Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

[✓] Coloured covers/
Couverture de couleur

[ ] Covers damaged/
Couverture endommagée

[ ] Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée

[ ] Cover title missing/
Le titre de couverture manque

[ ] Coloured maps/
Cartes géographiques en couleur

[ ] Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)

[✓] Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur

[ ] Bound with other material/
Relié avec d'autres documents

[ ] Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure

[ ] Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.

[ ] Additional comments:/
Commentaires supplémentaires:

[ ] Coloured pages/
Pages de couleur

[ ] Pages damaged/
Pages endommagées

[ ] Pages restored and/or laminated/
Pages restaurées et/ou pelliculées

[✓] Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées

[✓] Pages detached/
Pages détachées

[✓] Showthrough/
Transparence

[ ] Quality of print varies/
Qualité inégale de l'impression

[ ] Includes supplementary material/
Comprend du matériel supplémentaire

[ ] Only edition available/
Seule édition disponible

[ ] Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image/
Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X		14X		18X		22X		26X		30X	
						✓					
	12X		16X		20X		24X		28X		32X

No. 3.

EDUCATIONAL CIRCULAR.

•

>——>•◦•◄——

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

CONTENTS.

No. 3.

EDUCATIONAL CIRCULAR.

————➤∽o◅————

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

THEODORE H. RAND.
Chief Supt. Education.

EDUCATION OFFICE,
Fredericton, N. B., April 15th 1876.

————— ———— ——————

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

———

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

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

COUNTY OF ALBERT.

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.
Marilla Strong,	2	107	$42 98	Alma,	2	107	36	1802½	$14 33	$12 50	$26 83
Hannah E. Copp	3	111	34 69	"	3	111	43	1882	14 86	13 05	27 91
JOHN MOSER	1	100	145 98	"	4	109	66	3139½	14 60	21 77	36 37
Jesse A. Colliatt	3	112	45 00	" and Harvey,	8	112	24	1513½	15 00	10 49	25 49
Tea. paid in Kings Co...				" & Waterford	10		15	540		3 74	3 74
Mary E. Trites,	2	22½	9 04	Coverdale.	1	22½	19	228½	3 02	1 58	4 60
Martha A. Trites,	3	112	45 00	"	2	112	36	1394½	15 00	9 67	24 67
Emily J. Colpitts,	3	63	19 69	"	3	63	15	678½	8 44	4 71	13 15
Mary E Trites,	2	57½	23 10	"	4	57½	30	811½	7 70	5 83	13 53
Theora Fillmore,	3	112	35 00	"	5	112	17	746	15 00	5 17	20 17
James Duffy,	3	112	60 00	"	7	112	35	2409	20 00	16 70	36 70
Mrs. Geo. E. Miller,	1	112	73 33	"	8	112	37	2577	20 00	17 87	37 87
Kate A. Dawson,	3	112	35 00	"	9	112	42	1521½	15 00	10 55	25 55
Orinda Cleaveland,	3	112	46 67	"	10	112	49	2668½	20 00	18 50	38 50
Lelia Howard,	3	106	33 12	"	12	106	46	2890	14 19	20 04	34 23
Fannie P. Cochrane,	2	112	60 00	Elgin.	1	112	24	1756	20 00	12 18	32 18
GEORGE SMITH,	1	81	108 48	"							
RICHARD C. WELDON,	1	29	38 84	"	2	212	187	5702½	28 39	39 51	67 93
Adelaide A. Demill,	3	48	15 00	"							
Sarah E. Stewart,	3	54	16 87	"							
Thomas H. Demill,	3	112	45 00	" & Coverdale,	3	112	35	1860½	15 00	12 90	27 90
Emily A. Cochrane,	2	112	60 00	"	5	112	26	1787	20 00	12 39	32 39
Thos. E. Colpitts,	3	93	37 36	"	6	93	26	1221	12 45	8 47	20 92
Tea. paid in Kings Co...				" & Cardwell,	6		4	119½		83	83
William McKenzie,	3	112	60 00	"	7	112	27	1527½	15 00	10 59	25 59
Martha Blakney,	3	106	33 12	"	8	106	36	1335	14 19	9 26	23 45
Adelia M. Steadman,	3	112	35 00	"	9	112	60	2685	15 00	18 62	33 62
Maud E. Copeland,	2	108	43 38	"	10	108	28	1525½	14 46	10 58	25 04
Amanda P. Plame,	3	112	35 00	"	11	112	26	1271	15 00	8 81	23 81
Abbie Colpitts,	1	112	55 00	"	11	112	24	1597	15 00	11 07	26 07
Ruth E. Mitters,	3	112	25 00	"	12	112	49	1767½	15 00	12 25	27 25
Regina Lounsbury, late	3	46	14 37	"	15	46	29	758½	6 16	5 26	11 42
Deborah Strong,	2	102	40 97	Harvey,	1	102	52	1986	13 66	13 63	27 29
Nathanial Duffy,	3	49½	26 52	"	3	49½	50	1563½	6 63	10 84	17 47
Isaiah H. Carpenter,	3	101	40 57	"	2	101	47	1979	13 52	13 73	27 25
Roswell Wilbur,	1	112	75 00	"	4	112	71	3013	15 00	21 10	36 10
Abigail Cleaveland,	2	112	45 00	"	5	112	44	2453½	15 00	17 01	32 01
John Cairns,	3	112	60 00	"	6	112	30	2425	20 00	16 81	36 81
Mrs. S. H. McLatchey,	3	110	31 37	Hillsboro',	1	110	37	1692½	14 73	11 73	26 46
W. W. B. Anderson,	1	98	65 62	"	2	199	121	6483½	26 65	44 95	71 60
Fannie L. Steeves,	1	101	49 59	"							
Chipman Bishop,	1	112	150 00	"	3	224	137	7202½	30 00	49 94	79 94
Isabella Gross,	3	112	35 00	"							
John A. McPherson,	2	112	60 00	"	5	112	55	2579	15 00	17 88	32 88
James W. Bishop,	2	112	60 00	"	6	224	99	7625½	30 00	52 87	82 87
Laurinda A. Milton,	3	112	35 00	"							
Annetta McLatchey,	3	112	35 00	"	7	112	35	1971½	15 00	13 67	28 67
Fanny M. Cleaveland,	3	82	24 16	"	8	82	37	1947½	10 98	13 50	24 48
Eliza A. Derneer,	3	112	35 00	"	10	112	56	2315	15 00	16 05	31 05
Lavinia S. Milton,	2	61	24 50	"	11	61	19	587	8 17	2 68	10 85
Lucy E. Duffy,	3	112	46 67	"	13	112	19	1098	15 00	7 61	22 61
Lucinda A. Jonah;	3	112	35 00	"	14	112	26	1034	15 00	7 17	22 17
Lucy E. Stiles	1	112	55 00	Hopewell.	2	112	80	3834	15 00	26 58	41 58
Florence Moore, c. r. a.	3	112	17 50	"							
George Beatty, A. B.	1	79	52 90	"	1	153½	128	4816½	20 56	33 61	54 17
Josephine Kinne,	3	74½	23 28	"							
Mary E. Bacon,	2	108	43 38	"	3	108	30	1529½	14 46	10 60	25 06
MacDonald B. Hurd,	3	112	60 00	"	4	112	8	711	15 00	4 93	24 93
Martha E. Bray,	2	112	45 00	"	5	112	28	1037	15 00	7 19	22 19
Willard O. Wright,	3	60	24 10	"	6	60	45	1620½	8 63	11 24	19 27
Henry A. Bishop,	2	70	37 50	"							
A. W. Steeves,	2	35	18 75	"	7	112	120	5823½	15 00	40 38	55 38
Ida McLatchey, c. r. a.	3	112	17 50	"							
			$2723 90				2463	116,914	$790 18	$810 62	$1600 80

COUNTY OF CARLETON.

		Provincial Grant to Teachers		LOCALITY.		County Fund to Trustees.			AMOUNT		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant	PARISH.	No. of Districts.	Legally authorized days Schools were open.	Pupils enrolled.	Grand total days attendance of pupils.	On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4		2	1	2	3	4	5	6	7
Isabella R. Joyner, ...	2	110	$44 19	Aberdeen.........	1	110	51	2686	$14 73	$16 84	$31 57
Maud P. Milbury, ...	3	112	35 00	"	3	112	41	2013	15 00	12 62	27 62
Robella Joyner...........	1	112	55 00	"	4	112	29	1299	15 00	8 15	23 15
Sarah A. Risteen,.....	3	107	53 44	"	5	107	35	1763	14 33	11 06	25 39
Moody McGuire.......	3	112	45 00	"	6	112	43	1463	15 00	9 17	24 17
James Ledingham.....	3	111	44 59	"	7	111	35	1221	14 86	7 66	22 52
Clarissa J. Brown, ...	2	112	45 00	"	10	112	36	1736	15 00	10 89	25 89
Dora M. Shaw...........	3	112	46 67	" & Brighton.	12	112	30	1748	20 00	10 96	30 96
William Taylor.	1	112	75 00	Brighton	1	112	42	2372½	15 00	14 88	29 88
George Stickney,.....	1	90	60 26	"	2	90	45	2367	12 05	14 84	26 89
John L. Bacon, ...	3	112	45 00	"	4	112	60	3330	15 00	20 92	35 92
S. Hartt Shaw...........	3	96	38 56	"	3	96	55	2407	12 85	15 09	27 94
Florence E. Anderson,..	3	83½	26 15	"	5	83½	37	1313½	11 18	8 24	19 42
Catharine A. Bubar..	3	112	35 00	"	6	112	20	953½	15 00	5 98	20 98
Maggie E. Henderson...	3	112	35 00	"	8	112	29	1703½	15 00	10 68	25 68
Bal. to Trus., April, '75.		......	......	"	9	108	57	3205½	13 73	20 10	33 83
Allison W. Clark.....	3	112	45 00	"	9	112	49	2692½	15 00	16 32	31 32
George McLeod.... ...	2	79	42 32	"	10	79	35	1619	10 58	10 15	20 73
John Gillespie...........	3	112	45 00	"	11	112	20	1424	15 00	8 93	23 93
Amy C. McKilligan....	3	65	20 31	"	13	65	22	1155	8 70	7 24	15 94
D. S. Jones.............	2	112	60 00	Kent	1	112	71	3909	15 00	24 51	39 51
Emma Giberson.......	3	110	24 37	"	2	110	52	2952½	14 73	18 51	33 24
Sarah C. Cunningham..	3	112	35 00	"	4	112	43	2156	15 00	23 52	28 52
Frank S. Milbery......	3	112	45 00	"	8	112	66	1729	15 00	10 79	25 79
John Keenan	3	29	15 53	"	9	29	7	221	5 17	1 39	6 56
Clara A. Olmstead	3	112	35 00	"	10	112	49	2296	15 00	14 41	29 41
Annie Cummings	3	112	46 67	"	11	112	39	1725	20 00	10 82	38 82
Mrs. W. Leonard	3	98	30 62	"	13	98	44	1561	13 12	9 79	22 91
M. Adah DeWolfe.....	3	111	34 69	" Perth.......	15	111	26	2233	14 86	14 00	28 86
Minnie Bacon...........	3	104½	32 66	Northampton...	1	104½	29	2064½	14 00	12 95	26 95
Fred. A. Hayes.........	1	111	128 84	"	2	111	41	2305	14 86	14 45	29 31
Jennie Cunningham....	3	57	17 81	} "	3	87	53	2145½	11 65	15 33	26 98
Thomas Evans...........	3	30	12 05	} "							
Angelina Faulkner.....	1	107	52 54	"	4	107	79	4450½	14 33	27 91	42 24
Eliza J. Phillips.......	3	111	34 69	"	5	111	40	2191	14 86	13 76	28 62
Maria Sharpe	3	107	44 58	"	7	107	33	2378½	19 11	14 90	34 01
Ida C. Taylor	3	112	35 00	Peel...........	1	112	48	1875½	15 00	11 76	26 76
Henry T. Parlee	1	112	75 00	"	3	112	49	2196	15 00	13 77	28 77
Merab S. McGuire.....	3	112	35 00	"	4	112	56	2634	15 00	16 52	31 52
Lizzie M. Owens	3	59	18 41	} "	6	112	38	1728	15 00	10 84	25 84
Eliza H. Tompkins.....	3	53	16 56	} "							
Helen M. Broderick ...	3	63½	19 85	" & Brighten.	7	63½	39	1468	9 51	9 20	18 71
J. B. Grant............	3	112	45 00	" & Kent.....	14	112	36	1712	15 00	10 74	25 74
Mrs. Robert J. Speer...	2	112	45 00	Richm'd & Wood'k	1	112	35	2136	15 00	13 39	28 39
Thomas Connell........	3	105	42 18	"	2	105	53	1926½	14 06	12 08	26 14
Ada J. Kirkpatrick....	2	112	45 00	"	3	112	48	1577	15 00	9 89	24 89
Carrie R. Gilkey	2	99	39 77	"	4	99	15	1106½	13 26	6 94	20 20
Mary L. Cassidy........	3	112	35 00	"	5	112	30	1703½	15 00	10 68	25 68
John Geddes...........	3	112	45 00	"	6	112	48	1950	15 00	12 23	27 23
Ivory Kilburn.........	1	109	121 69	"	7	109	55	2406	14 60	15 09	29 69
Jennie Henderson	3	112	35 00	"	8	112	36	2154	15 00	13 51	28 51
Margaret McDougall..	1	108½	53 27	"	9	108½	27	1275½	14 53	8 00	22 53
George B. Martin	2	109½	58 66	"	10	109½	42	1564	14 67	9 81	24 48
Sarah J. Connell	3	112	35 00	"	12	112	38	1591½	15 00	9 98	24 98
Jane Duff	3	112	35 00	"	13	112	32	1074	15 00	6 73	21 73
J. H. Hoyt............	2	112	60 00	"	14	112	45	2153	15 00	13 50	28 50
Hannah Cogswell	3	112	35 00	"	16	112	31	654	15 00	4 10	19 10
Henrietta Simonson ..	3	112	35 00	Simonds.....	1	112	54	3339½	15 00	20 94	35 94
Lydia N. Coy...........	1	112	55 00	"	2	112	49	3221½	15 00	20 20	35 20
Bal. to Trus., April '75.		......	......	"	2	10	33	262½	1 27	1 65	2 92

COUNTY OF CARLETON—*Continued.*

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.
Sarah J. Nicholson	1	106	$52 05	Simonds........	3	106	38	1891	$14 19	$11 86	$26 05
Richard Wheeler	1	112	150 00	" &Wicklow	..	112	68	3555	15 00	22 29	37 39
Hugh T. Parlee	1	112	75 00	Wakefield....	2	112	66	2902½	15 00	18 20	33 20
Jacob W. Sherwood	2	111	59 46	"	3	111	54	2844	14 86	17 83	32 69
Ernest A. Shaw	3	112	45 00	"	4	112	29	1451	15 00	9 10	24 10
Maria F. Mudgett	3	22	6 87	"	5	22	33	555	2 95	3 50	6 45
Donald McDonald	1	110	44 19	"	6	110	20	1060	14 73	6 65	21 38
William B. Wiggins	1	112	150 00	"	7	112	80	3767½	15 00	23 62	38 62
Nettie A. Hart	1	110	54 01	"	8	110	35	1999	14 73	12 54	27 27
Rebeca J. Smith	1	107½	52 79	"	9	107½	39	2261½	14 49	14 18	28 58
Horance J. Carvell	3	112	35 00	"	10	112	30	1040½	15 00	6 52	21 52
Annie M. Wakem	3	112	35 00	Wicklow.	1	112	26	1448	15 00	9 08	24 08
Alice Giberson	3	112	35 00	"	2	112	43	1681	15 00	10 54	25 54
Margaret M. Upton	3	106	33 12	"	3	106	30	1651½	14 19	10 36	24 55
Eleanor Cashman	3	112	35 00	"	4	112	31	1082	15 00	6 78	21 78
Eleanor E. McKay	3	110	45 83	"	6	110	28	1656½	19 64	10 38	30 02
James Lawson	3	112	45 00	"	7	112	68	2973	15 00	18 64	33 64
Lydia Jewett	3	112	46 67	"	8	112	28	1833	20 00	11 49	31 49
Elizabeth A. Kilpatrick	3	112	35 00	"	9	112	68	2436	15 00	15 28	30 28
Carrie A. Hammond	2	112	45 00	"	10	112	49	2947½	15 00	18 48	33 48
Emily S. Wakem	3	112	35 00	"	11	112	41	1559	15 00	9 78	24 78
Alice Reid	3	112	35 00	"	12	112	54	2588	15 00	16 23	31 23
A. L. Fenlason	3	112	45 00	"	13	112	47	2934	15 00	18 40	33 40
Eva E. Hovey	2	112	45 00	"	14	112	66	3169	15 00	19 87	34 87
Floe E. Dunn	2	Ret	too late.	"	15	49	..	....	....	....	....
Emma E. Milbery	2	112	45 00	" & Andover.	5	112	22	821	15 00	5 15	20 15
Sarah J. McWaid	3	112	46 67	Wilmot.	3	112	36	1278	20 00	8 01	28 01
Annie Magee	1	112	52 52	"	4	109	76	4073½	14 60	25 54	40 14
Lizzie Ferguson	3	112	35 00	"	5	112	44	1947½	15 00	12 21	27 21
Jennie Getchell	2	111	44 59	"	6	111	53	3178½	14 86	19 93	34 79
Mary E. Williams	3	109	34 06	"	7	109	40	1697	14 60	10 64	25 24
Amelia J. Simonds	3	93	29 06	"	9	93	21	1013	12 45	6 35	18 80
Albina C. Tracey	3	57½	17 97	"	10	57½	39	1209	7 70	7 58	15 28
Isabella F. Lindsay	3	112	35 00	"	11	112	34	2155	15 00	13 51	28 51
Hannah C. Flemming	3	57½	23 96	" & Wakefield.	12	57½	21	685	10 27	4 30	14 57
Wallace G. King	3	111	44 59	"	14	111	41	1934½	14 86	12 13	26 99
Alice M. Johnston	3	112	46 67	"	15	112	19	1487	20 00	9 32	29 32
Agnes White	3	112	35 00	"	16	112	27	1389	15 00	8 72	23 72
Andrew G. Lounsbury	3	58	23 20	Woodstock.	1	58	47	1048	7 77	6 57	14 34
Louisa H. Hartley	2	112	45 00	"	2	112	27	1489	15 00	9 34	24 34
James McCoy	1	100	73 52	"							
Isaiah J. McCoy, c. r. a.	1	100	36 76	"							
Charles N. Scott	1	102	75 00	"							
Thos. Lloyd Evans	2	96	56 47	"	3	664	378	25014	88 91	156 86	245 77
Elizabeth J. Cupples	1	102	55 00	"							
Eliza Ann Smith	1	102	55 00	"							
Lizzie H. Hay	1	102	55 00	"							
W. D. McLeod	3	92	36 96	"	4	92	28	955	12 32	5 99	18 31
Wayman A. Smyth	1	112	150 00	"	6	112	} 72	3592	30 00	22 53	52 53
Blanche E. Ketchum	2	112	45 00	"	6	112					
Christiana McDougall	3	110	34 37	"	7	110	39	2369	14 73	14 86	29 59
Mary A. Johnston	3	52	21 67	"	9	52	39	1356	9 28	8 50	17 78
Julia E. Bourne	1	38	25 53	}	10	77	24	1229	13 74	7 72	25 70
Lucy A. R. Smith	1	38	24 88	}							
Balance due Trustees	.	..	....			..	....		4 24		
Alex. Johnston	3	58	23 30	"& Canterbury	23A	58	28	740	7 77	4 64	12 41
			$5064 80		4537			226,655,	$1569.39	$1121.31	$2990,70

COUNTY OF CHARLOTTE.

NAME.	Class	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
James E. Wetmore.....	1	109	145 98	Campobello......	1	219	94	5013	$29 32	$42 24	$71 56
Estella Beatty, c. r. a..	3	90	14 06								
Fannie E. Dienaide....	2	110	44 19								
Elizabeth Clark.......	1	79	38 79	"	2	79	77	2758½	10 58	23 25	33 83
Jane G. W. Snell......	1	92	45 17	"	3	92	36	1267	12 32	10 68	23 00
Chas. W. J. Barker....	2	112	60 00	"	4	112	65	2793	15 00	23 54	38 54
Adelaide A. Young....	1	112	55 00	Dufferin,	1	112	46	2401	15 00	20 23	35 28
Maggie Cockburn......	1	106	52 05	"	2	106	40	1990	14 19	16 78	30 97
Isabella J. Johnston...	3	112	45 00	Dumbarton...	1	112	30	1802	15 00	15 19	30 19
Ella J. Miles.........	2	112	45 00	"	2½	112	37	2504	15 00	21 10	36 10
Maggie F. Cloney.....	3	68	21 25	"							
Neil Lochary..........	2	36	19 29	"	3	104	30	896½	13 93	7 55	21 48
Emma Powers........	2	112	45 00	Do. & St. Patrick..	4½	112	28	1425½	15 00	12 01	28 01
Jane McCulloch.......	3	106	32 12	"	5	106	33	1615½	14 19	13 61	27 89
Abner Gaskill........	3	95	38 16	"	6	95	47	2008	12 72	17 43	30 15
Dora K. Wiley........	3	103	32 19	"	7½	103	58	1978	13 79	16 68	30 46
Frederic A. Holmes...	2	112	60 00	Grandmanan..	1	224	135	8086	30 20	68 14	98 14
Maria P. Roop........	2	112	45 00	"							
Patrick Casey.........	1	111	74 33	"	2	111	96	4180	14 86	35 23	59 09
Josephine Cronk......	3	57	17 81	"	4	57	49	1237	7 63	10 42	18 05
James Brown.........	1	72	48 21	"	5	72	58	2836	9 64	23 90	33 54
Marshall V. Brown...	3	84	32 74	"	5	84	62	3325½	11 25	28 02	39 27
William S. Cronk.....	3	75	30 13	"	5	75	55	2367	10 04	19 94	29 98
Helen Lomax.	3	112	46 67	Lepreaux	1	112	19	2287	20 00	19 27	39 27
Charles White........	1	56	37 50	" & Lancas'r	2	56	51	1150½	7 50	13 06	20 47
John Boles...........	2	75	40 18	"	3	75	49	1650	6 56	13 91	20 47
Phebe Davidson......	3	79	24 69	"	4	79	29	937½	10 58	7 90	18 48
Jessie Brown.........	2	111	44 59	Pennfield...	1	111	37	2159	14 86	18 19	33 05
John Flanagan........	3	83½	44 73	"	2	83½	41	2445½	11 18	20 61	31 79
Catherine L. Speers...	3	112	35 00	"	3	112	53	2365	15 00	19 93	34 93
John B. Adams.......	3	112	45 00	"	4	112	39	2698½	15 00	22 74	37 74
Amy K. Justason.....	3	103	32 19	"	5	103	31	1354	13 79	11 41	25 20
James F. Covey, A. B..	1	102	75 00								
James Vroom.........	1	102	75 00								
Eda Foye.............	1	102	55 00								
S. Agnes Algar........	2	102	45 00	St. Andrews....	1	672	329	21205	89 98	178 70	268 68
B. Louise Morrison....	2	102	45 00								
Ellen Rogers..........	2	102	45 00								
Clem. Johnson, c. r. a..	3	59	10 12								
Augusta B. Wade.....	2	97½	39 16	"	6	97½	51	1855	13 06	15 63	28 69
George J. Clark.......	3	111	44 59	St. Croix...	2	111	36	986	14 86	8 31	23 17
Alice J. Purves.......	2	89	35 75	"	4	89	49	1302½	11 92	10 98	22 90
B. A. McLeod........	2	98	39 37	"	5	98	46	2371	13 12	19 98	33 19
Julia S. Dean........	2	73	29 32	St. David..	1	73	64	2513½	9 77	21 18	30 95
William T. Dickey, Jr.	3	81	32 54	"	2	81	23	576½	10 85	4 86	15 71
Frederic Sullivan.....	3	102	40 97	"	3	102	31	1846	13 66	15 57	29 23
Victoria Smith........	1	82	40 26	"	4	82	29	1113	10 98	9 38	20 36
R. Speers Nicolson,...	1	112	150 00	"	6	112	136	26320½	15 00	22 08	37 08
Teresa C. McAleenan,.	2	111½	44 79	"	5	111½	29	1491	14 93	12 56	27 49
Catherine D. Woodcock	2	17½	9 37	"	7	17½	28	586	3 13	4 94	8 07
Arthur M. Smith.....	2	112	60 00	"	9	112	50	3124	15 00	26 33	41 33
Helen E. Woodcock...	3	78½	24 53	"	10	78½	40	2051	10 51	17 28	27 79
Henry W. Rand, A. B.	1	83	111 82								
Israel M. Longley, A.B.	1	24	32 14								
Thomas O'Malley.....	2	112		St. George.......	1	442½	249	12041	59 25	101 47	160 72
Eliza Magowen.......	1	111	54 50								
E. P. Knight.........	3	112	45 00								
Charles O'Donnell....	1	105½	70 64	Do. & Pennfield....	4	105½	38	2099½	14 13	17 62	31 75
Catherine Condle.....	2	65	26 11	"	5	65	17	508	8 70	4 28	12 98
Balance due Trustees..				"	6	61	29	544	8 17	4 58	12 75
Julia Russell.	3	112	46 67	"	8	112	23	1313	20 00	11 06	31 06
Emeline Hanson	3	112	46 67	Do. & St. Patrick,	9	112	31	2380	20 00	20 06	40 06
Hugh Copley........	2	82	58 57	Do. & Pennfield..	9	82	21	1243½	14 64	10 48	25 12
Ella B. Smith.	3	99½	41 47	St. George..	10	99½	15	1204	17 77	10 15	27 92
Mary Atkinson.......	3	111	34 69	"	11	111	34	1907	14 86	16 07	30 93

COUNTY OF CHARLOTTE.—*Continued.*

NAME. (6)	Class. (5)	Legally authorized days actually employed. (4)	Amount of Grant. (3)	PARISH. (2)	No. of District. (1)	Legally authorized days Schools were opened. (2)	Pupils enrolled. (3)	Grand Total days' attendance of Pupils. (4)	On account of Teachers employed. (5)	On account of average attendance of Pupils. (6)	Total amount from County Fund. (7)
Nettie McDiarmid	2	112	$45 00	St. George	12	112	29	1463	$15 00	$12 33	$27 33
James Doherty	3	112	45 00	"	13	112	71	5600	15 00	47 19	62 19
H. Cawley	3	110	44 19	"	14	110	72	4114½	14 73	34 67	49 40
Jennie Magowan	3	111	34 69	"	15	111	31	1093	14 86	9 21	24 07
S. Adeline Thomas	3	75½	23 60	"	17	75½	15	761½	10 11	6 42	16 53
Lizzie A. Cochrane	3	92	28 75	St. James	1	92	47	1205	12 32	10 15	22 47
Donald McIntosh	1	112	150 00	"	1½	112	65	3051½	15 00	25 72	40 72
Joseph Robinson	2	95	50 89	"	2	95	39	1734	12 72	14 61	27 33
Louisa M. Young	2	112	45 00	"	3	112	43	1833	15 00	15 45	30 45
Agnes B. Jackson	3	85	35 41	"	4	85	22	1196	15 17	10 08	25 25
Helen R. McLaughlin	3	111	34 69	Do. & St. David	4½	111	51	2452½	14 86	20 67	35 53
Isabel Black	3	111	34 69	"	5	111	35	1772	14 86	14 93	29 79
Lizzie D. Jackson	2	112	45 00	"	7	112	42	1878	15 00	15 82	30 82
Kate Morrison	3	103	42 92	"	8	103	11	1196	18 38	10 08	28 46
Sarah A. Joye	3	112	35 00	"	10	112	33	1155	15 00	9 73	24 73
Annie P. Smith	2	93	37 36	"	14	93	31	1795½	12 45	15 13	27 58
Isabel Jenkins	2	109	43 79	"	15	109	48	2571	14 60	21 67	36 27
Alex. S. McKenzie	3	109	43 79	"	r16	109	28	1802	14 60	15 18	29 78
Anna Armstrong	3	39	12 19	"	18	39	20	498	5 22	4 20	9 42
Addie Hanson	1	112	55 00	St. Patrick	1	112	43	1867	15 00	15 73	30 73
Annie Hanson	2	65	26 11	"	2	65	51	1323	8 70	11 15	19 85
Charlotte Rogers	3	82	34 16	"	3	82	17	867	14 64	7 31	21 95
Lizzie A. Rolstin	2	113	44 38	"	4	103	26	1372½	13 79	11 57	25 36
Mary Peacock	2	91	36 55	"	5	91	33	1214	12 18	16 23	22 41
Kate McGowan	2	42	16 87	"	6	42	28	669½	5 62	5 64	11 26
Nettie A. Henry	2	112	45 00	"	8	112	30	1124	15 00	9 47	24 47
Mary E. Hanson	1	109½	53 77	"	10	109½	28	1762	14 67	14 85	29 52
Charlotte Thompson	2	112	45 00	St. Stephen	1	112	53	3030½	15 00	25 54	30 54
Henry S. Bridges, A.M.	1	102	159 00								
W. Grant Gaunce, A.B.	1	101	74 26								
Mary M. Cunningham	1	102	55 00								
Agnes Lawson	1	102	55 00								
Emily D. Thompson	2	102	45 00								
Sophia J. Lloyd	1	102	55 00	St. Stephen	2	1101	510	39176	147 42	330 14	477 56
Emma S. Morrison	1	102	55 00								
Winnifred P. Hayes	1	102	55 00								
Lavina J. Borden	1	102	55 00								
Eleanor S. Dowling	1	86	46 37								
Fred. W. Watson	1	21	15 44								
Fred. W. Emmerson	1	19	13 97								
Mary A. Horan	2	92	40 58								
E. L. McAllister	1	92	49 61	St. Stephen	3	526	287	18817½	70 43	133 30	203 73
Charlotte M. Caswell	2	92	40 58								
L. M. Randall	3	92	31 57								
Tillie S. Kirk	2	92	40 58								
Annie Hitchings	3	112	35 00	St. Stephen	3½	112	20	1207	15 00	10 17	25 17
Almira Towers	3	112	35 00	"	4	112	29	1961	15 00	16 53	31 53
Charlotte M. Robinson	3	78	24 37	"	6	78	83	3500	10 44	29 49	39 93
Amanda Hill	1	78	38 30	"	6½	78	7	290½	10 44	2 45	12 89
Mary S. Veazey	2	102	40 97	"	7	102	47	2064	13 66	17 39	31 05
Jennette Stein	3	112	35 00	Do. & St. James	7½	112	35	1284	15 00	10 82	25 82
Emma T. McCain	2	98½	41 04	Do. & St. David	8	98½	22	1231½	17 58	10 38	27 96
Maggie E. Justason	1	108	70 71	West Isles	1	108	29	1976½	19 28	16 66	35 94
E. H. Bennett	2	108	57 86	"	2	108	40	2354	14 46	19 84	35 57
Bal. to Trustees, Ap. '75				"					1 27		
Mary E. Dixon	2	106½	42 78	"	3	106½	64	4054	14 26	34 16	48 42
Sarah K. Herson	3	60	18 75	"	4	60	34	1414	8 03	11 91	19 94
S. James Wadden	1	105	140 62	"	5	105	69	2748	14 06	12 74	37 22
Joanna Turner	2	108	43 38	"	6	108	31	1489½	14 46	12 74	27 20
George W. Fowler	2	111½	59 73	"	7	111½	52	1983	14 93	16 71	31 64
James R. Felix	3	39½	21 16	"	8	39½	20	564	7 05	4 75	11 80
			$5721 50				5,110	261,587½	1,620 47	2,261 83	$3882,30

COUNTY OF GLOUCESTER.

	Provincial 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
J. Arthur Freeze, A. B.	1	112	$75 00	} Bathurst	2	334	161	10626½	$44 72	$256 40	$301 12
Christiana Ellis........	2	111	44 59								
Mary L. Baldwin,......	3	111	54 69								
Annie Hall,...........	3	112	35 00	"	3	112	46	2095	15 00	50 55	65 55
Anne W. Dawson,.....	3	112	35 00	"	9	112	21	1377¼	15 00	33 24	48 24
Mary Ann Smith,.....	3	112	46 67	"	6	112	32	1661	20 00	40 08	60 08
Rachel Forbes........	3	112	35 00	Do. & N.Bandon	10A	112	26	1155	15 00	27 87	42 87
James D. Skelly,.....	3	108	43 38	"	13	108	43	1202	14 46	29 00	43 46
Hannah Willis,.......	2	107	42 98	"	14	107	45	1951¼	14 33	47 09	61 42
PETER GIRDWOOD,......	1	111	148 66	} "	16	222	98	5445	29 73	131 38	161 11
Mary Desbrisay,......	2	111	44 59								
Annie E. Egan,.......	3	112	46 67	"	17	112	25	1540	20 00	37 16	57 16
Isaac Bernard,........	3	112	45 00	Beresford.....	5	112	35	2307	25 00	55 66	70 66
Frances Aube,........	3	110	34 37	"	6	110	42	2366	14 73	57 09	71 82
Mary Kerr,...........	3	112	35 00	Do. & Bathurst,	7	112	25	1123½	15 00	27 11	42 11
Elizabeth M. Ford,....	3	112	35 00	"	7½	112	42	1762	15 00	42 51	57 51
Kate L. Dwyer,......	1	112	55 00	Caraquet......	10	112	16	1714½	15 00	41 37	56 37
Jennie Dawson,.......	2	112	45 00	New Bandon,..	"	112	58	3024	15 00	72 96	87 96
William A. Andrew,...	2	111½	59 73	"	9	111½	81	4216	14 93	101 73	116 66
Emma Welsh,.........	3	112	46 67	"	10	112	35	1933½	20 00	46 65	66 65
			$988 00			831		45,500	$312 90	$1087 85	$1410 75

COUNTY OF KENT.

	Provincial 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 E. Hurd,........	3	106	$33 12	Carleton, ...	1	106	63	3095	$14 19	$61 80	$78 99
Agnes McNulty,........	3	112	35 00	"	3	112	55	2982	15 00	62 44	77 44
Charity A. Chalmers,..	3	40	16 66	"	4	40	15	507	7 15	10 62	17 77
Thomas E. Dwyer,......	2	112	60 00	Dundas,......	1	112	37	1912	15 00	40 66	55 66
Je e K. Sutherland,...	2	82	32 94	"	3	82	30	1341	10 98	28 09	39 07
Anne Chrystal,........	3	111	46 25	"	5	111	29	1696½	19 81	35 52	55 33
Balance to Trustees....				"		45	13	372	8 04	7 79	15 83
Alexis Theodore,......	3	100	40 17	"	6	100	14	500	13 39	10 47	23 86
Jane Hicks,........	3	57	23 74	" & Moncton	10A	57	15	421	7 63	8 88	16 51
Georgiana L. Powel,..	3	67	27 92	Harcourt,......	5	67	33	739	11 96	15 47	27 43
Marcella E. Dunn,....	3	65	27 08	"	4	65	9	708	11 60	12 73	21 33
Isaac Tranten........	3	112	60 00	"	6	112	30	2407½	20 00	50 41	70 41

COUNTY OF KENT.—*Continued.*

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.
									AMOUNT.		
6	**5**	**4**	**3**	**2**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Ingram B. Oakes,......	1	110	73 66	⎫							
John W. Harnett,......	2	112	60 00								
Sarah Forster,........	3	112	55 00	⎬ Richibucto......	1	446	221	12683½	59 72	265 56	325 28
Mary A. Gifford......	1	112	55 00								
George A. Coates,....	1	112	150 00	⎭							
Thomas E. Colpitts,...	2	112	60 00	⎫							
Clara Young....	3	110	34 37	⎬ Richibucto,....	2	428	187	9959	57 31	208 52	265 83
Caroline M. Warman...	3	94	29 37	⎭							
Agnes Goldie,........	2	110	58 92	"	5	110	33	2325	18 64	48 68	68 32
Isabella Hickey........	3	112	35 00	"	9	112	21	1016	15 00	21 27	36 27
Angus McM. Thunott...	3	111½	44 79	"	9½	111½	26	1415	14 93	29 63	44 56
Bertilda Graham,......	2	112	45 00	"	10	112	26	2109	15 00	44 14	59 14
Carrie Hicks,..........	3	112	35 00	St. Mary's,......	2	112	22	1017	15 00	21 29	36 29
Amelia F. Wrigley.....	3	111½	46 47	"	6	111½	21	1910½	19 91	40 00	59 91
Laura J. Parker........	3	108	33 75	"	10	108	16	982	14 46	20 56	35 02
Jane McDonald...	3	112	35 00	Weldford.........	1	112	66	2414	15 60	50 54	65 54
James Porteous,.......	3	112	45 00	"	2	112	44	2207	15 00	48 09	63 09
Robert Sutherland,....	3	112	45 00	"	3	112	28	1439	15 00	30 13	45 13
Mary Chrystal,........	2	112	45 00	"	3½	112	46	2162	15 00	45 27	60 27
Kate L. McDonald,....	3	79½	33 13	"	4	79½	45	2565	14 20	53 71	67 91
Mary Morton,.........	3	105	32 81	"	5	105	27	997	14 06	20 87	34 93
Mary C. Stevenson....	3	112	35 00	"	8	112	51	1945	15 00	40 51	55 51
William McIntosh,....	1	112	150 00	"	9	112	88	4721	15 00	98 85	113 85
Cassie Wilson, c. r. a...	3	107	16 72	"							
Agnes Barnes,.........	3	112	46 67	"	10	112	33	2213	20 00	46 34	66 34
Maggie Graham,.......	2	112	45 00	"	12	112	45	3599	15 00	54 42	69 42
Mary Ferguson........	3	109	45 41	"	13	109	32	2472	19 47	51 76	71 23
Isabella Wheaton,.....	3	112	35 00	"	14	112	39	1499	15 90	31 39	46 39
Agnes Holinden,......	3	112	35 00	"	15	112	26	1562	15 00	32 70	47 70
B. Janie Morton,......	2	112	45 00	"	16	112	52	3000	15 00	62 82	77 82
Mary McDonald........	1	112	55 00	"	17	112	56	2277½	15 00	47 69	62 69
Richard Jackson,......	3	112	45 00	"	19	112	48	1816	15 00	37 90	52 90
Hattie Scribner,......	3	112	46 67	"	20	112	17	1016½	20 00	21 28	41 28
James Kay,...........	2	108	57 86	Wellington.....	1	108	48	2100	14 46	43 96	58 42
Mary Johnson,........	2	112	45 00	"	2	112	59	3025	15 00	63 30	78 30
Sarah J. McMinn,.....	3	107	33 44	"	3½	107	27	1607	14 33	33 62	47 95
Johnson Dobson,......	3	112	60 00	"	4	112	47	3077	20 00	64 40	84 40
Sarah Hicks,.........	3	112	46 67	"	5	112	23	2075½	20 00	43 43	63 43
Ella Chrystal..........	2	112	45 00	"	8	112	41	2028½	15 00	42 40	57 40
			$2343 80			1882	100,029¼		$752 24	$2112 91	$2865 15

COUNTY OF KINGS.

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
Lois Snider	1	107	$52 54	Cardwell,	1	107	73	3974	$14 33	$31 02	$45 35
Tea. pd in Albert Co.				" & Elgin,	3		13	590		4 61	4 61
Mary L. Frost	1	87	42 72	" & Elgin,	6	87	17	867	11 65	6 77	18 42
Alfred S. Baxter	2	112	60 00	"	8	112	41	1889½	15 00	14 75	29 75
Matilda McLeod	3	61	19 06	"	9	61	34	1318½	8 17	10 29	18 46
Lizzie A. Inch	2	111	44 59	Greenwich	2	111	39	2023	14 86	15 79	30 65
Georgiana McLeod	2	111	44 59	"	3	114	34	1597	14 86	12 47	27 33
J. Ansley Dunham	1	111	148 66	"	4	111	50	2644½	14 86	20 64	35 50
Eunice J. Bennet	2	29	11 65	Hammond,	1	29	28	405½	3 88	3 17	7 05
John F. Rogers	1	109	145 98	"	4	109	55	2558½	14 60	19 97	34 57
Robert Williams,	2	110	78 57	"	7	110	12	492	19 64	3 84	23 48
Matilda J. Booth	3	112	35 00	" & Sussex,	8	112	41	2187	15 00	17 07	32 07
Balance to Trustees				" & Sussex,		93	33	1547½	11 82	12 08	23 90
Augusta M. Dodge	2	112	45 00	Hampton,	1	112	26	730½	15 00	5 70	20 70
Stephen L. Wiggins	1	94	125 88	"	2	194	71	3276½	25 98	25 58	51 56
Alma S. Sproul	2	100	40 17	"							40 17
Josephine Wetmore	1	108	53 03	"	3	108	61	3694	14 46	28 84	43 30
Jane C. Snow	1	89	43 70	"	5	89	17	1004	11 92	7 84	19 76
Fred. A. Chapman	1	112	75 00	"	6	112	66	Return too late.			
Edmund Outram	2	112	60 00	"	7	112	14	988	15 00	7 72	22 72
Eliza M. Fenwick,	3	107	35 41	"	8	107	25	1767	14 33	13 79	28 12
Eliza P. Teakles	3	112	35 00	Havelock	1	112	48	2493	15 00	19 46	34 46
Elgina L. Gosline,	2	111	44 59	"	2	111	51	2339	14 86	18 26	33 12
Mary E. Parlee,	3	112	46 67	"	3	112	11	975	20 00	7 69	27 69
Ella M. Pearce,	3	112	35 00	"	5	112	22	1404	15 00	10 96	25 96
W. D. Perry,	3	111	44 59	"	7	111	68	3875	14 86	30 25	45 11
Eldon Mullin,	1	109	145 98	"	8	215½	131	6835½	28 86	53 36	82 22
Annie M. Allan	1	106½	52 30	"							
John C. Beavy.	2	92	48 75	"	9	91	38	1695	12 18	13 23	25 41
Calvin F. Alward	3	112	45 00	"	10	112	39	2501	15 00	19 52	34 52
Sarah E. Keith	3	89	37 08	"	11	89	19	1266	15 89	9 88	25 77
Tea. pd in West'd Co.				Salisbury,	22			316½		2 47	2 47
Elizabeth T. Clark	3	112	35 00	Kars	3	112	28	1526½	15 60	11 92	26 92
C. Matilda Sprague,	3	112	46 67	"	4	112	29	2529	20 00	19 74	39 74
Annie C. Kierstead	3	112	35 00	"	5	12	28	1808½	15 00	14 12	29 12
Edmund Puddington,	2	112	60 00	Kingston	1	224	70	3430½	30 00	26 78	56 78
Sarah J. Pickett,	1	112	55 00	"							
Ellen M. McDougall,	3	112	35 00	"	2	112	12	486½	15 00	3 80	18 80
Maggie A. Bates,	2	99	39 77	"	3	99	23	1277	13 26	9 97	23 23
Eliza A. Earle,	3	112	35 00	"	4	112	19	768½	15 00	6 00	21 00
S. Busby Allen	1	111	135 82	"	5	223	84	5910	29 86	46 14	76 00
Clara A. Frost	2	111	44 79	"							
George A. Gillis,	3	112	45 00	"	6	112	53	2017	15 00	22 77	37 77
Julia E. Flewelling,	3	112	46 67	"	7	112	17	1582	20 00	12 35	33 35
Sarah J. Price	2	112	45 00	"	10	112	49	2759	15 00	21 54	36 54
Sarah E. Flewelling	1	112	55 00	"	11	112	35	2206½	15 00	17 22	32 22
Emily J. Laskie	3	107½	33 60	& Westfield	12	107½	30	1780	14 40	13 90	28 30
Beverly N. Nobles,	1	110	147 32	Norton	2	110	72	3372	14 73	26 32	41 05
Hannah Raymond	1	110	54 01	"	3	110	35	1403	14 73	11 65	26 38
Margaret A. Long	3	86	26 87	"	5	86	27	1230½	11 52	9 61	21 13
E. J. Wood	2	112	45 00	"	7	112	35	2145½	15 00	16 75	31 75
Andrew Sprague	2	99	52 03	"	9	99	22	1058	13 26	8 26	21 52
W. S. Fowler,	3	93	37 36	" & Sussex	11	93	37	1333	12 45	10 41	22 86
Louisa E. Saunders	1	101	49 59	Rothsay,	2	101	39	3054½	13 52	23 84	37 36
John W. Hickson	2	112	60 00	"	3	112	55	2628½	15 00	20 52	35 52
Stephen L. Pierce,	3	64	25 71	"	4	64	22	624	$8 57	4 57	13 14
Laura A. Purves	2	44	17 67	"	5	44	13	377	5 89	2 94	8 83
Hannah V. Monahan,	3	112	35 00	"	6	112	22	1693	15 00	13 28	28 28
Ebenezer M. Scribner,	2	110	58 93	"	8	110	27	1416½	14 73	11 06	25 79
Susan A. Davis	1	98	48 12	Springfield,	1	98	47	2636½	13 12	20 58	33 70
Robert H. Davis	1	112	150 00	"	2	112	56	3786½	15 00	29 56	44 56

COUNTY OF KINGS.—*Continued.*

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
Eliza E. Johnston,....	3	108	33 75	Springfield,........	3	108	46	1778	14 46	13 88	28 34
Jennie B. McGrigor,..	3	112	46 67	"	4	112	46	3471	20 00	27 10	47 10
Minnie Vail,........	3	112	35 00	"	6	112	23	1019	15 00	7 95	22 95
Mary A. Case........	2	112	45 00	"	7	112	34	1818	15 00	14 20	29 20
Celia E. Gray........	2	112	60 00	"	8	112	22	2015	20 00	15 73	35 73
M. Amelia Ganong,...	3	112	35 00	" & Kingston	9	112	31	1658	15 00	12 95	27 95
Bessie Keay..........	3	112	35 00	" & Wickh'm	11	112	26	1278½	15 00	9 98	24 98
Mary A. McLeod......	1	112	55 00	"	12	112	40	1653	15 00	12 90	27 90
M. Louisa Ganong,....	1	112	55 00	Sp'field & W'ham..	13	112	23	1443	$15 00	$11 26	$26 26
George H. Perkins.....	2	112	60 00	" "	15	112	26	1761	15 00	13 75	28 75
Patrick McBriarty,'..	2	76	40 71	" "	16	76	16	609½	10 18	4 76	14 94
John Robertson,......	2	112	60 00	" "	21	112	35	1641	15 00	12 81	27 81
Samuel Mattatal,.....	3	112	45 00	Studh'lm& Havel'k	3	112	46	3163	15 00	24 69	39 69
Charles Foley,........	2	112	60 00	Studholm........	4	112	44	2181	15 00	17 03	32 03
Julia A. Wright,......	3	112	46 67	"	6	112	23	1459	20 00	12 77	32 17
Letitia E. Folkins,....	3	108	33 75	"	7	108	49	2813	14 46	21 96	36 42
Jane Brown,..........	1	112	55 00	"	8	112	42	2420	15 00	18 89	33 89
Julia C. Frost........	1	105	51 55	"	10	105	32	1961	14 06	15 31	29 37
Naomi Dunfield,......	1	98	48 12	" & Sussex	11	98	48	2030	13 12	15 85	28 97
Charlotte McLeod,....	2	112	45 00	" "	12	112	61	3734	15 00	29 15	44 15
Agnes R. Sharp,......	1	79	38 79	" "	13	79	35	1448	10 58	11 30	21 88
J. G. A. Belyea,......	1	112	150 00	" & Springfi'ld	15	112	68	2671	15 00	20 85	35 85
Jeannie E. Murray,...	1	111	54 50	" "	16	111	31	1453	14 86	11 34	26 20
Eliza J. Mercer,......	3	112	35 00	" "	17	112	47	2177	15 00	16 99	31 99
E. A. Kierstead,......	3	112	35 00	" "	18	112	21	1279½	15 00	9 99	24 99
Susan Gillies.,.......	3	112	35 00	" "	19	112	37	1991	15 00	15 54	30 54
Abbie M. Sinnott,....	3	112	35 00	" "	20	112	15	1036½	15 00	8 09	23 09
Maggie M. Kelly,.....	3	112	35 00	Do., Johnston. &c..	22	112	32	1955	15 00	15 34	30 34
Agnes E. Little,......	3	112	35 00	" "	23	112	29	1493½	15 00	11 66	26 66
George C. Stanley.....	3	111	44 59	" "	25	111	72	3117	14 86	24 33	39 19
Oscar J. McCully, A.B.	1	84	56 23	}							
David Wilson, A. B.	1	22	14 73	} Sussex........	1	215	107	4972½	28 79	38 83	67 62
Maggie Ryan,........	2	109	43 79	}							
Samuel C. Wilbur, AB	1	103	138 60	}							
Melvina L. Ryan,.....	1	105	51 55	} Sussex........	2	305	291	11835½	40 91	92 39	133 30
Louisa M. Nowlan,....	2	97	38 96	}							
Jes. A. F. Fairweather	2	112	45 00	"	5	112	42	1788	15 00	13 96	28 96
Sarah M. Sharp,......	2	112	45 00	Do., Waterford, &c	6	112	43	2876½	15 00	22 46	37 46
Lucretia Marvin,.....	3	112	35 00	Sussex........	7	...	31	Return too late.			
Mary A. Ryan,........	3	107½	33 60	"	8	107½	38	1659	14 40	12 95	27 35
Mary E. Howard,.....	2	97	38 96	"	9	97	38	1807½	12 99	14 11	27 10
Selina E. Crawford,...	3	106	33 12	"	10	106	40	1698½	14 19	8 58	22 77
Clarence Sharp,......	3	112	45 00	"	11	112	52	1769	15 00	13 34	28 34
Jane C. Sharp,.......	3	112	35 00	"	12	112	28	1272½	15 00	9 93	24 93
Sarah A. Sharp,......	2	112	45 00	"	13	112	35	1526	15 00	11 91	26 91
Lucretia Stcox,......	3	96	40 00	"	14	96	33	1923	17 13	15 01	32 14
Balance to Trustees,..									5 10		5 10
Elleanor Patterson,...	1	111	54 50	Upham........	1	111	39	2016	14 86	15 74	30 60
Lizzie Crozier,.......	3	112	46 67	" & Simonds	2	112	17	1564	20 00	12 22	32 22
Eliza Fowler,........	2	112	45 00	"	3	112	51	2236½	15 00	17 46	32 46
Charity E. Smith,.....	1	112	55 00	"	4	112	48	2327	15 00	18 17	33 17
Edward Conley,......	3	112	45 00	Do., Hammond. &c	5	112	49	1768	15 00	13 80	28 80
Maria S. Coy,........	2	112	45 00	"	6	112	55	2642½	15 00	29 63	35 63
Lottie L. M. Nason,...	3	112	35 00	" & St. Martins.	7	112	38	1402	15 00	10 95	25 95
Tea. pd. in St. John Co.	3	...	...	Do., & St. Martins.	10		3	112		0 87	0 87
Tea. pd. in St. John Co.	3	...	...	"	25		9	764	1 28	5 96	7 24
Mary J. Chambers,....	3	112	35 00	Waterford........	2	112	50	2107	15 00	16 45	31 45
Catherine J. Lockhart,	3	112	35 00	"	4	112	22	1875	15 00	14 64	29 64
Jeremiah Donovan,...	3	112	60 00	"	7	112	31	1246	15 00	9 73	24 73
Joseph S. Bennett,...	2	112	60 00	"	8	112	41	2699½	15 00	16 32	31 32
Elizabeth A. Chambers	3	112	35 00	" & Alma	10	112	21	839	15 00	6 55	21 55

COUNTY OF KINGS.—*Continued.*

	Provincial 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
John W. Caulfield,..	1	109	121 65	Westfield..........	2	109	37	1996	$14 60	$15 58	$30 18
Alma B. Horton,......	3	112	35 00	"	3	112	21	1288	15 00	10 05	25 05
Jacob N. Pitt,........	3	112	60 00	"	5	112	27	1253	20 00	9 78	29 78
Minnie Whelpley,.....	3	40	12 50	"	6	40	26	647½	5 36	5 05	10 41
W. S. Carter,........	3	112	45 00	"	7	112	29	1426	15 00	11 13	26 13
Geo. H. Laskey,......	2	111	59 46	"	8	111	35	1424	14 86	11 12	25 98
William McRae,......	3	111	59 45	"	10	111	21	1403	19 81	10 95	30 76
John A. Bowe,........	3	112	60 00	"	11	112	21	668	20 00	5 21	25 21
Evadne J. Derrah,....	3	112	35 00	"	12	112	28	1196	15 00	9 34	24 34
Amelia H. Peatman,...	3	93	29 06	"	13	93	17	530	12 45	4 14	16 59
Tea. pd. in St. John Co.	2			Do., Simonds, &c..	19			342		2 67	2 67
			$6502 42				4650	230,364½	$1820 38	$1863 59	$3683 95

COUNTY OF MADAWASKA.

	Provincial 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
Susan Theriault......	3	74	$23 12	St. Basil..........	2	74	44	1353	$9 91	$144 57	$154 48
Louisa Roy...........	3	85	25 56	St. Leonard........	5	85	36	2840	11 38	303 46	314 84
Hermen Couillard....	3	75	40 17	"	8	75	13	450	13 39	48 09	61 48
Anastasia Martin.....	3	100	31 25	St. Francis........	2	100	15	1118	13 39	119 46	132 85
Harriet Hebert.......	3	49	15 31	"	16	49	7	181	6 56	19 66	26 22
Seraphine Albert.....	3	112	35 00	Madawaska..........	3	112	22	1507	15 00	161 03	176 03
Anais Theriault......	3	112	35 00	"	4	112	24	1911	15 00	204 20	219 20
			$206 41				161	9363	$84 63	$1000 47	$1085 10

COUNTY OF NORTHUMBERLAND.

	Provincial Grant to Teachers			LOCALITY.					County Fund to Trustees.		
NAME.	Class	Legally authorized days actually employed	Amount of Grant	PARISH	No. of District	Legally authorized days Schools were open	Pupils enrolled	Grand Total days' attendance of Pupils	On account of Teachers employed	On account of average attendance of Pupils	Total amount from County Fund
6	5	4	3	2	1	2	3	4	5	6	7
Thomas Parker	3	112	$45 00	Alnwick	1	112	38	2021	$15 00	$22 90	$37 90
Catherine Flett	2	61½	24 70	"	2	61½	23	1133	8 24	12 84	21 08
Catherine Loggie	2	110	44 19	"	3	110	17	975	14 73	11 05	25 78
Honora Wasson	3	112	35 00	"	6	112	38	1871½	15 00	21 21	36 21
Jane Carruthers	3	111	34 69	"	7	111	36	2262	14 86	25 63	40 49
Maggie J. Baron	3	100	31 25	"	8	100	59	2771½	13 39	31 41	44 80
Patrick O'Donnell	2	18	9 64	Blackville	2	18	25	270½	2 41	3 07	5 48
Emeline Mountain	3	111	34 69	"	4	111	39	1339½	14 86	15 18	30 04
Jane Amos	2	111	44 59	"	5	111	33	1187½	14 86	13 46	28 32
William H. Grindley	2	112	60 00	"	6	112	46	2279	15 00	25 83	40 83
John Cann	2	112	60 00	"	7	112	43	2090	15 00	23 69	38 69
Nellie J. Mersereau	3	105½	32 97	"	11	105½	55	3600	14 13	33 99	48 12
Serena Price	3	112	35 00	"	11½	112	35	1662½	15 00	18 84	33 84
Maggie A. Jordan	2	112	45 00	Blissfield,	1	112	28	1316	15 00	14 92	29 92
Mary Ann Kelly,	3	99	30 94	"	2	99	36	1673	13 26	18 96	32 22
Kate G. Porter	3	83	25 94	"	2½	83	22	1183½	11 11	13 41	24 52
Elsibet Archibald	2	112	60 00	"	3	112	23	2317	20 00	26 26	46 26
Jane Archibald	1	19	9 33	" & Ludlow	3½	19	32	387½	2 54	4 39	6 93
Rowland Crocker	3	112	45 00	"	4	112	44	2328	15 00	26 39	41 39
E. H. McAlpine,A.B	1	109	72 99	⎫ Chatham	1	326	184	12640½	43 66	143 24	186 90
Cecelia Alexander	1	166	52 05	⎬							
K. M. Williston,	1	111	54 50	⎭							
Joanna Lahie	2	83	33 34	"	2	83	39	1087	11 11	12 32	23 43
Counsel T. Hendry	1	110	147 32	"	3	110	65	2872½	14 73	32 55	47 28
Mary J. Swim	2	107	42 98	"	4	107	63	2940½	14 33	33 32	47 65
Maggie McIntosh	3	112	35 00	"	5½	112	49	1471	15 00	16 67	31 67
Ella B. McLean	3	112	35 00	"	6	112	48	1716½	15 00	19 45	34 45
Maggie S. Gordon	2	103	41 38	"	6½	103	52	2442	13 79	27 68	41 47
James N. Wathen	1	111	148 66	Derby	1	111	47	2354½	14 86	26 68	41 51
Helena Horgan	2	112	45 00	"	1½	112	66	3081½	15 00	34 92	49 92
Maggie Miller	2	112	45 00	"	2	112	30	1428½	15 00	16 19	31 19
Jonathan Carmalt	3	112	45 00	"	3	112	45	2282½	15 00	25 87	40 87
Lizzie M. McBeath	2	112	45 00	Glenelg	1	112	51	1833½	15 00	20 78	35 78
Maggie McDonald	2	112	45 00	" & Chatham	1½	112	54	2628½	15 00	29 79	44 79
Maria C. Baldwin	3	97	30 30	"	5	97	19	1207½	12 99	13 69	26 68
John McMinn	3	80	42 85	"	6	80	21	1043	14 28	11 82	26 10
Thomas G. McKay	2	112	60 00	"	7	112	56	2438	15 00	27 63	42 63
Robert C. Byers	3	112	60 00	"	7½	112	48	3792½	20 00	42 58	62 58
C. A. Williston	2	84	33 74	"	8½	84	25	1391	11 25	15 76	27 01
Maggie McLean	3	112	46 67	Hardwicke	1	112	29	2795½	20 00	31 68	51 68
Thomas Caulfield	1	112	100 00	"	2	112	48	3495	20 00	36 21	56 21
Charles Anthony	3	112	45 00	"	4	112	21	1306	15 00	14 80	29 80
Emily F. Fowler	3	112	35 00	"	5	112	36	1566	15 00	17 75	32 75
Charlotte W. Ullock	3	112	35 00	"	5½	112	18	909	15 00	10 30	25 30
Amelia Wilson	3	112	46 67	Ludlow	1	112	29	2151	20 00	24 38	44 38
Mary Orr Flemming	1	102	50 08	"	3	102	20	1304	13 66	14 78	28 44
Susan B. Pond	3	112	46 67	" & Stanley	4	112	43	3229	20 00	36 59	56 59
Tea. pd. in York Co.	3	....	....	"	12A	....	4	169	......	1 91	1 91
Michael Flinne	2	105½	56 52	⎫ Nelson	1	105½	112	5338½	14 33	60 50	74 63
Emma Flett. e. r. a.	3	104½	16 33	⎬							
Pk. F. Morrisay	2	112	60 00	"	2	112	39	1564	15 00	17 72	32 72
John Hamilton	2	112	60 00	"	3	112	43	1902	15 00	21 55	36 55
Patrick Cunningham	3	112	45 00	"	4	112	25	916½	15 00	10 39	25 39
J. Ramesbotham,	3	92	28 75	"	5	92	31	1147	12 32	13 00	25 32
Grace E. Greenan	3	110	45 83	"	6	110	22	1397	19 64	15 83	35 47
John McInnis	3	112	45 00	"	7	112	28	1201	15 00	13 64	28 64
Mary A. Tobin	2	109	43 79	Newcastle	1	109	33	1554	14 60	17 62	33 22
Charles Stewart	3	112	45 00	"	2	112	33	1576	15 00	17 86	32 86
Alma Swim	3	102½	32 03	"	3	102½	30	1026	13 73	11 63	25 36
Maggie Phillips	3	89	27 81	"	5	89	21	1166½	11 92	13 23	25 15

COUNTY OF NORTHUMBERLAND.—*Continued.*

							AMOUNT.		
		Provincial Grant to Teachers		LOCALITY.			County Fund to Trustees.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Wm. J. Wilson......	1	107	$71 65	} Newcastle	6	208¼	118	6173½	$27 92	$69 96	$97 88
Mary J. Russell.....	2	101½	40 77								
C. M. Hutchison....	1	105½	141 28								
William Parlee.....	1	105½	70 64								
Eliza Hickey........	1	105½	51 80								
Sara J. Sinclair.....	2	105½	42 38								
Olivia Parker.......	1	105½	51 80	} Newcastle	7	876	400	22872½	117 30	259 21	376 51
Ada F. M. Knapp···	1	93	45 66								
Sara J. Reid........	2	3½	1 41								
Eliza Russell........	2	103	41 38								
William Scivewright	3	42	16 87								
Katie B. Kavanagh.	3	107	33 44								
Annie McEachern..	3	91	37 92	Northesk..........	1	91	25	2097	16 24	23 76	40 00
Emma M. Little...	3	38	15 83	"	2	38	13	328	6 78	3 72	10 50
Mary R. Jamieson..	3	112	35 00	"	3	112	16	1463	15 00	16 58	31 58
Jennie Robinson....	3	112	35 00	"	4	112	24	1403	15 00	15 90	30 90
John Romayne......	3	106	42 58	"	5	106	18	1149	14 19	13 02	27 21
John Little..........	2	103	55 18	"	6	103	44	2136	13 79	24 21	38 00
Mary J. Tait........	3	101	31 56	"	7	101	17	670½	13 52	7 60	21 12
Elizabeth Kelly.....	2	112	45 00	"	9	.....	28		Return too late.		
Maggie McRae......	3	111	34 69	"	10	111	48	2083	14 86	23 61	38 47
Annie McAllister...	3	94	29 37	"	11	94	49	2266	12 59	25 68	38 27
Isabella McIntosh..	2	107	42 98	"	12	107	37	1465	14 33	16 60	30 93
Ellen Burns.........	2	85	34 14	"	13	85	20	612	11 38	6 94	18 32
Adelia Ritchie......	2	112	45 00	"	14	112	23	1091	15 00	12 36	27 36
Annie Donohue.....	2	112	45 00	"	15	112	35	1660	15 00	18 82	33 82
			$2872 52				3,162	163,604½	$1163 29	$1854 11	$3017 40

COUNTY OF QUEENS.

							AMOUNT.		
		Provincial Grant to Teachers		LOCALITY.			County Fund to Trustees.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Helen Dale..........	2	95½	$38 36	Brunswick	1	95½	19	$75½	$12 79	$4 81	$17 60
Evelyn Fowler......	3	110½	34 53	"	2	110½	26	910½	14 80	5 00	19 80
Sibyl M. Humphrey.	3	111	34 69	"	3	111	45	1281	14 86	7 09	21 95
Abigail Starkey.....	3	112	35 00	"	5	112	18	1119½	15 00	6 15	21 15
T. William Perry...	2	110	58 93	Cambridge	1	110	47	2246½	14 73	12 35	27 08
Louisa Bulyea	2	111	44 59	"	2	111	44	2808	14 86	15 43	30 29
George B. Nevers...	3	112	45 00	"	3	112	24	1026	15 00	5 63	20 63
Mary E. Simpson...	2	112	45 00	"	4	112	18	1213	15 00	6 66	21 66

COUNTY OF QUEENS.—*Continued.*

									AMOUNT.		
Provincial Grant to Teachers				**LOCALITY.**		**County Fund to Trustees.**					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Maggie E. Taylor	2	112	$45 00	Cambridge	5	112	25	1787	$15 00	$9 82	$21 82
S. Janie Oakley	3	112	46 67	" & Waterboro	6	112	32	1328	20 00	7 29	27 29
Balance to Trustees				" "	6	114	28	1704	19 32	9 36	28 68
Frederic L. Straight	3	112	60 00	" "	7	112	34	1798	20 00	9 88	29 88
Theodore L. Belyea	2	112	60 00	" "	9	112	25	1695½	15 00	9 31	24 31
C. D. Lowery	3	31½	12 65	}	10	112	57	2262	15 00	12 42	27 42
Wilfred McDonald	3	80½	32 34	}							
W. P. Strong	2	68	36 43	" "	12	68	47	2032½	9 11	11 16	20 27
Agnes A. S. Palmer	2	112	45 00	Canning	1	112	48	2655	15 00	14 58	29 58
Tea. pd. in Sunb'yCo.	3			" & Sheffield	1A		9	650	00 00	3 56	3 56
Mary C. Miles	3	112	35 00	" "	2	112	23	1310	15 00	7 20	22 20
Lizzie J. Dykeman	3	112	35 00	" "	4	112	13	820½	15 00	4 51	19 51
Theresa J. Palmer	3	112	35 00	" "	6	112	48	1893½	15 00	10 40	25 40
Mary E. Butler	3	112	35 00	" "	7	112	38	2358½	15 00	12 96	27 96
Nettie L. Belyea	2	111	44 59	" "	8	111	61	3314½	14 86	18 21	33 07
Balance to Trustees									2 65		2 65
Charles L. Barnes	2	112	60 00	Chipman	1A	112	35	2358½	15 00	9 45	24 45
Agnes H. Murray	3	112	46 67	" & Northfield	2	112	36	1914	20 00	10 52	30 52
Jas. F. Vanbuskirk	3	112	60 00	" "	3	112	26	1753	20 00	9 63	29 93
Thomas Wright	2	112	60 00	" "	4	112	43	1918	15 00	10 54	25 54
Kate Crawford	1	91	44 68	" "	5	91	53	2391½	12 18	13 14	25 32
Martha E. McQueen	2	111	44 59	" "	6	111	43	1685	14 86	9 26	24 12
Angelina Wasson	3	112	35 00	" "	8	112	31	1779	15 00	9 79	24 19
Bev. R. Somerville	2	95	50 89	" "	11	95	27	1194	12 72	6 56	19 28
Alma F. Wiggins	3	112	35 00	" "	12	112	39	2242	15 00	12 32	27 32
C. T. McCutcheon	3	112	60 00	Gagetown	1	112	31	1891	20 00	10 39	30 39
Philip Cox. A. B.	1	112	75 00	}	3	220	105	6173	29 46	33 91	63 37
J. Leslie Smith	2	108	57 86	}							
Sophia K. Deveber	3	95	39 58	" "	4	95	30	1689	16 96	9 28	26 24
Alex. McLean	2	77	41 25	Do., Cambridge, &c	5	77	18	554	10 31	3 04	13 35
S. H. Estabrooks	2	112	60 00	" & Canning	6A	112	60	3054	15 00	16 78	31 78
Hannah E. Belyea	3	112	35 00	" & Hampstead	7	112	38	1851	15 00	10 17	25 17
Benjamin Hayes	2	112	60 00	" & Cambridge	8A	112	21	1592½	15 00	8 75	23 75
John Nugent	2	112	60 00	Hampstead	1	...			Return too late.		
James Barnes	2	112	60 00	" & Gagetown	2A	112	16	750½	15 00	4 13	19 13
Eliza Pollen	1	112	73 33	" "	3	112	17	1353	20 00	7 44	27 44
Isabella J. Wallace	2	112	45 00	" "	4	112	35	1725	15 00	9 48	24 48
Alexander Machum	2	111	74 33	" "	5	111	47	2466	14 86	13 55	28 41
Joseph S. Kerr	3	84	33 74	" "	6	84	25	1080	11 25	5 93	17 18
L. J. Flowers	3	112	60 00	" "	8	112	25	1325	20 00	7 28	27 28
Eliza J. McConchie	2	112	45 00	" "	9	112	30	1110	15 00	6 10	21 10
A. W. Crabb	3	112	45 00	" & Petersville	12	112	30	1252	15 00	6 88	21 88
Alfred McDonald	2	109	58 39	Johnston	1	109	33	1724½	14 60	9 48	24 08
Sarah E. Hamm	2	112	45 00	"	2	112	27	1485	15 00	8 16	23 16
A. C. McDonald	2	97	51 96	"	4	97	31	1764	12 99	9 69	22 68
Annie Thompson	3	81	33 74	"	6	81	25	1361	14 47	7 48	21 95
G. E. Hetherington	3	37	14 86	"	9	37	24	527	4 95	2 90	7 85
Amanda Straight	2	112	45 00	"	10	112	42	2458	15 00	13 51	28 51
Janie E. McDonald	3	112	35 00	"	11	112	23	1469½	15 00	8 08	23 08
William P. Strong	2	47	23 96	"	12	47	25	629½	6 29	3 46	9 75
Clarissa F. A. Pearce	2	111	44 59	"	13	111	35	1782	14 86	9 79	24 65
Wm. J. B. Pearson	3	112	45 00	"	14	112	36	1433	15 00	7 87	22 87
Jane Muir	2	112	45 00	" & Springfield	15	112	34	1483	15 00	8 15	23 15
Hannah S. Pearson	2	112	45 00	" "	16	112	18	1541	15 00	8 47	23 47
Tea. pd. in Kings Co.				" & Studholm	22	...	2	149½		0 78	00 78
Isaac N. Thorne	3	58	31 06	Johnston	7	58	10		Return too late.		
George Bogle	3	112	45 00	Petersville	1	112	54	2860½	15 00	15 72	30 72
Charlotte Webb	3	112	35 00	"	2	112	15	608½	15 00	3 34	18 34
Amanda J. Bacon	3	111	34 69	"	3	111	51	2221	14 86	12 20	27 06
Sarah Waters	3	112	35 00	"	9	112	24	979	15 00	5 38	20 38
W. H. Allingham	2	112	60 00	"	10	112	39	1671	15 00	9 18	24 18

COUNTY OF QUEENS.—*Continued.*

	Provincial 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
William Quinn	2	103	$55 18	Petersville	11	103	49	1883½	$13 79	$10 35	$24 14
James McCallum	3	166	56 77	"	13	106	28	1788	18 92½	9 82½	28 74
James W. Perkins	3	112	45 00	"	14	112	38	1521	15 00	8 36	23 36
E. D. Vallis	2	112	60 00	"	15	112	36	1363½	15 00	7 49	22 49
William Tilley	2	112	60 00	"	17	112	42	1550	15 00	8 52	23 52
James R. Barton	3	111	44 59	Waterboro'	1	111	56	2604	14 86	14 78	29 64
Herbert Cox	3	73	29 32	"	2	73	18	528	9 77½	2 90	12 67
Margaret Cox	2	112	45 00	"	4	112	45	2699	15 00	14 83	29 83
Balance to Trustees			00	"		114	60	3078	14 49	16 92	31 41
Adelia A. Barton	3	112	35 00	"	4	112	22	1005	15 00	5 52	20 52
Jane D. Reed	1	64	31 42	"	6	64	21	902½	8 57	4 96	13 53
C. D. Lowery	3	56½	22 70	} "	7	111½	38	1877	14 93	10 31	25 24
Thomas M. Wiggins	3	55	22 09	}							
John Gale	3	111	59 45	"	8	111	27	1349	19 81	7 41	27 22
Sarah A. Slocomb	3	100	41 67	"	9	100	22	1469	17 85	8 07	25 92
Emma C. McDonald	3	112	35 00	"	10	112	35	1713	15 00	9 41	24 41
Eva A. Smith	2	112	45 00	Wickham	1	112	56	5243	15 00	17 82	32 82
Edmund H. Belyea	2	112	60 00	"	2	112	24	1184	15 00	6 51	21 51
Celia A. Ganong	1	107	52 54	"	3	107	18	989	14 33	5 42	19 75
Violet E. Bishop	2	112	45 00	"	4	112	37	2239	15 00	12 31	27 31
George Morrell	3	111½	44 79	"	5	111½	39	2005	14 93	11 02	25 95
Sarah W. Long	3	112	46 67	"	8	112	24	1271½	20 00	6 99	26 99
Zene A. McQueen	1	112	55 00	"	11	112	20	808	15 00	4 44	19 44
Tea. pd. in Kings Co.				" & Springfield	11		15	964		5 30	5 30
			$3 941 08				2,858	145,821½	$1275 85	$801 20	$2077 05

COUNTY OF RESTIGOUCHE.

	Provincial 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 opened	Pupils enrolled	Grand Total days' attendance of Pupils	On account of Teachers employed	On account of average attendance of pupils	Total amount from County Fund
6	5	4	3	2	1	2	3	4	5	6	7
ROBERT CHALMERS	1	112	$150 00	} Addington	1	224	148	8571½	$30 00	$44 43	$74 43
Wm. S. Kerr, c. r. a.	3	20	4 02	}							
Elizabeth Nash	3	112	35 00	}							
William Firth	2	111	59 46	"	2	111	39	1974½	14 86	10 23	25 09
Mary McIntyre	3	112	35 00	"	4	112	37	1643	15 00	8 52	23 52
Wm. McDonald	3	112	45 00	"	5	112	39	2523	15 00	13 08	28 08
Janet Ferguson	3	100	41 67	"	6	100	26	1877	17 85	9 73	27 58
Gavin Hamilton	3	112	45 00	Colcborne	1	112	34	1809	15 00	9 37	24 37
Donald McLean	2	104	55 71	"	2	104	53	2394½	13 93	72 41	26 34

COUNTY OF RESTIGOUCHE.—*Continued.*

	Provincial 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
Susan S. Gerrard...	2	111½	$44 79	Colborne	3	111½	44	2290½	$14 93	$11 87	$26 80
Mary McMillan....	2	112	60 00	"	4	112	25	1960	20 00	10 17	30 17
John F. Dorothy...	1	112	75 00	" & Durham	8	112	56	2582	15 00	13 33	28 33
A. Ross, A. B......	1	112	75 00	} Dalhousie	1	214	113	6595	28 66	34 18	62 84
Helen Meahan....	1	102	50 08								
John Cook	3	107	42 98	"	1½	107	23	1084	14 33	5 63	19 96
John Chalmers.....	3	112	45 00	"	2	112	33	2352	15 00	12 19	27 19
Katie McMillan....	3	112	35 00	"	3	112	25	1267	15 00	6 57	21 57
Catherine Dickie...	3	112	46 67	"	4	112	14	1014	20 00	5 26	25 26
Agnes McCormick..	3	112	35 00	"	5	112	33	1501½	15 00	7 78	22 78
Mary A. McCarthy	3	112	35 00	"	6	112	32	1616	15 00	8 37	23 37
Peter McIntyre....	3	112	45 00	"	7	112	27	1615	15 00	3 37	23 37
Catherine Currie...	3	108	33 75	"	8	108	37	1719½	14 46	8 91	23 37
Mary A. Porrier...	3	102	42 49	"	9	102	20	856	18 21	4 44	22 65
Caleb Salt.........	3	105	56 24	"	10	105	44	3224	18 75	16 71	35 46
George Blackwell..	3	112	60 00	"	11	112	36	3231	20 00	16 74	36 74
JEROME BOUDREAU..	1	112	150 00	Durham	1	112	42	3799½	15 00	19 69	34 69
Christiana Cameron	2	112	45 00	"	2	112	66	3412	15 00	17 68	32 68
Isabella McMillan..	3	109½	34 13	"	4	109½	51	2056	14 67	10 66	25 33
William Dickie....	3	112	45 00	"	5	112	36	1465	15 00	7 60	22 60
Catherine Doyle...	2	112	45 00	"	6	112	52	3773	15 00	19 56	34 56
Isabella Cameron..	2	112	45 00	"	7	112	45	2328½	15 00	12 07	27 07
			$1616 93				1230	70,534	$470 65	$365 60	$836 25

COUNTY OF SAINT 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
Geo. E. Armstrong	2	112	$60 00	} Lancaster......	1	214	92	5240	$28 65	$52 69	$81 34
Amelia E. Baxter	3	102	31 87								
Fred. A. Watson..	1	8	5 36								
Geo. A. Inch......	1	81	54 24								
Hen. Fradsham ...	3	90	28 12	} Lancaster......	2	389	253	15970½	52 09	160 59	212 68
Mary E. McKay...	3	105	32 81								
Jane Carrol	3	105	32 81								
M. ALLAN WALL...	1	112	150 00	Lancaster........	3	112	49	2148	15 00	21 60	36 60
Mary Kelly........	3	111	46 25	"	4	111	10	1036	19 81	10 42	30 23
Amelia S. Hatfield	2	92	36 96	"	6	92	81	3395½	12 32	34 14	46 46
Denis Hanifen.....	3	112	60 00	"	9	112	21	1440½	20 00	14 48	34 48
Lovenia Umlah....	3	106	44 16	"	5	106	25	1942	18 92	19 53	38 45

COUNTY OF SAINT JOHN.—*Continued.*

			Prov'l Grant to Teachers.	LOCALITY.				County Fund to Trustees.			
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	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
Robert Evans	3	111	$59 45	Lancaster	11	111	45	2424	$14 86	$24 37	$39 23
David Kirkpatrick	3	112	45 00	"	12	112	60	2913	15 00	29 29	44 29
B. B. Smyth	2	112	60 00								
Rebecca A. Armour	1	109	53 52	Lancaster	13	442	306	20701½	59 18	208 16	267 34
Alice C. Sherwood	1	110	54 01								
Mary Bowers	3	111	34 69								
W. L. Goodwin	1	112	75 00	"	14	112	68	3799½	15 00	38 21	53 21
Robert Limond	1	112	75 00	"	15	112	83	4128	15 00	41 51	56 51
William McNulty	2	112	60 00	"	16	112	59	3207	15 00	32 25	47 25
DANIEL MORRISON	1	100½	150 00								
George T. Taylor	1	100½	74 63								
Grace Murphy	1	99½	54 18								
Jane Cunard	2	97	45 00								
Lizzie Sullivan	3	101	35 00								
Arthur Trueman	1	100½	74 63								
Bertie A. McLeod	1	86	46 83								
Margaret Gorham	2	7	3 12								
Amelia J. Laskey	2	100	44 55								
William J. Rolston	1	101	75 00								
M. DeW. Nelson	2	86½	38 54								
Bertie A. McLeod	1	14	7 62								
Kate A. Kerr	1	101	55 00								
James Crawford	2	94	55 84								
Andrew McVey	2	6	3 56								
John Brooks	2	101	60 00								
Margaret Gorham	2	56	24 95								
Maude Mosher	1	96	52 27								
Cath. Armstrong	2	91	40 54	Town of Portl'd	344 raised.		1937	119,283 raised.	417 92	1199 45	1647 37
I. Mercereau	1	5	2 72								
Jos. H. Morrison	1	94	69 80								
Mary Green	1	96	52 27								
Maggie A. Nisbet	2	95	42 32								
Sarah Taylor	1	96	52 27								
Alicia Green	3	94	32 57								
Mary S. Getchell	2	96	42 77								
Daniel McIntyre	1	92	68 31								
Laura Hughes	2	4	1 78								
John E. Dean	1	100	74 26								
Damien Bourgeois	2	101	60 00								
Jos. A. Wetmore	2	100	59 40								
Jennie Nisbet	2	96½	43 00								
Philip Walsh	1	101	75 00								
Chas. J. Brenton	1	99½	73 89								
Mary M. Rees	1	101	55 09								
Eliza Wetherall	3	101	35 00								
Eliza M. Smith	2	101	45 00								
C. G. Coster, Ph. D.	1	101	75 00								
Ed. Manning, A.M.	1	101	75 00								
John Harper	1	101	75 00								
C. M. Treadwell	1	101	55 00								
Janet P. Robertson	1	101	55 00								
W. P. Dole, A. B.	1	101	75 00								
David P. Chisholm	1	101	75 00								
Thomas Stothart	1	101	75 00	City of St. John							
Willard A. Smith	1	101	75 00								
Wm. M. McKean	1	101	75 00								
Maggie McFee	1	101	55 00								
Lizzie Denham	1	101	55 00								
S. J. Parkin	1	101	55 00								
Hannah Crawford	1	101	55 00								
Mary Cameron	1	101	55 00								

COUNTY OF SAINT JOHN.—*Continued.*

	Prov'l Grant to Teachers.			LOCALITY,		County Fund to Trustees.				AMOUNT.	
NAME. (6)	Class. (5)	Legally authorized days actually employed. (4)	Amount of Grant. (3)	PARISH, (2)	No. of District. (1)	Legally authorized days Schools were open. (2)	Pupils enrolled. (3)	Grand Total days' attendance of Pupils. (4)	On account of Teachers employed. (5)	On account of average attendance of Pupils. (6)	Total amount from County Fund. (7)
John Thompson...	1	101	$75 00								
Elizabeth K. Poole	1	101	55 00								
William Mills.....	1	101	75 00								
AnnieM.McCallum	2	101	45 00								
Eliza O. Jordan....	1	101	55 00								
Bessie C. Otty.....	1	101	55 00								
James A. McKeen,	1	101	75 00								
Wm. C. Simpson...	1	101	75 00								
Augusta C. Perkins	1	101	55 00								
Annie Currie......	1	101	55 00								
Henrietta Taylor..	2	101	45 00								
Annie M. Robinson	1	101	55 00								
Andrew Nesbitt...	1	101	75 00								
M. J. Wilkins	1	101	55 00								
Edwin H. Frost....	2	101	60 00								
E. S. Rutherford..	2	101	45 00								
Catharine Barton..	1	101	55 00								
Anna H. Wilson...	2	101	45 00								
Rachel C. Howard.	2	101	45 00								
Jennie Bell........	2	101	45 00								
Elizabeth Estey...	1	101	55 00								
Teresa Carleton...	2	101	45 00								
James Sugrue.....	2	101	60 00								
Kate Sugrue.......	1	101	55 00								
Hepzibah Chipman	2	101	45 00								
Margt. J. Williams	2	101	45 00								
Maggie C. Sharpe..	2	101	45 00	City of St. John							
John McAlister...	1	101	75 00								
Maggie A. Watts..	1	81	44 11								
Emma Alden......	1	20	10 89								
Bessie H. Boyd....	1	101	55 00		...	...	...	......	......	....	....
Anna B. Frost......	2	101	45 00								
Isabel Humphreys.	2	101	45 00								
John Finen........	1	101	75 00								
Mary Gregg.......	2	101	45 00								
Mary A. Carleton.	1	101	55 00								
AddieChamberlain	1	101	55 00								
Annie M. Carter..	1	101	55 00								
AbigailA.Williams	1	101	55 00								
Lydia E. Williams.	1	101	55 00								
Amelia Duval.....	1	101	55 00								
Charlotte Baldwin.	1	101	55 00								
Isrl. T. Richardson	"	101	45 00								
Rebecca S. Floyd..	:	101	45 00								
Annie Murray.....	1	101	55 00								
Daniel M. Sterns..	1	101	75 00								
Stanley G. Olive...	2	101	60 00								
Annie M. Hea......	1	101	55 00								
William Bennett..	2	101	60 00								
Fred. C. Allison...	2	101	60 00								
Sara E. Wood	2	101	45 00								
Minnie B. Everett.	2	101	45 00								
Maria Theal	1	101	55 00								
Maggie Stothart...	2	101	45 00								
Lucie Currie.......	1	101	55 00								
John Montgomery.	1	101	75 00								
Junia D. Sprague..	3	101	45 00								
Thomas W. Street.	1	101	75 00								
Sara E. Whipple..	1	101	55 00								
George E. Baxter..	1	101	75 00								
M. M. McWilliams	2	101	45 00								

COUNTY OF SAINT JOHN.—*Continued.*

NAME. 6	Class. 5	Legally authorized days actually employed. 4	Amount of Grant. 3	PARISH. 2	No. of District. 1	Legally authorized days Schools were open. 2	Pupils enrolled. 3	Grand Total days' attendance of Pupils. 4	On account of Teachers employed. 5	On account of average attendance of Pupils. 6	Total amount from County Fund. 7
Susie P. Robertson	1	101	$55 00								
Thomas O'Rielly...	1	101	75 00								
M. Agnes Nannery	2	101	45 00								
Sarah Carland.....	2	101	45 00								
Wm. D. Baskin....	1	101	75 00								
R. H. McWilliams.	2	101	60 00	City of St. John	..	9744 raised.	4147	297,376 raised.	$1305 00	$2990 26	$4295 26
Margaret Brittain.	1	101	55 00								
Caroline E. Huestis	1	101	55 00								
Emma F. Moran ..	2	101	45 00								
D. A. Thompson...	1	101	55 00								
Lydia J. Baxter...	1	101	55 00								
Lydia J. Fullerton	3	101	35 00								
Jane H. Bell	3	106	44 16	St. Martins......	1	106	18	1453	18 92	14 61	33 53
JOHN BRITTAIN.....	1	111	148 66								
Sarah A. Osborne.	3	112	35 00								
Florence Vail c.r.a.	3	112	17 50	St. Martins....	2	445	283	16293	59 59	163 83	223 42
Edna Gorham......	2	112	45 00								
Carrie M. Melvin..	2	110	44 19								
Samuel Bogle......	2	108½	58 02	St. Martins....	3	220	64	2894½	29 76	29 11	58 87
George F. Fownes.	3	111½	44 79								
Eliza Carlyle	2	102	54 63	St. Martins..	4	102	28	1599	18 21	16 08	34 29
Patrick Bennett...	3	112	60 00	"	9	112	31	2094	20 00	21 06	41 06
Amelia A. Nason..	3	76	23 75	" & Upham	10	76	12	300½	10 18	3 02	13 20
Mary McLaren....	3	107	44 59	"	13	107	15	1612½	19 11	16 21	35 32
Evolina Brown....	3	109	34 06	"	23	109	32	1565½	14 60	15 74	30 34
Isabell Murphy...	3	112	46 67	" & Upham	25	112	15	736	20 00	7 40	27 40
Margaret McGirr..	3	108	33 75								
Annie M. Hopkins	3	109½	34 22	Simonds.......	1	317½	152	8778	42 52	88 27	130 79
Susannah F. Burk.	3	100	31 25								
Tea.pd.in KingsCo.	..	.....	......	" & Upham	2	....	12	1049	....	10 55	10 55
Florence N. Dorsey	3	112	35 00	"	3	112	53	2576	15 00	25 90	40 90
Annie G. Flaherty.	3	104	32 50	"	4	104	57	3230	13 93	32 48	46 41
Michael Kelly.....	2	107	57 32	"	9	107	26	1054	14 33	10 60	24 93
Michael Connelly .	3	54	21 69	"	10	54	39	1102	7 23	11 08	18 31
Georgiana Carr....	3	63	19 69	"	13	63	41	1136½	8 44	11 43	19 87
Annie E. Lovatt...	3	106	33 12	"	14	106	19	1217	14 19	12 24	26 43
Jane Griffith	2	108	43 38	"	16	108	48	2048	14 46	20 59	35 05
Arthur Park.......	2	112	60 00	"	18	112	26	1015	15 00	10 20	25 20
Peter Brennen....	2	112	60 00	" & Rothesay	19	112	22	868	15 00	8 73	23 73
Mrs. M. A. March.	3	48	20 00	Do. & St. Martins	21	48	15	654	8 57	6 58	15 15
			$9093 81				8235	538,280	$2432 79	$5412 06	$7845 45

COUNTY OF SUNBURY.

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
Jacob Byron Grant..	2	112	$60 00	Blissville	3	112	65	3256	$15 00	$25 72	$40 72
Charles Lunnen....	3	112	45 00	"	4	112	33	1365½	15 00	10 79	25 79
Elizabeth Hoyt.....	3	112	35 00	"	5	112	37	1942	15 00	15 34	30 34
Annie Munroe......	2	111½	44 79	"	6	111½	24	1417½	14 93	11 20	26 13
Olive J. T. Bailey..	2	112	45 00	"	7	112	17	1400	15 00	11 06	26 06
Elide J. Alexander..	3	112	46 67	"	15	112	26	1978	20 00	15 62	35 62
Georgie A. Hoben..	3	92	28 75	Burton	1	92	13	793	12 32	6 26	18 58
Charlotte L. Street..	2	109½	43 99	"	2	109½	25	1196	14 67	9 45	24 12
Enoch Thompson...	2	106½	57 05	"	4	106½	80	4102½	14 26	32 41	46 67
Sarah E. Alward ·..	3	112	35 00	"	5	112	27	1231½	15 00	9 73	24 73
Carrie Alexander...	1	94	46 15	"	7	94	35	2207	12 59	17 43	30 02
Elizabeth C. Secord..	2	112	45 00	"	8	112	56	2863	15 00	22 62	37 62
John Forbes Peters..	3	100	40 17	"	11	100	45	1834	13 39	14 49	27 88
Louisa S. Kelly.....	3	108	33 75	"	12	108	24	1405	14 46	11 10	25 56
Amelia J. Bolt....	3	95	39 59	"	13	95	32	2112	16 96	16 73	33 69
H.M.STRAMBERG, A B	1	63	84 38	} Gladstone	8	112	69	3461	15 00	27 34	42 34
P. W. CAMPBELL, A B	1	40	65 62								
Phebe A. Hartt	3	110	34 37	"	9	110	12	819	14 73	6 47	21 20
Andrew Smith......	3	63½	25 51	} "	10	94½	22	1263½	12 66	9 98	22 64
Mrs. A. Kerrigan....	2	31	12 45								
Araminla D. Bailey..	2	111	44 59	"	12	111	13	606	14 86	4 78	19 64
Annie J. Hartt......	3	112	35 00	"	13	112	23	1240	15 00	9 80	24 80
Mima Webb........	3	110	34 37	Lincoln....	1		45		Return too late.		
Mary E. Grass......	3	112	35 00	"	3	112	52	2634½	15 00	20 80	35 80
Alex. McLauchlan..	1	28	18 75	"	5	28	20	328	3 75	2 59	6 34
Tea. paid in York Co.		....	......	Do. & New Maryl'd	1A	....	6	302	....	2 39	2 39
Duncan London....	3	95	38 16	Maugerville......	1	95	35	1350	12 72	10 67	23 39
GEORGE STEWART...	1	112	125 00	"	2	112	31	2102	15 00	16 61	31 61
George McEwin....	3	110	44 19	"	3	110	27	1494	14 73	11 80	26 53
Alexander Lawson..	3	99	53 03	" & St. Marys	4	99	10	1061	17 68	8 39	26 07
Tea. pd. in Queens Co		....	......	North'ld &Chipm'n	1A	....	25	1003	....	7 92	7 92
John P. Stuart......	2	112	60 00	" "	2	112	39	1445	15 00	11 42	26 42
Edward Henderson..	3	80	32 14	" "	3	80	30	1411½	10 71	11 15	21 86
John Clark....	3	112	60 00	" "	5	112	37	2918	20 00	23 05	43 05
Archibald N. Clark..	3	106	42 58	Sheffield & Canning	1A	106	15	753	14 19	5 95	20 14
Bed. H. Smith, A. B.	1	105½	70 64	} " "	2	215½	54	3093	28 86	24 44	53 30
Frances Crawford...	2	110	44 19								
Leveritt S. Randall.	3	76	30 52	" "	3	76	24	1006	10 18	7 95	18 13
FRED. N. WELLING..	1	112	137 50	" "	4	112	35	2615	15 00	20 66	35 66
A. McNutt Taylor..	1	65	58 03	" "	6	65	34	1429	11 60	11 29	22 89
Eliza A. Perley......	2	112	45 00	" "	7	112	42	2305½	15 00	22 95	37 95
			$1679 94				1289	64,341	$515 25	$508 35	$1023 60

COUNTY OF VICTORIA.

NAME. (Class, 6/5)	Legally authorized days actually employed. 4	Amount of Grant. 3	PARISH. 2	No. of District. 1	Legally authorized days Schools were open. 2	Pupils enrolled. 3	Grand Total days' attendance of Pupils. 4	On account of Teachers employed. 5	On account of average attendance of Pupils. 6	Total amount from County Fund. 7
Mary A. Truswell...	2 72	$28 92	Andover	1	72	33	874½	$9 64	$6 42	$16 06
Annie C. Sloot...	3 112	35 00	"	2	112	35	1108½	15 00	8 13	23 13
Benton C. Foster...	1 78	101 46	"	3	78	64	2710½	10 44	19 89	30 33
Priscilla F. Brown...	2 112	45 00	"	4	112	39	1906	15 00	13 99	28 99
Richard Ahern...	1 72	48 21	} "	5	125	55	2216	19 02	16 26	35 28
Catherine J. Everett	3 53	16 56	}							
William Tomlinson.	3 104	55 71	" & Wicklow	6	104	16	1399	18 57	10 26	28 83
Tea. pd. Carleton Co.	.....	.....		5	....	23	857	.....	6 29	6 29
Lavinia Murphy...	3 112	35 00	Drummond	11	112	27	1414½	15 00	10 38	25 38
Minnie J. Leslie...	3 112	46 67	"	14	112	49	2667	20 00	19 57	39 57
Mary L. Watson...	2 98	39 37	Gordon	1	98	57	2810½	13 12	20 62	33 74
Mrs. Benj. Reid...	3 112	35 00	"	5	112	32	1420	15 00	10 42	25 42
Ellen M. Bishop...	3 40	12 50	Grand Falls	1	40	22	492	5 36	3 61	8 97
Mary A. Henderson.	3 112	35 00	"	2	112	37	1122	15 00	8 23	23 23
Elizabeth Everitt...	3 112	35 00	"	3	112	42	1730	15 00	12 69	27 69
Florence A Murphy.	3 112	46 67	"	5	112	29	1871½	20 00	13 74	33 74
William Kirlin...	3 58	23 30	} "	7	170	106	4432½	22 76	32 53	55 29
M. A. E. Hammond.	3 112	35 00	}							
Dora E. Everett...	3 109	34 06	"	9	109	21	1113½	14 60	8 17	22 77
James McCrea...	3 112	60 00	Lorne	2	112	18	1627	20 00	11 93	31 93
Mrs. M. E. Watson.	3 112	46 67	"	6	....	27	Return too late.			
Mary E. Blake...	2 111	44 59	Perth	1	111	50	3185	14 86	23 39	38 25
Margaret Scott...	3 111½	34 85	"	2	111½	52	2469½	14 93	18 12	33 05
James Walker...	3 111	59 45	"	3	111	39	3873	19 81	28 42	48 23
William Massie...	3 111	44 59	"	9	111	34	2040½	14 86	14 97	29 83
Edward Bruce...	3 61	24 50	"	10	61	23	938½	8 17	6 88	15 05
		$1026 08				131	44,278½	$336 14	$324 01	$2651 05

COUNTY OF WESTMORLAND.

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were opened.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
Joseph Read	3	112	$45 00	Botsford	1	112	34	1562	$15 00	$17 35	$32 35
James G. Atkinson	3	112	45 00	"	2	112	52	1356	15 00	15 07	30 07
William J. Stephens	3	112	45 00	"	3	112	49	1897	15 00	21 08	36 08
Benjamin Corrigan	2	112	60 00	"	5	112	39	1376½	15 00	15 29	30 29
Arthur W. Bent	3	112	45 00	"	6	112	56	1948½	15 00	21 65	36 65
Susan Silliker	3	112	35 00	"	7	112	28	781	15 00	8 68	23 68
Rosannah Allen	3	112	35 00	"	8	112	33	1614½	15 00	17 94	32 94
Jane Jones	3	112	35 00	"	9	112	43	1809½	15 00	20 77	35 77
Samuel C. Murray	2	112	60 00	"	12	112	44	2473	15 00	27 47	42 47
Isador Read	3	112	46 67	"	14	112	42	2301	20 00	25 56	45 56
Enoch B. Phelan	2	112	60 00	"	15	112	66	3176	15 00	35 28	50 28
John N. Wells	1	112	150 00	"	16	112	58	3483	15 00	38 70	53 70
George B. Phelan	2	112	60 00	Dorchester	1	112	31	2056	15 00	22 84	37 84
S. H. Parsons, A.B.	1	112	150 00	"							
F. C. Chapman, c.r.a.	2	112	22 50	"	2	219	156	6771	29 33	75 22	104 55
Clara P. Atkinson	1	107	52 54	"							
Bertha J. Cook	3	100	41 66	" & Sackville	4	100	30	1623½	17 85	18 03	35 88
Melinda Hicks	2	112	45 00	"	5	187	77	2391½	25 04	26 57	51 61
Lizzie S. Reid	3	75	23 44	"							
John Friel	2	112	80 00	"	9	112	41	3083	20 00	34 25	54 25
Balance to Trustees	.	...	...	"					10 18	...	10 18
A. D. W. Knapp	3	111	44 59	"	14	111	56	3127½	14 86	34 74	49 60
Marg. J. Glennie	3	89	27 81	"	18	89	21	934	11 92	10 38	22 30
Mary Wright	3	57	23 74	"	20	57	34	732	10 17	8 13	18 30
Thos. C. Chapman	2	110	58 93	"	21	110	74	4603	14 73	51 14	65 87
Eunice Freeman	3	112	35 00	"	22	112	18	1165½	15 00	12 95	27 95
Mary Howard	3	106	33 12	Moncton	1	106	47	2153½	14 19	23 92	38 11
Kate Harris	3	107	33 44	"	2	107	22	1388	14 33	15 42	29 75
S. J. Jenkins. A. B.	1	112	150 00	"							
James E. McCurdy	1	112	75 00	"	5						
Delancy M. Trites	2	112	60 00	"							
Catharine Hennesey	1	112	55 00	"							
Laura A. Seaman	1	112	55 00	"							
Helena Harvey	3	88	27 50	Moncton	5	830	480	28905	1?? 16	321 12	432 28
Caroline Trenholm	3	107	33 44	"							
Margaret DeVere	2	75	30 13	"							
Mary Keenan	2	112	45 00	"	7	112	52	2600½	15 00	28 89	43 89
Andrew R, Galloway	3	112	60 00	"	8	112	49	3306	20 00	36 73	56 73
Balance to Trustees	.	...	00 00	"					19 36	...	19 36
Isabella M. Wright	1	29	14 24	"	10	109	63	3376½	14 60	39 73	54 33
Mary M. McCarthy	1	80	39 28	"							
Neil McDougall	3	112	45 00	"	11	112	39	1758½	15 00	19 54	34 54
Ernest A. Corey	3	112	60 00	"	12	112	17	1621	20 00	18 01	38 01
Sarah McSweeney	1	111	54 50	"	13	111	32	1731½	14 86	19 22	34 08
John Keenan	2	112	60 00	"	14	112	91	4774	15 00	53 04	68 04
Willet W. Keith	3	112	60 00	"	15	112	33	2580½	20 00	28 67	48 67
Lavinia McLatchey	2	112	45 00	"	16	112	47	2267	15 00	25 18	40 18
B. N. Somers	3	67	35 88	"	17	67	32	958	11 96	10 65	22 61
Roberta McLatchey	3	112	35 00	"	18	112	58	2130	15 00	23 76	38 76
Carrie A. Keith	3	112	35 00	"	19	112	42	1684½	15 00	18 71	33 71
James R. Sullivan	2	110	58 93	"	20	110	58	2052½	14 73	22 80	37 53
Mary Wood	3	20	8 33	"	22	20	19	267	3 57	2 97	6 54
Chandler Sears	3	112	60 00	Sackville	1	112	24	1552½	20 00	17 25	37 25
James C. King	1	103	68 97	"	2	103	63	3547	13 79	39 40	53 19
Edna C. Maxwell	3	107	44 59	"	3	107	37	2614	19 10	29 03	48 13
James H. Wilkins	2	112	80 00	"	4	112	25	2001	20 00	22 23	42 23
Mary R. Towse	2	95	38 16	"	5	95	49	1839	12 73	20 42	33 14
Jennie Moore	1	59	28 97	"	6	86	70	1861½	11 52	20 68	32 20
Theora A. W. Buck	3	112	35 00	"	7	112	56	2354	15 00	26 14	41 14
Mary O. Barnes	3	112	46 67	"	8	112	19	1489	20 00	16 54	36 54

COUNTY OF WESTMORLAND.—*Continued.*

	Provincial 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		2	1	2	3	4	5	6	7
George J. Oulton....	1	110	$73 66								
S. C. Wilson. c. r. a..	3	104	16 25	Sackville........	9	218	234	10854½	$29 19	120 58	149 77
James S. Tait......	3	108	43 38								
Mary A. Lyons, c.r.a.	1	108	26 51								
Eliza Wheaton......	3	112	35 00	"	10	112	41	1477	15 00	16 40	31 40
Thomas A. Kinnear..	1	111	74 33								
Julia Hicks, c. r. a..	3	110	17 19	"	11	220	150	7144	29 46	79 36	108 82
Mittie Barnes......	1	109	53 52								
Alice H. Fawcett....	3	112	35 00	"	12	112	51	2736	15 00	30 39	45 39
George M. Cook.....	2	110	58 93	"	13	110	82	2172	14 73	24 13	38 86
Elizabeth Hamilton...	3	112	46 67	"	15	112	24	1803½	20 00	20 03	40 03
John P. Laurence...	1	111	148 66								
James Siddell......	3	111	44 59	Salisbury........	1	333	180	7022½	44 60	78 01	122 61
Bertha A. Curry.....	2	111	44 59								
James L. Herrett....	3	111	44 59	"	2	111	28	1538	14 86	17 08	31 94
Marion Wilson......	1	112	55 00	"	3	112	29	1914	15 00	21 27	36 27
Carrie A. Steadman	3	110	34 37	"	4	110	23	1196	14 73	13 33	28 06
Manley C. Steadman	3	112	45 00	"	5	112	12	815	15 00	9 05	24 05
Samuel A. Webb....	1	112	75 00	"	7	112	72	3450	15 00	38 33	53 33
Manly W. Wilson...	3	47	25 17	"	9	47	38	1216	8 38	13 51	21 89
Mary Heary........	1	111	72 66	"	10	111	24	1731	19 81	19 57	39 38
Kerenhappuck Duffy	3	112	46 67	"	11	112	35	2835½	20 00	31 50	51 50
Lewis S. Pickett....	2	111	59 46	"	12	111	39	1972½	14 86	21 92	36 78
James Plume........	3	100	53 56	"	13	100	39	2546	17 86	28 29	46 13
Jennie J Hour......	3	110	45 83	"	14	110	28	2316½	19 64	25 74	45 38
David Horseman....	2	112	60 00	" & Havelock	15	112	26	1594	15 00	17 71	32 71
James McGorman...	3	111	44 59	"	16	111	64	3264	14 86	36 26	51 12
Rachel Baskin......	2	46	18 48	"	17	46	44	997½	6 16	11 08	17 24
Amelin Humphreys..	3	102	31 87	"	19	102	48	1737	13 66	19 30	32 96
Hanford Keith......	3	112	45 00	"	21	112	43	2294	15 00	25 49	40 49
Bessie Blakney......	3	71½	29 80	" & Havelock	22	71½	38	1675	12 77	18 61	31 38
Tobias Addy.......	1	17	22 76								
Bamford W. Duffy..	1	95	127 22	" & Coverdale	24	204	133	7365	27 32	81 82	109 14
Amanda J. Colpitts..	2	92	36 96								
D. B. White........	1	112	75 00								
William Levinge ...	2	106	75 71	Shediac	10	442	235	13783	64 19	153 12	217 31
Mary Steadman....	2	112	45 00								
Sophia M. Nesbit...	1	112	55 00								
William A. Barnes	1	112	150 00	"	11	112	49	2092	15 00	23 24	38 24
Benjamin A. Herritt	2	112	80 00	"	12	112	49	2883	20 00	32 03	52 03
James Doyle.......	2	112	60 00	Westmorland......	1	112	72	3256	15 00	36 17	51 17
Marg. A. Teakles..	2	112	45 00	"	2	112	78	4548	15 00	50 47	65 47
Rufus W. Gooden..	1	112	75 00	"	3	112	63	2755½	15 00	30 61	45 61
Ernest Wall........	3	100½	40 37	"	5	100½	75	2807	13 46	31 19	44 65
Charles E. Lund	2	103½	55 18	"	6	103½	61	2827½	13 79	31 41	45 20
W. James Clark.....	3	112	45 00	"	7	112	49	2854	15 00	31 71	46 71
Julia West........	3	112	35 00	"	8	112	70	4406	15 00	48 95	63 95
John Millidge Cook.	3	111	59 45	"	9	111	22	1627½	19 85	18 08	37 93
William Foxlow...	3	112	60 00	"	10	112	26	2637	20 00	29 30	49 30
Anna Cleveland.....	2	112	60 00	"	4	112	39	2425	20 00	26 94	46 94
			$5646 01				5022	258,934½	$1570 14	$2821 11	$4400 25

COUNTY OF YORK.

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.
Sarah Burpee	2	111	$44 59	Bright	1	111	32	1660	$14 86	$8 19	$23 05
Chas. B. Wathan	1	112	130 00	"	3	112	51	2747	15 00	13 55	28 55
Mary A. Colter	2	112	45 00	"	4	112	38	2277	15 00	11 23	26 23
Kate L. Johnston	3	112	35 00	"	5	112	43	2162	15 00	10 66	25 66
Thomas Harrison	2	110	58 93	"	6	110	48	3306	14 73	16 30	31 03
Eliza M. Gunter	3	112	35 00	"	7	112	48	2407	15 00	11 87	26 87
Mary A. Jones	3	112	46 67	"	7½	112	41	3836	20 00	18 92	38 92
John Watson	3	70	28 12	"	8	70	28	1157	9 37	5 71	15 08
James Wallis	2	85	45 53	"	10	85	24	916	11 38	4 67	16 05
Mary C. Slipp	3	56	17 59	Canterbury	1	56	16	576	7 50	2 84	10 34
Jane Dore	3	110	34 37	"	2	110	48	2472	14 73	12 19	26 92
Emily A. Hayes	2	112	45 00	"	3	112	31	1638	15 00	8 10	23 10
David P. Harris	1	90	60 26	"	4	90	51	2472	12 05	12 19	24 24
John Furlong	3	112	45 00	"	5	112	38	1845	15 00	9 10	24 10
Mary Jane Way	3	53	22 08	"	6	53	8	527	9 47	2 59	12 06
Adelia Carpenter	3	112	35 00	"	7	112	30	1276	15 00	6 29	21 29
Josiah Murphy	1	112	159 00 }	"	8	224	99	5123	30 00	26 74	56 74
Margaret Lunnin	2	112	45 00 }	"							
Samuel Wright	3	112	45 00	"	9	112	55	2438	15 00	12 02	27 02
Mary E. Moore	3	112	46 67	"	10	112	23	2236	20 00	11 52	31 52
Phebe A. Patterson	3	108	33 75	"	11	108	42	1989	14 46	9 80	24 26
Cath. J. Laughran	3	112	46 67	"	12	112	27	2045	20 00	10 08	30 08
Hannah Durling	3	69	28 74	"	13½	69	27	1776	12 32	8 75	21 07
W. W. McGeorge	2	111	59 46	"	14	111	55	3868	14 86	19 07	33 93
James Hartin	3	111	44 79	"	15	111	41	1869	14 93	9 21	24 14
Annie Terrill	3	95	40 00	"	17		22		Return too late.		
John Horne	1	111	74 33	"	19	111	58	3068	14 86	15 12	29 98
Charles F. Libbey	3	67	35 88	"	19½	67	17	549	11 96	2 70	14 66
Martha McLachlan	3	112	45 00	"	21	112	40	1628	15 00	8 02	23 02
Ruby Outhouse	3	57	23 74	"	22	57	28	1225	10 17	6 04	16 21
Tea. pd. Carleton Co.				"	23		50	1091		5 37	5 37
George D. Carter	1	111	148 66	& Woodstock Douglas	1	112	72	3878	14 86	19 12	33 98
Aaron S. Hartt	2	112	60 00	"	2	112	71	3547	15 00	17 48	32 48
Julia R. Bateman	1	87	42 72	"	3		61		Return too late.		
Rachel Watson	3	109	31 06	"	4	109	57	1811	14 60	8 93	23 53
Mary Ann Yerxa	3	65	20 31	"	6	65	55	1890	8 70	9 32	18 02
Martha A. Pelton	3	105	32 97	"	7	105	23	1141	14 13	5 62	19 75
Barbara J. Cliff	3	112	35 00	"	8	112	21	1125	15 00	5 54	20 54
Miss R. Kean	3	50	15 62 }	"							
Cyrus Perkins	3	62	24 91 }	"	9	112	31	2808	15 00	13 81	28 84
Henry M. Jewett	3	58	31 07	"	10	58	27	1532	10 36	7 55	17 91
Charles H. Jacob	2	112	60 00	"	11	112	45	2273	15 00	11 20	26 20
Miss R. Keen	3	59	24 59	"	12	59	28	1087	10 53	5 36	15 89
Eleanor Wright	3	112	35 00	"	13	112	37	1662	15 00	5 09	20 09
Helen McAdam	3	112	46 67	"	14	112	27	1231	20 00	6 07	26 07
John R. Egan	1	111	74 33	"	15	111	42	1332	14 86	6 57	21 43
John Lynch	2	112	80 00	"	16	112	25	2205	20 00	10 87	30 87
T. H. Pelton (dece'd)	3	89	57 93	"	17	89	55	2281	11 92	11 25	23 17
William H. Haney	2	112	60 00	Dunfries	1	112	37	2002	15 00	9 87	24 87
C. Fred. Carpenter	3	73	29 32	"	2	73	15	718	9 77	3 54	13 31
Henry A. Perkins	3	109	43 79	"	3	109	37	2574	14 60	12 69	27 29
Anna L. Hartley	2	112	45 00	"	4	112	36	2611	15 00	12 87	27 87
Mary M. Yerxa	3	112	45 00	"	5	112	27	1942	15 00	9 58	24 58
Maggie C. Robertson	3	99	41 25	"	6		17		Return too late.		
Charles White	1	43	28 79 }	"							
Thomas Doohan	3	39	12 05 }	"	7	73	41	1802	9 77	8 89	18 66
Sarah A. Harvier	2	112	60 00	"	8	112	16	991	20 00	5 70	29 43
Balance to Trustees				"		22		164	3 73		
Geo. R. Parkin, A.M.	1	102	75 00	"							
David Wilson, A.B.	1	43	21 62	City of Frederic'n							
H. M. Stramberg, A.B	1	59	43 58	"							

COUNTY OF YORK.—*Continued.*

NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT. On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
G. W. Fenwick, A.B.	1	102	$75 00								
L. Jane Gregory	1	102	55 00								
F. P. Rivet	1	102	75 00								
Mrs. E. M. Hazen	1	51	27 50								
John L. McInnis	1	102	75 00								
M. Alice Clark	1	87	46 91								
George H. Miner	3	15	6 62								
Mary N. Jacob	1	102	55 00								
Joanna Peters	1	102	55 00								
Louisa Pickard	1	102	75 00								
Frances N. Seelay	2	102	45 00								
Edwin T. Miller	1	102	75 00	City of Fredericton		1039					
Ellen F. Peake	2	44	19 55								
Elizabeth R. Scovil	1	58	31 27								
Harriet C. Magee	1	44½	23 99								
E. P. Flewelling	1	57	41 92								
Amelia Atherton	1	102	55 00								
Eva Atherton	2	102	45 00								
Ella L. Thorne	1	102	55 00								
Cath. H. Tweedie	1	100	54 46								
E. A. Minard	1	102	55 00								
Caleb A. Yandall	2	102	60 00								
Lizzie Yandall	2	102	45 00								
Susie Perley	1	102	55 00								
Minnie E. McKay	2	101	44 55								
Frances I. Ross	1	99	48 61	Kingsclear	1	99	51	2446½	$13 26	$12 06	$25 32
Maggie L. Alexander	2	111	44 59	"	2	111	44	3126	14 86	15 42	30 28
Brunswick W. Fox	3	110	44 19	"	4	110	39	2184½	14 73	10 77	25 50
Melinda A. Barker	3	107	33 44	"	6	107	26	1888	14 33	9 32	23 65
Saml. D. Alexander	3	112	60 00	"	7	112	32	3184	20 00	15 70	35 70
Charles Thomas	3	112	60 00	"	9	112	34	1849	20 00	9 12	29 12
Mary Currie	3	112	35 00	"	10	112	49	1905	15 00	9 39	24 39
Jennie H. Estey	3	112	46 67	"	11	112	18	1663	20 00	8 20	28 20
John Timmins	3	111	44 59	Manners-Sutton	1	111	35	882½	14 86	4 35	19 21
Sam. A. Couillard	3	105½	127 16	"	2	105½	66	2628½	14 13	12 96	27 09
Louisa J. Duffy	3	76½	23 91	"	3	76½	27	1055	10 25	5 20	15 45
Thomas Davidson	3	73	29 32	"	4	73	27	890	9 77	4 39	14 16
Mary S. Kene	3	112	35 00	"	5	112	33	1155	15 00	5 70	20 70
Mary Belle Perley	2	110	44 19	"	6	110	40	1806½	14 73	8 91	23 64
Wm. M. Hamilton	2	109	58 39	"	8	109	40	1957½	14 60	9 65	24 25
Sarah E. Turner	3	112	35 00	"	9	112	15	924	15 00	4 56	19 56
Mary Helen Loring	3	112	46 67	"	10	112	17	1035	20 00	5 10	25 10
Fannie A. Rogerson	3	112	46 67	"	11	112	16	937	20 00	4 62	24 62
David L. Gaunce	3	108	43 38	New Maryland	1	108	35	1498	14 46	7 39	21 85
Mary MacKenzie	3	112	35 00	"	2	112	37	1851	15 00	9 13	24 13
Arthur Chas. Bulley	3	101	54 09	"	3	101	25	1700	18 03	8 38	26 41
Olivia Barker	3	112	35 00	" & Lincoln	1A	112	22	1255	15 00	6 19	21 19
Matilda Graham	2	94	37 76	Prince William	1	94	31	1353½	12 59	6 67	19 26
Isabel Anderson	2	112	45 00	"	2	112	28	1979	15 00	9 76	24 76
Mary A. Marsh	3	112	35 00	"	3	112	27	1714	15 00	8 45	23 45
Alice E. Fraser	2	112	45 00	"	4	112	39	2084	15 00	10 28	25 28
Mary E. Adams	1	112	55 00	"	5	112	43	1743	15 00	8 60	23 60
Edith J. Bully	2	111	59 45	"	6	111	27	1903	19 81	9 38	29 19
Daniel Fiske	2	112	60 00	"	7	112	57	3904	15 00	19 26	34 26
John E. McCutcheon	2	112	80 00	"	8	112	15	1853	20 00	9 14	29 14
Susie A. Hondry	2	93	37 36	"	10	93	33	1733	12 45	8 55	21 00
Hannah A. Barker	3	112	35 00	Queensbury	1	112	31	2276	15 00	11 22	26 22
Georgia Kelly	2	112	45 00	"	2		19	Returns too late.			
Judson C. Manzer	2	112	60 00	"	3	112	31	1940	15 00	9 57	24 57
Thomas E. Ferguson	2	109	58 39	"	4	109	50	2580½	14 60	12 73	27 33
Frank H. Hayes	1	112	125 00	"	5	112	44	2661½	15 00	13 12	28 12

COUNTY OF YORK.—*Continued.*

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
Anthony Nobles	2	112	6. 00	Quensbury	6	112	34	2220	$15 00	$10 95	$25 95
Permelia J. Christy	2	112	45 00	"	8	112	41	2352	15 00	11 60	26 60
Martha Hood	2	111	44 59	"	11	111	27	1898½	14 86	9 36	24 22
Electra Atherton	3	110	34 37	St. Mary's	1	110	33	4808½	14 73	8 91	23 64
Anna M. Hanson	2	112	45 00	"	1½	112	40	2744½	15 00	13 53	28 53
Jeremiah Meagher	1	107	71 65	"	2	207½	169	10249	27 29	50 54	77 83
Louisa F. Morgan	1	100½	49 35								
W. Temple Day	1	112	150 00								
Alfreda L. Marsters	1	111½	54 75	"	3	332½	132	8180	44 52	40 34	84 86
Alice E. Perley	2	109	43 79								
R. Grenville Day	2	105	56 25	"	4	105	55	2494	14 06	12 30	26 36
Tea. pd. in Sunb'y Co.	..	....	......	Do. & Maugerville	4	....	3	234	......	1 15	1 15
Rob. M. Dennison	2	112	60 00	St. Mary's	5	112	54	2506½	15 00	12 36	27 36
Margaret Clanfield	2	111	44 59	"	6	111	30	1389	14 86	6 85	21 71
Albert Perkins	2	112	60 00	"	7	112	53	2585	15 00	12 75	27 75
Mary McBean	2	112	55 00	"	8	112	38	1924	15 00	9 49	24 49
Cornelius Launey	3	111	59 45	"	10	111	40	2920	19 81	14 40	34 21
James Hendry	3	112	60 00	"	11	112	16	1543	20 00	7 61	27 61
S. Grace Young	2	108½	43 58	"	12	108½	42	2105	14 53	10 38	24 91
Mary E. Young	2	112	45 00	"	13	112	75	3034½	15 00	14 96	29 96
Eliza M. Young	3	112	46 67	"	14	112	38	2060	20 00	10 16	30 16
Henry Town	3	111	44 59	Southampton	1	111	55	3427	14 86	16 90	31 76
John W. Freeman	2	112	60 00	"	4	112	45	2663	15 00	13 12	28 12
C. L. Brown	3	75	30 13	"	5	75	29	1333	10 04	6 57	16 61
Bertha J. Hartley	3	112	35 00	"	6	112	24	1398	15 00	6 89	21 89
Emeline D. Hayes	3	42	13 12	"	7	42	32	449	5 62	2 20	7 82
Cecelia McCallum	3	112	35 00	"	8	112	50	2364½	15 00	11 65	26 65
Annie Johnston	2	101	40 57	"	9	101	33	1326	13 52	6 54	20 06
Emma Carvell	3	90	37 49	"	14	90	18	1549	16 07	7 64	23 71
Celia E. Jones	3	96½	30 16	"	10	96½	20	942	12 92	4 66	17 58
Maggie E. Chapman	3	112	35 00	"	15	112	27	1913½	15 00	9 44	24 44
Christina Masters	3	112	46 67	"	17	112	30	2265	20 00	11 17	31 17
James Laird	2	61	32 68	Stanley	1	100½	38	1265	13 46	6 25	19 71
A. McN. McKinnon	2	39½	12 35	"	2	112	44	3665	20 00	18 09	38 09
Mary A. McBean	2	112	60 00								
Charles A. Miles	2	112	60 00	"	3	224	133	7441½	30 00	36 73	66 73
L. Augusta Welling	1	112	55 00								
Ada B. Bell	1	112	55 00	"	5	112	64	3823½	15 00	18 86	33 86
Susan Sansom	2	112	45 00	"	6	112	47	2922	15 00	14 42	29 42
Lydia D. Avery	3	112	35 00	"	9	112	12	828	15 00	4 08	19 08
George Parker	1	112	75 00	"	11	112	34	1488½	15 00	7 34	22 34
Ellen B. Saunders	3	112	35 00	" & Ludlow	12A	112	29	1372	15 00	6 79	21 79
			$7786 34				5080	262,185	$1874 09	$1296 01	$3170 10

GRAMMAR SCHOOLS.

COUNTIES.	LOCATION.	TEACHERS.	Legally authorized days Principals' Departm't open.	Amount of Governm't Grant.
Albert, ...	Hopewell,...........	G. W. Beatty, A. B.,.........	79	$141 07
Carleton, ...	Woodstock, ...	James McCoy,............:...	100	196 08
Charlotte, ...	St. Andrews,.......	James F. Covey, A. B.,.....	102	200 00
Gloucester,........	Bathurst,..........	J. Arthur Freeze. A. B.,....	112	200 00
Kent,..............	Richibucto, ...	Ingram B. Oakes, A. B.,....	110	196 43·
Kings,..............	*Hampton,.........	John· Raymond,...........	6 mo.	200 .00
Madawaska,......				
Northumberland,..	Chatham,.........	E. H. McAlpine, A. B.,.....	109	194 64
Queens, ...	Gagetown, ...	Philip B. Cox, A, B...........	112	200 00
Restigouche, ...	Dalhousie, ...	A. Ross, A. B................	112	200 00
St. John,..........	City of St. John,....	Rev. Chas. G. Coster, Ph. D.	....	†300 00
Sunbury,..........	Sheffield,..........	Bedford H. Smith, A. B.,....	105½	188 39
Victoria,...........				
Westmorland, ...	Shediac, ...	D. B. White, ...	112	270 00
York,.....	Fredericton,........	George R. Parkin, A. M.,...	....	‡500 00
				$2916 61

* Not in Union.
† Government aid paid through the Secretary of Board of Trustees.
‡ Government aid paid from the University Grant.

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

COUNTIES.	Provinc'l Grants to Teachers.	Pupils enrolled.	County Fund to Teachers.	Total number of different Pupils in attendance at School within the Year ended 31st October 1875
Albert,..........................	$2,723 90	2,463	$1,600 80	3,085
Carleton,........................	5,064 80	4,537	2,990 70	6,103
Charlotte,.......................	5,721 50	5,110	3,882 30	6,697
Gloucester,......................	988 00	831	1,410 75	1,091
Kent,...........................	2,343 59	1,882	2,865 15	2,257
Kings............................	6,502 42	4,659	3,688 95	6,569
Madawaska......................	206 41	161	1,085 10	161
Northumberland,.................	3,872 52	3,162	3,017 40	3,762
Queens..........................	3,941 08	2,558	2,077 05	3,813
Restigouche,.....................	1,616 99	1,230	836 25	1,490
Saint John,......................	9,093 81	8,235	7,845 45	10,778
Sunbury.........................	1,876 94	1,239	1,023 60	1,546
Victoria,.........................	1,026 08	931	661 05	1,279
Westmorland,....................	5,646 01	5,022	4,400 25	6,195
York, ...	7,786 34	5,989	3,170 10	7,532
	$58,410 39	48,309	....	....
Grammar Schools,................	2,916·61	*46	....	....
Total,..................	$61,327 00	48,355	$40,554 90	62,349

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

SUGGESTIONS TOWARD THE COMPLETION OF OUR SCHOOL SYSTEM.

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

SCHOOL INSPECTION PROPER.

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

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

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

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

* Since extended to 1877.

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

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

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

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

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

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

A Teachers' Reserve Aid-Fund.

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

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

Secondary Education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

crease. The existing enactment, therefore, makes provision for the disbursement of some $20,000, as extra grants to Superior Schools. During the last School Term, there were 50 Superior grants awarded; and in view of the large amount of improved School accommodation recently provided throughout the Province, there can be little doubt that the number of these grants will very rapidly increase. In five years from this time the aggregate amount of these grants can hardly be less than $15,000, probably more, unless there be difficulty in securing Teachers. The grant provided to each County for a Grammar School is $400, except to Saint John, which receive.. ₤300, and York, which is aided solely by a grant from the Senate of the University. The aggregate, therefore, of the grants provided by law for County Grammar Schools is $5,800, while nearly $3,000 are also appropriated under the Common Schools Act to the Teachers of these Schools.

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

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

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

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

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

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

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

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

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

This amendment should come into operation on November 1st.

PERMANENT SECURITY *in behalf of Secondary Instruction by the endowment of a limited number of High Schools.*—(3) That the Board of Education be empowered to erect the territory of the Province into three School Divisions for Secondary Instruction, and to appropriate annually a sum not exceeding $10,000, towards the establishing and permanent maintenance of three High Schools for the Province, one for each School Division, under the control and management of the Board of Education, and the School Trustees of Chatham, Saint John, and Fredericton, respectively; each High School to be open free of charge to qualified pupils residing within the territory of the School Division, and, in the event of straitened accommodation in any Term, each Parish within the School Division to be equally entitled to the admission of pupils, according to its population. The grant to be appropriated as follows:—(*a*) A sum not exceeding $1,000 to be applied towards defraying the expenses of board of needy pupils in attendance at these High Schools. (*b*) A sum not exceeding $3,000 to be appropriated in aid of the salaries of Masters and Teachers in each School.

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

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

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

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

RECAPITULATION.

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

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

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

SCHOOL SYSTEM OF NEW BRUNSWICK.

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

BUILDINGS FOR THE PROVINCIAL NORMAL SCHOOL.

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

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

And Whereas the building at present used for a Training and Model School is not large enough, as 1 in many respects unadapted to the purpose for which it is used, and is prejudicial to the heal a of the Teachers, Students, and Pupils; therefore

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mr. Speaker resumed the Chair.

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

Ordered, That the Report be accepted.

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

EXAMINATIONS FOR LICENSES—QUESTIONS, MARCH, 1876.

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

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

1　Define the term School Organization. State several principles most important to be observed in the organization of all Schools.

2　What is meant by the principle of emulation? Under what conditions would you avail yourself of it in the management of a School?

3　What are the moral faults to which pupils of various ages are most liable? Explain the principles which you should bear in mind in dealing with these faults.

4　Show some of the effects of injudicious punishment upon the temper and character of children.

5　State principles which should guide you in constructing a Time-Table; draw up one for a week for a School of 50 pupils comprising three classes, and from it give a specimen of your Working Programme for one day. (You are not supposed to have any regular Assistant.)

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

1　Distinguish between Education and Instruction, and show the relation of the latter to the former.

2　Illustrate your principles of method :—
　　　　(1) In the teaching of Arithmetic.
　　　　(2) In the teaching of Composition.
　　　　(3) In the teaching of Form.

3　What method of teaching the first steps of Reading do you mean to adopt? What do you consider to be the principal advantages of that method over any other with which you are acquainted?

4　What class of subjects do you consider most suitable for Oral Lessons? Describe the method by which you propose to conduct such lessons.

5.　Write out notes, as below, of an oral lesson adapted (1) to pupil. 7 years of age; (2) 12–14 years of age.

Subject :—RESPIRATION.

Matter.		Method.
1		1
2		2
3		3
&c.		&c.

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

1　State the principles which control the distribution of the Provincial Grants to Teachers and the County Fund to Trustees.

2　If a school District fails to provide the means necessary for a school, what remedy does the Law provide?

3　Describe the best arrangement for seating a schoolroom.

4　What is the nature of the "Contract" between the Teacher and Trustees? What is necessary to the legality of such Contract?

5　What is the duty of the Teacher (1) in respect of a Time-Table; (2) in respect of the children in the play ground; (3) in respect of the semi-annual 'Return' of the Trustees?

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

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

Answers must be written on this paper.

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

1   At what per cent. interest will $20 become $30 in 5 years?...........*Ans.*
2   A borrowed of B at one time $100 which he kept 5 months and at
      another $250 which he kept 2 months, and in payment he lent B
      $1,000. How long must B keep it?...........................*Ans.*
3   If goods are bought for ⅘ of their market price and sold for 4 per cent.
      more than the market price, what per cent is gained?.............*Ans.*
4   What are the present worth and discount of $50 due in 6 years, 8
      months, at 5 per cent.?.....¦.......................................*Ans.*
5   Divide 3872250 by 125...*Ans.*
6   Square 97 and multiply the result by 25............................*Ans.*

Answers must exhibit the whole operation.

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

1   Explain, as if for a class, the method of practice, and apply it to find the
      value of 2 tons 7 cwt. 1 qr. 15 lbs. at £1 3s. 4½d. per ton.
2   What is the weight avoirdupois of £500,000 in gold, the price being £3 18s.
      per oz. Troy?
3   The length of a room is 20 ft. 6 in., the breadth 15 ft. 9 in., the height 10 ft.
      6 in. What will it cost for plastering at the rate of 20 cents a yard for
      the ceiling and 15 cents for the walls? Allow for a door 6 ft. 9 in. by 4
      ft. 2 in. and a fire-place 5 ft. 6 in. by 5 ft. 3 in.
4   What is the difference between the true and the Bank discount always
      equal to? Test the correctness of your answer by finding the difference
      between the true and the Bank discount on a Note drawn April 1st for
      six months and discounted June 15th, at 6 per cent. per annum.
5   What debt can be discharged in a year by monthly payments in geometrical
      progression, the first being $1 and the last $2,048?
6   Give and investigate the formula for the solution of all such questions as
      the preceding one.
7   If a perpetuity of $563 can be purchased for $11,260 ready money, what is
      the rate of interest?
8   Find the cube root of 102503.232.
9   Explain the terms Discount, Geometrical progression, Cube Root, Arbitra-
      tion of Exchange, and Perpetuity.

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

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

PART I.

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

3 Describe the physical features, climate and productions of the Dominion of Canada ? What is the amount of its revenue, its population, and the estimated value of its chief manufactures ?

4. Describe the great mountainous belt which sweeps from east to west across Asia and Europe. Give the names and positions of the leading ranges in it.

5 Give a general account of the shape and dimensions of the earth. Explain as if to a class how the latter has been determined.

6. How would you find from the globe the distance in miles between any two places on the 40th parallel ?

PART II.

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

I. [8]   COMPOSITION.—*Time, 1 hour.*

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

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

(1) Frame questions on the preceding passage ; (2) write formal answers in your own words to each of your questions ; and (3) using whatever connecting words or phrases may be required, write your answers to complete the paraphrase.

2 In what kind of verse is the passage written ? Scan the second line. Point out any irregularity in the measure of any subsequent line.

3. Point out the figures of speech in the passage, and explain the excellence of any that you think specially forcible. Write out specimens of other figures of speech from any author.

4 Point out the graphic words and phrases, and show how vividly they represent the meaning. Quote from any other author ideas parallel or similar to any of the above, but differently expressed.

5 Weave the following separate propositions into a compound sentence :—

    A.   You will then see not only the things.

    a1.   He has put which into the sketch (subs. obj.)

    x*B.*   You will also see those things.

    b1.   He has found it necessary to leave out which. (subs. obj.)

    1 *a1b1.*   Place yourself at the author's stand-point. (adv. cond.)

    2 *a1b1.*   Invest yourself with his feelings and sentiments. (adv. cond.)

    3 *a1b1.*   And look. (adv. cond.)

    a2b2.   You would look through his eyes. (adv. comp.)

I. [9]   ENGLISH GRAMMAR.—*Time, 1 hour.*

1 What is the general distinction between the objective with *of,* and the possessive case ? Which should be used when the possessor is antecedent to a relative ? A bust of Cicero : A bust of Cicero's : Explain the difference.

2 What is Tense ? Give the different usages of the present and past tenses.

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

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

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

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

FORM.

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

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

FORM.

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

7   In what other ways than as in the passage above may the government of the Infinitive Mood be accounted for ?

8   What are the distinctive features of the prescribed Text-book of English Grammar?

I. [10]   BRITISH HISTORY.—*Time*, 1 *hour*.

1   What is meant by the Feudal System?   Trace briefly its decline.

2   What were the causes and what the effects of the Crusades ?

3   State the chief facts connected with the legislative union of England and Scotland.

4   Describe the process by which a Bill becomes an Act of Parliament.

5   Make a Table shewing the genealogy of the House of Brunswick.

BOOK-KEEPING.—*Time,* 45 *min.*

1   Explain as if to a class of pupils the terms Dr. and Cr., and show the class what is meant by balancing an account.

2   What general principles should guide you in *Journalizing?*   What would be your Journal entry for the following :—

> I commence business with Cash $6,000 : Mdse. $3,000; Notes against others, $2,000 ; Debt against Samuel Hamilton, $750.   I owe on my Notes, $800, and to John Peters on account, $500.
> Robert Jones buys $400 worth of Mdse. on acct. ; I sell Mdse. $250, and receive Cash $100, Note at three mos. $150 ; I get the Note discounted at 7 ⅌ cent.

3   Write a specimen of a Joint Promissory Note and a Bill of Exchange.

I. [12]   CHEMISTRY OF COMMON THINGS.—*Time,* 45 *min.*

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

2   What are the constituents of the atmosphere ?   What important part does each play as regards vegetation ?

3   What do you mean by the circulation of matter?   What offices do the plant and animal respectively perform on this circulation ?

4   How does chemical affinity differ from all other kinds of attraction ?

5   How is hydrogen gas prepared and collected ?

Answers must contain the whole operation.

I. [13]   ALGEBRA.—*Time,* 1 *hour* 30 *min.*

1   Show that $(a+b)^2 (b+c-a) (c+a-b) + (a-b)^2 (a+b+c) (a+b-c) = 4abc^2$.

2   Demonstrate the Rule for finding the Greatest Common Measure.

3   Simplify the following expressions :—

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

4   Find the value of x in $\dfrac{x+1}{7} + x(x-2) = (x-1)^3$.

5   There is a certain rectangular floor, such that if it had been two feet broader, and three feet longer, it would have been sixty-four square feet larger ; but if it had been three feet broader, and two feet longer, it would have been sixty-eight square feet larger :   Find the length and breadth of the floor.

6   Show fully by means of examples and the necessary explanations, how you would infer the rule for multiplying together quantities of different signs, and also for multiplying a negative term by another negative term.

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

7   From $x^2 + xy = 12$, $xy - 2y^2 = 1$, find x and y.

8   Prove that every quadratic equation can be put in the form $x^2 + px + q = o$, where p and q represent some known numbers, whole or fractional, positive or negative.

9   Show that such numbers as the following question presupposes are not possible :—Find two numbers whose sum, producer, and the sum of whose squares, are equal to each other.

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

I. [14]   GEOMETRY.—*Time,* 1 *hour* 30 *min.*

1   Prove that the complements of the parallelograms which are about the diagonal of any parallelogram, are equal to one another.

2   Describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.

3   Prove that all the exterior angles of any rectilineal figure are together equal to four right angles.

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

5   The quadrilateral figure whose diagonals bisect each other, is a parallelogram.

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

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

7 Find a point in a given line that shall be equi-distant from another given point and a given line.

8 Given the vertical angle, the base and the sum of the sides of a triangle, to construct it.

9 Construct a triangle, having given the radius of the inscribed circle, one angle, and the height taken from it.

The necessary calculations must be made.

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

1 Define *force ; velocity ; variable velocity ;* and state how the latter is measured.

2 Prove that in accelerated motion, the force being constant, the square of the velocity is proportioned to the space.   In what space will a body acquire a velocity of 1,000 feet per second.

3 When two pressures act on a point, show that the line of action of the resultant is in the diagonal of the parallelogram whose sides represent the two forces in magnitude and direction.

4 In a system of pulleys made by one string, show that when the number of moveable pulleys is n, P : W :: 1 : 2n.

5 What are the directions in which the power may be applied in an inclined plane ?   Prove that if the power act parallel to the plane, P : W :: H : L.

6 What are the requisites of a good balance ?   How can a balance be tested ? How may the exact weight of a body be found by aid of a false balance ?

7 If in a balance one arm be .98 of the other, and a body placed in the scale of the shorter arm balance 14.7 ounces in the other scale, find the true weight of the body.

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

1 What was the immediate cause of the Peloponnesian War ?   How long did it continue ?   Who is its great historian ?   What plan of warfare did the Athenians follow during the life of Pericles ?   Describe the chief incidents of the war after his death.

2 What was the original boundary of the Macedonian Empire ?   What tribes inhabited its soil ?   Name in order the accessions to the Empire in the time of Philip ; sketch the career of his son Alexander in Asia.

3 Give a connected account of the second Punic War from the following heads : Its origin , Hannibal's march to Italy ; how he became master of Northern Italy ; his signal victory at Cannæ.   His first check ; the disorganization of his army at Capua ; the treatment he received from his countrymen.   The success of Publius Scipio in Spain.   The fate of Hasdrubal in attempting to oppose Scipio.   The war carried into Africa. The recall of Hannibal.   The final battle on the plain of Zama.

4 Name the chief Asiatic races who came in contact with those of Europe during the middle ages.   Who were their principal leaders?   Describe briefly the conquests of Tamerlane—sometimes called Timor the Tartar.

5 Describe briefly the fall of Constantinople in 1458.

6 Name the chief events in connection with the life of *one* of the following historical characters :—Charlemagne, Frederic the Great, Maria Theresa, Napoleon, Nelson, Wellington.

No Tables are required for this Exercise.

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

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

1 A tank which is circular and 8 feet in depth, contains 10,000 gallons ; what is its diameter ?

2 Prove sine (A + B) = sine A cos. B + sine B cos. A.

3 Find the sine, cos. and tangent of 45°.

4 Show how to measure the height of an object situated on an inaccessible height, when a horizontal base can be measured in the same vertical plane with the top of the object.

5 Draw the plan and find the area of a field from the following dimensions in links :—The longest side A B is a straight line. Passing from A to B, the offsets on the left are, at A, 0 ; at 248 from A, 34 ; at 342, 73 ; at 412, 139 ; at 464, 113 ; at 502, 142 ; at 603, 0.

6 From the top of a lighthouse, A B, 102 feet high, built on a vertical promontory, the angle of depression E A C. of a ship was 30°, and at the bottom, B, of the lighthouse the angle of depression, F B C, was 15° : required the horizontal distance, C D of the vessel, and the height, D B, of the promontory.

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

1 Explain the principles upon which you would proceed to classify your pupils.

2 Make out a list of faults to be avoided by Teachers in the management of their Schools.

3 How do you propose to to deal with a pupil who is habitually inattentive or who invariably comes late to School ?

4 What should be the characteristics of a Teacher in the exercise of his authority in School ?

5 Construct a Time-Table for one week for a School of 50 pupils, comprising three classes, and from it give a specimen of your Working Programme for one day.

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

1 Describe three methods adopted in teaching the first steps of Reading. Which of them do you prefer, and on what grounds ?

2 Specify some of the faults which you have observed in the reading of many advanced pupils, and state what you consider the best exercises for effectual correction.

3 Describe the method you would adopt in giving systematic instructions in Writing.

4 Outline a course of Lessons in Oral Geography, and state briefly your method when your pupils are prepared to use a Text-book.

5 Write Notes for an Oral Lesson on (1) Coal or Iron, (2) Respiration or Circulation of the Blood. (Write Matter and Method separate and opposite, and state the age of the pupils for whom the Lesson is designed.)

6 Distinguish between *teaching* and *telling*, and illustrate the difference by a Lesson on some Rule in Arithmetic.

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

1 State in detail the sources whence the salaries of Teachers are derived.

2 What is District Assessment ? How is it levied ?

3 Under what conditions are Teachers' Agreements terminable ?

4 What persons are eligible for Provincial Examination ? How are candidates' papers estimated ?

5 How do you find the per centage of pupils daily present on an average during any given term ?

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

1 In what respect are the names of the Cabots, Martin Frobisher and Sir Humphrey Gilbert associated with early discovery in North America?

2 Give a short account of Pontiac's conspiracy, its rise and defeat.

3 Name the prominent leaders and the chief events in the war of 1812–15.

4 Into how many periods may the History of Canada be divided? What are the characteristics of each period?

5 What are the leading subjects of legislation over which the Dominion and Provincial Parliaments respectively have jurisdiction.?

Answers must be written on this paper:

II. [5] MENTAL ARITHMETIC.—*Time, 8 min.*

1 Find price of 328 articles at 17s. 6d. each..;.......................*Ans.*

2 Bought cloth for 60 dollars and sold it at $\frac{1}{3}$ more than it cost; for how much was it sold?...... ....*Ans.*

3 When an article is sold at $\frac{2}{3}$ of its cost, what is the loss per cent.?......*Ans.*

4 Find the difference of the squares of 54 and 60......................*Ans.*

5 Multiply the sum of $\frac{3}{4}+\frac{2}{3}+\frac{1}{2}$ by 2 $\frac{2}{3}$ of $\frac{4}{5}$.............................*Ans.*

6 Sold a watch for $30 and thereby lost 20 per cent.; at what price should it have been sold to have gained 20 per cent.?..................*Ans.*

II.]6] ARITHMETIC.—*Time, 1 hour 30 min.*

1 Define a vulgar fraction and a decimal fraction respectively; and show how these definitions may be illustrated by a diagram.

2 What is meant by ratio, and what by proportion? Show how the Rule of Proportion may be deduced from the general principle that "the product of the extremes is equal to the product of the means."

3 A piece of cloth, when measured with a yard measure which is two thirds of an inch too short, appears to be 10½ yards long. What is the true length?

4 Divide t 134567 by e 473 in the duodenary scale.

5 How many yards of carpet 2 ft. 6 in. wide will be required to cover a floor 27.3′ ft. long and 20.16′ ft. wide?′

6 If I remit to my agent $25,000, with instructions to deduct his brokerage at 1¼ per cent., and invest the remainder in Bank Stock then selling at 7 per cent. premium, what amount of Stock do I receive?

7 In what time will £5 14s. 8½d. amount to nine times itself at 6 per cent.?

8 Find the Compound Interest and amount of $240 for 5 years at three per cent., payable quarterly.

9 Explain the term *properties of numbers.* Name six of the most important properties.

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

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

PART I.

1 Describe the physical aspect of one of the following countries:—Germany, France, Spain, or European Turkey.

2 Give an account of the average height, and chief characteristics of one of the following ranges:—Rocky Mountains, Alps or the Himalayas.

3 Take an imaginary journey up the Rhine, the Elbe or the Danube, and note the chief points of interest.

4 Compare the extent and population of Ontario with the other Provinces of the Dominion.

5 Explain the cause of land and sea breezes.

6 Find from the Globe the duration of twilight at any given place on a given day.

PART II.

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

II. [8]   COMPOSITION.—*Time,* 1 *hour.*

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

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

2 Arrange the following clauses into a complex sentence:—

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

  *a*2. Those books suit his capacity. (attr.)

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

  2*a*1. Any work is not so suitable. (attr.)

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

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

THE SOLDIER'S HORSE.

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

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

II. [9]   GRAMMAR.—*Time,* 1 *hour.*

1 What are the distinctive features of the prescribed Text-book of Grammar?

2 Define the terms *inflection, gender, number, case, mood, voice.*

3 Give all the inflections of *come, boy, man, me, go, thou, I, soon, in, good, merry.*

4 Name the different kinds of adverbial clauses and give an example of each.

5 Give the *general analysis* of the following passage:—

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

6 Give the detailed analysis in the following FORM:—

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

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

FORM.

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

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

II. [10]   BRITISH HISTORY.—*Time,* 1 *hour.*

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

II. [11.]   BOOK-KEEPING.—*Time,* 45 *min.*

1 What is meant by Assets, Bill of Lading, Consignee, Indorser, Invoice ?
2 Make the proper entries in the Day Book, Cash Book, and Ledger, for the following :—

   Robert Jones invests in business $4,000 in cash, $3,500 in mdze., and a balance of $210 to his credit with T. Robertson; he owes Robt. Thomas $240. He takes for his private use $100, and goods to the value of $250
3 Write a specimen of "A Letter with an Order."

II. [12]   CHEMISTRY OF COMMON THINGS.—*Time,* 45 *min.*

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

Answers must contain the whole operation.

II. [13]   ALGEBRA.—*Time,* 1 *hour* 30 *min.*

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

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

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

3 Divide $x^3-(a+b+c)x^2+(ab+ac+bc)x-abc$ by $x^2-(a+b)x+ab$.
4 Cube $(a+b+c)$ and find the product of x^2+xy-y^2 by x^2-xy+y^2, applying formulæ in both cases.
5 Find the quotients of $x^6+y^6-2x^3y^3$ by $(x-y)^2$ and $x^6+y^6+2x^3y^3$ by $(x+y)^2$ by the use of formulæ.
6 From $\dfrac{2x-6}{3x-8}=\dfrac{2x-5}{3x-7}$, find x.
7 From $\sqrt{(x+4ab)}=2a-\sqrt{x}$, find x.
8 Find two consecutive numbers such that the half and the fifth of the first taken together shall be equal to the third and the fourth of the second taken together.
9 From $x+2y+3z=6,\ 2x+4y+2z=8,\ 3x+2y+8z=101$, find x, y, z.
10 Show by means of operating upon an example how you would lead a pupil to infer the Rule of Subtraction.

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

II. [14]   GEOMETRY.—*Time*, 1 *hour* 30 *min.*

1 What is a plane superficies, a straight line, an angle, a circle?

2 If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

3 If a straight line falling upon two other straight lines makes the alternate angles equal to one another, these two straight lines are parallel.

4 The opposite sides and angles of a parallelogram are equal to one another and the diagonal bisects it.

5 Equal triangles, between the same parallels, are upon equal bases.

6 Describe a square upon a given straight line.

7 In a given straight line find a point equally distant from two given points.

8 If the exterior angle and one of the opposite interior angles in one triangle be respectively double those of another, the remaining opposite interior angle of the former is double that of the latter.

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

1 State briefly and clearly how you would proceed to organize a School.

2 In what way can Parents, Trustees and others be induced to visit and take an interest in your School?

3 Show how you propose to employ your pupils during recess on stormy or rainy days.

4 Name some of the motives you would employ in striving to secure the interest and co-operation of your pupils.

5 Draw up a Time-Table and a Working Programme for a School supposed to have three classes in each of the subjects taught.

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

1 Detail the various steps you would adopt in teaching the first stages of Reading.

2 What are the best arrangements for lessons in Writing? State fully the causes of the failures in this subject.

3 Outline a first year's course in Number.

4 Illustrate by means of a question in Reduction your mode of teaching Arithmetic.

5 Write Notes for a lesson on one of the following subjects :—Dog, Camel, Lead, or Sponge. (Set down your *matter* and *method* separate and opposite, and state the age of the pupils for whom the lesson is designed).

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

1 When does the Annual School Meeting take place? What notice should be given of it, and who are qualified to vote at it?

2 When do the School Terms begin and end?

3 How can you determine the number of teaching days in any Term? Find the number of teaching days in the current Term.

4 Who is responsible for the pupils' conduct in going to and returning from School?

5 What is the Teacher's duty (1) with respect to a Time-Table, and (2) with respect to the temperature of the Schoolroom?

III. [4]   NEW BRUNSWICK HISTORY.—*Time*, 1 *hour.*

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

2 What circumstances led to the formation of New Brunswick into a separate Province? How long has it been a separate Province? State what you know of its first Legislature.

3 Give a short account of what is known as the "Aroostook War."

4 What do you understand by Responsible Government? When was it adopted in New Brunswick? What names are prominently associated with its introduction?

5 Describe (1) how Laws are made in our Province, and (2) how criminals are apprehended and punished.

Answers must be written on this paper.

III. [5]   MENTAL ARITHMETIC.—*Time, 8 min.*

1 What is the interest of $542 for 4 years at 5 per cent...............*Ans.*
2 Find the price of 21 yards at 41 cents..................................*Ans.*
3 If 19 yards cost $152 what will 163 yards cost?........................*Ans.*
4 Divide the sum of $\frac{2}{3} + \frac{1}{2} + \frac{7}{16}$ by 16...................................*Ans.*
5 What cost 11½ yards at 12½ cents each................................*Ans.*
6 Divide 2.17 by .0007..*Ans.*

Answers must contain the whole operation.

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

1 Explain the terms Notation, Numeration, Product, Quotient, Prime Number, and Ratio.

2 Multiply 649875 by 789. Express your answer in words as well as in figures.

3 Reduce 1 acre to inches and test the accuracy of your work by reversing the process.

4 Reduce $\frac{5}{8}$ of $\frac{2}{3}$ of 3¼ oz. to the fraction of 2 lbs. Troy.

5 Multiply 6842.365 by 3.421 and divide the product by 49.0084.

6 If 15 men working 12 hours per day can reap 60 acres in 20 days, how long will it take 30 boys working 10 hours per day to reap 96 acres, 6 men being equal to 10 boys?

7 Find by Practice the price of 181 cwt. 3 qrs. 15 lbs. (short weight) at £2 3s. 9d. per cwt.

8 A man having 900 acres of land sold $\frac{1}{3}$ of it at one time, and one half of the remainder at another time, what per cent. of it remained unsold?

9 What mistakes in Notation have you observed to be very common? What is the cause of such mistakes? How would you correct the habit of making them?

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

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

PART I.

1 Define the terms Meridian, Longitude, Ecliptic, Zone, and explain the cause of day and night.

2 Take an imaginary journey round the coast of Great Britain and note the chief headlands and the mouths of the chief rivers.

3 Give the boundaries of Ontario and name its chief towns, rivers and mountains.

4 Give the situation of the following places, and .   ˙ any important facts respecting Manchester, Cork, Aberdeen, Calcut   ˙w Orleans, Pictou, Mecca, Damascus.

4 Describe the climate of New Brunswick. Compare New Brunswick and Nova Scotia as respects area and population.

PART II.

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

III. [8] COMPOSITION.—*Time, 1 hour.*

Reading Lesson.—The Blind Man.

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

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

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

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

2 Correct or justify the following expressions :—

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

III. [9] GRAMMAR.—*Time, 1 hour.*

1 Write out the present subjunctive of three irregular verbs.

2 Classify the following words :—*man, calm, sound, me, up, till, when.*

3 Give all the inflections of *we, us, move, pretty, lady, book, before.*

4 What are the essential and subordinate parts of a sentence? .

5 Analyze in the prescribed Form :—

(*a*) "Him had I marked the day before."
(*b*)   "Many a time,
On holidays, we rambled through the wood."
(*c*) "He by appointment waited for me here.
Under the covert of these clustering elms."

FORM.

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

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

FORM.

Word.	Class.	Sub-Class.	Inflection.	Syntax.	Rule of Syntax.
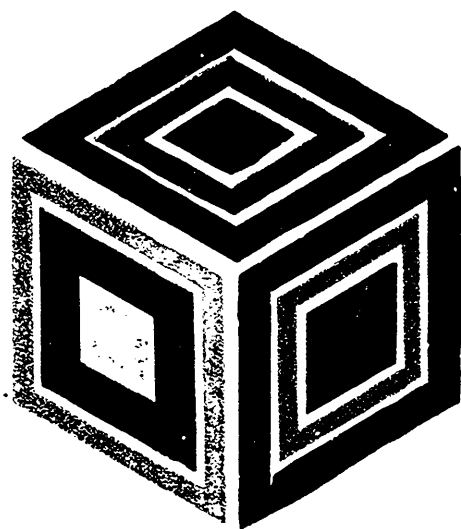
MANUAL OF COLOUR.

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

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

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

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

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

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

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

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

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

Section I.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Questions on Section I.

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

38. What is the primary that predominates in Citrine?
39. Name the dominant primary in Russet?
40. And in Olive.
41. Are there any other contrasts of colour which it is desirable to know?
42. What are the properties of Yellow?
43. What marked quality is to be observed in Purple?
44. How do Yellow and Purple contrast?

45. Describe the nature of Red?
46. Name the properties of Green.
47. Do Red and Green contrast as to light and dark?
48. Are there any respects in which they do contrast?
49. What qualities are inherent in Blue?
50. Has Orange any contrasting quality?
51. How does it contrast with its primary Blue?

SECTION II.

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

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

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

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

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

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

7. Simultaneous contrasts are of two kinds :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Questions on Section II.

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

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

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

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

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

10. Explain the reason of these apparent alterations?

11, 12, 13. Explain the nature of the simulta-
neous contrast of colours, and the double
modification juxtaposed coloured surfa-
ces undergo.

14. What is observable when complementary
hues of colour are viewed in juxtaposi-
tion?

15. Describe the effect of the complementary
colours Yellow and Purple.

16. Are colours in juxtaposition equally en-
riched when a tint is placed beside a full
hue of its complementary? Name the
law in this case.

17. What effect has the simultaneous contrast
on inharmonious hues? Are Purple and
Blue enriched by juxtaposition?

18. What effect has the Purple on the Blue?

19. How is the Purple changed by its contigu-
ity to the Blue?

20. What effect has the interposition of White?

21. How is colour affected when it is placed on
a White ground?—And why?

22. Describe the effect of colour placed on a
Black ground.

23. Why should colours which have a luminous
complementary not be opposed to Black
grounds?

24. Describe the effect produced on a Black
ground by the introduction of Blue
forms upon it.

25. Why does the introduction of Orange ren-
der a Black ground more intense?

26. What colours should be opposed to cold,
neutral grounds?

27. Why are Red and Grey agreeable in com-
bined arrangements?

28. What is the effect of Grey in juxtaposition
with primary colours?

29, 30. What harmonious arrangements may
be formed with the various classes of
colours and Grey?

31. What effect has Black in combined arrange-
ments with the primaries?

32. What classes of harmonious arrangements
may be formed with Black and the vari-
ous hues and tints of colour?

33. How should we treat coloured ornamental
forms on a ground complementary to
them?

34. Why is it necessary to border such forms
with a lighter or darker tint?

35. Why is this especially necessary with full
hues of Red and Green?

36. How should we treat luminous comple-
mentary forms on a dark ground?

37. Should the same treatment be followed
with dark complementary forms on a
light ground?

38. Do these laws refer to self-tints also?

39. Do these laws of simultaneous contrast
agree with the Oriental and Mediæval
practice?

40. How did the Oriental and Mediæval artists
treat Gold, in respect to colour?

SECTION III

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

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

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

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

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

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

most captivating harmonics of colour, and the most chaste and delicate expressions;" and,

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

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

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

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

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

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

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

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

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

Questions on Section III.

1. Are there any other agreeable combinations of colour besides those of the primary, secondary, and tertiary hues, in the proportions already given?
2. Name what these consist of.
3. How is it necessary to vary the secondaries to render them complementary to primaries tinged with other primaries?
4. Why are inharmonious combinations of *tints* less discordant than those of full hues?
5. Why do the harmonies of the tertiaries and of *tints* give greater pleasure to the eye than those of the primary and secondary hues?

6. Do *tints* of the complementary colours harmonise as do their full hues?
7. Give an instance of such harmonious contrast of *hues*.
8. May full *hues* and tints of colour be used together?
9. Should the same relative proportion be observed when tints are contrasted with full hues?
10. When large and dominant masses of colour are required, how should they be enriched and supported?
11. Give an instance of such treatment.
12. Are there not other considerations requiring the attention of the designer?
13. Name some of these considerations.

THE SCRAP-BOOK.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In oral spelling it is recommended simply to divide one syllable from another by a pause. For example, suppose the word to be "notification," it should be spelled NO-TI-FI-CA-TION. (the dashes indicating slight pauses). The old method—"NO *no*-TI *ti-noti*-FI *fi-notifi*-CA *ca-notifica*-TION *tion—notification"*—is a useless tax upon the time and wits of the pupil. The former method is shorter, more natural, and less confusing to the mind.

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

The natural way of acquiring words, with their pronunciation and meaning, is by their use. A pupil ought never to be called upon to spell a word to which he does not attach *some* meaning—better even an incorrect one than none at all. To establish the habit, therefore, of using the words and associating their meaning with them, the pupil should frequently be required to construct sentences introducing the words of the spelling lesson. This is a more useful exercise than repeating formed definitions.

In dictating an exercise to be written, the following method is recommended. The teacher pronounces a word or phrase *once* distinctly; a pupil with a clear voice and good pronunciation repeats it; all write what was dictated; and another pupil, who writes with medium rapidity, repeats the word or phrase as soon as he has written it. The teacher then proceeds with the next word or phrase. After the whole lesson has been written, the class may exchange slates with each other, the teacher, or a qualified pupil under his direction, spells each word correctly. Each pupil checks the errors on the slate that he holds. The slates are returned to their owners, the number of errors reported and afterward corrected.

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

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

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

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

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

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

Wormell's Modern Geometry is now exclusively used in the Provincial Normal School as the text-book in Plane Geometry; and after September 1876, the Examinations in this subject will assume a thorough knowledge of such portions of this text-book as is required by the Syllabus prescribed by the Board of Education.

UNIVERSITY OF NEW BRUNSWICK, FREDERICTON.

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

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

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

Albert.	*Kent.*	*Sunbury.*
Charlotte.	*Northumberland.*	*Victoria.*
Gloucester.	*Restigouche.*	*Westmorland.*

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

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

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

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

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

OFFICIAL NOTICES.

No. 1.

It having come to the knowledge of the Board of Education that Trustees and Teachers in certain Districts have disregarded the provisions of Regulation 19 by substituting, either in whole or in part, other days than those specified therein as the Christmas Vacation,—IT IS ORDERED, That Trustees and Teachers be notified through the EDUCATIONAL CIRCULAR that (where the permisision of the Department has not first been obtained for a departure from the said Regulation, in case of an emergency), no portion of the County Fund will be appropriated to the Trustees, or Provincial Grant to the Teacher, on account of any day or days on which School has been open contrary to the express provisions of the Board of Education as contained in Regulation 19 throughout; and that they be hereby cautioned not to include such days, or the attendance made therein, in their attested Returns to the Education Office.

January 15*th*, 1876.

No. 2.

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

January 15*th*, 1876.

No. 3.

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

June 1*st*, 1876.

●

No. 4.

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

9. (4), [9, (4).] To furnish the Inspectors with the numbers and boundaries of the Districts within the respective Counties, and from time to time, as new Districts are created, or boundaries altered, to furnish such new boundaries; and the certificate of the Inspector shall be evidence of such boundaries.

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

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

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

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

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

[74. (1).] [71.] It shall be the duty of the Board of Trustees, and they are hereby empowered—

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

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

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

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

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

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

* "Fifty-seven" of the Manual.

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

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

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

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

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

Sworn at   this   day of   A. D., 18   .,   (*Name of Teacher*)
before me   J. P.

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

No. 5.

The Board of Education has been pleased to amend the following Regulations so as to read as below, and to direct their publication in the Educational Circular.

August 4th, 1876.

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

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

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

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

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

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

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

     A. B. [*Name of Teacher.*]..................[*Seal.*]
     C. D. ⎧ [*Name of Trustees or a majority of*]⎫
     E. F. ⎨ *them; or, in Cities or incorporated*⎬ *Corporate Seal.*
     G. H. ⎩ *Towns, of the Chairman.*]⎭

Witness—I. K.

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

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

 * See oath of Teacher.
 ‡ See Reg. 18.
Note.—*All Contracts entered into after the publication hereof are to be in accordance with the foregoing Form.*

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

When Christmas falls on	Vacation shall begin on	School shall re-open on
Sunday,	Saturday, December 24,	Monday, January 9.
Monday,	Saturday, " 23,	Monday, " 8.
Tuesday,	Saturday, " 22,	Monday, " 7.
Wednesday	Saturday, " 21,	Monday, " 6.
Thursday, •	Wednesday, " 24,	Wednesday, " 7.
Friday,	Wednesday, " 23,	Wednesday, " 6.
Saturday,	Wednesday, " 22.	Wednesday, " 5.

But when Christmas falls on Thursday, Friday, or Saturday, the Vacation in the City of St. John shall begin on Saturday, Dec. 20th, 19th or 18th, (as the case may be), and the Schools shall re-open on Monday, Jan. 5th, 4th, or 3rd, (as the case may be).

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

(3.) In the cities of Saint John and Fredericton, and in incorporated towns organized under Sec. 96 of the Law, there shall be ten days additional in the Summer Vacation, with an Easter Vacation (beginning on Good Friday) of three days, the same being week-days other than Saturdays.

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

Regulation 22.—(8) For "thirty minutes," read "twenty minutes."
Note.—*The foregoing amendments of Regulations* 18, 19 *and* 22, *are now in force.*

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

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

GRAMMAR-SCHOOL CLASS: For "Two additional Books of Euclid, Solid and Spherical Geometry," read "Plane, Solid and Spherical Geometry, *Wormell's.*"
Note.—*The foregoing amendments of Regulation* 31 *are to take effect on November* 1st, 1870.

No. 6.

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

<div align="right">

THEODORE H. RAND,
Chief Superintendent of Education.

</div>

EDUCATION OFFICE,
     FREDERICTON, N. B. }