a pleasant smile and becoming demeanour, he who is a model of the virtues he strives to inculcate by precept, he who shows his pupils by his every act and word that their best interests are his, that his corrections are not to satisfy his own evil passions but to do them good. Though our profession may be stigmatized as dry and monotonous, still such a teacher as this, wherever he may be found, is winning for himself a glory never gained by the blood-stained sons of Mars, —the glory of living in the thoughts, manners and virtues of posterity. Burke says, "example is the school of mankind and they will learn at no other." Though men's egotism may lead them to think they are unique, and uninfluenced by their surroundings, they are mainly reproductions and copies of others. It is owing to the slow and almost imperceptible influence of example, that so little importance is usually attached to it; but then that which is produced gradually and unconsciously, is the most lasting and the hardest to be effaced. Place even a strong minded man under the influence of examples which are not only different from his own but even distasteful to him, and you will find that, though perhaps unconscious of it himself, he has gradually assimilated himself to his companions. Take, for instance, our own men. They will go to the United States with a perfect disgust for the Yankee nasal twang, and with a full determination to guard against it; but let them remain there for a few years and then return. You will notice, though they may be unconscious of it and even surprised when you mention it to them, a very perceptible change, not only in the tones of their voices, but also in their phraseology. Such is the silent unconscious influence of example and association over those who have come to maturity and whose characters are formed. How much greater then is it over the plastic mind of youth and the character now being formed from the combined influences of its surroundings? How great the necessity of models worthy to be copied, not only on account of the readiness of the young to imitate, but because the impressions produced on the mind in our earlier years are the most lasting, and influence the individual for a whole life time Cowley speaking of the influence of early examples and ideas early implanted in the mind compares them to letters cut in the bark of a young tree, which grow out and widen with age. The ideas then implanted in the mind are like seeds dropped in the ground which lie there and germinate for a time, afterwards springing up in acts and thoughts and habits. Boys love to imitate those whom they admire, and will burn with ambitious zeal to emulate their heroic deeds. How many a soldier has been made by Alexander the Great, Julius Cæsar or Wellington! How many poets have received their inspiration from the hexameters of Homer or Virgil! We all need some noble model to hold up before us to imitate and rival. The teacher's example is continually before the school and the main spring of action of that little community. Should it not then be a worthy one? exerting such an influence as would form a noble character; his patience, forbearance and kindness winning all hearts; his impartiality and strict adherence to duty gaining their confidence and respect; and above all, his virtues such that their reproduction would make the rising generation superior to its antecedents, and leave behind for himself a name whose glory would never tarnish,—the glory of living in the hearts and pleasant recollections of the people, and not in their fears and apprehensions. Now, in order for the teacher to be such an example, he needs a great deal of self-disciplining—the strictest watch over his every word and most trivial action. It is not the teacher's words, manner or politeness at a public examination or during a visit from trustees or others that influence the scholars. No. It is his bearing during his every-day contact with them. The teacher should be himself just what he tells his pupils to be. If a teacher wants a piece read in a particular way, he first reads it himself to show them how it is done: so if a teacher wishes his

scholars to be polite, courteous and respectful to their superiors, he must first set them the example himself. Politeness tells particularly on delicate and sensitive natures, and is a great help in managing such; even the rudest boys will be influenced by it. Rough, boisterous men dread to come in contact with men of politeness and self-control. They know they will be worsted. Just the same with the teacher. It is his penetration and self-command that will make his worst pupil quail when in his presence. What effect would all the teacher's lectures on the government of the temper and passions have, if daily, on the slightest provocation, he were to fly into an uncontrollable rage? It would be practically teaching hypocrisy, and would make the teacher's remarks in general ineffectual. If he wish to make them systematic and methodical, let him see to it, that his own work is characterized by these qualities. His own interest in his work and love of readiness which he can show by amplifications on the lessons, as occasion may require, will do more to implant a love of books than any verbose dissertation he might give on the subject. By his own enthusiam and interest, and a few well-timed remarks on a selection in one of the readers, he might get a whole class reading Scott or Shakespeare, and thus introduce them to the pleasant fields of English Literature, a source of pleasure, recreation and enjoyment for a life time. The monotony of teacher's work is often complained of. This to a great extent can be remedied by presenting old subjects in new and varied lights, thus rendering his instruction more beneficial and interesting, and improving his own mind at the same time. One reason why school work is often uninteresting is because the teacher allows himself to get in ruts and go through his work in a merely mechanical way, never improving himself but in reality going back. Now, I ask, will an army conquer if the general turns and flees, or will a school improve when the master is retrograding? Either is very improbable. A teacher's conduct out of school should accord with his teachings. Probably, there are no keener detectives of inconsistency than children. If a teacher smoke, loaf, or use unbecoming language, who will notice it quicker than the boy whom he has flogged for doing the very same thing? Some teachers think that as long as they are exemplary in school they have done all that is required of them, but they are mistaken: they either prove themselves to be hypocrites or tacitly confess that school is a kind of prison-house where certain restraints are placed upon the inmates that are to be immediately cast off as soon as they leave the school-grounds or come to man's estate. A good name out of school will also gain the respect of parents—by no means a mean accessory. There are two classes of persons who receive no attention—those who have nothing to say and those who are constantly talking. The man who allows himself no time to think, is very apt to give expression to a great many imprudent things. No one should be more careful of his language than the teacher, as he has the whole district to criticise him. Nothing contributes more to human happiness and success in life than a cheerful and happy disposition, but this depends a good deal on the physical health which is always affected, more or less, by the diet, exercise and amount of sleep taken by the individual. Just as a little acid will sour the sweetest liquid, so will a sullen and morose teacher sour the dispositions of his pupils. I once visited a school presided over by a sad and melancholy female, the scholars caught the spirit. I never saw them smile or even look pleased. Their reading—well, had it not been for the words, I would have thought they were pronouncing their own last rites. This is one side of the picture, but there is another and brighter. Sunshine and cheerfulness are even more contagious. As all nature responds to the bright, cheerful, warming influence of the morning sun, so will sympathetic child-nature be touched and electrified by an approving smile or a cheerful word of encouragement. "Wondrous is the strength of cheerfulness, altogether past calculation its power of endurance. Efforts to be permanently useful must be uniformly joyous; a spirit all sunshine, graceful from very gladness, beautiful because bright." To be cheerful we must practise temperance and obey nature's laws. Dame nature is very jealous and tyrannical, and quickly punishes delinquents. Sleep is necessary for us, and she has alloted a time for it and will not allow us to transgress with impunity. The midnight revellers she quickly arraigns before her bar of justice where, metaphorically speaking, she metes out a five or a ten, or gives them a three or six months, each according to his offence. The poet tells us that:—

"Long vigils
Must needs impair the promptitude of mind;
And cheerfulness of spirit, which in him
Who leads a multitude, is past all price."

Sympathize with children, and do not be always harping on their faults. Try to so cultivate their good qualities that you will choke out of existence their bad ones. By continually scolding you accomplish but one thing—you get the dislike and contempt of your school. But a teacher must carefully steer his course of correction between laxity and licence on the one hand and undue severity on the other. If you can get your pupils to work well and constantly, you will have few corrections to make; and I believe one of the best ways to make them industrious and hard-working is to set them the example yourself. Their sympathetic natures and propensity to imitate will carry them along with you. Idleness always avoids the workshops of thrift and industry. You never find idlers hanging around the shops of industrious mechanics. They will always seek out their own like. The busy man has no time to talk or bother with them, and the sound of the hammer is grating to their enervated minds. They will seek out the abodes of those whose only work is their study how to avoid it—"Similis simili gaudet." There they meet to abuse and malign others for the misery they have brought upon themselves, and to concoct schemes of mischief. It is the same in school—it is the lazy pupil that will abuse and find fault with his teacher Idleness and industry, like sin and righteousness, can never join hands; one or the other must have the supremacy, and in school it is for the teacher to give, by his own example, that instruction in action which shall wield the sceptre in his small but important kingdom.

To recapitulate, I would say to teachers:—

Be what the children ought to be.

Do what they ought to do.

Avoid what they ought to avoid.

Aim always that, not only in their presence but also in their absence, your conduct may serve them for an example.

Do you discover, in yourself, defects? Begin by improving yourself, and seek afterwards to improve your pupils.

Think well that those by whom you are surrounded are often only the reflection of yourself.

Seek well the guidance of Him who directs all, and your pupils will the more willingly be directed by you.

The more obedient you are to those placed over you, the more readily will your pupils obey you.

As soon as you become lukewarm in morality, that lukewarmness will extend itself to the school.

An example in which love does not form a chief feature is but as the light of the moon—it is cold and feeble.

An example, animated by an ardent and sincere love, shines like the sun; it warms and invigorates.

Zeller says, "young minds can at all times be acted upon without words—simply by example. The further any person is from what he ought to be, the more does he experience this influence. The less his mind is developed, the more is he urged by a propensity to imitate, to direct and govern himself according to what he sees and hears in the society of other men, better, older, stronger, more skilful and more experienced than himself. This is a truth that cannot be too often dwelt upon, especially in these days when we attribute so many wonders to the power of words. Yes, example alone; a life of practice without display exercises a most marked influence on the soul, the character and the will; for the conduct of a man is the true expression of his being, and gives a tone to every thing around him, consequently nothing can remain uninfluenced within the sphere of a living being. There emanates, from the active, noiseless life of a single individual, power which is to others 'a savour of life unto life, or a savour of death unto death.'"

The President, INSPECTOR SHAW, read a paper on "The value of the Study of English Classics."

*Third Session.*—There was a general discussion on the means best adapted to awaken a desire for the study of the "higher branches." Mr. Curry, the President, took part in the discussion. .

Mr. Ferguson gave an illustrative lesson in Geography, and Mr. Curry one in Geometry. The latter took occasion to state that he found Wormell's Geometry superior to Chambers' Euclid, since the methods of the former are more logical, and the illustrative exercises give pupils clear conceptions of geometrical truths, and therefore enlists their interest. He took as the subject of his lesson the analytical method of solving problems. This method is used when the steps of a problem are not at first very evident. It is a natural method. It is essential that the theorems embodying the properties of the figure should be considered before actual construction is attempted.

On Thursday evening a public lecture was delivered in connection with the Institute, on Education, by Mr. L. A. Curry, A. M., at the Temperance Hall.

### RESTIGOUCHE COUNTY.

The second Annual Meeting of the Restigouche County Teachers' Institute was held at Campbellton on the 26th and 27th September, 1878.

The third Annual Meeting was held at Armstrong's Brook on the 4th and 5th September, 1879. President Nicholson called the meeting to order.

As arranged, Mr. J. G. Noble had his School in session. He gave a Reading lesson to one class, meanwhile having appointed work for the others. Some of the slate work in the form of letters was read to the Institute. Miss Doyle afterward gave a Reading lesson. The pupils being dismissed, the work was taken up by the Institute. Miss Doyle's lesson was first criticised favourably, the members generally taken a part. Mr. Noble's lesson was next discussed, several practical details in the art of Reading being brought prominently before the meeting, meanwhile the Institute adjourned at one o'clock. Number present twenty-seven.

Shortly after two o'clock the members re-assembled. Miss McNair gave a Reading lesson to a class of very young children. Mr. McLean followed with a Grammar lesson to an older class. After the pupils were dismissed the lessons were discussed. Miss McNair's was unanimously pronounced excellent. Mr. McLean's lesson was also favourably reviewed, one or two suggestions being made. Mr. Ross followed with an exhaustive extempore address on "How to teach Geology," showing the place which the elements of Geology might and should occupy in the School Course, giving in outline practical details of a course of lessons. After some remarks from members, the Institute adjourned at 5.30 p. m. Number present thirty.

In the evening a lecture on Astronomy was delivered by the President, to which all were invited. The lecturer merely proposed a rapid outline of the first principles of the science. With the aid of his excellent diagrams he succeeded in making as much of the subject as his time allowed, clear and intelligible to the young children present, while the older people were equally benefited. At the close a hearty vote of thanks was accorded.

*Friday Morning.*—The Institute was opened by an illustrative lesson on the "Chemistry of Common Things," by the President. Various members commented on the lesson which was throughout highly appreciated.

The subject of Map drawing was introduced by Miss Doyle, the most approved methods in use being fully explained as practised by her. The discussion then became general, several practical views of its use and importance being brought out.

Mr. Ed. Carney was next called on to introduce the subject of "Composition in School," on which he spoke at length. A very warm discussion ensued, the subject being looked at from various points of view by the different speakers.

In the absence of Mr. Firth the subject of "Mental Arithmetic" was taken up by another member, attention being confined to a few important formulæ. There was time for only a very few remarks. Number present forty-one.

The fifth Session was opened shortly after 2 p. m. After reading and approval of Minutes, Miss Mary McMillan gave an Object lesson to a class of children present. The pupils were led from point to point, their interest being sustained in an admirable manner. Some favourable comment followed.

A short essay on "Recreation for Teachers" was next read by Mr. Lawson.

The place of meeting for next year was arranged to be the Temperance Hall, Charlo, and the time the first Thursday and Friday of September. The Officers chosen were—

Inspector Nicholson, President; A. Ross, A. B., Vice-President; J. G. Noble, Secretary-Treasurer; Miss C. Doyle and Miss Mary McMillan additional members of Committee.

A vote of thanks to the people of Armstrong's Brook for their kindness in entertaining members was accorded; likewise a vote of thanks to the Secretary and to the President. The Institute was then declared closed. Number present thirty-six.

JOHN LAWSON, *Secretary.*

## ST. JOHN COUNTY.

The second Annual Meeting of the St. John City and County Teachers' Institute was held in the Victoria High School Room, on the 10th and 11th of July, 1879. The following officers were elected for the current year:—

H. S. Bridges, A. B., President; William Mills, Vice-President; G. U. Hay, Secretary-Treasurer. Remaining members of Committee of Management: Mrs. M. A. Carr and Miss Kerr.

*Resolutions of condolence.*—On motion of Mr. G. U. Hay, seconded by Mr. W. C. Simpson, it was

*Resolved*, That a Committee be appointed to draft a resolution expressing the feelings of sorrow of this Institute at the withdrawal, by death, of Edmund Hilyard Duval, late Inspector of Schools for the City and County of St. John, and communicate the same to the family of the deceased.

Messrs. J. Montgomery, D. P. Chisholm and A. I. Trueman were appointed on said committee.

It was moved by Mr. D. P. Chisholm, seconded by Mr. John Montgomery, and

*Resolved*, That the members of this Institute place on record their sincere sorrow at the affliction which has fallen on Dr. Coster, the late President of this Institute, and to express their sympathy for him in the enfeebled condition to which he has been reduced, and which has interrupted the career of one of the best qualified and most eminent Teachers New Brunswick has ever produced.

*Subjects discussed.*—In the afternoon Session of the first day, the subject, "The best means of securing accuracy in primary school work," was opened by Mr. J. Montgomery, who, in a brief address, alluded to the importance of this work being thoroughly and systematically attended to in the primary grades.

Mr. Bridges corroborated a statement made by Mr. Montgomery, that primary school work was daily being done in the Grammar, High and Advanced Schools. He thought the remedy for this was more individuality in teaching.

Mr. W. C. Simpson read a paper on "Mechanical Drawing in the Public Schools." This contained some excellent practical suggestions on the methods to be taken by the Teacher to secure success in this useful art.

*Second Day's Proceedings.*—Mr. D. McIntyre, Superintendent of Schools of the Town of Portland, read an able paper on the best methods of teaching English Composition. He reviewed the pupil's course from his first lessons in this art by means of object lessons, up to the time when good models from standard authors should be selected and dwelt upon thoroughly, in order to cultivate a purer taste and a more systematic and lucid expression.

Mr. H. S. Bridges then read a paper on "School Discipline," which he divided into three parts, as it affected the Teacher, the Pupil and the Parent. First, the Teacher must govern himself, and he must insist on prompt obedience on the part of his pupils; second, the pupils must be taught to govern themselves; third, punctuality is a very necessary adjunct to proper discipline, and one which parents should aid in securing.

Mr. March highly approved of the sentiments of the paper and referred to the advantages to the teacher in securing home influence to assist him.

Mr. D. Morrison said that kindness was one of the best factors to secure proper discipline.

Mr. Wm. Bennet favored judicious corporal punishment.

During the afternoon Session Mr. J. M. Coyngrahame read a paper on the "Best means of teaching Geometry," in the course of which he gave some excellent hints as to the manner in which this branch should be taught.

The Institute adjourned to meet in the same place on the second Thursday and Friday in July, 1880.

G. U. HAY, *Secretary-Treasurer.*

## SUNBURY COUNTY.

The second Meeting of the Sunbury County Teachers' Institute was held in Kingston's Hall, Fredericton Junction, on the 26th and 27th of June. The chair was taken at 10.30 o'clock by the President, Inspector Bridges, and after about twenty Teachers in attendence had enrolled and paid the fee (50 cents) the following Officers were elected for the ensuing year:—

Mr. G. S. Allan, President; Miss Ida A. H. Barker, Vice-President; G. H. Bulyea, A. B., Secretary-Treasurer; Dr. Bridges and G. H. Miner, members of Committee of Management.

An address was then delivered by the President elect, in which he explained the objects of the Institute, and clearly pointed out the benefits to be derived by the individual members from such a gathering. On behalf of the Committee of Management of previous year, he said that urgent business, in connection with U. N. B., detained Dr. Rand in Fredericton for the first day, and that the lecture which was to have been delivered by him that evening must, therefore, be indefinitely postponed. He further stated that arrangements had been made with H. C. Creed, M. A., to come down next day, and assist in some of the exercises of the Institute. As it was now too late to take up the paper which was on the programme for the 1st. Session, it was deemed advisable to spend the short time that remained in considering the important subject of "Reading." Mr. John Stewart

having selected a piece from one of the prescribed Readers, and having first rendered it himself, explained the principles he would make use of in leading the child to acquire the habit of *intelligent* reading. After he had concluded appropriate criticisms and suggestions were made by several other members of the Institute.

The afternoon Session was opened by the reading of a paper on "The stimulating of the energies of the pupil and the direction of the same, the chief functions of the Teacher," by Mr. G. H. Buylea. The following synopsis contains the chief points noticed :--

"There is implanted in every human being what Philosophers call the desire of knowledge or principle of curiosity. It is this which leads the child to weary us with questions, which, though to us they appear simple or even absurd, are, perhaps, the surest index of the abilities of the coming man. The "Child is father to the man," and, when you see a child of an enquiring mind you may conclude that he will be thoroughly grounded in the principles of whatever he undertakes. If we bear this fact in mind, then, in our teachings, we like Jacotot of old, will encourage our pupils to ask questions and not check them with impatience.

At first the child is actuated by a desire to obtain the approbation of his parents, and, as this feeling may be so transferred as to act towards any superior, the Teacher who has the tact to make use of it will find it a powerful stimulus. If he can arouse the pupil for benefits received, a feeling of dependence and reverence for his superior wisdom, he will have a powerful hold upon him. The child, generally, will be inclined to follow the example of any one whom he respects, and this fact brings into prominence another principle inherent to human nature, viz., the *Principle of Imitation*. It is this principle that leads the child to copy, first the tones, and afterwards, to a certain extent at least, the character and habits of its elders. How careful, then, the Teacher should be that his example should be such as would influence the child for the better. If he be careless and indolent he need not be surprised to find the same faults in the children under his charge. Another motive that is capable of producing marked results is the *Desire of Destruction*. The pupil has a natural desire to excel, or at least, to equal those who have had the same advantages as himself. This principle can be appealed to (1st.) by arranging the class according to an order of merit. Scarcely any pupil would wish to be at the foot of the class all the time, although one is occasionally met with, who, apparently, has no higher ambition. As a general thing each pupil vies with those of his own ability, and thus a beneficial influence is felt throughout the whole class. (2nd.) by the giving of prizes. When these are given for proficiency in any particular branch, the influence is felt only by a few, and generally by those who least need it. There will probably be but few of a class who aspire to the honour of being the successful competitor, and on these only will the influence be felt, while the rest are but interested spectators of the race of their friends. In order that the pupil may be stimulated to the maximum extent, prizes should be given in accordance with the lately prescribed regulations of the Board of Education, which give all pupils an equal chance to obtain them

Praise and censure also have a powerful influence upon the child, especially when bestowed where they are deserved. It is not the pupil of the greatest natural ability that deserves all the praise, or the dullest that deserves all the censure. Both should be bestowed, not according to what nature has given to the child, but according to the use that he has made of these gifts. They must not be bestowed promiscuously, for then . ey have no effect at all. Every action that displays an extra degree of thoughtfulness on the part of the pupil, should receive some commendation. Private conversation will have the effect of arousing the pupil from his lethargy, when all other influences have failed. Children are easily impressed, and it is not difficult to make them see they owe duties to their parents and benefactors, as well as to themselves, and that the only way to discharge these duties is to be diligent in the pursuit of knowledge. Individual character and temperament must be studied, as well as the circumstances which surround the child out of School. These latter may be such as to hinder the pupil in the preparation of his studies, and hence discouragements arise. It will be the Teacher's duty, then, as far as possible, and by appealing to the motives which are best suited to his particular temperament, to encourage him to surmount the difficulties in his path. I think that it will be granted by all, that almost every one has a greater inclination for some studies than for others. Let us take the most general division of studies into those that are classical and those that are mathematical. It is a rare thing to find a student equally proficient in both branches. It will not be necessary then to urge the pupil to pursue the subjects for which he has an inclination; but all the energies of the Teacher should be employed in getting him to acquire a taste for the opposite division. More real good can be accomplished by instilling into the pupil a liking for a subject, than by half a dozen years of School drudgery.

In presenting a subject to the pupil, he must be regarded as a being possessing rationality. He, under the guidance of the Teacher, should do the investigating, make the discoveries, and deduce the rules for himself. Every obstacle should not be removed from his path, but by a few apt questions, upon the principles involved, he should be led to think more deeply upon the subject, and ultimately to find for himself a way out. Teaching, to be productive of good, must be made interesting, and this can only be accomplished by the Teacher taking an active interest, both in the subject under consideration, and in the general advancement of his pupils."

In concluding his paper, Mr. Belyea described what he considered the best method of presenting several of the subjects of the School curriculum, and the influence method has on the mind of the child.

This paper was ably and freely discussed by the members of the Institute. Messrs. Stuart, McCutcheon and Thorne held, that the chief stimulus lay in the degree of interest that the pupil is made to feel in the subject, and that the Teacher should not follow his profession solely as a means of gaining a livelihood, but must have an enthusiastic love for it. The President concurring in the ideas of the previous speakers, thought also, that a spirit of emulation should be aroused. In a very able and instructive manner, he showed how he would make the pupils interested in the subject of History, viz.: by discoursing to them about the great men whose lives and deeds were described within.

After the close of the discussion, a recess of fifteen minutes was given, after which the subject of reading was taken up. Selections were read by several members of the Institute, and sharp criticisms upon the elocution of each were made by the others.

Friday morning a paper on "The best methods of teaching English Grammar," was read by Miss Carrie Alexander. Lest I should not succeed in making a synopsis that would do justice to the

writer of this instructive paper, I give it in full:—"If I were addressing a public assembly on the subject of Grammar, it would be necessary for me to show the reasons for assigning to the study such an important position. But quite the reverse, under the present circumstances. That it does, and that it should, are plain and established facts in the mind of every Teacher. The question with the Teacher is, "How may it best be taught?" and I would that I were competent to undertake the task of answering, but far from it I feel. I am sorry that I have not been able to devote more time and thought to the preparation of this paper. However, I hope I may say something practical, and from the discussion which is to follow, through the interchange of ideas, we may receive mutual benefit. This study, differing from any other, as setting the pupil to abstract thinking, cannot be taken up at so early a stage as Geography, or others which appeal to the mind by observation, and may be dealt with in a concrete way.

The Teacher in introducing the pupil to the study, must not only take into consideration his age, but also his mental and intellectual endowments, as well as the time spent at School; and the introduction should be through a series of oral lessons.

Before proceeding to take up any of the classes of words, he might be taught the number of them in a manner something like the following: The child knows that in a large forest there are a great many trees, and if asked if they all belong to one class, he would quickly answer "no;" and the pupils in the school?—his answer would be the same. Then he might be told that the words in our Reading books, or all the words in our language, are also divided into classes; and he will be quite anxious to know the number of them, and quite surprised to hear that there are only eight. Beginning with the noun, ask any pupil in the class to tell something he sees in the room—another and another; and, in this way, get several names. Then ask the pupils what they have told you about these things, and they will tell you the names only. They may then be told that the name of anything is a noun. A few short sentences may now be written on the board, asking the pupils to name the nouns, and, after taking their seats, ask them to write out all the nouns they can find in a given number of sentences from their Reading books. Next in order would come the verb. Some word used in a previous lesson might be used as "bell;" put with it another, for instance, "bell rings." The class will be able to tell the noun. A few questions about the other word: What does the bell do? "Rings." What does the word rings tell you? "What the bell does." Rings, then, expresses —class will supply—"doing." Several other nouns might be taken, and the pupils asked to supply *action-words*. They might then be told that words that express doing or action belong to the verb class; and the definition framed should be repeated by the pupils in the class, either simultaneously or one after another. Already a sentence has been formed, and the pupil can tell the noun part and the verb part—one the name of the thing and the other denoting action. A number of examples may be asked for, and the simple sentence should here be well impressed. Writing a number of nouns on the board, ask them to supply verbs, and vice versa (this may be a slate exercise). Having become thoroughly acquainted with these classes, the adjective may next be taken up, then the pronoun and adverb, and so on till they are quite familiar with the whole. If care has been taken from the first, the pupil will have no difficulty in distinguishing the noun part from the verb part, and so analyzing correctly. These exercises are pleasing as well as profitable, for, besides serving as an easy introduction to the systematic study of Grammar, it affords mental discipline, and the pupils will also be much benefited by the exercises in writing connected therewith. Oral teaching must not cease when the text-book is entered upon. Where they do not go side by side, the subject is not successfully taught. We find too many instances of this to doubt the truth of it. I am afraid that by teachers in general, enough thought has not been given to the matter, and that there has been too much formality about the study. We find pupils in some schools who have gone from cover to cover of Robertson's Grammar, applying to the collection of sentences following, without any understanding of how those rules are connected with their own language or with language in general, and would be quickly puzzled over a simple passage set before them from their Reading book. But let the exercise be varied—sentences written on the board framed by the pupils with the teacher's assistance, and again chosen from their Reading book. The rules will not appear to them as exercising any mysterious power over language, and they will evince a love for it instead of a dislike, which always attends formality, and I think that such an expression as, "I hate Grammar," would seldom be heard. No rule should be learned till it has been well illustrated. In Rule 1st, the pupil will find nothing difficult if he has understood all that he has gone over before. Rule II. might be taken up thus: The teacher might write one or two singular nouns and ask the pupils to supply verbs. The child will give the right number from his practical knowledge of language. Then ask for and write some plural nouns and have the verbs supplied. They will be right for the same reason as before. Then make the pupil observe the correspondence between the number of the noun and the number of the verb in each sentence; a few more sentences may be written and numbers asked for. The correspondence between the person of the noun and verb may be shown in the same way. Then tell them that from the facts observed by them the rule has been formed, which may then be committed to memory. All the rules may be gone over in this way, well exemplified by sentences framed by the teacher, by the pupil, and selections from their Reading and text-books. Analysis should be carried along with the first course. In miscellaneous schools there are generally two classes studying from the text-book, and these should be engaged in that branch of study at the same time during school hours. While A occupies the floor, B may be writing a prescribed exercise on slate; then again if B have the floor, A may be employed in a similar way. One day they may have a lesson in general Analysis. Class B will be dealing with simple sentences; A may probably have the complex and compound. As they become familiar with simple constructions, passages more difficult may be selected for them. Exercises in parsing, when written, should be done in tabular form, which takes in every item to be noticed in parsing. The whole sentence need not always be taken, but the most difficult words sometimes selected. I think it well to give home-exercises perhaps twice in one week and three times in the next. Let the pupil bring them up a recitation, and cause them to exchange exercises. Then, if the lesson has been Analysis, let them read sentence each as written on the paper held until the whole has been gone over; each one marking the paper they hold if mistakes occur. If it be parsing, let them take a word each or name some one pupil to parse a whole sentence. At the close of the exercise, let the one having the fewest mistakes take the head of the class. Ambitious children like "going up," and in an exercise of this kind will be much interested. This is for class B. Class A might have their exercises looked over by them at home.

In the discussion upon this paper, Messrs. McCutcheon, Stuart and the President, took a prominent part. Each detailed his method of treating the subject, and agreed with the others in all the more important points. I feel assured that the reading of this paper will have a beneficial influence upon the treatment of this subject in the Schools of all those Teachers who had the pleasure of listening to it. Dr. Rand and H. C. Creed, A. M., now arrived from Fredericton and lent an additional interest to the proceedings of the Institute. The next subject on the programme was a paper on "How Writing may best be taught and Writing Lessons best conducted," but as the gentleman who was to prepare it was absent, and the subject too important to be passed without comment, it was deemed advisable to have a discussion upon it. In opening this discussion, Mr. Creed advocated the plan of writing first familar words or sentences and thus getting the child interested in the task. When the pupil was able to write these words and sentences with a fair degree of success, he might be shown and drilled upon the different elements that form the letters of which these words are made. Mr. McCutcheon said that in the initiatory stages he was accustomed to give the pupils such words as "ill," "hill," etc. to print on the slate; but that in beginning script-writing he was careful to choose only such words as were marked by an absence of the loop, as "tin," "mint." The President said that he had encountered much difficulty during the transition from the use of the pencil to that of the pen. Dr. Rand gave it as his opinion, that the difficulty spoken of, originated in the fact that pupils were allowed to use their pencils to the last "eighth of an inch," and that it might be obviated by procuring holders. He strongly urged upon them the necessity of teaching the child to hold his slate pencil as he afterwards will be required to hold his pen. The discussion on the subject of writing having been concluded, exercises in acquiring a correct sitting position were given by Mr. Creed. In speaking of the importance of the exercises given by Mr. Creed, Dr. Rand said that more care should be given to the personal appearance of the individual, and that greater gracefulness of carriage would be obtained by paying strict attention to the exercises laid down in Munroe's Manual.

Inspector Bridges opened the last Session by an address on "The importance of Earnestness in the Teacher's work." He ably pointed out the necessity of this quality, as well as the faults to which the lack of it was likely to give rise. As he was no respector of persons, more than one Teacher strove to clear himself, or, at least, to give an excuse for some fault that had been driven home to him, in the course of Dr. Bridges remarks. Dr. Rand, in an earnest address, showed how the character of the child was naturally and imperceptibly moulded by that of the Teacher, and urged upon all the necessity of exhibiting this quality in their school-work.

The subject of Reading was then taken up by Mr. Creed who, warning them against over emphasis, illustrated the following rules:—"Only the leading words should be emphasized. Seek out the clause containing the leading idea, rejecting all words and phrases that are not required to complete the sense, and upon this put the greater degree of emphasis, etc."

He also gave examples of false Antitheses, and showed how to make them a test of emphasis. An address on the "Importance of Time-Tables" was delivered by the President. A carefully arranged time-table was exhibited on the blackboard, and minutely explained by him.

He laid down the following data for their construction:—(a) Time at disposal. (b) Number of subjects. (c) Order of subjects. (d) Relative importance of subjects. (e) Time allotted to each. After some very interesting and instructive remarks on the above subject had been made by Dr. Rand, the Committee of Management submitted their report, which was unanimously accepted.

The thanks of the Institute having been tendered to Dr. Rand and Mr. Creed, for their attendance and assistance, and suitable replies having been made by these gentlemen, the meeting adjourned to meet at Oromocto, on the first Thursday and Friday in September, 1880.

G. H. BULYEA, *Secretary-Treasurer.*

## WESTMORLAND COUNTY.

The second Annual Meeting of the Westmorland County Teachers' Institute was held at Shediac, February 13th and 14th, 1879. In the absence of the President, Inspector Wilson called the meeting to order. The following Officers were elected:

Mr. J. G. McCurdy, President; Mr. S. A. McLeod, B. A., Vice-President; Mr. H. G. Huestis, Secretary-Treasurer; additional members of the Committee of Management, Miss Lyons and Mr. D. B. White.

Mr. WILLIAM LEVINGE read a paper on Industrial Drawing, and gave illustrative exercises.

*Second Session.*—Mr. CHARLES L. BARNES presented a paper on Reading. Mr. White solicited the experience of Teachers as to the best way of "breaking up the recurring monotony of the key-note to successive sentences." Mr. Brittain, Mr. Levinge, Mr. Steeves, the President, and Mr. Barnes, took part in the discussion, after which, by request, the Chief Superintendent, Dr. Rand, spoke to the subject of the paper. He thought the secret of successful training in reading lay in *preventing* children from acquiring "school tones" and school "monotony of voice." Begin with the youngest. Develop voice power through physical and vocal exercises. Ear cultivation is necessary to right inflections. The alphabetical mode of teaching beginners was responsible for an immense amount of droning, and whining, and inane monotony. To become a refined and expressive reader was a great achievement. It implied culture, an intelligent and sympathetic acquaintance with noble thoughts and emotions. Reading is the many-sided instrument of culture adapted to all Schools, including the Primary School and the University.

Mr. S. C. WILBUR, A. B., read a paper on "How best to secure the elevation and dignity of the Teacher's Office." The paper was discussed by Messrs. McLeod and Brittain, and the Chief Superintendent.

Mr. D. B. WHITE read a paper on "How to Study and how to teach our Pupils to Study."

*Third Session.*—A discussion on "Teaching Writing" was opened by Mr. Wilbur, who gave the methods which he had found effective in practice.

A discussion on "Narrative Composition" was opened by Dr. Rand, who was followed by Messrs. Brittain, McLeod, White, and Wilbur.

The PRESIDENT read a paper on "How best to Secure Regularity of Attendance." Mr. C. L. Barnes gave the attendance made in his School (which showed a very high average). He said the Merit Book was an instrument so elastic and so powerful that a wise Teacher could utilize it as well in respect of securing regularity of attendance as in the performance of every other duty of the pupil as a member of the School. The subject was also spoken to by Mr. White, Mr. Wilbur, and others.

*Fourth Session.*—Miss CATHERINE HENNESSY read a paper on "The importance of having the co-operation of Trustees with the Teacher." Good Trustees were as necessary as good Teachers. They selected the Teacher, and it needed sound judgment to choose one adapted to the School or department. The more familiar they were with the Teacher's work, the more readily would they give proper remuneration to Teachers, provide necessary apparatus, and be a firm background of support of a high-toned School discipline. Men of good culture, as well as good hearts, should be chosen to the Trusteeship, whenever possible. Teachers had a right to look to them for aid, counsel, sympathy, and firm support in all that concerned the welfare of the School. An interesting discussion followed.

*Resolved*, That the Committee of Management be empowered to procure the services of Miss M. Alice Clark, of the Normal School, or other qualified person, to give instruction in Reading at the next Institute.

The questions in the Box were answered by Dr. Rand.

The Hon. Mr. Landry and Inspector Wilson addressed the Institute.

*Resolved*, That the next meeting be held at Dorchester on the second Thursday and Friday in February, 1880.

A large public meeting, convened in connexion with the Institute, was addressed by Dr. Rand, the Chief Superintendent, in the public hall on Thursday evening.

### YORK COUNTY.

The second Annual Session of the York County Teachers' Institute was held in Fredericton on Thursday and Friday the 22nd and 23rd May, 1879. A much larger number of Teachers was present this year than last, and more general interest manifested in the affairs of the Institute. Many of the discussions were of the most animated and practical character, and the programme as a whole was interesting. The following officers were elected for the ensuing year:—

E. C. Freeze, President; Francis J. Ross, Vice-President; W. G. Gaunce, Secretary-Treasurer; additional members of the Committee of Management, Jeremiah Meagher, and R. S. Nicolson.

The opening address by E. C. Freeze on the "Improved Condition of Teachers under the new School Law as an incentive to increased diligence and usefulness in the Profession," completed the work of the opening Session. In the course of his address the speaker urged his hearers to have love for the work and interest in the work. He contrasted the School System of the past with that of the present, referring to the classes of Teachers employed, the amount of support and the mode of support, the character of Text-books, School-houses, and Furniture.

Mr. E. T. MILLER read the following paper, which led to an interesting discussion, in which Messrs. Meagher, Nicolson and Gaunce took part:—

SCHOOL DISCIPLINE.—Any attempt to discuss scientifically and minutely the above subject, in all its bearings upon the inner working of a School, would require volumes. It would necessitate an investigation of all the causes and effects, and of all the various motives which work together to form human society. Even a categorical enumeration of the various definitions of the word discipline, would fill pages. Education, instruction, training of the mind, formation of manners,

subject-matter of instruction, course of study, method of training, subjection to authority, rule, government, chastisement, mortification of the flesh; these are only a few of the vast multitude of definitions of that one word discipline. Even in the application of the word to School working, it opens a field of contemplation terrible in its vastness, all-important in its bearing upon the destines of the young. It is proposed in this paper to consider discipline as defined by the word training, and in this view we will treat it first, with relation to the body, and then with relation to the mind If we consider the training of the mind as the grand aim of our profession, it must be evident the most superficial thinker, that the training of the body is a very important means towards attaining that end. Viewed in this light, the methods to be adopted, and the immediate object to be aimed at, in the training of the body, must now be considered. It will easily be seen that any scheme having for its object the attainment of complete bodily health and vigour, would be simply a project for producing a nation of robust men and women, and would necessitate a return to the usages of the ancient Spartans, who took the children altogether from the parents nd placed them under the care of the state. Without advocating such an extreme measure, of wh. h, I am afraid, but few of the parents of New Brunswick, not being Spartans, would be inclined to . pprove, we will see that very much may be done toward attaining the desired end, even in the few hours per day in which the child is under the control of the teacher. Every teacher present is aware that the physical training of the child in our schools has been more violently opposed by the parents, and has been subjected to more ridicule than probably any other portion of the school-work as at present conducted in our schools. Nevertheless its importance as a means of training the mind, can scarcely be over-estimated, and I am glad to be able to say that it is already showing the most gratifying results. The quondam, round-shouldered, narrow-chested, asthmatic pupil is rapidly disappearing from the schools of our Province, and we take pleasure in wishing him a hearty, and we hope an eternal farewell. The means by which this satisfactory result has been attained, and by which it is hoped to continue and increase it, are substantially as follows. -All strained and unnatural attitudes of the child are carefully avoided. An abundant supply of pure air is insisted upon. A large and cheerful play-ground is, if possible, provided, desks and seats of comfortable and proper form, and graduated to the different sizes of the pupils, are to a great extent, obtained. The pupils are not confined for too long a time to any one position. And lastly, but by no means least, a judicious and healthy system of physical and vocal exercises, is employed as often as may be deemed necessary or profitable. By a strict attention to the above, and other like means, the health of the pupils may be protected, and to a certain extent improved. To attain the greatest results possible from these precautions, requires on the part of the teacher, judicious discrimination as to the quality of the exercises to be employed at stated times, great patience, close attention to the appearance of the pupils, and unwearying assiduity in the discharge of his arduous duties. It is not only desirable that the bodies of the pupils, should as far as possible, be healthful and vigorous, but also that their movements should be easy and graceful. To attain this end, less labour is necessary, as a general thing, than many teachers imagine. Children are naturally buoyant and lively in temperament. Their movements are spontaneous and natural, and what is natural must, as a rule, be graceful. Of course, there are many coarse-mannered and ill-behaved children, but this is because they have been subjected to a vicious training, and is not attributable to nature, who, if allowed to perform her functions without interference, may be trusted to produce grace and beauty, rather than deformity and ugliness. I do not wish to be understood as detracting from the merits of those teachers who have devoted so much attention to proper movements and attitudes of their pupils, in performing the changes of position required in the work of the school. Their efforts in this respect are most praiseworthy, and they deserve all the gratification, which, I doubt not, they feel in contemplating the result of their labours. But as I believe that many teachers who wish to secure uniformity and grace in the movements and changes of position of the pupils, are deterred from the undertaking by reason of its apparent magnitude. I take this opportunity of stating my idea of its ready practicability, and of the principle upon which, I believe, it rests. That principle, as I have already stated, is the fact that, other things being equal, the movements of children are graceful, because natural. The teacher should, therefore, not adopt arbitrary rules of movement but watch nature, and, if necessary, improve upon it as the saying is. Any departure from this fundamental principle will result in a twofold failure, disgust in the pupil, discouragement in the teacher. Viewed in this light, which appears to be the most reasonable aspect of the case, the question naturally arises: "May not the drilling of pupils in the changes of position constantly required in school be carried to an extreme: Is there not a possibility of the teacher so striving after perfection in this respect as to defeat the very object intended to be secured?" I answer this question in the affirmative. A great deal of time and labour is expended in making pupils mere moving machines, without, at the same time, accomplishing any result of importance. It looks nice to some people, and it shows a certain amount of care and pains on the part of both teacher and pupils. It also obviates a certain amount of noise and confusion, but this is about all. I question whether these results are in any degree commensurate with the toil, time and vexation endured and spent in attaining this degree of precision of movement. In fact it may very reasonably be asked whether this gain in uniformity be not more than counterbalanced by the loss of individuality. A certain amount of uniformity is of course necessary in all schools, and especially in large cities where the scholars are frequently numbered by hundreds in one building, but for my part, I had rather see a little harmless irregularity in marching into, around, or out of a school-room, than the most exact precision of movement, purchased at the expense of the self-consciousness and independence of the individual pupil. It cannot be denied that a great portion of the time and care necessary to attain this high degree of exactness is taken from exercises which are of vastly greater importance, in fact such a course seems to be a substituting of the means for the end. But little time and care, comparatively speaking, are necessary to secure a considerable amount of exactness and regularity of movement in the exercises of the school, which is, or should be, all that is desired.

From what we have already said, therefore, it would seem that the training of the body is of more importance to the teacher than, perhaps, many of them would imagine. Important as it is, however, it must not be forgotten that, after all, it is only a means toward a higher end, namely, the cultivation and development of the mental faculties. This is the highest and furthest aim of every true teacher. This is the consummation of all his labors; the goal of all his hopes and wishes. Without this, no matter what else may be done, the work is not finished; the topstone is wanting, the edifice

is incomplete. The acquisition of information is of vastly less importance than the development of the mental powers which will enable the pupil to acquire information for himself. This important fact lies at the foundation of all successful teaching, and is, unfortunately, too much overlooked, if not altogether ignored. By teaching without reference to this principle, one may indeed produce walking encyclopedias, but they will not be educated scholars They will be mere memorizing machines, unless their faculties have been so developed as to enable them to think intelligently, and to reason logically and correctly concerning the knowledge they have acquired. No teacher who wishes to be successful in his profession should overlook the fact that he is not so much to impart information to his pupils as to enable them to acquire it for themselves. This is the highest end and aim of education. Were it otherwise, it would indeed be true, as the common saying is, that a person finishes his education on leaving school, whereas the fact is that, if his school-days have been properly employed, he is just in a position to begin to lay up stores of knowledge which he will know, from his previous training, how to dispose and assimilate so as to be of the most practical use and benefit, or the source of the highest and truest satisfaction and pleasure. In the cultivation of the mind, advantage should be taken of a few principles that lie at the foundation of all true teaching. A celebrated educationist has laid down the following for our guidance in this matter:—1st. Proceed from the known to the unknown. 2nd. Attempt only one difficulty at a time. The first of these appears to be a very simple rule, and at first thoughts some might be inclined to suppose it unnecessary. Yet it is constantly, and I was almost about to say systematically, violated. It is violated, for instance, when a child is taught Proportion, without a previous knowledge of Ratio, and this very mistake, I doubt not, is perhaps being made to-day, in scores of schools. This principle is also violated when an attempt is made to teach the geography of North America, to a class who have never studied that of their own county, or parish, or neighborhood. And again, when children are allowed to begin the study of Algebra, and the use of unknown quantities, before they have acquired a knowledge of the nature and properties of numbers. In fact, numberless are the ways in which this principle is violated. A child, to use a common expression, should never be put beyond his depth. He should always feel footing under him. Begin with something that the child knows. Thus you gain his interest. Having found out where he is at home, you can then lead him forward a step, because he knows what he is learning, and has some idea as to where you are taking him. This is the true meaning of the principle, and leads us to the second, viz: One difficulty at a time. We have now a fair start, and the next danger lies in going too fast. One difficulty at a time. One idea first, and after it is thoroughly mastered, bring on another. But the grand point is, "One difficulty and only one at a time." How often this principle is ignored, not always from ignorance, but frequently from simple carelessness. The neglect of these two principles invariably leads to failure and discouragement, and it is for this reason that I urge them so strongly, for I am certain that some of us need to apply them in our teaching more than we do. Another great motive power in the school is the example of the teacher. I will speak of this power in reference to the formation of personal habits in the pupil. Regularity, punctuality, order, cleanliness and truthfulness may be considered as some of the most important habits to be formed in a child. To be regular in the discharge of his duties, punctual in his attendance on them, orderly in his work and movements, clean and neat in his person and attire, and truthful in all he says, are indeed, the distinguishing characteristics of an upright mind, whether of boy or man. To attain these desirable qualities in his pupils and render them permanent should be the aim and end of every earnest teacher. In this matter a great deal depends on the personal habits of the teacher himself. "Example is stronger than precept," and an irregular, unpunctual, untidy teacher, must expect that in these points at least, his pupils will be faithful counterparts of himself. Such a teacher can hardly have the assurance to chide his pupils for violating rules which, as they may see in his own person, he honors "more in the breach than in the observance." On the contrary, a strict observance of these rules by the teacher will go far towards inducing an attention to them on the part of those under his control. There is danger, however, of overstepping the bounds of discretion by being over-zealous on these points. For instance, it is not wise to send a child home in disgrace on his first appearance in school with soiled hands and face or uncombed hair. Not the least of the evils attendant upon this course is the fact that it is extremely irritating to the parents of the child, and I think, naturally so The mother is apt to take it as a personal insult which she will not soon forget; the more so, as it may be, perhaps, undeserved on her part. Many a child enters the school-room in a very different condition from that in which he left home. A more judicious plan would be to have in some convenient part of the school-premises, a small hand-basin with towel, soap and comb, all of which might be provided at a very trifling expense. The teacher should also call upon the mother at the first convenient opportunity and acquaint her with the condition of her child on entering the school, taking it, of course, for granted, that the mother was ignorant of the facts of the case. Any reasonable parent will appreciate this delicacy on the part of the teacher, and the fault will probably never happen again. This plan will also prevent the child from prolonging a ten minutes' operation into one of three quarters of an hour, which he would be very likely to do. By acting judiciously in such apparently trivial matters, the teacher will greatly promote the habits of cleanliness, neatness, etc., without causing hard feelings or losing the valuable co-operation of the parents, without which he could scarcely be very successful. It may perhaps be thought by some, that the teacher is held accountable for more than his just share of responsibility, but it is my opinion that almost, if not all, the blame attaching to want of order and its accompanying virtues in a school is attributable to the teacher. This may be rather unpalatable, but the sooner we make up our minds to face our responsibilities manfully the better for the profession.

I repeat, that in respect to the above named requirements the Teacher is all in all. Let him discharge his duty to the full towards his pupils, and I affirm, without fear of contradiction, that the school will be everything that a school should be. We cannot bear this too prominently in mind, for it is the opinion of every candid Teacher of experience. Another point which should be carefully considered in this connection, is the influence upon the mind of a refreshed and vigorous state of the body. Every one is aware of the fact, that when the body is in a fatigued or exhausted state, the mind naturally partakes, to a greater or less extent, of the same feelings of weariness and lassitude. This fact shows the vital necessity of so arranging and varying the work of the school, that a constant succession of different studies and exercises may be secured. Of course, the time that a class should be kept at any one exercise depends largely on circumstances, such as the age and acquirements of

the pupils, and to a certain extent, the nature of the subject itself. But it is safe to say that twenty-five or thirty minutes, at the outside, should be taken as the limit. Some judgment is necessary also in deciding what exercises should follow each other. For instance, a class which has been occupied in Slate Parsing, or Analysis, should not immediately be called up to an exercise in Grammar or even in Composition. Neither should a class after being occupied in Slate Arithmetic at their seats, be afterwards engaged in Algebra or Geometry. The mind, after dwelling on one subject, should then be called on to engage in another of a different nature, so that a different set of faculties may be called into play. History, for instance, might follow Arithmetic, or Geography be taken after Penmanship. By so doing, one set of faculties is called upon to relieve another. We may here also notice the great benefit of music in the internal economy of a school. After a few minutes spent in this delightful recreation, the mind returns to its work with renewed vigor and zest. Pleasant surroundings have a great effect upon the mind, while dull and dreary buildings and premises have a most depressing effect. Light and fresh air are the life of a school-room. Shut them out and you exclude the spirit, the life and the soul of the school work. It is much to be regretted that this fact is not more generally realized and acted upon by trustees when providing school buildings and premises. But the great point after all, is to be earnest and interested in the work of the school. It is an old adage, but none the less true for that, "Whatever is worth doing at all is worth doing well." This is especially true in teaching. Every thing should be done earnestly and with some definite object in view. Every lesson should have its object. The teacher should always aim to have some idea or some fact which he wishes to bring prominently before the minds of the class, and every question should tend towards that end. By pursuing a contrary course the teaching becomes desultory and aimless, and as a consequence, spiritless, which is a state of affairs particularly to be avoided. In conclusion, and by way of summary, the great purpose of teaching is to enable the pupil, by a judicious course of physical and mental training, to so develop his faculties as to assimilate and make use of whatever knowledge he may acquire, and apply it so as to produce the greatest possible practical results, and also the highest and purest pleasure.

"The necessity of a well arranged Time-table and the importance of adhering to it" was a fertile subject for discussion. The views were so varied and in many cases so apposite on this subject, some believing in *alternation of studies*, some not; some thinking that every subject in the Curriculum should be taken up daily, others not; some making reference simply to lower grades of Schools, others referring to the higher; that after a lengthy discussion it was, on motion,

*Resolved*, That a Committee of five be appointed, each of whom shall prepare a Time-table with Working Programme attached, for the consideration of the Institute at its next Annual Session.

A lesson on "Reading" by Mr. H. C. Creed, M. A., and one on "Plant Life" by Mr. James Fowler, M. A., afforded the Institute very interesting work. Mr. Fowler referred very happily to the different fields of Natural Science study, holding Botany up as pre-eminently before either Geology or Chemistry as a study capable of being followed with great *facility* little *expense*, and no *danger*. By actual illustration he showed his plan of teaching. Taking a *leaf* he proceeded to examine its *parts*, *venation*, *shape*. Taking a *stem* he examined the *parts*, *attitude*, *shape*, *colour*, *character*, *appendages*, *leaf-position*, etc. Each step illustrated the amount of *observation* the study was calculated to develop. The *collecting* of plants affords *pleasure* to the young, and the *delight* the children take in the subject should popularize it.

Lessons on "Colours," one on the *Primary Colours*, and giving the idea of *tints* and *shades;* the other showing that the *Secondary* Colours were produced by *mixing*, were given by Miss Brymer and Miss Seely, each of whom, with a class of little children before the blackboard and with a coloured chart and crayons illustrated every step taken.

This lesson was made even more interesting by Dr. Rand offering some very pertinent remarks. The *complement* of truths afforded, the *charm* of the subject, the development of the power of *appreciation* of another's work were some of the many advantages he pointed out, as plainly the result of the study.

The subject of "Penmanship" was quite fully discussed, the opening address being by R. S. Nicolson. The speaker's plan of teaching writing would begin with lines, curves, angles, etc., on a *slate* properly ruled. From *elements* he would proceed to *principles*, thence to *words*. He would have every *Capital* consist of only *one* movement. Such a method would secure the first qualities to be aimed at in writing a *plain*, *strong* character. *Correct holding* of the pencil or pen was insisted upon as the first *condition* of good writing. Miss Hattie C. Magee and Messrs. Creed, Burnett, Parkin, Gaunce, and Dr. Rand, engaged in the discussion. The *position* at desk seemed to be the chief point of division, some favouring *full-front* position, some *right* side to desk, some *left* side. The *finger* versus *muscular* movement was discussed. All agreed that *good* writing meant *legibility*, *beauty*, *character*.

"The Teacher's duty in regard to the Play-ground and the influence he may gain there" was discussed in a manner calculated to give new interest in this work. The summing up of the discussion includes these points, happily made by the several Teachers who took part:—The Play-ground is the best place for a Teacher to get *control* of his School, there a *sympathy* between teacher and pupil is fostered, a *respect* and *affection* inspired, a *restraint* placed upon bad qualities of a pupil, a tendency created towards *respect of fellows*, and to *correctness and refinement of language*. The Teacher's duty is to present pupils each night to their parents *better* in some way than they left in the morning, and this greatest opportunity to influence the pupil should be daily used. Moreover to *prevent disorder*, and never allow it to *enter the School-room* was the best way to secure *order*.

The last Session of the Institute was taken up with routine work and with a carefully written and highly instructive paper on Pestalozzi and his methods, by the Principal of the Normal School.

ALBERT COUNTY.

The second Annual Meeting of the Albert County Teachers' Institute convened at Hillsboro on 2nd and 3rd October, 1879.

*First Session.*—The meeting was called to order by the President, Mr. Asael Wells, after which he addressed the Teachers, and in the course of his remarks, spoke of the loss which the Institute had suffered by the death of Mr. Charles S. Gilbert, A. B. In conclusion, he complimented the Teachers on the success which had attended their efforts of last year and hoped, profiting by experience, that they would render this still more successful.

The Institute then proceeded to elect the Officers and Committee of Management as follows:—

Mr. George Smith, A. B., President; Mr. Chipman Bishop, Vice-President; Mr. Nath. Duffy, A. B., Secretary-Treasurer; Mr. Joshua Thompson and Mr. James Bishop.

After transacting the usual business relating to fees, enrolment, etc., it was resolved that the surplus funds of the Institute be appropriated for such purposes as the Committee of Management think proper.

*Second Session.*—Mr. Chipman Bishop read a paper entitled "How to teach Geography." He gave some valuable hints with regard to the progressive mode of teaching Geography, showing that after certain ideas were established others might be deduced.

Mr. Joshua Thompson gave some good suggestions relative to Map drawing, as also did J. S. Steeves and Fred. W. Watson.

"The Conduct of Miscellaneous Schools" was next discussed. Mr. Thompson believed that the work of these Schools might be lessened, and, in order to accomplish this, stated that the classes should be reduced to the least number possible, and that certain branches should be taught on alternate days.

Mr. Charters thought even more time than was now devoted to the subject at the Normal School could be profitably given to it. It was a most important subject.

The President showed how monitors might be utilized to good advantage in teaching subjects requiring drill.

*Third Session.*—Mr. Chipman Bishop read a paper on Arithmetic. He showed by illustrations on the board how he taught number. Mr. Thompson criticised the method on principle, showing that number should first be taught through objects. He showed how the multiplication table should be constructed by the pupils by means of objects. Mr. Wells thought tables should be got by rote. It would save time, he said. Mr. Nobles was in favour of practical work. Mr. Charters criticised Mr. Bishop's method of teaching digits.

Mr. Joshua Thompson read a paper on "Reading," and then gave an illustration of his method of conducting a Reading lesson.

*Fourth Session.*—The President read a paper on "The Importance of School Libraries." A discussion followed the reading of the paper.

*Resolved*, That the next meeting be held at Harvey on the first Thursday and Friday in September, 1880.

KINGS COUNTY.

The third Annual Meeting of the Kings County Teachers' Institute met in Victoria Hall, Sussex, September 4th and 5th, 1879.

*First Session, Thursday, a. m.*—The meeting was called to order by the President, S. F. Wilson, M. A., who read an introductory address, showing the object of the Institute, and its value as a means of improvement to the members of the teaching profession.

The fee of membership was fixed at fifty cents per annum, and thirty-eight persons were enrolled as members. Professor Burwash, of Sackville, whose services had been secured by the Committee of Management, then gave the first of a series of valuable lessons on Reading and Elocution.

Mrs. Allen of St. John then occupied the attention of the Institute by giving a lesson on Drawing from the Primary Cards.

Adjourned to meet at 2.30 p. m.

*Second Session, Thursday, 2.30 p. m.*—After Roll-call Mrs. Allen resumed her Drawing lesson on the Primary Cards, and was followed by Professor Burwash, who continued his instruction in Reading, etc.

The Committee of Management having failed to secure a speaker for the public meeting in the evening, it was resolved that the members of the Institute should meet in the Hall and receive instruction in Reading from Professor Burwash.

Adjourned to meet at 7.30 p. m.

*Third Session, Thursday, 7.30 p. m.*—Professor Burwash gave some valuable instruction in Reading and several members took part in the exercises.

Dr. Jack, President of the University of New Brunswick, being present, was introduced to the meeting and expressed himself pleased to meet the members of the Institute assembled for mutual improvement. Mrs. Allen also gave further instruction in Drawing.

*Fourth Session, Friday, 9 a. m.*—Roll-call. Mr. H. C. Burnham, of Havelock, read a paper on "Self Culture," which was followed by a short discussion.

Mrs. Allen again took up the lesson on drawing, dealing with the representation of plane and curved surfaces.

Mr. Eldon Mullin then read a paper entitled "Some Half Truths," and this was followed by further instruction from Professor Burwash.

Adjourned to meet at 2 p. m.

*Fifth Session, Friday, 2 p. m.*—When the Roll was called, J. R. Mace, A. B., of Springfield, read a paper on the "Pleasures and Pains of School Teaching," and this was followed by closing lessons from Mrs. Allen and Professor Burwash.

It was resolved to hold the next Session of this Institute at Hampton Station on Thursday and Friday, July 8th and 9th, 1880.

The following Officers were then elected for the ensuing year:—

*Committee of Management.*—D. P. Wetmore, President; F. H. Hayes, Vice-President: W. E. Hornbrook, Secretary-Treasurer; Miss J. E. Murray, Miss Hattie Lawson.

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ERRATUM.

In the Abstract on p. 124, No. of Pupils enrolled, St. John County, for 9,986, read 9,524. The Total of the column should be 53,743.

# OFFICIAL NOTICES.

## INSPECTION OF SCHOOLS.

### COURSE OF INSTRUCTION FOR THE SCHOOLS OF NEW BRUNSWICK.

For Primary and Advanced Schools in Cities and Towns, Schools in Villages, and Ungraded Schools in Country Districts.

[The Course for High Schools to be issued hereafter.]

It is Ordered by the BOARD OF EDUCATION (under the authority of Sec. 5 (5) of Chap. 65 of The Consolidated Statutes, and Sec. 1 of the Act passed in 1879 in amendment of the said Chapter), in reference to the Inspection of Primary and Advanced Schools in Cities and Towns, Schools in Villages, and Ungraded Schools in Country Districts, as follows:—

1. *For Quality of Instruction: as provided by Sec. 13 of Chap. 65 of The Consolidated Statutes, and Sec. 2 of the Act passed in 1879 in amendment of the said Chapter.*—In determining the quality of the instruction given in any School or department, the Inspector shall require an intelligent acquaintance with the subjects of the Standards prescribed for the same in the following Course of Instruction. Wherever "OPTIONAL" subjects appear in the Course, the Board of Trustees is to determine whether these subjects shall or shall not be taught. When taught, they are to be duly recognized and examined upon by the Inspector, in accordance with the requirements of the Course.

2. *For participation in the Superior Allowance of seven thousand dollars for the whole Province, one-half to be paid to Teachers and one-half to Boards of Trustees: as provided by Sec. 3 of the Act passed in 1879 in amendment of Chapter 65 aforesaid.*—(1) In Cities, Towns, and Villages, departments shall participate in this allowance (the school accommodation and appliances being sufficient in the judgment of the Inspector), according to the number of pupils annually certified by the Inspector as having satisfactorily completed the work embraced in Standard VIII. of the Course. (2) In ungraded schools in Country Districts, schools shall participate in the allowance (the school accommodation and appliances being sufficient in the judgment of the Inspector), according to the number of pupils annually certified by the Inspector as having satisfactorily completed the work embraced in Standard VI. as prescribed for a District having a Teacher and a Class-Room Assistant.

The pupils so certified by the Inspector shall be entitled to receive from the Chief Superintendent, through the Board of Trustees, a certificate of their attainments.

The foregoing Order shall take effect on November 1, 1879.

### SCHOOLS IN CITIES AND TOWNS.

#### PRIMARY SCHOOLS.†

NOTE.—Under each of the Standards I. to IV., familiar lessons, adapted to each Grade, to be given on the conditions of HEALTH—pure air, sunlight, good water, wholesome food, proper clothing, cleanly and temperate habits, avoidance of draughts and the sudden checking of perspiration, dry feet, &c.; and on MORALS and MANNERS, as specified in Regs. 11 and 22. PHYSICAL EXERCISES, as per prescribed Manual, at least twice each Session. RECESSES, as specified in Reg. 19 (6).—OPTIONAL: Plain Sewing for girls (the making of useful articles requiring simple stitches and short seams), and especially mending, patching, and darning: Knitting; but no fancy work of any kind during school hours.

*NOTE.—Where the number of pupils enrolled is 50 or upwards the Class-Room Assistant, if holding a license from the Board of Education and regularly employed at least four hours a day, receives a Provincial grant equal to one-half that provided by Sec. 13 of Chap. 65 of the Consolidated Statutes, for teachers of the same class. It is, however, quite competent to the Board of Trustees in Districts where the number of pupils is less than 50 (it matters not how many less), having first provided a Class-Room for the School-house, to employ an assistant who has no license. A reliable assistant could generally be selected from among the best qualified pupils. Under the direction of an efficient teacher, fair work would be done in subjects requiring drill. The position is one that should be sought by those who intend entering the Normal School to qualify as Teachers. In this way, almost every School in the Country Districts could easily secure the benefits of a Class-Room assistant, and so carry on the Course of Instruction through the specified Standard VI., and participate in the superior allowance.

†The following allotment of time for the several subjects embraced in the Primary School Course, is *suggested* to teachers as generally applicable. The time required for Opening exercises, Roll-call and Physical exercises is to be deducted proportionately from that assigned to the several subjects:—

LANGUAGE—60 per cent.

| | |
|---|---|
| Reading and Spelling | 28 |
| Composition | 10 |
| History | 2 |
| Form | 15 |
| Drawing | |
| Print-Script | |
| Writing | |
| Singing | 5 |

NATURAL HISTORY—40 per cent.

| | |
|---|---|
| Number or Arithmetic | 20 |
| Geography | 8 |
| Minerals | 5 |
| Plant Life | |
| Animal Life | |
| Object-Lessons | 5 |
| Colour | 2 |

STANDARD I.

*(First Grade or Year.)*

LANGUAGE:

*Reading.* Wall Cards. Primer. Sounds and names of letters. Word building from sounds. Sounds of diphthongs and double consonants. [Each story on the Wall Cards should be taught from the Blackboard, sentence by sentence, before the Cards are introduced, and special attention given to pleasantness and brightness of tones, fluency, clearness and correctness of pronunciation.]

*Composition.* Oral correction of wrong forms of speech used by the pupil. Repeating substance of reading or oral lesson.

*Form.* Common objects as wholes examined first with respect to resemblance in shape and afterwards to prominent differences. Common solids distinguished—ball, cylinder, cone, cube. Ideas of surface developed; different kinds of surfaces; line; straight and curved lines; vertical, slanting, and horizontal lines. Representing lines by combining them in various ways. Printing words or sentences in *common* print from reading lesson. Print-script as soon as pupils are able to build up words from sounds.

*Note-Singing.* Simple songs selected chiefly from first 14 pages of First Music Reader. [See Reg. 16 (5)].

NATURAL HISTORY OR SCIENCE:

*Number.* Developing ideas of Number from one to ten through the medium of objects. Fundamental operations- Addition, Subtraction, Multiplication and Division upon *these* numbers. Notation by means of dots or strokes only.

*Geography.* Developing ideas of Place, as right and left, front and behind, of objects in the School-room.

*Minerals.* Distinguishing and naming coal, slate, clay, iron, lead, &c.

*Plant Life.* Distinguishing and naming common garden vegetables, flowers, field crops, trees in the neighbourhood.

*Animal Life.* Distinguishing and naming principal parts of the human body. By means of pictures to point to and name principal parts of familiar animals.

*Colour.* Distinguishing and naming common colours.

*Objects.* Familiar objects—their form and parts.

STANDARD II.

*(Second Grade or Year.)*

LANGUAGE:

*Reading.* Reading, Spelling, Reader No. 1. Word-building continued, Recitation [see Reg. 16(5)] from the Reader, (one-fourth of School weekly). Correct pronunciation.

*Composition.* Oral correction of wrong forms of speech used by the pupil. Repeating substance of reading or oral lesson, before leaving it. Answers in print-script to simple questions on reading or oral lessons.

*Form.* Developing ideas of an angle; right, obtuse, and acute angles; triangle, square, rectangle. Construction of figures. Print-script exercises in Reader.

*Note-Singing.* Simple Songs selected chiefly from pages 15 to 40 of First Music Reader. [See Reg. 16 (5).]

NATURAL HISTORY OR SCIENCE:

*Number.* Arabic numerals. Ideas of number from 10 to 100. Notation from 10 to 100. Multiplication Table to 10 tens constructed and memorized. Addition, Subtraction, Multiplication and Division of numbers not exceeding 100.

*Geography.* Points of the Compass. Location and direction of Streets and other objects from School-house. Ideas of Map developed by representation of School-room, play-ground, portions of City or district.

*Minerals.* Pointing out objects in School-room made in part or in whole of iron or any mineral. Names of implements made of iron, steel, &c. Cooking utensils of iron, tin, &c.

*Plant Life.* Distinguishing parts of plants—stem, leaves, roots, &c.

*Animal Life.* Familiar animals—their food, habits, uses.

*Colour.* Distinguishing and naming tints and shades. Naming objects of such tints and shades.

*Objects.* Simple and common qualities. Distinctive qualities.

STANDARD III.

*(Third Grade or Year.)*

LANGUAGE:

*Reading.* Reading, Spelling, Reader No. II. Recitation as before. Meaning of Words. Correct pronunciation of all words used. Simple formal exercises for production of pure tone begun.

*Composition.* Oral correction of wrong forms of speech used by the pupils. Repeating substance of reading or oral lesson before leaving it. Simple slate exercises on reading lesson.

*Industrial Drawing.* Freehand outline on slate and blackboard. *Cards, Series No. 1 (Revised Edition). Print-script continued.

*Writing.* First copy-book (with pencil).

*Note-Singing.* Simple Songs selected chiefly from pages 55 to 90 of First Music Reader. [See Reg. 16 (5).]

NATURAL HISTORY OR SCIENCE:

*Number.* Number from 100 to 1000. Notation of Numbers to 1000. Completion of Multiplication Table. Addition, Subtraction, Multiplication. Division of numbers to 1000. Developing ideas of Fractions through the medium of objects. Constructing and memorizing three Tables of Weights and Measures. Roman numerals to M.

*Geography.* Conceptions of *physical features*—plain, hill, mountain, valley, brook, pond, lake, island. Construction of physical map of County, with roads to the different towns, villages or prominent places. General Geography of the Province from a map. Oral lessons on the Seasons (before memorizing any lesson on the same).

*Minerals.* Distinguishing freestone, limestone, quartz, felspar, &c. Sands resulting from the several rocks. Distinguishing kinds of coal, &c.

*Plant Life.* Trees, shrubs, herbs—different ways of distinguishing one tree from another, &c., by form, colour, and size of trunk, branches, leaves, bark.

*Animal Life.* Organs of sense—By means of pictures to distinguish and name such animals as lion, tiger, zebra, ostrich, whale, &c., and give their prominent structural characteristics. Oral lessons on the Animals treated of in the Reader; (also before memorizing Useful Knowledge lessons on Animals).

*Colour.* Ideas of primary, secondary and tertiary colours developed. How these colours are produced. The pupil required to produce them by mixing colours. Hues.

*Objects.* Parts and qualities of objects in detail, and obvious uses arising out of those qualities. (Oral lessons on a House in "Useful Knowledge" lessons in Reader before the lesson is memorized).

## STANDARD IV.

*(Fourth Grade or Year.)*

LANGUAGE:

*Reading.* Reading, Spelling. Correct pronunciation of all words used. Transcription, dictation, meaning of words. Reader No. III.† Recitation as before. Exercises for pure tone continued.

*Composition.* Oral correction of wrong forms of speech used by the pupils. Repeating substance of reading or oral lesson before leaving it. Written answers to questions on reading lesson. From the answers to make the necessary additions or alterations so as to form a connected narrative. Weekly exercise, reproducing the substance of a previous oral lesson. To write a short letter, and draw on the slate an outline of an envelope, correctly superscribed.

*History.* Biographical sketches of eminent persons, bringing out prominently the moral principles underlying their actions.

*Industrial Drawing.* Freehand outline on slate and blackboard. Cards, Series No. 2 (Revised Edition). Print-script continued.

*Writing.* Copy-book.

*Singing.* By rote: Additional Songs selected chiefly from First Music Reader. [See Reg. 16 (5)] OPTIONAL: *By Note;* (from the blackboard) Scales by numerals, syllables, and pitch names; notation, time, and beating time. Second Series of Charts, exercises and songs in first 10 pages.

NATURAL HISTORY AND SCIENCE:

*Arithmetic.* Notation, numeration. Fundamental Rules. Tables of Weights and Measures completed. Mental Arithmetic on the foregoing Rules, to precede each class exercise.

*Geography.* Constructing Map of the Province. Industries of the Province. Exports and Imports. Form of the Earth as learned from a globe. Land and water surface of the Earth. Great Continents and Great Oceans, with relative positions. One or two important countries in each continent treated chiefly with respect to their great physical features, productions, or industries. Lessons on motions of the Earth (of the nature of those in Useful Knowledge lessons in Reader.)

*Minerals.* Principal Minerals of the Province, localities and uses. Oral lessons on Metals, (similar to those in Useful Knowledge lessons in Reader.)

*Plant Life.* Names of the principal forest trees of the Province—their uses. Agricultural productions. [Oral lessons on cotton, linen, and lace, before memorizing the lessons on these articles.]

*Animal Life.* Domestic and wild animals of the Province. General structure of such animals as dog, elephant, lion, &c., as adapted to their habits and mode of life. Oral lessons on clothing, so far as relates to clothing derived from animals.

*Colour.* Develop ideas of harmony of colour. Law of harmony developed and practically illustrated.

*Objects.* Oral lessons on Common Things, and on articles of food; (and on "Breakfast-Table," before memorizing these lessons in Reader).

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*The revised edition of the Cards and Drawing Books are to be secured when new Cards or Books are needed in any School. Where Cards or Books of the previous edition are on hand they may be used during the ensuing year.

†Or, not less than Part I., where the French-English Reader No. III. is used.

## ADVANCED SCHOOLS,*

NOTE.—Under each of the Standards V. to VIII., familiar lessons, adapted to each Grade, to be given on the conditions of HEALTH,—pure air, sunlight, good water, wholesome food, proper clothing, cleanly and temperate habits, avoidance of draughts and sudden checking of perspiration, dry feet, regularity in activity and rest, &c.; and on MORALS and MANNERS, as specified in Regs. 11 and 22. PHYSICAL EXERCISES of the prescribed Manual each session. RECESSES, as specified in Reg. 19 (6).—OPTIONAL: Sewing for girls, progressively from one kind of stitch and garment to another, including the several varieties of useful sewing, and especially mending, patching, and darning well, and the making of good button-holes: *Knitting*; but no fancy work of any kind during school hours.

### STANDARD V.

*(Fifth Grade or Year.)*

LANGUAGE:

*Reading.* Reading and Spelling. Reader No. 4. Clear and correct pronunciation of all words used. Dictation. Special and general meanings of words. Derivation of words. Attention of pupils to be directed to the excellences of thought and style of the passages read. Recitation [See Reg. 10 (5)] from the Reader (one-fourth of the School weekly). Exercises in pure tone.

*Composition.* Written exercises in Reading lesson. Semi-monthly exercise reproducing in connected form the substance of a previous oral lesson, and a monthly exercise in simple narrative on familiar occurrences. Narrative sometimes in the form of a letter.

*Grammar (Oral).* Developing ideas of subject and predicate. Classification of words into eight parts of speech. Constructing and memorizing paradigms of the nouns, pronouns, a verb in the active voice, the adjective and adverb, *(blackboard)*.

*History.* Chief events in the history of the Province *orally*. Outline of British History, (Reader).

*Industrial Drawing.* Drawing Books begun, (Revised Edition).

*Writing.* Copy-book. Print-script.

*Singing.* By Rote: Songs selected chiefly from Second Music Reader; [See Reg. 10 (5)]. OPTIONAL: By *Note*; Exercises and Songs of Second Series Charts, including Chromatic Scale, to page 24.

NATURAL HISTORY OR SCIENCE:

*Arithmetic.* Reduction, Compound Rules with their applications, Bills of Parcels, Mental Arithmetic.

*Geography.* General Geography of the Provinces of the Dominion. Outline Map of each Province constructed. Ideas of latitude and longitude developed.

*Minerals.* Essential qualities of the principal metals and minerals.

*Plant Life.* Classification of plants into families from general characteristics, on the plan of Prang's Natural History Series.†

*Animal Life.* Classification of animals into families from general structure.—(Prang's Nat. History Series.)†

*Physics.* Mechanical properties of the atmosphere Common Water Pump—Siphon.

### STANDARD VI.

*(Sixth Grade or Year.)*

LANGUAGE:

*Reading, Spelling, and Recitation, &c.* As specified in Standard V.

*Composition.* As specified in Standard V.

*Grammar and Analysis.* Text-book to conjugation of verbs.

*History.* Chief events in the Dominion of Canada to A. D. 1663, (Text-book). Outline of British History completed, (Reader).

*Industrial Drawing.* Drawing Book No. 3, completed. (Revised Edition).

*Writing.* Copy-book—Print-script continued.

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* The following is *suggested* to Teachers as an approximate allotment of time for the subjects embraced in the Advanced Schools Course. It is to be carefully noted, however, that in the annexed allotment, all the subjects specified are treated as though actually taught in one department at the same time. The teacher of each of these Standards, therefore, must modify the apportionment according to the subjects *actually embraced in any particular Standard*. The time required for Opening Exercises, Roll-call, and Physical Exercises, is to be deducted from the figures here given:

LANGUAGE—50 per cent.

- Latin 5
- French 3
- Reading and Spelling 15
- Grammar, Composition 9
- History, including Civil Government 5
- Writing, Drawing 11
- Singing 2

NATURAL HISTORY—50 per cent.

- Geometry, Algebra, Mensuration 5
- Arithmetic, Mercantile Forms 20
- Geography 12
- Minerals, Plant Life, Animal Life 5
- Physics, Chemistry of Common Things, How Plants Grow, Physiology 8

† The pictures embraced in Prang's Natural History Series may be advantageously used for *illustrative* purposes in all the previous Standards.

*Singing.* By Rote: Additional Songs selected chiefly from Second Music Reader; [See Reg. 16 (5)]. OPTIONAL: *By Note;* Second Series of Charts completed.

NATURAL HISTORY AND SCIENCE:

*Arithmetic.* Vulgar and Decimal Fractions, Proportion, Dr. and Cr. Accounts, Mental Arithmetic.

*Geography.* General Geography of North America. Map-drawing. Maritime Provinces in detail. Causes of day and night. Unequal length of day. (Text-book).

*Minerals, Plant Life, Animal Life.* Mineral, vegetable and animal kingdoms distinguished.

*Physics.* Physical phenomena of liquefaction, evaporation, condensation, and congelation.

## STANDARD VII.

*(Seventh Grade or Year.)*

LANGUAGE:

*Reading.* Reader No. 5. Clear and correct pronunciation of all words used. Increased attention to the excellences of thought and style of the passages read. Spelling. Systematic elocutionary exercises to secure expression, begun. Recitation as before. [See Reg. 16 (5)].

*Composition.* Transposing passages from the metrical to the prose form. Abstract of Reading lesson. Historical narrative.

*Grammar and Analysis.* Text-book to complex and compound sentences.

*Latin* (OPTIONAL). To the Pronouns, (Bryce's First Latin Reader).

*French* (OPTIONAL). French-English Reader No. 1, and Elementary Grammar, (Duval's).

*History.* Chief events in the History of Canada to 1812, (Text-book). Outlines of British History, (Reader).

*Industrial Drawing.* Drawing Books Nos. 4 and 5. (Revised Edition).

*Writing.* Copy-book.

*Singing.* By Rote: Songs selected chiefly from Third Music Reader; [See Reg. 16 (5)]. OPTIONAL: *By Note;* Third Series of Charts to page 20.

NATURAL HISTORY AND SCIENCE:

*Mathematics.* Arithmetic—Compound Proportion, Practice, Percentage, Mental Arithmetic, Mercantile Forms.

*Geometry.* Lines, planes, and angles, (Chapters 1 and 2 Wormell's Modern Geometry).

*Algebra.* Signs and Definitions. Addition and Subtraction.

*Geography.* The remaining Provinces of the Dominion in detail. Map-drawing. General Geography of the United States. Changes of the Seasons. (Text-book).

*Minerals, Plant Life, Animal Life.* Text-book Chemistry of Common Things, *(Winter Term);* Text-book How Plants Grow, *(Summer Term).*

*Physics.* Radiation, Reflection and Absorption of heat. The Thermometer.

## STANDARD VIII.

*(Eighth Grade or Year.)*

LANGUAGE:

*Reading.* Reader No. 5 completed. Clear and correct pronunciation of all words used. Increased attention to excellences of the thought and style of the passages read. Recitation [see Reg. 16 (5)] and elocutionary exercises as before. Spelling. Exercises in Manning's Speller. Correction of all written exercises.

*Composition.* Principles of construction. Synthesis of sentences. Structure of paragraphs—narrative, descriptive, and expository. (Dalgleish's Introductory Text-book.)

*Grammar and Analysis.* Text-book completed and reviewed.

*Latin* (OPTIONAL). Bryce's First Latin Reader completed.

*French* (OPTIONAL). French-English Reader No. 2, and Elementary Grammar.

*History.* Chief events in the history of Canada. (Text-book). Outlines of British History (Reader), supplemented by Thompson's History of England.

*Industrial Drawing.* Drawing Books Nos 5 and 7. (Revised Edition.)

*Writing.* Copy-book.

*Singing.* By Rote: Songs selected chiefly from Campbell's School Song Book and Third Music Reader, [see Reg. 16 (5)]. OPTIONAL: *By Note;* Third Series of Charts completed.

NATURAL HISTORY OR SCIENCE:

*Mathematics.* Arithmetic. Commission. Brokerage. Stock Insurance. Custom House Business. Assessment of Taxes. Simple and Compound Interest. Discount. Mental Arithmetic. Forms of Day Book and Ledger, and simple exercises.*

*Geometry.* Circles and Triangles, (Chapters 3 and 4 of Wormell's Modern Geometry).

*Mensuration.* Areas of plane triangles, squares, parallelograms, and circles.

*Algebra.* Multiplication and Division.

*Geography.* General Geography of Europe. Map-drawing from memory. British Isles in detail. List of British Colonies, their areas, populations, and productions. Problems on the terrestrial globe.

* OPTIONAL: The Text-book on Book-Keeping, with blank forms, may be taken in stead.

*Minerals, Plant Life, Animal Life.* Text-book of Chemistry of Common Things, completed *(Winter Term)*; Text-book How Plants Grow, *(Summer Term)*.

*Physics.* The Text-book, complete. (Hotze).

*Physiology.* Circulation of the blood. Respiration and digestion.

## SCHOOLS IN VILLAGES.

NOTE.—For outline of requirements respecting Health lessons, Morals and Manners, Physical Exercises, Recesses, and Sewing [OPTIONAL], see NOTES prefixed to the foregoing Course for Primary Schools, and for Advanced School.*

1. *Districts having four Departments.* The foregoing Standards, I. to VIII. inclusive, to be required.

2. *Districts having three Departments.* (1) Where the departments are located centrally, the foregoing Standards, I. to VIII. inclusive, to be required. The First or lowest department to embrace Standards I. II. III.; the Second, IV. V. VI. (the industrial drawing including Book No. 2); and the Third, VII. and VIII. (2) Where the form of the District requires a Primary department at each end with the Advanced department only at the centre, the foregoing Standards, I. to IV. inclusive, to be required of each Primary, and V. to VIII. inclusive of the Advanced.

3. *Districts having two Departments.* The foregoing Standards, I. to IV. inclusive, to be required of the Primary department, and V. to VIII. inclusive of the Advanced.

NOTE.—In each of the above Districts, Industrial drawing is required only to Drawing Book No. 3 inclusive. [Revised Edition.]

## UNGRADED SCHOOLS IN COUNTRY DISTRICTS.

NOTE.—For outline of requirements respecting Health lessons, Morals and Manners, Physical Exercises, Recesses, and Sewing [OPTIONAL], see NOTES prefixed to the foregoing Course for Primary, and for Advanced Schools.

1. *Districts having a Teacher and a Class-room Assistant.*† The foregoing Standards, I. to VI. inclusive, except in the case of Arithmetic and Grammar, which are to be completed, (Text-book on Grammar and Elementary Arithmetic); and a lesson a week to pupils of Standard VI. on Agricultural topics, selected from the Agricultural Class-book, and from The Chemistry of Common Things. Industrial Drawing to be required through the two series of Cards (Revised Edition), with exercises arising out of them.

NOTE.—Where pupils *who have completed Standards I. to VI., as indicated above,* continue at the School, the Teacher may select subjects of study from the more advanced Standards previously prescribed.

2. *Districts having a Teacher and no Class-room Assistant.*† The following Course of Instruction to be required of Schools in Districts having a Teacher and no Class-room Assistant, viz:

### STANDARD I.

*Reading.* Wall Cards—Primer. Sounds and names of letters, and building up words. Special attention to be given to pleasantness and brightness of tones, and fluency, clearness and correctness of pronunciation.

*Composition.* Careful oral correction of wrong forms of speech used by the pupil. Repeating substance of Reading lesson.

*Form.* Developing ideas of surfaces and lines. Drawing lines on slate. Printing words in common print, and when able to build up words, in Print-script.

*Note-Singing.* Simple Songs selected chiefly from the Music Readers, and the School Song Book, [see Reg. 16 (5)].

*Number.* Developing ideas of number from 1 to 40, and performing operations upon them.

*Oral Lessons.* Upon familiar objects and animals.

### STANDARD II.

*Reading.* Reader No. I. and one-half No. II.‡

*Spelling.* From Readers.

*Composition.* Oral correction of wrong forms of speech used by the pupil. Repeating substance of Reading lesson. Answering on slate questions on Reading lesson.

*Form.* Developing ideas of angles, triangles, squares, rectangles, and constructing on slate outline forms bounded by straight lines.

*Note-Singing.* As specified in standard I. [See Reg. 16 (5)].

*Number.* From 40 to 1000, with Multiplication Table, Addition, Subtraction, Multiplication and Divison upon these numbers.

*Oral Lessons.* Minerals, plants, animals, and colour. [Oral lessons on any Useful Knowledge Lessons in Reader].

### STANDARD III.

*Reading.* Remaining part of Reader II. and Reader III.§ Meaning of words.

*Spelling.* From Readers.

*Recitation.* From Readers, one-fourth of class weekly; [See Reg. 16 (5)].

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* See NOTE, p. 215.

† See NOTE, p. 215.

‡ Where the French-English Reader is used, Reader No. I. to be required.

§ Where the French-English Reader is used, Reader No. II. to be required.

*Composition.* As before, and short letters written in Print-script, and draw on the slate an outline of an envelope, correctly superscribed.

*Industrial Drawing.* Cards—Series No. 1, (Revised Edition).

*Writing.* Copy-book.

*Note-Singing.* As specified in Standards I. and II.; [See Reg. 16 (5)].

*Arithmetic.* Elementary Rules (Text-book). Ideas of Fractions developed. Three Tables of Weights and Measures constructed and memorized.

*Oral Lessons.* Geography—Conceptions of physical features, constructing Map of the County, general geography of the Province. Land and water surface of the Earth, with grand division and relative positions. [Oral lessons on any Useful Knowledge Lessons in Reader].

STANDARD IV.

*Reading.* Reader IV.*—Formal exercises for production of pure tone. Meanings and derivations of words.

*Spelling.* From Reader, orally and from dictation.

*Recitation.* From Reader, one-fourth of class weekly; [See Reg. 16 (5)].

*Composition.* As before, with abstract of reading lesson in Reader in letter form.

*Grammar.* Oral, followed by Text-book to complex and compound sentences.

*History.* Outlines of Canadian History. British History in Reader.

*Industrial Drawing.* Cards—Series No. 2, (Revised Edition).

*Writing.* Copy-book.

*Singing.* By Rote, as specified in Standards I. to III. [See Reg. 16 (5)]. OPTIONAL: (from the blackboard) Scales by numerals, syllables, and pitch names; notation, time, and beating time. Exercises and Songs from Second Series of Charts.

*Arithmetic.* Compound Rules, Vulgar and Decimal Fractions, Simple and Compound Proportion, Keeping of Simple Accounts.†

*Geography.* Introductory Text-book, with map drawing and study of maps.

*Chemistry of Common Things.* Text-book, (during the *Winter Term*).

*Plant Life.* Classification of plants into families from general characteristics, on the plan of Prang's Natural History Series, (during the *Summer Term*), or lessons on agricultural topics selected from the Agricultural Class-Book.

NOTE.—Where pupils who have completed the foregoing Standards I. to IV. continue at the School, the Teacher may select subjects of study from the Standards previously prescribed.

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## [No. 2.

## INSPECTORAL DISTRICTS.

The Board of Education was this day pleased to make the following Order, and to direct its publication in the *Royal Gazette*:—

ORDERED, That by virtue of the power vested in the Board of Education under the provisions of the Act of the General Assembly 42nd Victoria, Chapter VI, intituled "*An Act in amendment of* Chapter 65 *of the Consolidated Statutes, of 'Schools,'*" the number of Inspectors of Schools in the Province is hereby decreased to Eight; and the Inspectoral Districts are revised and enlarged, and shall henceforth consist of eight Inspectoral Districts, and shall comprise and include the Districts as hereinafter numbered and described, which said Districts so hereinafter numbered and described are hereby erected into and declared to be the Inspectoral Districts under the said Act, namely:—

*District No. 1.*—The Counties of Restigouche and Northumberland, and the Parish of Beresford in the County of Gloucester.

*District No. 2.*—The County of Gloucester (except the Parish of Beresford), the County of Kent, and the Parish of Shediac in the County of Westmoreland.

*District No. 3.*—The County of Westmoreland (except the Parish of Shediac), and the County of Albert.

*District No. 4.*—The County of Queens, the County of Kings (except the Parishes of Greenwich, Westfield, Rothesay, Upham, and Hammond), and the Parish of Clarendon in the County of Charlotte.

*District No. 5.*—The City and County of Saint John, and the Parishes of Greenwich, Westfield, Rothesay, Upham, and Hammond, in the County of Kings.

*District No. 6.*—The County of Charlotte (except the Parish of Clarendon), and the County of Sunbury.

*District No. 7.*—The County of York, and the Parishes of Northampton, Brighton, and Peel, in the County of Carleton.

*District No. 8.*—The County of Carleton (except the Parishes of Northampton, Brighton, and Peel), and the Counties of Victoria and Madawaska.

NOTE.—Any Border School District constitutes a part of the Inspectoral District in which the School-house is situate.

This Order shall take effect November 1st, 1879.

October 30th, 1879.

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*Where the French-English Reader is used, Reader No. III. to be required.
†OPTIONAL: The Text-book on Book-Keeping.

## No. 3.

### INSPECTORS OF SCHOOLS.

The Board of Education was this day pleased to make the following Orders, namely:—

ORDERED, That it be a condition of holding the office of Inspector of Schools, that the person appointed thereto shall devote himself exclusively to the performance of the duties of the office.

ORDERED, That the following persons be hereby appointed to be Inspectors of Schools on and after November 1, 1879, for the Inspectoral Districts designated herein, namely:—

| | | | |
|---|---|---|---|
| Philip Cox, A. B., | *District No. 1.* | W. P. Dole, A. B., | *District No. 5.* |
| Valentine A. Landry, | *District No. 2.* | Ingram B. Oakes, | *District No. 6.* |
| Henry Powell, A. B., | *District No. 3.* | Eldon Mullin, | *District No. 7.* |
| D. P. Wetmore, | *District No. 4.* | W. G. Gaunce, | *District No. 8.* |

October 30th, 1879.

The Board of Education was this day pleased to make the following Orders, namely:—

ORDERED, That the resignation of Henry Powell, A. B., of the office of Inspector of Schools for Inspectoral District No. 3, be hereby accepted.

ORDERED, That George Smith, A. B., be hereby appointed to be Inspector of Schools for Inspectoral District No. 3.

December 20th, 1879.

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## No. 4.

### DUTIES OF INSPECTORS.—ANNUAL VISITATION OF DISTRICTS AND SCHOOLS.

In pursuance of and in addition to the specific duties assigned to Inspectors by law and by any existing Regulation, it shall be the duty of each Inspector—

1. *School Documents.*—To supply Boards of Trustees and Teachers with such forms and documents as the Chief Superintendent may from time to time direct.

2. *Boundaries of School Districts,* (See Reg. 1).—To report to the Chief Superintendent from time to time, for the consideration of the Board of Education, necessary changes in the boundaries of any School District, or boundaries for new Districts, and to keep on file a complete record of the boundaries of all School Districts within his Inspectoral District.

3. *Annual Visitation.*—To make within each school-year a formal visitation of each School District under his supervision. In November 1879, he shall carefully arrange the approximate order in which he will visit the Schools and Districts during the current school-year, and this order shall, as nearly as possible, be followed each school-year thereafter.

4. *Notifications.*—To notify Boards of Trustees (and where there are no Trustees, the people) as early in the school-year as practicable, of the approximate time of his annual visitation, and subsequently of the actual date of his visitation; and it shall be the duty of the Teachers, where the information is not supplied by the Secretary to the Board of Trustees, to notify the Inspector (1) whether the School or Department is eligible for classification, as hereinafter provided, and if so, (2) to indicate as nearly as possible, the standards, and portions of standards, under which the pupils will be presented, and the maximum number of pupils to be presented in each group or class, and (3) the probable number of pupils to be presented for examination for the superior allowance under Standard VI. or VIII., as the case may be. In respect of a department of a graded School eligible for classification, the Standards taught, and the date or dates of the admission of the classes to the department, are to be indicated.

5. *Inspection.*—(1) *A District without a School.*—If the District has no School in operation under the law, the Inspector shall at his annual visitation formally confer with the Board of Trustees (if any) and the people, enquire into the educational condition and needs of the District, and use his best endeavors to secure as early as practicable school privileges for all, as contemplated by law.

(2) *A School or Department ineligible for classification.*—(*a*) The Inspector shall assure himself of the validity and class of the Teacher's License [see Reg. 22 (18)], the regularity of the Teacher's Agreement [see Reg. 2], and that the Register is carefully and properly kept. (*b*) He shall note the plan pursued in the classification of the pupils, the management of the School or Department, and especially the arrangement and allotments of the Time-Table [see Reg. 22 (11)], and witness the teaching of such classes, from the youngest to the oldest, as he may desire. (*c*) He shall offer such suggestions and criticisms to the Teacher as he may consider best calculated to give effect to the methods of teaching and management inculcated at the Provincial Normal School, and enter his name, with the date and duration of his visit, in the Register. (*d*) He shall, except in Cities and incorporated Towns, examine the Records of the Board of Trustees to see that they are properly kept [Manual p. 74, Remark 3], and entered in a Minute Book. (*e*) He shall see that the supply of corporate seals is sufficient, and that they are properly used [Manual p. 75], that blank forms for Assessment, Registration, and Returns, are supplied, and that the copies of the *Educational Circular* are duly preserved and readily accessible to the Teacher. (*f*) He shall call the attention of the Trustees to the Merit Book authorized for Schools, and to the provisions of the Law and the Regulations of the Board respecting School Prizes. (*g*) He shall specially note the condition of the School house and premises, and see that the School is in all respects maintained and controlled in conformity with the provisions of the Law and the Regulations of the Board of Education.

(3) *A School or Department eligible for classification.*—If at the date of the annual visitation the Teacher has been in charge of the School or Department for more than one * Term, and presents for examination at least the average number of pupils in attendance for the Term to date, where

* NOTE.—This condition of eligibility for classification, viz. the length of time the School or Department has been in charge of the Teacher, shall not be required till November 1, 1880, and thenceforward.

such average is 60 per cent. and upwards of the enrolled number, and at least 60 per cent. of the enrolled number where the average attendance is below 60 per cent. of the enrolment, the Inspector shall, in addition to the prescriptions above (2), proceed to examine the School or Department for classification, as follows:—

*(a)* In ungraded Schools the pupils shall be presented in groups, and in graded Schools in classes, each group or class professing one Standard of the Course of Instruction, or portions of two consecutive Standards embracing one year's school-work, (or, in the case of pupils in the first Standard who have not been a year at School, and of grades admitted to a department less than a year previously to the inspection, a definite portion of a Standard). A pupil shall not be presented in more than one group or class, nor shall a pupil who has successfully passed the general tests applied to a given group or class be presented in the same group or class at any subsequent inspection. Until otherwise ordered, departments of High Schools are included herein, and of Grammar Schools, and those classes in the latter which are pursuing a course in advance of Standard VIII., and all classes in the former, shall, until the Course of Instruction for High Schools is prescribed by the Board of Education, profess the course in operation in the department for such classes.

*(b)* An *intelligent acquaintance* with the subjects of the Standard, or portions of two consecutive Standards, (or definite portion of a Standard, as the case may be) shall be understood to be professed by each group or class; and such intelligent acquaintance shall include also, *manuel skill, neatness* and *taste*, in all slate and blackboard work, writing, drawing, and sewing (when taught); and the ability *to express* thought and sentiment, in the subjects of reading and singing.

*(c)* The Inspector shall require such exercises of the several groups or classes as he deems necessary to determine with sufficient accuracy the *quality of the instruction given in the School or Department.* He shall have a care that the general tests applied by him to the different groups or classes are such as, taken together, will discover the quality of the instruction given *in every subject of the Course*, within the standards and portions of standards professed. Only those pupils performing the exercises prescribed by the Inspector in a manner which satisfies him that they possess the intelligent acquaintance professed [as specified in *(b)*], shall be "passed" by the Inspector.

*(d)* In assigning the Rank of the School or Department, the Inspector shall carefully and strictly apply the following principles:—

*First Rank:* When not less than 75 per cent. of all the pupils presented have been passed, and not less than 60 per cent. of each group or class, the School or Department shall be classed in the first rank.

*Second Rank:* When not less than 60 per cent. of all the pupils presented have been passed, and not less than 50 per cent. of each group or class, the School or Department shall be classed in the second rank.

*Third Rank:* When not less than 50 per cent. of all the pupils presented have been passed, and not less than 40 per cent. of each group or class, the School or Department shall be classed in the third rank.

*Failed to Classify:* When any School or Department, examined for classification, fails to be classed in one of the above Ranks, it shall be reported as having failed to classify.

*(e)* The additional grant accruing to teachers whose Schools or Departments receive classification shall be drawn by the Chief Superintendent at the close of the school-year, and paid in the month of December.

(4) *Superior Allowance.—(a)* No pupils shall be admitted from a department of a Grammar School to examination for the superior allowance. *(b)* If a School or Department which is eligible for classification fails to classify, the Inspector shall not, during the school-year, examine any of its pupils for the superior allowance. *(c)* The school accommodation and appliances required by the Regulations of the Board of Education, must, as provided for the school or department, be sufficient, in the judgment of the Inspector, otherwise he shall not entertain the application for inspection for this allowance. *(d)* Each group or class presented under Standard VI. or VIII., as the case may be, shall be examined by the Inspector *upon all the requirements of the Standard.* *(e)* Any pupil who was a member of the School or Department during the Term immediately preceding that in which the annual visitation is made, may, even though not belonging to the School or Department at the time, be presented in the group or class for this examination, but he shall not be reckoned as a member of the School or Department for any other purpose whatsoever. *(f)* The superior allowance shall be apportioned by the Chief Superintendent to Teachers and Boards of Trustees at the close of the school-year, and be paid in the month of December.

(5) If in performing the duties connected with the annual inspection of any School or Department, the Inspector shall deem it necessary to extend for the day the regular School hours, it shall be competent for him to do so; and it shall also, for purposes of inspection, be competent for him, on occasion, to require any School, other than one in a city or town, to be in session one-half or the whole of Saturday, and such half day or day shall be regarded as teaching time, the attendance being duly entered in the Register by the Teacher. Nothing herein shall authorize the Inspector to detain the pupils of a School or Department after the expiry of the School hours when the inspection is not previously in progress, or to begin the inspection of a School on the afternoon of Saturday.

(6) *Lists of Pupils.*—At the inspection of any School or Department eligible for classification, and of any group or class for the superior allowance, the Inspector shall leave on file, to be carefully preserved within the Register covers, the lists (prepared by the Teacher) of the pupils examined, and shall certify the same, viz. (a) a list of the pupils examined, arranged in groups or classes according to the Standards and fixed portions of Standards under which they were presented with a view to the classification of the School or Department, and (b) a list of the pupils examined with a view to the superior allowance; and he shall insert in the first list the word "*passed*" (initialed) opposite the name of each pupil who passed the general tests applied by him to the group or class of which the pupil was a member, and the word "*passed*" (initialed) opposite the name of each pupil who passed the requirements of the entire Standard VI. or VIII. (as the case may be) of the Course. The Inspector shall preserve on file for two years such exercises as are worked on paper by pupils examined for the superior allowance, with copies of the questions prescribed by him for the same; and also the papers of any other examination when so directed by the Chief Superintendent.

(7) *Written Report to the Trustees.*—In addition to any oral communications, the Inspector shall at the time of the inspection of any School or Department, (whether eligible or ineligible for classifi

cation), or within ten days thereafter, transmit to the Secretary to the Board of School Trustees, for the information of the Board of Trustees, a statement of the general results of the inspection; and he shall at the same time (or in the case of Cities or Towns, at the completion of his annual visitation to all the schools) offer any suggestions, in harmony with the Law and the Regulations of the Board of Education, which he deems necessary respecting the organization and management of the School or Department, or improvements required in respect of the School accommodation, appliances, and premises, which communications shall be preserved by the Trustees; and if it shall appear at the next annual visitation that the Inspector's suggestions have been disregarded, he shall report the matter to the Chief Superintendent, with such recommendations as he may deem proper.

6. *Public Addresses.*—In addition to any special meetings that may be required from time to time, the Inspector shall address the people as frequently as practicable during his tour of annual visitation, (appointments being notified in advance, and the expenses of house accommodation for the same being defrayed by the people of the locality), urging the importance of sustaining efficient and permanent schools, pointing out the provisions of the law and the steps to be taken to secure its fullest advantages, the requirements respecting school accommodation and appliances, the means necessary to ensure the regular support and proper conduct of Schools, the necessity of the regular attendance of pupils at school, the importance of the Trusteeship, the value of well-qualified Teachers, and the obligations resting upon every community to co-operate with Trustees and Teachers in discharging the duties assigned to them by our school system.

7. *Institutes.*—As a member of the Committee of Management of the County Teacher's Institutes convening within his Inspectoral District, it shall be the duty of the Inspector to assist the Committee, to attend the meetings of each Institute, and to promote the attainment in the highest degree of its objects as specified by regulation. If the Institute is inefficiently conducted, or any object alien to that contemplated by the Board of Education is entertained at its meetings, it shall be his duty to report the same to the Chief Superintendent. It shall also be his duty to attend the annual sessions of the Educational Institute whenever practicable.

8. *Absence from his District.*—It shall be his duty not to absent himself from his Inspectoral District without first obtaining the consent of the Chief Superintendent, except during the four weeks succeeding the date fixed for the beginning of the summer vacation, when if absent he shall duly notify the Chief Superintendent.

9. *Reports to the Chief Superintendent.*—On the first week-day of each month the Inspector shall transmit to the Chief Superintendent, in such form as he may direct, a report of the Districts, Schools and Departments visited during the previous month; and in respect of any School or Department examined for classification, and any group or class for the superior allowance, the Inspector shall certify that he exercised proper care with a view to ensure impartial and trustworthy results. He shall also forward, on or before November 15th, in each year, a general report indicating the educational condition of his Inspectoral District, which report shall, in whole or in part, in the discretion of the Chief Superintendent, be incorporated in the Education Report. Any suggestions the Inspector may desire to offer with a view to the improvement of the School system, shall be communicated to the Chief Superintendent in a special report.

November 12th and December 20th, 1879.

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## No. 5.

### REVISIONS OF REGULATIONS 19, 23, 32, &c.

The Board of Education has been pleased to make the following Orders, namely:—

#### THE SUMMER VACATION.

That REGULATION 19, 2 (2), be hereby amended as follows:—

Instead of the words "*at such time or times as the Board of Trustees shall determine*," the following words shall be substituted, viz., "beginning on the Second Monday in July, except when the first Monday occurs earlier than the third day of the month, in which case the Vacation shall begin on the Third Monday in July."

#### INSTITUTES.

That REGULATION 23 be amended as follows:—

Par. 1, for "in Inspectoral Districts" read "*for the several Counties.*"

Par. 3, for "an Inspectoral District" read "*a County.*"

Par. 1, (p. 63 of Manual, edition of 1877), omit the words "The Inspector and," and for "Inspectoral District" read "*County.*" Add at the close the following words: "*The Inspector shall be ex-officio a member of the Committee of Management of each County Institute convening within his Inspectoral District.*"

Par. 6, (p. 64), for "Inspectoral District" read "*County.*"

Par. 7, for "his Inspectoral District" read "*the County*" *Educational Institute.* Par. 1, for "a Teachers' Institute for an Inspectoral District" read "*a County Teachers' Institute.*"

#### TEMPORARY AND LOCAL LICENSES.

That there be hereby substituted in lieu of the existing REGULATION 32, the following:—

REGULATION 32.—*Temporary Local Licenses of the Third Class.* 1. A person eligible for examination for School License under Reg. 30, desiring to engage in teaching before the time fixed for the examination, may receive from the Chief Superintendent a license of the Third Class for the current Term, on condition that such person undergo examination at the time fixed for the same by Reg. 31.

2. The Inspector may issue an Assistant's License of the Third Class, to be of force during the School Term for which it is issued, to any person qualified to act in the capacity of a class-room Assistant in an ungraded School having fifty pupils or upwards, and may, in his discretion, renew the same from term to term. Such license shall be valid only in the school for which it is issued and

shall not qualify the holder to act in any other capacity in the School than that of class-room Assistant. Every license issued hereunder, and every renewal of such license, shall be at once reported by the Inspector, with the designation of the school, to the Chief Superintendent.

3. When a suitable licensed Teacher cannot be obtained by the Board of Trustees of a District peopled wholly or chiefly by French (or, by the Board of Trustees of a District peopled wholly or chiefly by English), if the Inspector deems it necessary in the interest of the School service he may, until otherwise ordered, issue a license of the Third Class to any person, as below, of suitable age and fair qualifications, to teach the school in such District, viz:—

(1) Persons who have taught in any part of the Province under a local license previously to November 1, 1879, may receive a license for one term, on the following conditions, (*a*) that the person receiving the license agrees to attend the preparatory or other department of the Normal School at the close of the Term for which the license may be issued, and (*b*) that the Provincial Grant accruing to such person shall not be paid by the Chief Superintendent till after his or her enrolment at the Normal School, except in special cases reported by the Inspector.

(2) Persons who on November 1, 1879, had not taught in the Province under a local license may, in the discretion of the Inspector, receive a license for Two Terms on the following conditions, (*a*) that the person receiving the license agrees to attend the preparatory or other department of the Normal School at the close of the second Term for which the license may be issued, and (*b*) that the Provincial Grant accruing to such person on account of service rendered during the second Term shall not be paid by the Chief Superintendent till after his or her enrolment at the Normal School, except in special cases reported by the Inspector.

Any License issued hereunder shall be at once reported by the Inspector to the Chief Superintendent, and the sub-section of this Regulation under which it is issued duly designated.

PREPARATORY DEPARTMENT FOR FRENCH STUDENT-TEACHERS AT THE NORMAL SCHOOL.

The Board of Education has been pleased to amend Section 2 of its Order respecting the French Preparatory Department of the Normal School, to read as below:—

1. That a Preparatory Department be opened on November 1st, 1878, for the exclusive accommodation of such French Candidates as may not be prepared, or may not feel prepared, for attendance upon the instructions of the existing departments.

2. That the students of such departments who pass a satisfactory examination at the close of the Session, equivalent to that required for *admission* to the existing department (Session I,) receive from the Board of Education a School license of the Third Class, valid for the period of three years, and no longer.

2. That the students attending the Preparatory Department receive from the Chief Superintendent travelling expenses as provided for other students.

4. That a suitable assistant be provided for such Preparatory Department.

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## No. 6.

### ISSUE OF SCHOOL LICENSES.

Under the Standards of Award contained in the 30th Regulation of the Board of Education, the following Candidates at the Autumn Examination, 1879, have been awarded Provincial School License of the classes herein specified. The awards which do not advance Class of License already received by Candidates, under Reg. 30, are not included in the subjoined lists:—

GRAMMAR SCHOOL CLASS.—Ingram B. Oakes, A. B.; Eldon Mullin; Jas. Trimble Horsman, A. B.; James H. Hoyt, A. B.; Luther E. Wortman, A. B.; Adoniram J. Denton, A. B.; Rupert W. Grover, A. B.; Charles G. D. Roberts, A. B.; Thomas E. Colpitts, A. B.

FIRST CLASS.—George William Hoben, A. B., Burton; Timothy E. Colman, A. B., Fredericton Junction; William H. Gibbs, A. B., Waterville, Maine; George R. Camp, Jemseg; Isaac C. Sharp, Sussex Vale; James S. Trueman, Carleton St. John; John A. McGuire, Fredericton; Samuel D. Alexander, Fredericton; John B. Bogart, St. Stephen; S. W. Irons, Tower Hill; James Vroom, St. Stephen; Mrs. M. M. Carr, St. John; Catharine Loggie, Burnt Church Point; Annie A. Tucker, Fredericton; Ellen Rogers, St. Andrews.

SECOND CLASS.—Arthur W. Teed, Dorchester; J. Melbourne Tingley, Point de Bute; Havelock T. Price, Havelock; Robert J. Kincaid, Collina; John E. McGuire, Albert Mines; Chas. W. Belyea, St. John; Malcolm D. Brown, Norton; Geo. W. Wetmore, Scotchtown, Grand Lake; Lemuel J. Sherwood, Middle Simonds, Carleton Co.; Edwin S. Kinney, Richmond Corner; Gesner A. Taylor, Salisbury; Fred. C. Taylor, Woodstock; Matthew J. Steeves, Dover; Henry H. McKeen, Keswick Ridge; Clarence L. Darrow, Loch Lomond; Isaac W. N. Baker, Somerset, N. S.; S. Alder W. Baker, Kingston Station, N. S.; George W. Dill, Upper Gagetown; William J. Burden, Queensbury; Frank B. Carrell, Lakeville, Carleton Co.; John A. Atherton, Bear Island, York Co.; William Balmain, Douglas Harbor; W. Sherman Hannah, Jacksonville; James H. Harper, Jacksonville; George Johnston, Bocabec; Fred. H. Irving, Tower Hill; Alonzo Kelly, Douglas; Harriet L. Devereux, Vanceboro; Louise E. Young, Oak Bay; Mary A. Wathen, Weldford; Mary Morton, West Branch, Kent Co.; Nannie Robinson, Maple Green, Restigouche Co.; Mary Wier, Moncton; Addie A. McCarthy, Moncton; Martha J. McKilligan, Carleton, St. John; Annie McKay, St. John; Ellen F. P. Peake, Nashwaak Village, Sarah Perry, Carleton, St. John; Alberta Steeves, Lower Coverdale; Mary Jonah, Moncton; Irene Lint, Nashwaaksis; Julia F. Bates, Clifton, Kings; Maria Sharpe, Grafton, Carleton; Ada Dowling, Fredericton; Sarah E. Burden, Queensbury; Annie J. Godfrey, Hopewell Hill; Adelaide V. Gartley, Upper Magaguadavic; Ida Richardson, Dorchester; Annie Gilmor, St. George; Ella L. Stevens; Lydia Sincock, Richmond; Annette M. Parlee, Smith's Creek; Ida A. Mitchell, Bocabec; Fannie A. Brown, St. John; Pauline Kilburn, Richmond Corner; Martha V. Gillmore, Stanley; Mary A. Carter, Buctouche; Eliza Ackerson, Tracy's Mills; Annie B. Adams, Lincoln; Ida Markee, St. Stephen; Rosanna Dunn, Sussex; Mary J. McQuestion, Fredericton Junction; Mary J. DeVoe, French Village, Kings; Christina J. Wathen, St. Stephen; Mary Anderson, St. John; Flora Fountain, Cumming's Cove; Amanda E. Barker, Burton; Annie E. Smith, Glen

Anglin, Gloucester; Bell C. Price, Woodstock; Etta Williams, Mouth of Keswick; Addie J. Freeze, Fredericton; Sarah J. Gross, Hillsboro'; Agnes D. Gray, Springfield, Kings; Mary Carney, Douglastown; Madge D. Heustis, Petitcodiac; Teresa B. Holt, Newcastle; Mary J. Monahan, Elmville, Charlotte; Eva T. S. Austin, Mill Cove; Bertha A. Brittain, Carleton, St. John; Alice A. Clayton, Marysville; Annie A. Herrington, St. John; Mary Rossiter, Carleton, St. John; Lillie McKay, St. John; Emma V. Henderson, St. John; Annie J. Hartt, Fredericton Junction; Annie A. Duffy, Hillsboro'; Alexandrina Russell, Douglastown; May O. Wade, Mouth of Peniok; Kathleen McInnis, Fredericton; Ada C. Tibbits, Fredericton; Alice D. Bent, Sackville; Maria C. Baldwin, Chatham; Mary Kerr, Bathurst.

THIRD CLASS.—James C. Carruthers, Indiantown, Upper Derby; Abram S. Atkinson, Havelock Corner; Nehemiah Z. Sipprell, Somerville, Carleton; Thompson Laver, Oak Bay; William James Virtue, Hillsdale, Kings; William B. DeLong, Hampstead; Amasa Ryder, Havelock; William C. McKnight, Fenwick, Kings; Benjamin Parker, Newcastle; Ellen O'Grady, St. John; Ellen Lawlor, St. John; Ellen Murphy, Glen Anglin, Gloucester; Agnes Hachey, Bathurst Village; Ada F. Turner, Florenceville; Emma M. Pearson, Apohaqui; F. Janie Miller, Upper Kent, Carleton Co.; Lillie Bell Miles, Upper Kent, Carleton Co.; Ida Fletcher, Nashwaak Village; Ella May Atherton, Fredericton; Roberta M. McLatchy, Hillsboro'; Mary A. Horrigan, Milford, St. John; Celia A. Fisher, Marysville, Jennie Babbitt, Gibson; Bertha J. Cook, Sackville; Alice S. M. Charlton, West Quaco; Deborah M. Worden, Kars; Mary A. Monteith, Wickham; Clara M. Clark, Carleton, St. John; Laura E. Morrell, Oak Bay; Sarah G. McCluskey, Lower Maugerville; Addie DeWitt, Fredericton; Maggie M. E. Murphy, Willow Grove, St. John.

## No. 7.

### SPECIAL AID TO POOR DISTRICTS FOR THE SCHOOL-YEAR NOVEMBER 1ST, 1879, TO OCTOBER 31ST, 1880.

The undermentioned School Districts, if supporting Schools agreeably to law, will be apportioned by the Chief Superintendent, extra Provincial and County aid for the School-year, as follows:—

1. The TEACHER employed by the Board of Trustees in conformity with Regulation 2 of the Board of Education will be apportioned *one-third* more Provincial grant* than if employed in a District not named in the following List, in order that the Trustees may be able to contract with the Teacher at a less rate of local Salary. But

The following exceptions are to be noted: (1) Teachers employed in the Districts marked with an asterisk (*) will receive but *one-quarter* increase of grant*; and (2) whatever the class of Teachers employed in the Districts marked with a dagger (†) the *extra* Provincial allowance will be reckoned on the grant provided by law for Teachers of the *third* class.*

2. The BOARD OF TRUSTEES will be paid *one-third more* from the County Fund to aid them in paying the local salary of the Teacher, than they would otherwise be entitled, except, as follows:—In Districts in which the Teacher is to receive but *one-quarter*, the Board of Trustees will not be allowed from the County Fund any consideration over that of ordinary Districts of the County in respect of the average attendance of pupils, but in respect of the Teacher they will be allowed from this Fund at *the rate* of $40 for the School-year (instead of $30 granted to ordinary Districts).

#### ALBERT COUNTY.

*Parish of Alma:* Goose River, No. 1; Hastings, No. 3; Bennet Road, No. 4; Sinclair Hill, No. 6; Doran, No. 7; Hebron, No. 8.
*Parish of Coverdale:* Niagara, No. 6; Turtle Creek, No. 7; Leeman's, No. 9; Nixon Settlement, No. 12.
*Parish of Elgin:* Pollet River, No. 2; Swift's Settlement, No. 4; Mechanic Settlement, No. 5; Lake, No. 7; Highland, No. 15.
*Parish of Harvey:* Shepody Road, No. 6; New Ireland, No. 7; Brookville, No. 8; Tingleytown, No. 9; West River, No. 10; Lumsden, No. 11.
*Parish of Hillsboro':* Osborne, No. 8; South Hillsboro', No 15.
*Parish of Hopewell:* Memel, No. 4; Ridge, No. 9.

#### CARLETON COUNTY.

*Parish of Aberdeen:* Mill, No. 10; Miramichi, No. 11; Northfield, No. 13.
*Parish of Brighton:* Upper Coldstream, No. 6; Havelock, No. 11; Upper Carlisle, No. 15; Mapleton, No. 16.
*Parish of Kent:* Moose Mountain, No. 5; Worton, No. 7; Holmesville, No. 8; Upper Munquart, No. 9; Chapel, No. 11; North Johnville, No. 12; Gordonsville, (Kent and Peel) No. 14; De Merchant, No. 16; Branch, No. 17.
*Parish of Northampton:* South Newburgh, No. 7; East Newburg, No. 8; Central Newburg, No. 9.
*Parish of Peel:* Lower Gordonsville, No. 4; Oak Mountain, No. 5; Victoria, No. 6.
*Parish of Richmond:* Knowlton, No. 17.
*Parish of Wakefield:* Bell, No. 13.
*Parish of Wicklow:* Upper Knoxford, No. 6; Tweedie, No. 8.
*Parish of Wilmot:* Mount Delight, No. 3; Lake, No. 14; Weston, No. 15.
*Parish of Woodstock:* McElroy, No. 9.

#### CHARLOTTE COUNTY.

*Parish of Campobello:* Head Harbor, No. †3.
*Parish of Clarendon:* McLeod Road, No. †1; Western District, No. †2.
*Parish of Dufferin:* Oak Point, No. †3.

* The Provincial Grants referred to throughout this notice are those provided by Sec. 13 of Chapter 65 of the Consolidated Statutes, *according to "class of license,"* [and do not include the additional grant to be paid at the close of the year to the Teachers whose Schools are classed by the Inspector in the First, Second, or Third *Rank.*]

*Parish of Dumbarton:* Tryon, No. † 4.
*Parish of Grand Manan:* Two Islands, No. † 7.
*Parish of Lepreau:* Little Lepreau, No. † 1; New River Mills, No. † 5.
*Parish of Pennfield:* Blacks Harbour, No. † 5; Bay Side, No. † 6.
*Parish of St. David:* Dickie Settlement, No. † 2; Smith, No. † 7.
*Parish of St. George:* Beadalbane, No. † 3; Lee, No. † 7; Somerville, No. † 8; Red Rock, No. † 9; Piscahagan, No. † 10; L'Etang, No. † 15.
*Parish of St. James:* Anderson, No. † 4; Basswood Ridge Road, No † 8; Canoose, No. † 11; Little Falls, No. 12; Gleeson Road, No. † 13; Bowery, No. † 17.
*Parish of St. Patrick:* Linton, No. † 3; McMinn, No. † 4; Roix, No. † 9, (and *St. George*).
*Parish of St. Stephen:* (and *St. David*) Valley Park, No. * 8; Burnt Hill, No. † 4½.
*Parish of West Isles:* Lambert's Cove, No. † 7; Northern Harbour, No. † 8.

GLOUCESTER COUNTY.

*Parish of Bathurst:* Tide Head, No. 3; Upper Tettagouche, No. 4; St. Anns, No. 7; Kinsale, No. 10; Miramichi Road, No. 11; Bass River, No. 17.
*Parish of Beresford:* (and *Bathurst*) Dumfries South, No. 7½; St. Louise, No. 8; Dumfries North, No. 8½; Nigadoo, No. 9; Rosette, No. 11; St. Jerome, No. 12; Little Elm Tree, No. 13; St. Lawrence, No. 14.
*Parish of Caraquet:* Little Pass, No. 1; Caraquet Portage, No. 3; St. Simon, No. 4; Upper Caraquet 2nd concession, No. 8.
*Parish of Inkerman:* The Creek, No. 1; Green Point, No. 8.
*Parish of New Bandon:* North Mizonet, No. 1; South Mizonet, No. 2; Waterloo, No. 3; Grand Anse 2nd concession, No. 5; Black Rock, No. 7; Canobie, No. 10.
*Parish of Saumarez:* Seal Brook, No. 5; St. Isidore, No. 7.
*Parish of Shippegan:* Grand Lake, No. 4; Pidgeon Hill, No. 5; Little Shippegan, No. 8; Miscou South, No. 9; Miscou North, No. 10.

KENT COUNTY.

*Parish of Acadiaville:* McInnis Brook, No. * † 1; Acadiaville, No. * † 2; Railway Bridge, No. † 5.
*Parish of Carleton:* Mouth of Kouchibouguac, No. * † 2; Kouchibouguac above Mills, No. † 4; Lake, No. * † 6; Portage River No. 7.
*Parish of Dundas:* Landry, No. 2½; Hay's Settlement, No. * † 5; Trafalgar, No. † 10.
*Parish of Harcourt:* Little Forks, No. * 3; Dunn's, No. * † 4; Railway, No. * 6; Coal Branch, No. † 7.
*Parish of Richibucto:* Gaspereau Creek, No. † 3.
*Parish of St. Louis:* Cameron's Mill, No. * † 5; Lake Road, No. † 9; Mouth of Kouchibouguasis, No. † 10; Butler's Brook, No. † 12.
*Parish of St. Marys:* Dollard Settlement, No. † 4; Collet Settlement, No. † 5; McLean Settlement, No. † 6; Peullerin Settlement, No. * 7; Bishop's Land, No. * 8; Bishop's Land, No. * 9; Rhomboid, No. * 11; Rhomboid, No. * 12; Girouard Settlement, No. * 16.
*Parish of Weldford:* East Branch, No. † 2½; Upper District, Main River, No. * † 4; Spring Brook, No. 11; McLachlan Road, No. † 18; Canaan, No. † 20 Colebrook, No. † 21; Culvert, No. † 22; Lorne, No. * 23.
*Parish of Wellington:* Noel Creek, No. † 6; Thibideau, No. † 12.

KINGS COUNTY.

*Parish of Cardwell:* Upper Sussex. No. 2; Goshen, No. * 4; Pollet Lake * 5.
*Parish of Hammond:* Shepody Road No. 2; Saddleback, No. 5; Martin's Head Road, No. 7.
*Parish of Havelock:* Perry Settlement. No. * 3; Creek Road, No. 6; Salem, No. 11; Thorne Settlement, No. 14.
*Parish of Kars:* Eastern Kars, No. * 4.
*Parish of Kingston:* Belleisle Bay Shore, No. * 2; Long Island, No. 3; Midland, No. 9; Walton's Lake, No. 14.
*Parish of Norton:* Bloomfield, No. * 5; Guthrie Road, No. 10; Middleton, No. 11.
*Parish of Rothesay:* Westmoreland Road, No. 1; Forrester's Cove, No. * 6; Upper Golden Grove, No. 19.
*Parish of Springfield:* Bull Moose Hill, No. 4 *; West Scotch Settlement. No. * 11; Sprague's Brook, No. 13; Old Kingston Road, No. 14.
*Parish of Studholm:* Dingly Couche, No. 1; Northrup, No. 2; Summerfield, No. 5; Keohan, No. * 6; Isaac Sharp, No * 14; Bunnell, No. 22; Queensville, No 24; Riverbank, No. * 26.
*Parish of Sussex:* Erb Settlement, No. 12; Mill Brook, No. 14; McCain, No. 15.
*Parish of Upham:* Primrose, No. 2; Conner's Settlement, No. 25.
*Parish of Waterford:* Philmunro, No. 1; Wolf Lake, No. 3; Donegal, No. * 4; Shannon, No. * 6; Cedar Camp, No. 7.
*Parish of Westfield:* Grand Bay, No. * 1; Cheanie, No. 5; Land's End, No. * 8; Kennebeccasis Island, No. 9; Milkish, No. 10; Sea-Dog Cove, No. * 11.

MADAWASKA COUNTY.

*Parish of Madawaska:* Marquis, No. 2; Lower Madawaska, No. 3.
*Parish of St. Ann:* Upper St. Leonard, No. 2; Desjardin, No. 7.
*Parish of St. Basil:* Green River, No. 1.
*Parish of St. Francis:* Middle St. Francis, No. 1; Upper St. Francis, No. 5; Glasier Lake, No. 7; Thompson Lake, No. 10.
*Parish of St. Hilaire:* Michaud, No. 5; Gagnon, No. 6.
*Parish of St. Jacque:* Upper Madawaska, No. 2; Bosse, No. 4; Flatlands, No. 5.
*Parish of St. Leonard:* Byram, No. 6; King, No. 9;

NORTHUMBERLAND COUNTY.

*Parish of Alnwick:* Oak Point, No. * 1; Morrison's, No. 1½; New Jersey, No. 2; Neguac, No. 5; Tabusintac, North Side, No. * 6; Johnston, No. 8½; French Cove, No. 9; Portage, No. 11; Fair Isle, No. 12.
*Parish of Blackville:* Keenan, No. 3; McDonald, No. 8½; The Forks, No. 9; Otter Brook, No 10; Dunphy, No. 11½.
*Parish of Blissfield:* Moran's, No. 1; Cain's River, No. 1½; Bamford, No. * 3.
*Parish of Derby:* Elm Tree, No. * 2.
*Parish of Hardwicke:* Hardwood, No. * 2; Eel River, No. 3; Village, No. * 4; New Dominion, No. 5½; Bay du Vin River, No. 6.
*Parish of Glenelg:* Black River, No. 1; Black River Road, No. * 2; Weldfield, No. * 3; Lower Napan, No. 5; Point Au Car, No. 6; Lower Black River, No. 7; East Branch, No. * 7½; Graham's Mills, No. 8½; Powers, No. 10.
*Parish of Ludlow:* McNamee, No. 1; Wilson's, No. 1½.
*Parish of Nelson:* Semiwagan, No. * 4; Upper Barnaby River, No. 6.
*Parish of Newcastle:* Little Bartibogue, No. 2½; Meadow Brook, No. 4.
*Parish of Northesk:* Chatham Island Road, No. 1; English Settlement, No. * 2; Three Islands, No. 3; Little South West, (in the Parishes of North and South Esk) No. 7.
*Parish of South Esk:* Upper Little South West, No. 8.

QUEENS COUNTY.

*Parish of Brunswick:* Canaan Forks, No. 3; Never's Rapid, No. 4; Berry Vale, No. 6.
*Parish of Cambridge:* Mill Cove, No. 6; Den District, 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; Stevenson Road, No. 9; Coal Creek, No. 13; Dufferin Settlement, No. 14; Brown Settlement, No. 15.
*Parish of Hampstead:* Otnabog, No. 3; African Settlement, No. 10.
*Parish of Johnston:* Lower Rapids, No. 6; Upper Rapids, No. 7; Bagdad No. † 8.
*Parish of Petersville:* Mill District, No. 2; Lower Clones, No. 13; Speight Settlement, No. 16; Golden Ridge, No. 19.
*Parish of Waterborough:* Cox's Point, No. 2; Cumberland Bay Stream, No. 3; Cumberland Bay, No. † 5 Young's Creek, No. 8; Union Settlement, No. 9.
*Parish of Wickham:* (and *Johnston*), Akerly Settlement, No. † 11; Lewis' Cove, No. 8.

RESTIGOUCHE COUNTY.

*Parish of Addington:* Rafting Ground, No. 6; Randville, No. 7.
*Parish of Dalhousie:* (and *Colborne*), Mountain Brook, No. 1½; Cove, No. 4; Eel River Cove, No. 9; Blair Athole, No. 10.
*Parish of Colborne:* Heron Island, No. 4.
*Parish of Durham:* Sunnyside, No. 10.

ST. JOHN COUNTY.

*Parish of St. John:* Partridge Island.
*Parish of Lancaster:* Spruce Lake, No. 4; Prince of Wales, No. 5; Dipper Harbor, No. 7; Chance Harbor, No. 8; Cranberry Head, No. 9; South Side Musquash, No. 10; Pisarinco West, No. 11 Pisarinco, No. 12; Western District, No. 17.
*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's Settlement, No. 12; Salmon River, No. 13; Long Beach, No. 14, (and *Upham*); Little Salmon River, No. 15; Cormar Settlement, No. 25; Mountain District, No. 30.
*Parish of Simonds:* Lattimore Lake, No. 6; Loch Lomond, No. 7; West Beach, No. 11; Bloomsbury, No. 15; Hibernia, No. 17; Lake District, No. 20; Grove Hill, No. 21; Church Hill, No. 22.

SUNBURY COUNTY.

*Parish of Blissville:* Geary Road, No. * 1; Mill, No. * 5; Juvenile Settlement, No. * 6; Mill (West), No. 7.
*Parish of Burton:* Victoria Settlement, No. 14; Farnham, No. * 9; Haneytown, No. 10; Greenfield, No. * 12; Rockwell, No. 13.
*Parish of Gladstone:* Lower Three Tree Creek, No. * 3; Diamond Square, No. 7; Peltowa Range, No. 8.
*Parish of Lincoln:* S. W. Rusagornis, No. 6.
*Parish of Maugerville:* Rear Maugerville, No. 4.
*Parish of Northfield:* New Zion, No. 1; North Forks, No. 5; Lower Hardwood Ridge, No. 8.
*parish of Sheffield:* Lower Little River, No. 6.

VICTORIA COUNTY.

*Parish of Andover:* West Andover, No. * 7; Todd, No. 8.
*Parish of Drummond:* New Denmark, No. 1; New Denmark, No. 2; Little River, No. * 3; Hitchcock, No. 4; South Tobique Road, No. 6; Innishone, No. 8.
*Parish of Gordon:* Webster Brow, No. 3; Odell, No. 6.
*Parish of Grand Falls:* Merritt, No. * 3; Roach's, No. 4; Stone, No. 5; California, No. 7.
*Parish of Lorne:* Two Brooks, No. 2; Blue Mountain, No. 3; Caribou, No. 6.
*Parish of Perth:* Narrows, No. 3; Indian, No. 4; Quaker Brook, No. 5; Jamer and Ferryville, No. * 6; Upper Kintore, No. 9; Lower Kintore, No. 10; Upper Kincardine, No. 11; Lower Kincardine, No. 12.

WESTMORELAND COUNTY.

*Parish of Botsford:* Woodside, 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:* (and *Sackville*), Woodville, No. 4; Lower Bonhomme, No. 7; Mill, No. 11; Upper Bonhomme, No. 26.
*Parish of Moncton:* Hainsville, No. 2; Ritchie, No. 8; Steeves, No. 12; R. R. Crossing, No. 15; Groundwater, No. 17; Indian Mountain, No. 19; 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; Grandanse,, No. 4; Cole's Island, No. 8; Cherrydale, No. 15.
*Parish of Salisbury:* Harewood, No. 9; Scotch District, No. 10; Constantine, No. 14; Rockland, No. 22.
*Parish of Shediac:* Scoudouc North, No. 13; Scoudouc South, No. 14; Painsec, No. 15; Shediac River, No. 18.
*Parish of Westmoreland:* Midgic Road, No. 9; Centrevillage, No. 10; Brooklyn, No. 11.

YORK COUNTY.

*Parish of Bright:* Sisson, No. 6½; New Zealand West, No 7½; Lower Hainsville, No. * 9.
*Parish of Canterbury:* Charley Lake, No. 6; Dead Creek, No. 10; Carrol Ridge, No. * 12; Lowell's Mills, No. 13; Lowell's Mills (West), No. 13½; Eel River, No. 17; Golden Ridge, No. 19½; Pocowagomis, No. 20; Dickinson, No. 22.
*Parish of Douglas:* Doyen Ridge, No. * 10; King Settlement, No. 12; Middle Nashwaaksis, No. 14; Cardigan and Tay, No. 16; Delong Settlement, No. 18; Curry District, No. 19.
*Parish of Dumfries:* Palphrey, No. 6; St. Croix South, No. 8; Musquash, No. 9.
*Parish of Kingsclear:* Myshrall, No. * 7; Hanwell, No. * 8; South Hanwell, No. 9; West Kingsclear, No. 11.
*Parish of Manners-Sutton:* Oromocto Lake, No. 7; Wilmot, No. * 10; Ram's Head, No. 11.
*Parish of Prince William:* Blaney Ridge, No. 6; Western Extension, No. * 8; Prince William Station, No. 11.
*Parish of Stanley:* Urquhart, No. 1½; Red Rock, No. 2; Giant's Glen, No. 4; Maple Ridge, No. 7; South Portage, No. 8: Taxes River, No. 10; Bloomfield North, No. 13; English Settlement, No. 14; Ward Settlement, No. * 15; Lime Kiln, No. 16.
*Parish of Southampton:* North Greenlow, No. 12; Woodstock Road, No. 13; Nortondale, No. 14; Waterville North, No. * 15; Waterville East, No. 16; Waterville, No. 17; Alma, No. 18.
*Parish of St. Marys:* Lower Durham, No. 9; Upper Durham, No. 10; Zion, No. 11; McCallum, No. 14.

## No. 8.

### TEACHERS' DRAFTS.

The Chief Superintendent hereby gives notice that he cannot hereafter accept the Order of any Teacher for the payment of the whole or any portion of his or her Provincial Grant.
Drafts for the amount of Provincial Grant accruing to each Teacher will be forwarded, through the Post Office, direct from the Education Office, as early in June and December as funds shall be provided by the Government to meet the same. They will be addressed as indicated by the Teacher on the School Return [or School Report]:—[Name], [P. O.], [*County*]. Where a change of residence occurs before the receipt of the Draft, the Teacher should notify the Post Office named in the Return, or request some person to receive and re-address the letter.
The Draft for the additional allowance to be received by Teachers whose Schools are classed in the 1st, 2nd, or 3rd Rank, and for any Superior Allowance, will be forwarded *annually* in December.

## No. 9.

### TRUSTEES' DRAFTS.

The Chief Superintendent will hereafter forward the County Fund Drafts direct to the Secretary of the Board of Trustees, addressed as indicated on the School Return. They will be issued from the 10th to the 30th of June, and from the 10th to the 31st December.
Any Drafts for the Superior Allowance will be issued to the Secretary in December.

## No. 10.

### INDEX TO VOL. I., EDUCATIONAL CIRCULAR.

There is folded in this number of the EDUCATIONAL CIRCULAR (No. 10), an Index to Nos. 1 to 8 inclusive of the EDUCATIONAL CIRCULAR. Boards of Trustees should see that this Index is bound up with Nos. 1 to 8. Where Trustees have not No. 1, they should bind Nos. 2 to 8 in one volume. It will be observed that Nos. 9 and 10 are paged continuously. This will be kept up until Vol. 2 is completed, when a suitable Index will be issued for it. By a little care Boards of Trustees may preserve these CIRCULARS, so that their Teachers may always have ready access to them.

## No. 11.

### EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

In accordance with the decision of the Executive Committee, the Fourth Annual Meeting of the Educational Institute will be held in the Assembly Hall of the Provincial Normal School, Fredericton, on the 13th, 14th, and 15th July next, beginning on Tuesday the 13th, at 2.30 o'clock, p. m.
Members of County Teachers' Institutes, Trustees of Schools and their Secretaries, local Superintendents, and Inspectors, are eligible for membership. The annual fee is one dollar. It is hoped that there will be a very large attendance from all Counties of the Province.

*January 3rd, 1880.* THEODORE H. RAND, *Chief Supt. Education.*

PROGRAMME OF FOURTH ANNUAL MEETING OF EDUCATIONAL INSTITUTE.

*First Session.*—Tuesday, 2.30 p. m. Opening Exercises. Election of Nominating Committee. Election of Secretary, and Assistant Secretary. Enrolment of Members. Payments of Fees. Other Business.

*Second Session.*—7.30 p. m. Inaugural Address,

*Third Session.*—Wednesday, 9.30 a. m. Report of Committee on A Course of Instruction for High Schools. Discussion thereon.

*Fourth Session.*—2.30 p. m. Discussion on High School Course, *continued*. Report of Committee on The Promotion of Pupils in Graded Schools.

*Fifth Session.*—7.30 p. m. Public Address: The Kindergarten,—does the System differ from the Principles of Modern Education? Discussion.

*Sixth Session.*—Thursday, 9.30 a. m. 1. How the instruction in Physics, required by the Standards of the prescribed Course, may be given in Schools without expensive apparatus,—(the address to be practically illustrated). Discussion. 2. Lecture and illustrative lessons in the Normal School on the subjects of Minerals, Plant Life, and Animal Life, as required by the Standards of the Course

*Seventh Session.*—2.30 p. m. 1. Discussion: In what way can the standards of the Course of Instruction be best carried out (1) in Village Schools of two departments, and (2) in Ungraded Schools in Country Districts? 2. Report of Nominating Committee, and election of members of Executive Committee for the ensuing year.

*Eighth Session.*—Public Lecture, with experiments:—The Minute in Nature.

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The proceedings will be enlivened with selections of choice Music.

Arrangements will be made whereby members of the Institute who have been in regular attendance will receive, at the close, tickets or passes enabling them to return free over the lines of Railway and Steamboats by which they came.

☞ It is requested that those intending to be present notify the Secretary at least one week previous to the date of meeting. Teachers are requested to specify the County Institute of which they are members.

By order,

HERBERT C. CREED, *Secretary to Executive Com.*

Fredericton, N. B., January 1st, 1880.

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## No. 12.

## MEETINGS OF TEACHERS' INSTITUTES.

FROM REGULATION 23 OF THE BOARD OF EDUCATION.—"The exclusive object of the Teachers Institute shall be to promote the efficient operation of the means contemplated by the Law and the Regulations of the Board of Education for the conduct of all work pertaining to Teachers of Schools. To this end, lessons illustrative of method and management may be given, conversations and discussions had, papers read and special instruction given in any subject of the School Course. All subjects and discussions foreign to the practical duties of the Teacher's Office are to be avoided, and all the exercises shall be as practical as possible" * * * .

"On giving written notice of at least one week to the Board of Trustees, and due notice to the pupils, Teachers shall be entitled to be absent from their Schools for the purpose of attending the Sessions of the Teachers' Institute, during the days provided for herein" * * * .

"In case it shall appear to the Board of Education that the Teachers' Institute in any County is inefficiently conducted, or that any object foreign to that contemplated herein is entertained at its gatherings, all privileges herein accorded in behalf of such Institute shall be withdrawn."

### ALBERT COUNTY.

The third Annual Meeting of the Albert County Teachers' Institute will be held at Harvey on the 2nd and 3rd of September, 1880. The attendance of all the Teachers in the County is requested.

*First Session.*—10 to 12 a. m. Address by the President. Reading of Minutes. Enrolment. Payment of Fees. Election of Officers. Miscellaneous Business. *Second Session.*—2 to 5 p. m. Paper "The Aim of Common School Education." Paper: "Method of teaching Writing,"—discussion. Paper: "How to elevate the Profession." *Evening 7 p. m.:* A Public Meeting; Address by Theodore H. Rand, D. C. L., Chief Superintendent. *Third Session.*—9 to 12 p. m. Papers and discussions: "Grammar and Analysis." "How to teach History." *Fourth Session.*—2 to 5 p. m. "Practical Object Lessons." Paper and discussion: "The benefits of Narrative Composition, and how to teach it." Answering Questions. Time and place of next meeting.

GEORGE SMITH, President,
C. BISHOP, Vice-President,
N. DUFFY, Secretary-Treasurer,
J. THOMPSON,
J. W. BISHOP,
} *Committee of Management.*

### CARLETON COUNTY.

The third Annual Meeting will be held in the Grammar School Room, Woodstock, on June 27th and 28th, 1880.

*First Session*—10 a. m. Enrolment. Election of Officers. Report of Committee of Management. SUBJECTS: Importance of Teachers studying the tastes and disposition of their pupils; Object Lessons. *Second Session.*—2 p. m. SUBJECTS: Necessity of taking care to develop Ideas in the minds of pupils; Lesson on Arithmetic. *Evening*: A Public Meeting. *Third Session.*—9 a. m. SUBJECTS: Lesson on Grammar; Method of giving young Students their first conception of History, and the order in which the parts of the lesson should be taken up, (to be illustrated by a lesson). *Fourth Session.*—2 p. m. SUBJECTS: Lesson on Chemistry (illustrated), Lesson in Geography, to be given to the Institute as a class of Advanced Pupils. Answers to Questions in the Box. Time and place of next meeting.

W. F. DIBBLEE, *President.*

CHARLOTTE COUNTY.

The third Annual Meeting will be held at St. Stephen on July 8th and 9th, 1880.

*First Session.*—10 a. m. Address by the President. Enrolment. Election of Officers. Paper: The influence of the Teacher on the School. *Second Session.*—2 p. m. Paper: The best means of applying the Official Course of Instruction in Ungraded Schools. *Evening:* A Public Meeting. *Third Session.*—9 a. m. SUBJECTS: School Discipline; Wormell's Geometry, Chapters I. and II. *Fourth Session.*—The place of Natural Science in the School Curriculum. Time and place of next meeting. Miscellaneous Business. Teachers are requested to come prepared to take part in the discussion of one or more of the above subjects.

J. A. FREEZE, *President.*

KENT COUNTY.

The third Annual Meeting will be held at Kingston on June 8th and 9th, 1880. Teachers will be careful to give written notice to their Trustees as required by Reg. 23.

*First Session.*—10 a. m. Enrolment. Election of Officers. Address by the President. Lesson on Geography, to be followed by discussion. *Second Session.*—1.30 p. m. Lesson on Number, with suggestions as to the method of teaching the Elementary Rules, (discussion). The Merit Book exhibited and explained. *Third Session.*—9 a. m. The Scope and Method of Lessons on Health required by the Course of Instruction. What are the Essentials of Good Order in School, and how to promote it. *Fourth Session.*—1.30 p. m. Means of Mental and Moral Culture. Time and place of next meeting. Miscellaneous Busines. *Thursday Evening:* A Public Meeting. Members are requested to prepare themselves to take part in discussing the above subjects,—those they know the most about.

C. H. COWPERTHWAITE, *Secretary-Treasurer.*

KINGS COUNTY.

The fourth Annual Meeting will be held in Barnes's Hall, Hampton, July 8th and 9th, 1880.

*First Session.*—10 a. m. Enrolment of members, Reading of Minutes, and determining fee of membership. Address: "How the Study of Plant Life may be made interesting in Schools,"—to be followed by discussion. *Second Session.*—2. p. m. Address: "Written Examinations," *Frank H. Hayes;* (a full discussion of this subject is specially desired). *Evening,* 8 p. m.: a Public Meeting, to be addressed by the Chief Superintendent or Inspector. *Third Session.*—9. a. m. Exercises in Experimental Chemistry, *Professor Burwash. Fourth Session.*—2 p. m. Paper on "The place of Vocal Music in Common Schools," *Miss Jane Brown;* to be followed by discussion. Paper on Industrial Drawing, *Mr. Levinge;* to be followed by discussion. Election of Officers. Time and place of next meeting.

D. P. WETMORE, *President.*

QUEENS COUNTY.

The third Annual Meeting will be held in the Temperance Hall, at the Narrows, on June 10th and 11th, 1880.

*First Session.*—10 a. m. Enrolment. Election of Officers. Address. Exercise: A Practical Lesson on teaching Penmanship *Second Session.*—2 p. m. 1. Paper on "The Importance of methodical arrangement and neatness in the Work of the School-room, and their influence on teaching pupils how to study." Discussion on the paper. 2. A Lesson from one of the Readers, to show how the interest of the pupil may be aroused, his mind instructed, and a love of Reading begotten. *Evening,* 8 p. m.: A Public Meeting. *Third Session.*—9 a. m. 1. Paper on "The means by which the Teacher may secure high-toned conduct on the part of his pupils in the School-room and on the Play-ground." 2. Paper on "History in Schools," to be followed by discussion. 3. A Lesson on teaching the analysis of Complex Sentences. *Fourth Session.*—1. Paper on "The importance of *esprit de corps,* and its value in promoting the objects of the Institute as specified by Reg. 23." 2. "How best to secure the prompt attendance of pupils at the begining of the Term and on re-opening after Vacations." 3. Miscellaneous Business.

A. C. BELYEA, *Secretary-Treasurer.*

D. P. WETMORE, *Inspector of Schools.*

RESTIGOUCHE COUNTY.

The fourth Annual Meeting will be held in the Temperance Hall, River Charlo, September 2nd and 3rd, 1880, beginning at 10 a. m. on the 2nd. After organization, and the President's Address, the following subjects will be brought before the Institute, and the members are urged to qualify themselves to take a prompt part in the Exercises:—1. Filling up Outline Map (with a class). 2. A Reading Lesson. 3. Evaporation and Condensation, illustrated to a class. 4. A Lesson on Momentum. 5. School Discipline. 6. *An Evening Public Meeting.* 7. Lesson on Number. 8. Lesson to a Class on Colour. 9. A Model Watershed, with reference to River Systems of North America (before a class). 10 Composition. 11. Paper on Mathematics as an instrument for training the reasoning powers. 12. A Lesson on Fractions (to a class). 13. Grammar.

THOMAS NICHOLSON, *President.*

SUNBURY COUNTY.

The third Annual Meeting will be held at Oromocto, September 2nd and 3rd, 1880.

*First Session.*—10 a. m. Enrolment. Election of Officers. Paper Object Lessons, their necessity (with illustrations). *Second Session.*—2 p. m. The Use of Written Examinations in School work. *Exercises in Physical and Vocal culture.* Industrial Drawing (with practical illustrations). *Evening:* A Public Meeting. *Third Session.*—9 a. m. Importance to the Teacher of a knowledge of the Elementary Laws of Health. *Exercises in Physical and Vocal culture.* What constitutes perfect order in School. Reading, with criticisms. *Fourth Session.*—2 p. m. Discussion on the importance

of cultivating in the pupil a taste for Standard Authors. The best means of promoting the co-operation of Teachers, and of rendering the Institute increasingly successful. Time and place of next meeting. It is desired that free conversations and discussions be had on all subjects, as far as time permits.

GEORGE H. BULYEA, *Secretary-Treasurer.*

WESTMORELAND COUNTY.

The third Annual Meeting will be held at Dorchester, Feburary 12th and 13th, 1880. Teachers will be careful to comply with Reg. 23, respecting notice to their Trustees.

FIRST SESSION.—10 a. m. Address of welcome, by J. G. McCurdy. Enrolment. Election of Officers. *Physical Exercises*, S. C. Wilbur. *School Discipline*, John Brittain. SECOND SESSION.—*The Teacher's duty in regard to the play-ground*, R. P. Steeves. *Vocal Culture*, Geo. J. Oulton. *Wormell's Geometry, Chaps. 1, 2, 3*, F. W. Emmerson. THIRD SESSION.—*Object Lessons*, Miss Lyons. *Geography. The Reading of Poetry, with Examples*, by several members of the Institute. *Natural Science*, S. A. McLeod. *Singing* in Schools.

J. G. McCURDY, Moncton,
S. A. McLEOD, Dorchester,
D. B. WHITE, Shediac,
MISS LYONS, Sackville,
} *Members of Committee of Management.*

YORK COUNTY.

The Annual Meeting will be held in Fredericton on 20th and 21st May, 1880. Teachers will please be careful to give the notice required by Reg. 23. The attendance of all the Teachers in the County is desired, and the object of publishing the following outline programme is to enable all to be prepared to contribute their experience for the common good.

*First Session.*—10 a. m. Opening Exercises. Enrolment. Election of Officers. Addresses. *Second Session.*—2 p. m. Paper on "The best method of teaching the Chemistry of Common Things," with experiments. *Third Session.*—7.30 p. m. Paper on "A popular method of teaching Canadian History from the authorized Text-Book." Discussion. *Fourth Session.*—9 a. m. Report of the Committee on Time-Tables appointed at the last meeting. Discussion of the same. *Fifth Session.*—2 p. m. 1. Paper on "Plain Sewing and Knitting in Schools." Discussion. 2. Address on "The Blackboard, and how to use it." *Sixth Session.*—7.30 p. m. 1. A free discussion on miscellaneous matters relating to school work. 2. Questions from the Box. 3. Time and place of next meeting.

E. C. FREEZE, *President.*

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