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THE  
EDUCATIONAL CIRCULAR

FOR THE  
PROVINCE OF NEW BRUNSWICK.

1878—1882.

---

EDITED BY  
THEODORE H. RAND, D. C. L.

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EDUCATION OFFICE, FREDERICTON, N. B.



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No. 9.

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THE  
EDUCATIONAL CIRCULAR.

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

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

EDUCATION OFFICE,  
Fredericton, N. B., April 14, 1879.

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DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY  
FUND FOR THE SUMMER TERM ENDED OCTOBER 31, 1878.

In St. John and Portland there were 99 teaching days in this Term, and in Fredericton, Woodstock, St. Stephen, Milltown, St. Andrews, Moncton, Newcastle, Chatham, Bathurst, Bathurst Village, Tracadie, Caraquet, Dalhousie, Campbellton, Buctouche, and Andover, there were 100. In distributing the Provincial Grants and apportioning the County Fund to the Districts above named, the time the Schools were open and the attendance made, were raised to the basis of 110 days—the full Term required of the Schools in the country.

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

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

COUNTY OF ALBERT.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
			On account of Teachers employed.						On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	2	1	2	3	4	5	6	7	
Deborah A. Lavorty.....	2	108	\$44 17	Alma.....	2	108	42	2175½	\$14 72	\$12 08	\$26 80
Tea. pd. in Kings Co.....				" & Waterford..	3	.....	3	700	.....	3 80	3 80
John Pearson.....	3	110	60 00	" .....	4	110	31	1116	20 00	6 20	26 20
J. G. A. BELYEA.....	1	100½	140 32	" .....	5	100½	61	3021	14 03	16 77	31 77
Albert Molins.....	3	105	57 25	" .....	6	105	29	1415	19 03	7 80	26 83
Mary O. Barnes.....	3	110	35 00	Coverdale.....	1	110	28	1514	15 00	8 41	23 41
Eunice J. Bennett.....	2	109	44 58	" .....	3	109	24	1588	14 86	8 81	23 67
Dora E. Smith.....	2	110	45 00	" .....	4	110	27	1410	15 00	7 53	22 53
Lavinia McLatchey.....	2	105	33 40	" .....	5	105	18	1207	14 31	6 70	21 01
Sarah M. Trites.....	3	110	40 67	" .....	7	110	34	2003	20 00	11 12	31 12
Frances A. Gaskin.....	2	110	60 00	" .....	8	110	36	2783	20 00	15 45	35 45
Abbie M. Smith.....	3	110.	35 00	" .....	9	110	40	1521½	15 00	8 45	23 45
Minnie Dobson.....	3	110	46 07	" .....	10	110	39	1941	20 00	10 78	30 78
Annie M. Gifford.....	2	110	45 00	" .....	12	110	41	2792½	15 00	15 50	30 50
Mary Wright.....	3	110	35 00	" .....	14	110	24	1543	15 00	8 57	23 57
Pamela J. Carter.....	3	03	39 44	" .....	15	03	26	1413	16 01	7 85	24 76
Geo. H. Jonah.....	3	108	58 89	Elgin.....	1	108	22	1496	19 03	8 31	27 34
George Smith.....	1	110	75 00	" .....	2	220	95	5133	30 00	28 50	68 50
Mary J. Steeves.....	2	110	45 00	" & Cardwell..	3	109	29	1554	14 86	8 03	23 49
WILLIAM WETMORE.....	1	109	136 14	" .....	5	107	.....	2040	18 45	11 83	29 78
Trustees' claims for April, 1878.....				" & Cardwell..	7	107	22	1339	14 44	7 43	26 87
Flora R. Stiles.....	3	107	45 38	" .....	7	.....	8	143½	.....	0 80	0 80
Tea. pd. in Kings Co.....				" .....	8	98	39	1455	13 30	8 08	21 44
Moody Steeves.....	3	98	40 08	" .....	9	110	39	1435	15 00	7 97	22 97
William McKenzie.....	3	110	45 00	" .....	10	110	23	1536½	15 00	8 53	23 53
Scila E. Brewster.....	2	110	45 00	" .....	11	110	22	1459	15 00	8 10	23 10
Annie J. Moore.....	3	109	34 67	" .....	12	109	44	1824½	14 86	10 13	24 96
Mona Milton.....	2	09½	40 29	Harvey.....	1	08½	44	2720	13 43	15 10	23 53
Alice M. Annette.....	1	84	42 00	" .....	2	84	33	1821	11 45	10 11	21 56
Esther Russell.....	1	110	150 00	" .....	3	110	70	4030	15 00	22 38	37 38
FRED. W. WATSON.....	2	102	41 72	" .....	5	102	27	1558½	13 00	8 65	22 53
Abigail Patterson.....	2	110	80 00	" .....	6	110	28	2921	20 00	16 22	36 22
Thomas Morrisay.....	3	109	44 58	" .....	8	109	25	1649	14 86	9 16	24 02
John Cairnes.....	3	105	44 53	" .....	11	105	25	1810½	19 08	10 09	29 17
Annie L. Fillmore.....	2	83	36 00	" .....	12	83	25	1543	11 99	8 57	20 56
Josephine L. Reid.....	1	101½	69 20	" .....	2	211½	120	6920½	28 84	33 48	67 32
S. Jas. Waddell.....	2	110	45 00	Hillsboro'.....	3	220	93	5996	30 00	33 29	63 29
Lavinia Gross.....	3	91	14 47	" .....	4	105	60	3139½	14 31	17 43	31 74
Phylindia Steeves, c.r.a.	1	110	150 00	" .....	5	110	65	3202	15 00	17 78	32 78
CHIFMAN BISHOP.....	2	110	45 00	" .....	6	220	98	7062	30 00	30 21	69 21
Mrs. Wm. Cameron.....	2	105	57 27	" .....	7	100	29	1530	14 93	8 49	23 42
Wm. J. Jones.....	2	110	60 00	" .....	8	109	44	2067	19 81	11 48	31 29
Joseph S. Bennett.....	2	109½	44 79	" .....	10	104½	40	1931	14 25	11 00	25 25
Jas. W. Bishop.....	3	109	46 23	" .....	11	102	39	1463	13 90	8 15	22 05
Annie A. Colpitts.....	2	95	47 50	" .....	12	109	23	1770	14 86	9 83	24 69
Mary E. Trites.....	2	94	3 89	" .....	14	83	33	1285½	11 99	7 13	19 12
Maggie L. McLatchey.....	1	109½	74 66	Hopewell.....	1	211½	87	4808	28 84	26 70	55 54
Ray E. Miller.....	2	102	41 72	" .....	2	209½	105	6483	28 56	35 99	64 55
Theora Fillmore.....	3	102	32 45	" .....	3	93	25	1391	13 36	7 72	21 08
Sarah A. Stevens.....	2	109	44 53	" .....	5	110	31	1597	15 00	8 87	23 87
Melissa J. Belyea.....	3	83	27 99	Do. & Hillsboro'..							
Susie E. Cleveland.....	1	109½	74 66								
R. P. Steeves.....	2	102	41 72								
Ada Russell.....	1	103	141 14								
NATHANIEL DUFFY.....	2	103	43 35								
Mary E. Bacon.....	2	93	40 08								
Edna A. Gorham.....	2	110	45 00								
Phoebe E. Steeves.....	2	110	45 00								

Pro...  
Martha...  
E. H. B...  
Alex. S...  
Mary E...  
Pro...  
Annie...  
Lizzie...  
Maggi...  
Robbt...  
Isabel...  
D. S...  
Sarah...  
Mary...  
Willia...  
Emma...  
Jane...  
Kate...  
F. S...  
John...  
Louie...  
Annie...  
Becca...  
Penn...  
Mood...  
Frank...  
Dana...  
Ella...  
Mrs...  
Loui...

ALBERT COUNTY.—Continued.

NAME	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed	Amount of Grant.			No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7	
Martha E. Bray.....	2	102	\$41 72	Hopewell & Hills'b'o	6	102	45	2334	\$18 90	\$12 96	\$26 86	
E. H. Belyea.....	2	110	60 00	"	7	110	81	4524	15 00	25 12	40 12	
Alex. Smith.....	2	12	44 72	"	8	82	57	2075	11 18	11 52	22 70	
Mary E. Carnoath....	2	110	40 87	"	9	110	18	1169	20 00	6 44	26 44	
			\$188 19				2225	124,410	\$398 85	\$701 96	\$1,600 80	

COUNTY OF CARLETON.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.			No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7	
Annie Cogswell.....	2	110	\$45 00	Aberdeen.....	1	110	48	2605	\$15 00	\$18 01	\$33 01	
Lizzie M. Owens.....	3	109	34 07	"	3	109	36	1804	14 86	12 06	26 92	
Maggie E. Henderson..	3	109	34 07	"	4	109	40	2262	14 86	15 12	29 98	
Robella Joyner.....	1	110	55 00	"	5	110	42	2356	15 00	15 74	30 74	
Isabella R. Joyner.....	2	110	45 00	"	6	110	40	1856	15 00	12 40	27 40	
D. S. Jones.....	2	107	77 81	"	10	107	25	3412	19 44	22 80	42 24	
Sarah Smith.....	2	55	30 00	"	13	55	23	1077	10 00	7 20	17 20	
Mary M. Yerxa.....	3	110	35 00	Brighton	1	110	37	2332	15 00	15 58	30 58	
William Taylor.....	1	110	75 00	"	2	110	28	1702	15 00	11 87	26 87	
Emma E. Milbery.....	2	100	40 90	"	3	100	64	2973	13 83	19 86	33 49	
Jane D. Reed.....	1	110	55 00	"	4	110	56	3722	15 00	24 87	39 87	
Kate McKay.....	2	106	57 81	"	5	107	50	3440	14 63	22 99	37 57	
F. S. Milbery.....	3	107	67 81	"	6	106	23	1673	14 45	10 63	24 98	
John A. McGuire.....	2	109	59 45	"	7	109	54	2866	14 80	19 16	34 02	
Louise Noble.....	3	88	37 32	"	11	88	25	1289	15 03	8 62	24 00	
Annie M. Kilpatrick..	3	110	46 67	" & Aberdeen	12	110	28	1701	15 00	11 97	26 97	
Becca R. Tedford.....	2	110	60 00	"	12	110	29	1542	20 00	16 99	36 99	
Pennington E. Cliff..	2	103	53 90	Kent.....	1	108	73	3553	14 72	23 74	38 46	
Moody McGuire.....	3	103	44 17	"	2	108	47	2125	14 72	14 20	28 92	
Franklin E. McNally..	2	110	60 00	"	4	110	33	2393	15 00	15 09	30 09	
James F. Slipp.....	3	110	60 00	" & Perth.....	7	110	32	2647	20 00	17 69	37 69	
Daniel McAuliffe.....	8	93	50 72	"	8	93	47	2235	16 91	15 14	32 05	
Donald McDonald.....	3	106	43 35	"	10	106	38	1844	14 45	8 98	23 43	
Eleanor Murphy.....	3	90	38 17	"	12	90	49	1824	16 36	12 19	28 55	
Mrs. Wm. Leonard.....	3	110	35 00	"	13	110	43	1070	15 00	7 15	22 15	
Louisa J. Merrithew..	2	110	45 00	Northampton.....	1	110	27	1627	15 00	10 87	25 87	



## COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Eva E. Hovey.....	2	110	\$45 00	Northampton.....	2	110	27	1420	\$15 00	\$ 9 53	\$24 53
Alex. Johnston.....	1	95	04 77	"	4	95	55	2169	12 05	14 49	27 44
Robina F. Wheaton.....	2	110	45 00	"	5	110	43	2007	15 00	13 82	28 82
A.B. Cronkhite, bal. Gms	3	101	42 34	"	6	101	30	1889	18 30	12 02	30 32
Maria Sharpe.....	3	101	42 34	"	7	101	30	1889	18 30	12 02	30 32
Mary A. Munroe.....	2	80	32 72	Peel.....	1	80	55	3215	10 90	21 48	32 38
Carrie R. Gilkey.....	2	110	45 00	"	2	110	47	2977	15 00	19 00	34 00
WAYMAN A. SMYTH.....	1	110	130 00	"	3	110	35	2296	15 00	15 34	30 34
Jane McKay.....	3	110	46 07	"	4	110	37	2927	20 00	10 56	30 56
Emeline D. Hayes.....	3	81	34 36	"	5	81	33	1413	14 72	9 44	24 16
Alex. McLean.....	2	80	58 17	"	6	80	34	1118	14 53	7 47	22 00
Clarissa Brown.....	2	106 1/2	43 56	" & Brighton.....	7	106 1/2	30	1258 1/2	14 52	8 41	22 03
Frederick P. Johnston	3	107	58 35	" & Kent.....	14	107	28	2019	10 44	13 49	23 93
J. Louisa La Dornier.....	3	105 1/2	33 50	Richm'd & Woods'k	1	105 1/2	35	1049 1/2	14 38	11 01	25 39
Kate Crawford.....	1	110	55 00	"	2	110	54	3027	15 00	20 23	35 23
Ada J. Kirkpatrick.....	2	110	45 00	"	3	110	44	2383	15 00	15 02	30 02
Isabel A. McBride.....	3	110	35 00	"	4	110	17	913	15 00	6 22	21 22
JOSIAH MURPHY.....	1	110	125 00	"	7	110	55	3082	15 00	20 26	35 26
James H. Hoyt.....	2	62	33 81	"	8	62	33	1053 1/2	8 45	7 07	15 52
Mary C. H. Flemming.....	2	90 1/2	39 47	"	9	90 1/2	24	1543	13 15	10 34	23 49
Eva E. McDougall.....	2	103 1/2	44 38	"	10	103 1/2	39	2103 1/2	14 79	14 09	28 88
Lizzie M. Sincock.....	2	110	45 00	"	12	110	29	2078	15 00	13 89	28 89
Jane Duff.....	3	50 1/2	17 97	" & Wakefield	13	50 1/2	4	160	7 70	1 09	8 79
Flora E. L. Dunn.....	3	110	35 00	"	14	110	32	1446	15 00	9 66	24 66
Sarah E. Longstaff.....	2	110	45 00	"	16	110	31	1821	15 00	12 17	27 17
Christiana McDougall	3	54	22 91	"	17	54	23	901	9 81	6 01	15 82
Edmund W. Stevens.....	2	109	59 45	Simonds.....	1	109	38	2672	14 88	17 85	32 71
Emma B. Ebbett.....	2	110	45 00	"	2	110	39	2008 1/2	15 00	13 42	28 42
COUNSEL T. HENDRY.....	1	108 1/2	133 14	" & Wicklow	4	108 1/2	72	4100	14 79	27 39	42 18
Daniel J. Hatfield.....	3	50	20 45	Wakef'd & Wilmot	1	50	28	313 1/2	6 32	5 43	12 25
Samuel A. Couillard.....	2	110	75 00	"	2	110	46	1895	15 00	12 66	27 66
Alder B. Boyer.....	2	51	27 82	"	3	51	45	1522	6 95	10 16	17 11
Jennie Getchell.....	2	105 1/2	43 15	"	5	105 1/2	39	2381	14 38	15 91	30 29
Willard P. Alward.....	3	60	24 54	"	6	60	26	.....	.....	.....	Returns too late.
W. B. Wiggins.....	1	110	150 00	"	7	110	74	4483	15 00	29 99	44 99
Mary Miller.....	1	110	55 00	"	8	110	37	2310	15 00	17 44	32 44
Henrietta G. Simonson	3	67	21 81	"	9	67	25	920	9 13	6 14	15 27
Martha McLaughlan.....	3	110	35 00	"	14	110	18	1168	15 00	7 73	22 73
Minnie McLeod.....	3	108	44 96	Wicklow.....	1	108	26	1776	19 27	11 86	31 13
Trustees' claims for } April, 1878. }				"	3	93	.....	2105	12 74	14 40	27 20
Alma Watson.....	2	103	42 13	" & Andover	5	103	15	1019	14 04	6 81	20 85
John Wallace.....	3	43	23 45	"	6	106	19	1215 1/2	19 27	8 12	27 39
Richard S. Bowser.....	1	63	57 26	"	7	110	38	2903	15 00	19 80	34 80
Emma Giberson.....	3	110	35 00	"	8	110	32	2298	20 00	15 15	35 15
Alice Giberson.....	2	109	44 58	"	9	109	41	2470	14 86	16 50	31 36
Mary E. Boyer.....	3	110	35 00	"	11	110	26	1445	15 00	9 05	24 05
Sarah J. McWald.....	2	110	45 00	"	12	110	43	2704	15 00	18 07	33 07
Hopsey Gregg.....	2	110	45 00	"	13	110	40	1932	15 00	13 24	28 24
Albina C. Tracy.....	2	108	44 17	"	14	108	65	3930	14 72	26 69	41 41
Mary A. Colter.....	2	109	44 58	"	15	109	42	1960 1/2	14 86	13 10	27 96
Agnes L. White.....	3	105	33 40	Wilmot.....	2	105	30	1850	14 31	9 06	23 37
Alice Reid.....	3	17	7 21	"	3	17	17	271	3 09	1 81	4 90
Matilda E. Campbell.....	4	110	150 00	"	4	110	76	4014 1/2	15 00	26 83	41 83
RICHARD WHEELER.....	2	106	57 81	"	5	106	40	2674	14 45	17 87	32 32
George McLeod.....	2	109	44 58	"	6	109	52	3330 1/2	14 86	22 30	37 16
Elizabeth C. Secord.....	3	50	20 45	"	7	50	29	997	6 52	6 07	13 49
Daniel J. Hatfield.....	3	109	34 67	"	9	109	30	1666 1/2	14 36	11 14	25 50

Judson  
Isabell  
Alice  
Annie  
Clara J  
Louisa  
Olive  
Jennie  
James  
Isaiah  
Charles  
Charles  
Elizabeth  
Angell  
Lizzie  
Charles  
Susan  
Annie  
Minnie  
Katherine  
Maudie  
Mary I  
Annie  
Tea. pc  
Jacob

COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Judson C. Manzer....	2	110	\$60 00	{ Wilmot, Wick- low & Simonds }	10	110	33	1715	\$15 00	\$11 46	\$26 46
Isabella McKilligan....	3	110	35 00	Wilmot.....	12	110	23	869	15 00	5 81	20 81
Alice A. Belyea.....	2	110	60 00	".....	14	110	35	2902	20 00	10 39	30 39
Annie A. Taylor.....	2	108½	44 38	".....	16	108½	26	1408½	14 79	9 41	24 20
Clara J. Marsten.....	2	102	41 72	Woodstock.....	1	102	50	2130½	13 90	14 23	28 13
Louisa H. Hartley.....	2	110	45 00	".....	2	110	39	2476	15 00	16 54	31 54
Olive A. Watson.....	1	110	55 00	".....	3	110	20	1041	15 00	6 06	21 06
Jennie E. Cunningham	3	110	35 00	".....	4	110	24	1506	15 00	10 06	25 06
James McCoy.....	1	100	75 00	}	5	871 raised.	429	28,089 raised.	118 72	187 71	306 43
Isaiah J. McCoy, c. r. a.	1	90	33 75								
Charles McLean.....	1	100	75 00								
Charles N. Scott.....	1	100	75 00								
Elizabeth Cupples.....	1	100	55 00								
Angelina Faulkner.....	1	100	55 00								
Lizzie H. Hay.....	1	100	55 00								
Charles O'Donnell.....	1	93	69 75								
Susan Price.....	2	78	35 10								
Annie Coldwell.....	1	21	11 55								
Minnie S. Carman.....	2	97½	40 70	".....	5	97½	23	1224	13 29	8 17	21 46
NEHEMIAH AYER.....	1	87	118 64	".....	6	174	75	3720	23 74	24 85	48 57
Maude Ketchum.....	2	87	35 58	".....	8	55	18	337	7 50	2 25	9 75
Mary E. Thompson.....	2	103	56 17	".....	9	103	46	3014	18 72	20 14	38 86
Tea. pd. in York Co. ....				} Woodstock and Canterbury...	23A	105	44	3320	14 31	22 18	36 49
Jacob W. Sherwood....	2	105	57 27								
			\$5337 91				4001	224,037	\$1493 55	\$1497 15	\$2990 70



COUNTY OF CHARLOTTE.—Continued.

County Fund.	Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
	NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
7	6	5	4	3	2	1	2	3	4	5	6	7
78	Susan M. Gillies.....	3	102	\$32 45	St. George.....	11	102	20	1272	\$13 00	\$10 38	\$24 28
40	Nellie McDiarmid.....	2	97	39 07	"	12	97	26	1419	13 22	11 59	24 81
94	George Bogle.....	3	110	45 00	"	13	110	73	3226	15 06	20 33	41 33
39	James Doherty.....	3	110	45 00	"	14	110	68	5031	15 00	41 06	56 06
94	Mary D. Dibblec.....	1	87	43 50	St. James.....	1	87	51	2162	11 83	17 05	29 51
67	Eva F. Moore.....	2	93	20 04	"	13	93	27	1122	8 59	9 16	17 75
80	R. J. Love.....	2	66	52 36	" & St. David	1	66	51	2807	13 08	22 91	35 99
40	Isabel Jenkins.....	2	82	33 54	"	2	82	54	2420	11 18	19 75	30 93
80	Sarah E. Turner.....	3	110	35 00	"	4	110	53	2275	15 00	18 57	33 57
74	Wm. M. Hamilton.....	2	90	49 37	"	5	90	27	961	12 34	7 84	20 18
25	Minna G. McKay.....	2	80	35 37	"	7	80	42	2553	11 79	20 84	32 63
75	Emma T. McCann.....	3	107	45 38	"	8	107	23	1924	19 44	10 81	30 25
17	Julia Smith.....	3	66	27 98	"	12	66	14	827	12 00	6 75	18 75
90	Marjory McCann.....	2	98	40 08	"	15	98	40	1847	13 30	15 08	28 44
0	Bessie M. Brown.....	3	110	46 67	"	17	110	13	1264	20 00	10 32	30 32
7	Charlotte Thompson.....	2	89	30 40	"	18	89	26	854	12 13	6 98	19 11
0	Ella G. Foster.....	2	110	45 00	St. Patrick.....	1	110	30	1400	15 00	11 43	26 43
8	Eliza M. Pettigrove.....	2	110	45 00	"	2	110	59	3200	15 00	26 61	41 61
1	Mary E. Neal.....	3	110	46 67	"	3	110	19	1197	20 00	9 77	29 77
4	Mary E. Currie.....	2	86	35 17	" & Du.....	4	86	24	1050	11 72	8 57	20 29
3	Barbara A. Mitchell.....	2	83	33 95	"	5	83	29	1287	11 31	10 50	21 81
1	H. Cawley.....	3	98	40 08	"	6	98	34	1442	13 30	11 77	25 13
3	Kath. D. Woodcock.....	2	108	44 17	"	8	108	24	1257	14 72	10 20	24 92
3	Mary J. Linton.....	2	108	45 80	" & St. George	9	108	23	1362	19 63	11 12	30 75
1	Lizzie A. Roulston.....	2	110	45 00	"	10	110	23	1538	15 00	12 55	27 55
1	Sarah A. Joye.....	2	110	45 00	St. Stephen.....	1	110	52	2358	15 00	19 23	34 23
1	Mary S. Veazey.....	2	78	32 10	"	4	78	26	1101	10 70	8 99	19 69
1	I. M. McDOWALL, A. B.	1	51	76 50								
1	JAMES A. FREEZE, A. B.	1	40	73 50								
1	R. Spiers Nicolson.....	1	99	74 25								
1	Rebecca Logan.....	1	100	55 00								
1	Julia R. Bateman.....	1	100	55 00	St. Stephen.....	2	983	552	40,081	134 74	350 00	515 73
1	William Noble.....	2	100	60 00								
1	Geo. J. Clark.....	1	100	75 00								
1	Annie M. Harvoy.....	1	100	55 00								
1	Emma S. Morrison.....	1	100	55 00								
1	Eleanor S. Dowling.....	1	100	55 00								
1	Fred. N. Welling.....	1	40	30 38								
1	E. L. McAllister.....	1	85	47 04								
2	C. M. Caswell.....	2	86	38 70	"	3	422	342	20,278	57 53	165 50	223 03
2	Lydia M. Randall.....	2	86	30 10								
2	Tillie S. Kirk.....	2	86	38 70								
2	Charlotte M. Robinson.....	2	64	20 36	"	5	64	60	2973	8 72	24 26	32 98
2	Mary A. Horan.....	2	71	29 04	"	6	71	34	1492	9 63	12 18	21 80
3	Lizzie A. Cochrane.....	3	108	34 35	"	7	108	40	2036	14 72	16 62	31 34
3	Aranda Hill.....	1	104	69 23	" & St. David	8	104	25	2613	19 01	16 49	35 54
3	Maggie E. Justason.....	1	109	72 67	West Islas.....	1	109	10	1544	19 81	12 61	32 42
3	ARTHUR M. SMITH.....	1	105	143 18	"	2	105	50	3244	14 31	26 48	40 79
3	Mary E. Dixon.....	2	92	37 63	"	3	92	74	3127	12 54	25 52	38 06
3	Lottie L. Lord.....	3	55	17 50	"	4	55	26	1092	7 50	8 91	16 41
3	Maggie Cockburn.....	1	110	55 00	"	5	110	81	4153	15 00	33 90	48 90
3	Josephine Hanson.....	3	103	32 92	"	6	103	47	2464	14 11	20 11	34 22
2	Samuel L. Bogle.....	2	106	57 51	"	7	106	58	3300	14 45	26 98	41 43
2	Nettie A. Henry.....	2	103	58 89	"	8	103	19	1716	10 03	14 00	33 63
				\$5350 07				5015	\$24,074	\$1657 49	\$2218 40	\$3876 04



COUNTY OF GLOUCESTER.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
6	7										5	4	3
\$19 60	\$39 4	Annie Young.....	3	105	\$33 40	Saumarez.....	2	105	58	2746	\$14 31	\$23 48	\$42 79
06 31	146 7	MAGGIE K. SMITH.....	1	100	150 00	"	3	220	102	4764	30 00	49 44	79 44
18 23	33 2	Oliver Robicheau.....	3	100	45 00	"	6	63	50	2107	8 59	21 86	30 45
26 76	41 7	Ellen Young.....	3	63	20 04	"	1	110	59	4241	15 00	43 99	56 99
18 94	33 6	Theophile Goguin.....	3	110	45 00	Shippegan.....	4	110	01	2587	15 00	26 83	41 83
26 37	45 0	Appolline Richard.....	3	110	35 00	"	6	110	52	3784	15 00	39 25	54 25
11 31	20 1	Arthemise Saindon.....	3	109	46 23	"	9	109	29	1655	19 81	17 17	36 98
15 00	29 7	Katie J. Wiseman.....	3	110	35 00	"	8	110	35	1196	15 00	15 41	27 41
13 53	33 5	Victoria V. Ellis.....	3	110	40 67	"	10	110	41	1998	20 00	20 72	40 72
11 56	26 5	Susan Ellis.....											
17 07	37 7				\$3418 05				2862	167,567	\$1083 61	\$1737 80	\$2821 60

COUNTY OF KENT.

Trustees.		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
6	7										5	4	3
70 02	116 4	Margaret G. Maillet..	3	101	\$42 84	Acadiaville.....	4	101	40	2283	\$18 36	\$23 33	\$41 69
14 01	34 0	Joseph Johnson.....	3	110	60 00	"	4	110	19	1597	20 00	16 32	36 32
17 67	32 6	Geo. R. Camp.....	2	100	54 54	Carleton.....	1	109	08	3120	13 63	31 88	45 51
12 37	27 2	Robert C. Byers.....	3	110	60 00	"	2	110	32	2171	30 00	22 19	42 19
76 18	106 1	Lillias J. Wilson.....	3	110	45 00	"	3	110	37	1933	15 00	19 75	34 75
72 52	117 3	John McMinn.....	3	110	60 00	"	4	110	32	2623	20 00	26 81	46 81
39 24	54 2	Mary McDonald.....	1	110	55 00	Dundas.....	1	110	60	3340	15 00	24 13	49 13
12 50	27 4	Joseph B. Williams..	3	110	45 00	"	2	110	55	2990	15 00	30 50	45 50
21 09	43 7	Trustees' claims for October, 1877.....				"							
20 52	45 7	Addie Potts.....	3	101	42 84	"	4	54	25	2100	7 36	22 37	29 73
20 70	46 3	Jerome Belliveau.....	3	110	45 00	"	5	101	25	1049	18 36	10 72	29 08
26 02	40 0	Hippolyte Godet.....	3	110	45 00	" & Moncton	6	110	47	2184	15 00	28 32	37 32
25 79	40 5	Cyrille Cormier.....	3	110	45 00	"	6	110	16	753	15 00	7 70	22 70
23 44	43 2	Phyllis Richard.....	3	110	45 00	"	7	82	82	3891	30 00	39 76	69 76
37 91	57 9	Augustin Passarieu..	3	109	44 58	"	3	109	41	2505	14 80	25 60	40 40
25 77	45 5	Wilfred HeBert.....	3	110	45 00	"	9	180	37	1585	17 73	16 20	33 93
75 37	105 2	Wilfred HeBert Ap. 78	3	29	8 18	"							



COUNTY OF KENT.—Continued.

Trustees.		Prov'l Grant to Teachers.			Locality.			County Fund to Trustees.					
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	6	5	4	3	2	1	2	3	4	5	6	7
\$11 09	\$29 87	James Lawson.....	2	100	\$67 00	Wellington.....	1	100	72	4193	.....	\$42 85	\$42 85
10 20	18 18	James Kay.....	2	88	49 30	"	9	83	43	2193	\$11 09	22 41	34 40
16 33	31 52	Joanna Atkinson.....	2	103	44 17	" & St. Marys.....	3	103	26	1270 1/2	14 52	12 68	27 70
11 07	18 00	Sarah Hutchinson.....	3	100 1/2	33 83	"	1	100 1/2	51	2201	14 52	22 50	37 02
8 03	23 00	Mary McPhail.....	1	110	55 00	"	5	110	38	1380	15 00	14 10	29 10
14 41	34 32	Janet P. McKay.....	3	110	45 00	"	3	110	35	1491 1/2	15 00	15 24	30 24
24 53	39 52	Benoni A. Cormier.....	3	43	17 59	"	10	43	42	808 1/2	5 86	8 83	14 74
140 15	200 11				\$3534 04				2077	108,108 1/2	\$1147 20	\$1717 95	\$2805 15

COUNTY OF KINGS.

Trustees.		Prov'l Grant to Teachers.			Locality.			County Fund to Trustees.					
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	6	5	4	3	2	1	2	3	4	5	6	7
21 37	36 33	Andrew Sprague.....	2	110	\$60 00	Cardwell & Salisb'y	3	110	30	1673	\$15 00	\$12 50	\$27 50
12 45	21 33	Wm. E. Hornbrook.....	1	81	110 46	Cardwell.....	1	150	67	3444 1/2	20 58	25 73	46 31
34 30	49 32	Ella Kennedy.....	2	70	23 63	" & Elgin.....	3	.....	9	550	.....	4 11	4 11
31 35	46 33	Tea. pd. in Albert Co.....	3	110	45 00	"	4	110	23	550	15 00	4 11	10 11
7 03	21 33	John Forbes Peters.....	3	110	45 00	" & Elgin.....	5	109	31	793	19 81	5 92	25 73
12 71	27 73	Allen W. Bray.....	2	109	74 31	"	7	89	28	1350 1/2	12 13	10 09	22 22
21 33	36 13	Celina E. Gray.....	2	89	36 40	Greenwich.....	2	105	45	2315 1/2	14 31	21 03	35 34
25 10	39 41	Zora E. Freese.....	2	105	42 94	"	2	108	30	2107 1/2	14 72	15 75	30 47
22 86	37 82	L. S. Pickett.....	2	108	53 00	"	2	116	.....	9154 1/2	15 00	16 10	31 10
40 31	55 33	Trustees' claims for April, 1873.....				"							
23 39	38 33	Priscilla S. Belyea.....	2	110	45 00	"	3	110	31	1030	15 00	12 17	27 17
15 04	30 32	Mary L. Frost.....	1	110	55 00	"	4	110	45	2398	15 00	17 92	32 92
31 76	40 72	A. W. Crabbe.....	2	110	60 00	"	5	110	29	1803	15 00	13 51	28 51
19 40	34 40	Annie A. Greaves.....	2	82	33 54	Hammond.....	3	82	23	1004 1/2	11 18	7 50	18 03
11 07	43 73	Wm. Tommel.....	3	110	60 00	"	4	110	45	1630	15 00	11 43	26 43
1 08	18 41	Matilda J. Booth.....	3	110	40 07	"	5	110	44	2163	20 00	16 29	36 29
23 53	47 01	Wellington U. Jenkins.....	2	105	57 27	"	6	105	43	2042 1/2	14 31	21 98	36 29
8 09	58 50	Mary A. Ryan.....	3	109	34 67	" & Sussex.....	3	109	46	2102 1/2	14 80	15 70	30 56
7 90	22 96	Laura A. Purves.....	2	103	44 17	Hampton.....	1	103	16	691 1/2	14 72	5 17	19 89
9 54	42 22	FRANK H. HAYES.....	1	105	143 18	"	2	218 1/2	96	4296	29 10	32 10	61 20
18 30	37 18	Nelle Crawford.....	3	108 1/2	34 51	"	3	110	37	2425 1/2	15 00	18 12	33 12
9 93	37 99	Percy Warnford.....	2	110	60 00	"	6	103	60	2974 1/2	14 72	22 24	36 96
1 39	26 15	Carrie M. Melvin.....	2	108	44 17	"	3	110	23	1632 1/2	15 00	12 12	27 12
4 04	34 63	Chas. Warnford.....	2	110	60 00	"	3	110	23	1632 1/2	15 00	12 12	27 12





COUNTY OF KINGS.—Continued.

Trustees		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
COUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
6	7										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
43	822	Geo. W. Fowler.....	2	105	\$57 27	Studholm & Sussex	11	105	54	2533	\$14 31	\$13 02	\$33 23
40	34	Jane C. Sharp.....	2	110	45 00	"	12	110	41	2100	15 00	15 69	30 69
48	27	A. Brunswick Foster.....	2	104	56 72	"	13	104	34	1956	14 18	14 61	28 79
18	24	Athelina E. Sharp.....	2	105	57 25	"	14	105	14	1160	10 08	8 67	27 75
25	42	JOHN F. ROGERS.....	1	99	135 00	" & Springfld	15	99	64	3808	13 49	23 45	41 94
42	80	R. J. Kincaid, c. r. a. . .	3	98	20 04	"	16	88	25	1165	11 99	8 70	20 69
84	32	Joseph D. Pearson.....	3	98	36 00	"	17	110	33	1826	15 00	13 65	28 65
06	34	Elizabeth J. Parlee.....	2	110	45 00	"	18	96	24	1063	13 03	7 94	21 02
91	34	Lois A. Northrup.....	2	109	59 45	"	19	109	30	1907	14 86	14 25	29 11
06	34	Hiram W. Folkins.....	3	88	27 99	"	20	88	18	1281	11 99	9 57	21 56
50	25	Abbie M. Sinnott.....	3	110	56 25	{ Do. Johnston } & Brunswick }	22	110	22	911	20 00	6 81	26 81
82	35	Wm. C. M. Knight.....	2	110	45 00	Studholm.	23	110	33	1060	15 00	7 47	22 47
34	33	Mary E. McLeod.....	2	108	58 90	" & Sussex	25	218	88	5306	29 72	39 64	69 36
34	26	Edmund Puddington.....	2	110	45 00	"	1	149	98	3854	20 31	28 79	49 10
70	30	Bessie A. Pearson.....	1	74	50 45	Sussex.....	1	149	98	3854	20 31	28 79	49 10
31	33	Angus Sillars, A. B.....	2	75	30 63	"	2	407	220	11310	55 53	84 57	140 10
30	24	Louisa M. Nowlan.....	1	101	138 40	"	4	110	18	1090	15 00	8 15	23 15
70	63	Geo. S. Canson.....	1	102	51 25	{ Do. Upham & } Hammond }	5	99	35	1551	13 56	11 50	25 15
80	27	Jennie E. Murray.....	2	101	55 09	Sussex & Waterford	6	110	36	2071	15 00	15 47	30 47
14	23	Isaac H. Hallett.....	2	102	41 93	" & Hammond	9	110	33	1833	15 00	13 70	28 70
64	28	Annie E. Buchanan.....	2	102	41 93	"	10	100	39	1770	14 03	13 20	28 22
76	11	Phebe E. McMonagle.....	3	110	35 00	"	11	110	38	1945	15 00	14 53	29 53
20	29	Hattie C. Fowler.....	2	99	40 70	"	12	110	24	1343	15 00	10 03	25 03
20	23	Sarah M. Sharp.....	2	110	45 00	"	13	78	21	875	10 63	6 54	17 17
44	25	Bethia B. Taber.....	2	110	45 00	"	14	110	24	1315	20 00	9 83	29 83
37	37	Wm. J. Dunlap.....	3	109	44 79	"	1	88	30	1657	11 99	11 63	23 62
35	39	Maggie M. Cunningham	3	110	35 00	Upham	2	110	19	1404	20 00	10 49	30 49
18	12	Eliza J. Mercer.....	3	110	35 00	" & Simonds	3	110	61	2458	15 00	18 37	33 37
24	25	Harriet A. Sproul.....	2	73	31 90	"	4	107	48	1512	14 58	11 30	25 88
18	18	Edmund H. Fowler.....	3	110	60 00	"	6	110	42	2666	15 00	19 92	34 92
7	29	ROBT. M. RAYMOND.....	1	83	90 00	"	7	110	43	1893	15 00	14 18	29 18
0	21	Alice K. Lawson.....	3	110	46 67	" & St. Martins	10	110	23	1502	15 00	11 22	26 22
7	23	John B. Hayes.....	2	110	60 00	Waterfd & Ham'nd	1	103	45	2215	14 04	16 55	30 59
0	21	Charlotte M. Nason.....	3	107	34 04	Do. Alma & Elgin.	3	110	13	1175	20 00	8 78	28 78
3	25	Eli M. Fenwick.....	3	110	35 00	Waterford	5	110	33	873	15 00	6 52	21 52
6	12	Elvina D. Brown.....	2	110	45 00	"	7	110	22	1038	20 00	7 76	27 76
9	28	Amy P. Hardiug.....	3	110	35 00	"	8	110	36	1838	15 00	14 11	29 11
0	44	Amelia A. Nason.....	3	103	32 76	Westfield.	1	103	19	1195	19 63	8 93	28 56
3	21	Cath. Jane Lockhart.....	3	110	40 67	"	2	110	39	2840	15 00	21 22	36 22
3	25	Catharine Donavan.....	3	110	40 67	"	3	96	27	1457	13 08	10 89	23 97
29	7	Harriet E. Mallery.....	3	110	35 00	"	6	110	26	1412	15 00	10 55	25 55
22	9	Sarah T. Lockhart.....	3	108	42 94	"	7	107	20	1344	14 53	10 04	24 62
31	5	Hattie Nugent.....	2	96	39 26	"	8	30	18	307	4 09	2 29	6 38
1	6	John W. Caulfield.....	1	110	75 00	"	9	110	14	695	15 00	5 19	20 19
84	9	Josephine Kinnie.....	2	110	45 00	"	11	110	21	1471	20 00	10 99	30 99
8	2	Minnie Smith.....	2	110	45 00	"	12	110	24	1440	15 00	10 76	25 76
84	2	Emma F. Berry.....	2	107	43 76	"	13	110	30	2225	15 00	16 63	31 63
31	4	David J. Wagner.....	3	30	12 27	"							
23	13	Frederic E. Currie.....	3	110	45 00	"							
27	06	William McRae.....	3	110	60 00	"							
22	5	Eliza J. McConchio.....	2	110	45 00	"							
20	3	Hannah V. Monahan ..	3	110	35 00	"							
35	3				9638 66				5654				
14	03									238,674			
23	18									\$1969 80			
83	11									\$1783 15			
										\$6602 96			



COUNTY OF NORTHUMBERLAND.

Trustees		Prov'l Grant to Teachers.			Locality.			County Fund to Trustees.					
MOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.					
On account of average attendance of Pupils.	Total amount from County Fund.							Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	8	9	10	11	12	13	14	15	16	17		
16 48	\$31	Maggie Buckley.....	3	110	\$35 00	Alnwick.....	1	110	32	2025	\$15 00	\$12 70	\$27 70
4 40	107	Teresa B. Holt.....	3	110	46 07	"	1	110	19	1558	20 00	9 76	29 76
0 11	24	Thomas Dunn.....	3	104	42 54	"	2	104	25	1420	14 18	8 01	23 09
11 75	26 7	Romain B. Hache.....	3	109	44 58	"	4	109	31	1658	14 86	10 40	25 26
.....	5 1	Pl. P. Gaudet.....	3	82 <sup>1</sup> / <sub>2</sub>	44 99	"	5	82 <sup>1</sup> / <sub>2</sub>	07	3747	15 00	23 60	38 50
is too late.		Louisa J. McDonald.....	3	105	34 35	"	6	105	47	2852 <sup>1</sup> / <sub>2</sub>	14 72	17 89	32 61
14 00	34 0	Jessie McDonald.....	3	101	32 13	"	7	101	44	2437	13 77	15 28	29 05
11 39	26 3	Mary J. Carruthers.....	3	105	44 53	"	8	105	52	2929	19 03	18 37	37 45
6 30	20 8	Mary Jane Tait.....	3	110	46 67	"	8	110	32	2485 <sup>1</sup> / <sub>2</sub>	20 00	15 65	35 65
4 11	12 2	Ferdinand Robichaud.....	3	74	40 36	"	13	74	34	1700 <sup>1</sup> / <sub>2</sub>	13 45	10 07	24 12
6 96	21 9	Amy M. Iddles.....	2	109	44 58	Blackville.....	1	109	46	1921	14 86	12 05	26 91
6 03	21 4	Feresa Moran.....	3	110	35 00	" & Blissfield	1	110	34	1702	15 00	10 63	25 63
3 00	23 0	John Flanagan.....	2	107	45 36	"	2	107	41	1486 <sup>1</sup> / <sub>2</sub>	14 58	9 32	23 90
7 68	22 6	Rebecca J. Vyo.....	3	88	27 99	"	4	88	44	1603 <sup>1</sup> / <sub>2</sub>	11 99	10 09	22 08
0 12	25 1	Annie P. Gilman.....	2	110	45 00	"	5	110	38	1901	15 00	11 04	26 94
8 96	23 8	Wm. H. Grindley.....	2	110	60 00	"	6	110	42	1644	15 00	10 51	25 51
7 06	22 9	John Curran.....	2	110	90 00	"	7	110	54	2658	15 00	16 67	31 67
9 38	24 3	Julia Jordan.....	3	106	33 72	"	11	106	41	1750	14 45	10 97	25 42
0 47	25 6	Elisbet Archibald.....	2	110	45 00	"	11	110	21	1535 <sup>1</sup> / <sub>2</sub>	15 00	9 63	24 63
5 51	23 5	Maggie Kegan.....	3	108	45 80	Blissfield.....	1	108	30	2771 <sup>1</sup> / <sub>2</sub>	19 63	17 33	37 01
1 50	24 5	Eliza M. Young.....	3	109	34 67	"	2	109	20	1170	14 86	7 34	22 20
17 18	18 3	J. Charlotte Hammond.....	2	110	45 00	"	2	110	30	1905	15 00	11 05	26 05
9 35	27 9	Rowland Crocker.....	3	109	44 58	"	4	109	47	2240 <sup>1</sup> / <sub>2</sub>	14 86	14 09	28 95
94 19	94	Ingram B. Oakes, A. M.	1	100	75 00	"							
40 32	49	Kate M. Williston.....	3	100	55 00	"							
06 31	20 4	Simon Crumley.....	3	100	45 00	Chatham.....	1	550	285	21,953	75 00	137 60	212 69
42 20	40	Minnie R. Haviland.....	3	100	35 00	"							
20 25	28	Cecelia Alexander.....	1	100	55 00	"							
53 22	53	Maggie Miller.....	2	104	42 54	" & Gleneig	1	104	37	1920	14 18	12 04	26 22
97 32	73	Christina Cameron.....	2	110	45 00	"	2	110	51	2624	15 00	16 46	31 46
59 32	59	DONALD McIntosh.....	1	110	150 00	"	3	110	75	4059	15 00	25 46	40 46
21 12	15	James McIntosh.....	2	103	68 90	"	4	103	78	4095	14 72	25 68	40 40
12 30	11	Adelaide Ritchie.....	2	110	45 00	" & Gleneig	5	110	47	2395	15 00	15 02	30 02
70 25	75	Mrs. Catharine Baldwin	2	52	21 27	"	6	107	48	2056	14 53	12 00	27 48
17 27	65	Ellen Burns.....	2	55	22 50	"	6	107	36	1313	14 93	8 23	23 16
38 29	68	Kate Loggie.....	2	109	44 78	" & Gleneig	6	109	36	1313	14 93	8 23	23 16
72 21	75	Annie Quinlan.....	1	90	49 50	"	8	207	207	13419 <sup>1</sup> / <sub>2</sub>	23 22	84 15	112 37
52 20	26	Mary B. Tweedie.....	2	93	44 10	"							
33 26	38	Maria Baldwin, c. r. a.	3	93	17 15	"							
14 30	14	Thomas Caulfield.....	1	100	75 00	"							
38 23	30	Bridget Flanagan.....	1	100	55 00	"							
14 30	14	John McInnes.....	3	100	45 00	"	9	330	172	9892	45 00	62 04	107 04
15 24	05	JAMES W. WATSON.....	1	100	145 22	Derby.....	1	100	45	2114	14 52	13 26	27 78
46 62	62	Helen Horgan.....	2	110	45 09	"	1	110	45	2517	15 00	15 79	30 79
13 22	23	Martha P. Thompson.....	3	101	42 81	"	2	101	12	820	18 36	5 20	23 56
		Amy Archibald.....	2	110	45 00	"	3	110	42	2688 <sup>1</sup> / <sub>2</sub>	15 00	16 86	31 86
		Isabella McIntosh.....	2	110	45 00	"	4	110	34	2093	15 00	13 16	28 16
		Bridget Murray.....	3	110	46 67	Gleneig.....	2	110	22	1303	20 00	8 55	28 55
		Alice C. Henry.....	3	74	23 54	"	5	92	17	1112 <sup>1</sup> / <sub>2</sub>	12 54	6 98	19 52
		Ella B. McLean.....	3	18	5 73	"	6	106	23	1616	19 27	10 14	29 41
		Maggie J. Barron.....	3	106	44 98	"	7	110	43	2632	15 00	13 12	28 12
		T. G. McKay.....	2	79	32 31	"	7	79	29	1527	10 77	9 63	20 35
		Elizabeth McLauchlan.	3	106	33 72	"	8	103	30	1010 <sup>1</sup> / <sub>2</sub>	14 45	6 39	20 84
		Bridget M. Hackett.....	3	89	15 95	"	8	30	29	499 <sup>1</sup> / <sub>2</sub>	5 32	3 13	8 45
		Cornelius Launey.....	3	70	29 69	"	10	70	17	1206	12 72	7 57	20 29
		Christiana O'Neill.....	3	103	32 76	Hardwick.....	1	103	46	2510	14 04	15 74	29 78
		Mrs. Daniel Lewis.....	3	103	59 10	"	4	103	26	1923	19 72	12 06	31 78
		Chas. Anthony.....	3	103	43 76	"	5	107	29	1819	14 68	11 41	25 99
		Mary J. Wilkinson.....	2	107	43 76	"	5	107	29	1819	14 68	11 41	25 99

\$1085 00

COUNTY OF NORTHUMBERLAND.—Continued.

NAME.	Prov'l Grant to Teachers.		LOCALITY.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	County Fund to Trustees			Pro		
	Class.	Legally authorized days actually employed.						Amount of Grant.	AMOUNT.				
									On account of Teachers employed.	On account of average attendance of Pupils.		Total amount from	
6	5	4	2	1	2	3	4	5	6	7			
Amelia Wilson.....	3	110	\$46 67	Ludlow.....	1	110	48	30634	\$20 00	\$19 21	\$39	Nettie L.	
Susie E. Perley.....	1	109	54 50	".....	3	109	20	1292	14 86	8 10	23	Hesner	
Mary O. Wade.....	3	79	33 51	".....	4	79	30	1998	14 36	12 53	26	Tea. pd.	
Tea. pd. in York Co.....				& Stanley	12A			333		2 09	2	W. B. W.	
Michael Flane.....	2	103	56 19	Nelson.....	1	103	100	4633	14 04	20 37	43	Chas. W.	
Emma Flett, c. r. a.....	3	97	15 51	".....								Marinda	
Maggie McDonald.....	2	110	45 00	".....	2	110	46	2407	15 00	15 10	30	Amanda	
Maggie Woods.....	3	110	35 00	".....	3	110	30	958	15 00	6 01	21	L. V. F.	
Cath. A. Bohan.....	3	110	35 00	".....	4	110	24	1166	15 00	7 31	22	L. J. Fl	
Maggie A. Jordan.....	2	109	44 58	".....	5	109	35	1216	14 82	7 63	22	L. Jenn	
Grace E. M. Greenan.....	3	104	44 11	".....	6	104	21	1199	13 91	7 52	26	Anna A.	
Benjamin Parker.....	3	103	44 17	".....	7	103	33	1623	14 72	10 18	24	Minnie I.	
Jonathan Carnalt.....	3	101	41 31	".....	8	101	54	2771	13 77	17 38	31	Arthur C.	
Grace McMasters.....	3	110	35 00	".....	9	110	32	2125	15 00	13 35	28	Rachel J.	
Mary J. Swim.....	2	110	45 00	Newcastle.....	1	110	27	1473	15 00	9 24	24	John C.	
Charles Stewart.....	3	110	45 00	".....	2	110	31	1841	15 00	11 54	26	Stanley	
Maggie S. Gordon.....	2	110	60 00	".....	2	110	15	1315	20 00	8 25	28	John O.	
Annie McEachran.....	3	104	33 08	".....	3	104	27	1033	14 18	14 20	24	William	
Ellen Wall.....	3	110	46 67	".....	4	110	26	1536	20 00	9 63	29	Annie A.	
Lizzie M. McBeath.....	2	110	45 00	".....	5	110	30	1577	15 00	9 89	24	Rebecca	
Wm. Jas. Fowler.....	2	110	75 00	".....								James F.	
Mary J. Russell.....	2	110	45 00	".....	6	110	32	182	11701	44 79	73 39	113	Exochi T.
Eliza M. Adams.....	2	108	44 37	".....								Lily A. C.	
C. M. Hutchison.....	1	100	150 00	".....								Samuel.	
E. P. Flewelling.....	1	100	75 00	".....								Chas. D.	
Eliza Hickey.....	1	100	55 00	".....								Maggie I.	
Olivia Parker.....	1	99	54 45	".....								Annie R.	
Annie M. Hanson.....	2	100	45 00	".....	7	988	442	32,104	134 70	201 73	336	Anna J.	
P. F. Morrisay.....	2	100	60 00	".....								E. F. Fe	
Annie Morrell.....	2	100	45 00	".....								Lemuel J.	
Wm. Sievwright.....	3	99	44 50	".....								J. Leslie	
Sarah J. Reid.....	2	100	45 00	".....								James B.	
Mary A. Buckley.....	3	110	46 67	Northesk.....	1	110	15	792	20 00	4 97	24	Phoebe A.	
Frank M. Kelly.....	2	110	80 00	".....	2	110	17	1503	20 00	9 42	29	Charles I.	
John Hamilton.....	2	110	60 00	".....	5	110	14	1139	15 00	7 14	22	Tea. pd.	
Isabella McMillan.....	2	105	42 94	".....	6	105	53	3415	14 31	21 42	35	Benjami	
Mary J. McRoberts.....	2	110	45 00	".....	7	110	23	1701	15 00	10 67	25	S. L. T.	
Bridget Keam.....	3	110	48 67	".....	8	110	35	1935	20 00	12 14	32	Angeline	
Sallie B. Smith.....	3	110	35 00	".....	9	110	43	2243	15 00	14 10	29	Mary Ms	
Maggie J. E. McTae.....	3	105	33 56	".....	10	105	53	2222	14 33	13 94	28	Allen Mc	
Robert Moir.....	2	106	57 81	".....	11	106	46	2275	14 45	14 27	23	Kezia E.	
Maggie M. McIntosh.....	2	98	40 08	".....	12	98	33	1691	13 30	10 61	23	Emeline	
Annie Fisher.....	3	110	35 00	".....	13	110	36	1937	15 00	12 15	27	M. Ann	
Eliza Buckley.....	2	110	45 00	".....	14	110	19	1415	15 00	8 87	23	Janet E.	
Marion E. Jack.....	2	110	45 00	".....	15	110	26	1586	15 00	9 95	24	Wm. Ma	
			\$4870 00					4083	230,720	\$1613 00	\$1503 50	\$3017 40	

Nettie L.  
Hesner  
Tea. pd.  
W. B. W.  
Chas. W.  
Marinda  
Amanda  
L. V. F.  
L. J. Fl  
L. Jenn  
Anna A.  
Minnie I.  
Arthur C.  
Rachel J.  
John C.  
Stanley  
John O.  
William  
Annie A.  
Rebecca  
James F.  
Exochi T.  
Lily A. C.  
Samuel.  
Chas. D.  
Maggie I.  
Annie R.  
Anna J.  
E. F. Fe  
Lemuel J.  
J. Leslie  
James B.  
Phoebe A.  
Charles I.  
Tea. pd.  
Benjami  
S. L. T.  
Angeline  
Mary Ms  
Allen Mc  
Kezia E.  
Emeline  
M. Ann  
Janet E.  
Wm. Ma

COUNTY OF QUEENS.

Trustees		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
COUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
6	7										5	4	3
10 21	\$29	Nettie L. Belyea.....	2	103	\$42 13	Brunswick.....	2	103	27	1542½	\$14 04	\$9 90	\$24 03
8 10	22	Jesner A. Taylor.....	3	71	38 72	" " & Salisbury	4	71	30	1140	12 91	7 39	20 30
12 53	28	Tea. pd. in West'd Co.				" " & Cambridge.	23		6	100	0 05	0 05	0 05
2 09	26	W. B. Welsh.....	2	110	00 00	" " " "	1	110	38	2383	15 00	15 47	30 47
10 37	43	Chas. V. Belyea.....	3	101	41 31	" " " "	2	101	54	2687½	13 77	17 41	31 18
5 10	30	Marinda Hicks.....	1	109	54 50	" " " "	3	109	25	1415	14 86	9 17	24 03
6 01	21	Amanda A. Straight.....	2	56	22 90	" " " "	4	56	10	80½	7 63	5 21	12 84
7 31	23	L. W. Fowler.....	2	109	59 45	" " " "	5	109	30	2087	14 86	13 52	23 33
7 63	23	L. J. Flower.....	3	104	56 70	" & Waterboro	6	104	35	2203	18 91	14 27	33 18
7 52	26	L. Jennie Oakley.....	3	109½	40 44	" " " "	7	109½	25	1365	19 91	8 84	23 75
0 18	24	Anna A. Colwell.....	3	109	34 07	" " " "	8	109	12	847½	14 86	5 49	20 35
7 38	31	Minnie Mott.....	2	110	45 09	" " " "	9	110	22	1157	15 00	7 49	22 49
8 35	28	Arthur C. Belyea.....	2	109	59 45	" " " "	10	109	56	3763	14 86	24 41	39 27
9 24	24	Thackel J. Robinson.....	2	110	45 00	" " " "	12	110	45	2304	15 00	18 16	33 16
1 54	26	John Caldwell.....	3	110	45 00	Canning.....	1	110	37	2553½	15 00	16 57	31 57
8 25	28	Stanley G. Olive.....	2	101	55 09	" " " "	2	101	10	643	13 77	4 17	17 94
0 24	24	John O'Mar.....	1	109	89 18	" " " "	3	109	10	633	19 81	4 10	23 91
9 63	29	William Balmain.....	3	99	40 49	" " " "	5	99	35	1335½	13 49	8 05	22 14
0 80	24	Annie M. Hucstis.....	2	93	50 72	" " " "	6	93	44	2370	16 91	15 35	32 26
3 39	113	Rebecca A. White.....	2	109	44 58	" " " "	7	109	38	2353	14 86	15 24	30 10
		James R. Barton.....	2	110	60 00	Chipm'n & Northf'd	1A	110	20	1581½	15 00	10 25	25 25
		Enoch Thompson.....	1	110	150 00	" " " "	5	110	50	3114	15 00	20 17	35 17
		Lily A. Goodspeed.....	2	109	44 58	" " " "	0	109	37	2114	14 86	13 69	28 55
		Samuel H. Moore.....	2	110	60 00	" " " "	8	110	26	1524	15 00	9 87	24 87
		Chas. D. Lowery.....	3	109	59 44	" " " "	9	109	33	2666	19 81	17 27	37 08
		Maggie E. Taylor.....	2	110	45 00	" " " "	11	110	23	1506	15 00	9 78	24 78
		Annie R. McDougall.....	3	110	35 00	" " " "	12	110	32	2016	15 00	13 06	23 06
1 73	336	Anna J. Corbett.....	3	108	34 35	Gagetown.....	1	108	19	1211	14 72	7 84	22 56
		E. F. Ferguson.....	2	81	44 18	" & Hampste'd	2A	81	11	446½	11 04	2 89	13 93
		Lemuel A. Curry, A. M.	1	110	75 00	" " " "	3	220	81	4731½	30 00	30 65	60 65
		J. Leslie Smith.....	2	110	60 00	" " " "	4	110	22	819	15 00	5 31	20 31
		James Barnett.....	2	110	60 00	" " " "	5A	87	18	983½	11 86	6 37	18 23
1 07	24	Phebe A. Hartt.....	3	87	27 67	{ Gagetown, Cann- ing & Cambridge	6A	109	51	2326	14 86	15 07	29 93
4 42	29	Charles L. Tracy.....	2	109	59 45	Gagetown.....	7A		8	371½		2 41	2 41
14 22		Tea. pd. in Sunbury Co				" & Burton	8A	110	16	908½	15 00	5 87	20 87
42 35		Benjamin Hayes.....	2	110	60 00	" & Cambridge	1	107	27	1659½	14 58	10 75	25 33
07 25		S. L. T. Wiggins.....	2	107	58 36	Hampstead.....	1½	110	11	705½	15 00	4 57	19 57
10 29		Angelina Sanburn.....	3	109	34 67	" " " "	2	109	9	677½	14 86	4 39	19 25
14 32		Mary Macalpine.....	2	98	53 44	" & Gagetown	3	98	11	506½	17 81	3 86	21 67
04 23		Amelia J. Beacom.....	3	102	41 72	" & Gagetown	6	102	38	1861½	13 90	12 06	25 96
27 23		Allen McLeod.....	3	109	34 07	" & Gagetown	7	109	36	1937	14 86	12 55	27 41
61 23		Kezia E. Davis.....	3	108½	34 51	" " " "	9	108½	20	702	14 79	4 55	19 34
15 27		Emeline L. Harrison.....	2	108	58 90	Johnston.....	1	108	35	1887	14 72	12 22	26 94
87 23		R. Wm. Perry.....	3	110	45 00	" " " "	3	110	27	1381½	15 00	8 63	23 63
95 24		T. James Craft.....	1	110	55 00	" " " "	4	110	31	2025½	15 00	13 12	23 12
		Elizabeth S. Clark.....	2	78	56 72	" " " "	6	78	22	912	14 17	5 91	20 08
		T. Wesley Smith.....	2	110	60 00	" & Wickham	11	110	41	2520	15 00	16 32	31 32
		Wm. Somerville.....	2	44	24 00	" " " "	11	44	13	230	6 00	1 49	7 49
		Alfred McDonald.....	2	108	58 90	" " " "	12	108	24	1051½	14 72	6 81	21 53
		J. A. Strong.....	3	110	35 00	" " " "	14	110	35	1596	15 00	10 34	25 34
		Annie Thompson.....	2	110	60 00	" " " "	15	110	35	1429	15 00	9 26	24 26
		B. M. Northrup.....	3	109	34 37	" " " "	16	109	22	1134	14 86	7 35	22 21
		Eva T. S. Austin.....	2	105	76 36	" " " "	17	105	29	2087½	19 08	13 52	38 60
		Edward Conley.....	1	83½	56 93	Petersville.....	1	83½	55	1721½	11 39	11 15	22 53
		A. Machum.....	3	110	46 07	" " " "	2	110	24	1490	20 00	9 65	29 65
		M. Anna Ward.....	3	110	85 60	" " " "	3	110	39	1827	15 00	11 84	28 34
		Janet E. McKenzie.....	3	109	44 53	" " " "	6	109	28	1656	14 86	10 73	25 59

COUNTY OF QUEENS.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.							Prov'	
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				Total amount from County Fund.	N
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from			
6	5	4	3	2	1	2	3	4	5	6	7			
Mary Jane Murray.....	2	88	\$27 09	Petersville.....	8	88	36	1992	\$11 99	\$12 00	\$24	Donald Mc		
Ella Johnston.....	2	68½	21 15	"	9	66½	17	406½	9 07	2 03	11	ary Mc		
J. Newton Thorne.....	2	110	45 00	"	10	110	50	2560	15 00	16 59	31	al. to T		
Wm. Quinn.....	2	102	55 63	"	11	102	43	2011	13 90	13 02	26	F. Dor		
W. Miles Craft.....	2	110	60 00	" & Hampstead	12	110	34	1888	15 00	12 23	27	April 18		
Robertson Gardiner.....	3	109	59 44	"	13	109	22	1811½	19 81	10 44	30	lex. Ros		
David A. Murphy.....	3	79	32 31	"	14	79	39	1185	10 77	7 69	18	ary Des.		
Walker B. Flowelling.....	2	110	60 00	"	15	110	36	2115½	15 00	13 70	28	A. Dun		
William Tilley.....	2	103	58 ½	"	17	103	35	1193	14 72	7 77	22	avin Har		
Adelia A. Barton.....	3	109	34 67	Waterboro.....	1	109	53	3402	34 86	22 43	37	ina Ger		
Fannie F. Fraser.....	3	110	46 07	"	2	110	25	2200	20 00	14 25	34	becca J.		
Melinda J. Kennedy.....	3	108	45 80	"	3	108	27	1831	19 63	12 18	31	ames A.		
Margaret S. Cox.....	2	109	44 58	"	4	109	40	2834½	14 86	13 75	33	Robert Ha		
Angeline E. Wasson.....	3	110	35 00	"	5	110	26	1766	15 00	11 38	26	anet Ferr		
Hannah Snodgrass.....	1	110	55 00	"	7	110	31	2189	15 00	14 18	29	aggie Ke		
John W. DeVeber.....	3	110	60 00	"	8	110	32	1838	20 00	12 23	32	Peter Mc		
Chas. W. Farjoy.....	3	108	58 89	"	9	108	14	1043	19 63	6 70	26	ella McT		
Sarah J. Price.....	2	110	60 00	"	10	110	30	2456½	20 00	15 91	35	ea. pd. int		
C. Matilda Sprague.....	3	109	34 67	Wickham.....	1	109	46	3713	14 86	24 05	38	ulian G.		
John H. DeLong.....	2	100½	58 09	"	4	100½	30	1443	14 52	9 35	23	ohn Chah		
Lizzie A. McCreedy.....	2	109	44 58	"	5	109	35	1927½	14 86	12 97	27	argaret		
Emeline A. Akerley.....	3	110	46 67	"	8	110	22	1466½	20 00	9 60	29	atharine		
Gertrude T. Akerley.....	2	100	40 90	"	10	100	27	1235	13 63	8 39	22	Edward Ca		
			\$3942 04				2410	136,139½	\$1195 30	\$881 91	\$2077 21			

COUNTY OF RESTIGOUCHE.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.							Prov'l	
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				Total amount from County Fund.	NA
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from			
6	5	4	3	2	1	2	3	4	5	6	7			
William Firth.....	2	110	\$60 00	Addington.....	2	110	42	2560	\$15 84	\$14 48	\$30 12	Jas. S. Tru		
JOHN LAWSON.....	1	100	150 00	"	1	100	17	1192	15 48	10 58	26	Jous M. Co		
Sarah Sharp, c. r. a.....	3	88	15 40	Addington.....	1	214	191	1192	30 18	67 63	97 71	Henrietta F.		
Susie S. Gerard.....	2	95	42 75	"	1	95	28	1502	15 51	8 55	24	Mary O. Su		
Barbara McNair.....	2	110	45 00	"	4	110	26	1602	15 48	10 58	26	Jane Chapp		
Alice W. Gadd.....	3	110	35 00	"	5	110	23	1870	20 20	8 35	28	David Wilk		
Nancy E. Robinson.....	3	110	40 67	"	6	110	17	1476	20 20	8 35	28	Rosa Rush.		
John Cook.....	2	110	60 00	Colborne.....	1	110	48	2329½	15 51	16 57	32	Geo. E. Arr		
Katie McMillan.....	2	107	58 35	"	1½	107	24	1399	14 68	7 91	22	A. W. D. B		







COUNTY OF ST. JOHN.—Continued.

Trustees		Provl Grant to Teachers.			Locality.		County Fund to Trustees.							
MOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	7	6	5	4	3	2	1	2	3	4	5	6	7	
25 18	840	Wm. C. Simpson.....	1	99	\$75 00	City of St. John,								
		Lizzie S. Reid.....	1	57	25 01									
69 78	127	Addie Chamberlain.....	1	42	23 33									
		Minnie Currie.....	1	99	55 00									
32 31	46	Lizzie S. Reid.....	2	42	19 09									
23 06	37	Helen Adam.....	2	57	25 91									
19 45	34	Mary Bowes.....	3	99	35 00									
8 08	28	Math. M. Hogan.....	1	99	45 00									
9 27	25	David P. Chisholm.....	1	99	75 00									
31 12	45	Maggie A. Watts.....	1	99	55 00									
11 42	30	Anna H. Withers.....	2	97	44 09									
10 33	30	W. C. Howard.....	2	99	45 00									
	30	Edwin H. Frost.....	2	99	60 00									
		Lizzie J. Thomas.....	2	57	25 91									
		Sabel Humphrey.....	2	42	19 09									
		Philip Cox, A. B.....	1	99	75 00									
		Helena M. Kirk.....	2	99	45 00									
		John S. Bennett.....	3	99	45 00									
		Maggie Stohart.....	2	99	45 00									
		Minnie B. Everett.....	2	99	45 00									
		Mary Shortland.....	3	98	34 64									
		Frances McLeod.....	2	99	45 00									
		Ellen McKenna.....	3	98	34 64									
		Elizabeth Bourgeois.....	2	99	45 00									
		Wm. Mills.....	1	99	75 00									
		Elizabeth Estey.....	1	99	55 00									
		Amelia Duval.....	1	99	55 00									
		Jennie H. Sullivan.....	3	99	35 00									
		Minnie C. Power.....	3	99	35 00									
		S. J. Parkin.....	1	57	31 07									
		Margt. McFee.....	1	42	23 33									
		Addie Chamberlain.....	1	57	31 67									
		Helen Adam.....	1	42	19 09									
		Maria Theal.....	1	99	55 00									
		Fannie L. Dienaide.....	2	99	45 00									
		Wm. Bennett.....	1	99	60 00									
		Abigail A. Williams.....	1	99	55 00									
		Charlotte Baldwin.....	1	99	55 00									
		Annie M. Hea.....	1	99	55 00									
		Jas. R. Sugrue.....	2	99	60 00									
		James Barry.....	2	99	60 00									
		Sarah McDermott.....	2	99	45 00									
		Mary A. Tobin.....	2	99	45 00									
		Agnes O'Sullivan.....	2	37	16 82									
		Kate Sugrue.....	1	99	55 00									
		Margaret Nealis.....	3	98	34 64									
		Bridget Cosgrove.....	3	98	34 64									
		Lizzie Lawlor.....	3	98	34 64									
		Mary Walsh.....	3	98	34 64									
		Mary Jane Rogers.....	3	98	34 64									
		Ellen Lawlor.....	3	99	35 00									
		Thomas Stohart.....	1	99	75 00									
		Wm. M. McLean, Jr.....	1	99	75 00									
		John Thompson.....	1	99	75 00									
		Wm. J. Wilson.....	1	99	75 00									
		Janet P. Robertson.....	1	42	23 33									
		John Harper.....	1	9	6 82									
		John Bennet, Ph. D.....	1	10	7 57									
		Annie M. Carter.....	1	42	23 33									

\$1,000 00

\$1,001 23

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees				Prov'l		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	N.
Janet P. Robertson.....	1	57	\$31 67	City of St. John,	10,108 raised.	5104	342,105 raised.	\$1,800 70	\$2,691 70	\$4,072 40	P. Coch Melia J. E. HENRY T. C Maria S. C Liza Carly Melia J. Pat Isabella J. Mary E. S Mary E. J Amelia H. Anna C. J Lennie E. J Margt. S. J Kate S. Ho Annie M. F ca. pd. in Florence N Kate E. Tu Clarence L Peter McIn Annie G. F. ca. not 1 April & C Mary G. All Maggie Fos Robt. Evan Lizzie Croz Lenie M. M. Michael Ke Peter Brem Mattie Lau Lillie Herri Fannie Bro	
Mary E. Humphrey.....	1	42	23 33									
Annie M. Carter.....	1	57	31 67									
Catharine Barton.....	1	99	55 00									
Henrietta Taylor.....	2	99	45 00									
Mary Cameron.....	2	99	55 00									
Maggie C. Sharpe.....	2	99	45 00									
Hannah Crawford.....	1	37	20 55									
Sarah J. Parkin.....	1	42	23 33									
Margaret McFee.....	1	20	11 11									
Elizabeth K. Poole.....	1	37	20 55									
Hannah Crawford.....	1	62	34 45									
Bertha A. B. Bell.....	1	34	18 89									
Elizabeth K. Poole.....	1	62	34 45									
Clara B. Peters.....	2	37	16 82									
Lizzie Denham.....	1	62	34 44									
Lydia E. Williams.....	1	99	55 00									
H. M. Thompson.....	2	99	45 00									
Hattie D. Gregg.....	2	37	16 82									
Mary E. Humphrey.....	1	15	8 33									
Margt. Robertson.....	2	5	2 27									
Mary Gregg.....	2	99	45 00									
C. G. Coster, Ph. D.....	1	52	39 39									
Wm. P. Dole, A. M.....	1	47	35 61									
H. S. Bridges, A. M.....	1	99	75 00									
Lydia J. Fullerton.....	2	99	45 00									
Israel T. Richardson.....	2	99	45 00									
Isabel Humphrey.....	2	37	25 91									
Andrew Nisbet.....	1	42	31 31									
Andrew Nisbet.....	1	57	43 19									
Mary E. Humphrey.....	1	42	23 34									
John Montgomery.....	1	99	75 00									
Geo. W. Hay.....	1	99	75 00									
Geo. E. Baxter.....	1	99	75 00									
Sarah E. Whipple.....	1	99	55 00									
Alban T. Emery.....	1	99	75 00									
Margt. Brittain.....	2	99	55 00									
Kate E. Carr.....	2	99	45 00									
Caroline E. Huestis.....	1	99	55 00									
Emma F. Moran.....	2	99	45 00									
Lydia J. Baxter.....	1	99	55 00									
Clara A. Young.....	2	99	45 00									
Clara E. Burridge.....	1	29	16 11									
Wm. D. Baskin.....	1	99	75 00									
Mary A. McLeod.....	1	99	55 00									
Laura A. Hughes.....	2	99	45 00									
Thomas O'Rielly.....	1	99	75 00									
M. Agnes Nannery.....	2	99	45 00									
Sarah G. Duffy.....	1	99	55 00									
Teresa O'Brien.....	1	50	27 77									
Elizabeth O'Regan.....	1	49	27 23									
Isabella Burchill.....	3	99	35 00									
Henrietta McGrath.....	3	99	35 00									
Jeanie Bell.....	3	99	45 00									
Margt. Robertson.....	3	34	20 60									
Harriet D. Gregg.....	3	62	37 57									
Margt. A. McNaughton.....	3	63	26 72									
Amelia S. Hatfield.....	3	34	16 25									
				St. Martins, } Ap. 1873. }.....	1	03	18	746	19 37	5 85	25 12	

COUNTY OF ST. JOHN.—Continued.

Trustees		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.							
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
On account of average attendance of Pupils.	Total amount from County Fund.										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	7	8	5	4	3	2	1	2	3	4	5	6	7	
		P. Cochrane.....	2	110	\$45 00	St. Martins.....	3	920	64	3330½	\$30 00	\$26 17	\$56 17	
		Maria J. E. Clark.....	2	110	45 00									
		Henry T. Colpitta.....	1	110	150 00									
		Maria S. Coy.....	2	110	45 00									
		Liza Carlye.....	2	110	45 00		".....	2	547	233	15397½	74 58	120 68	195 20
		Milla J. Patterson.....	1	110	55 00									
		Abella J. Wallace.....	2	107	43 76									
		Mary E. Stiles.....	2	110	60 00		".....	4	110	33	1945	20 00	15 24	35 24
		Mary E. McKay.....	3	109	46 23		".....	9	109	22	1474	19 81	11 79	31 60
		Amelia H. Peatman.....	3	110	46 67		".....	12	110	22	2163	20 00	16 07	36 07
		Emma C. Macdonald.....	3	68	28 84	".....	13	68	19	1095	12 36	8 58	20 94	
		Ann E. Macdonald.....	3	109	46 23	".....	14	109	18	2119	19 81	16 61	36 42	
		Margt. S. McGirr.....	3	103	34 35	Simonds.....	1	325½	159	8694	44 38	68 14	112 52	
		Late S. Hopkins.....	2	106½	44 37									
		Annie M. Hopkins.....	3	109	34 67									
		Tea. pd. in Kings Co.....	3	109	44 58		" & Upham	2	.....	13	603	.....	5 43	5 43
		Lourence N. D'Orsay.....	2	109	44 58		".....	3	109	64	2728	14 86	21 38	36 24
		Late E. Turner.....	2	84	34 36		".....	4	84	56	1849½	11 45	14 50	25 95
		Clarence L. Darrou.....	3	110	60 00		".....	7	110	30	1400	20 00	10 97	30 97
		Peter McIntyro.....	2	110	60 00		".....	8	110	60	2220	15 00	17 47	32 47
		Annie G. Flaherty.....	2	110	45 00		".....	9	110	42	1932	15 00	15 53	30 53
		Tea. not licensed for April & October '78.....	.....	.....	.....		".....	10	.....	36	3760	.....	29 46	29 46
		Mary G. Allanach.....	3	110	46 67	".....	11	.....	16	.....	Returns too late.			
		Maggie Foster.....	2	95	38 80	".....	12	95	47	2054½	12 95	16 10	29 05	
		Robt. Evans.....	3	110	45 00	".....	13	110	42	2115	15 00	16 57	31 57	
		Lizzie Crozier.....	3	98	41 46	".....	15	98	19	1247	17 81	9 77	27 58	
		Genie M. March.....	2	108	44 17	".....	16	108	46	1987½	14 72	15 58	30 30	
		Michael Kelly.....	2	93½	63 00	".....	17	93½	15	875	17 00	6 36	23 36	
		Peter Brennan.....	2	110	75 00	"&Rothesay	19	110	12	642	15 00	5 03	20 03	
		Hattie Lawson.....	3	110	46 67	Do. & St. Martins..	21	110	15	696½	20 00	5 40	25 46	
		Lillie Herrington.....	2	110	60 00	Simonds.....	22	110	10	927½	20 00	7 27	27 27	
		Fannie Brown.....	3	109	34 67	Do. & St. Martins..	23	109	19	867½	14 56	6 80	21 66	
					\$9028 33				9841	641,415	\$2918 23	\$5027 22	\$7845 45	

\$2,091 70  
\$4,072 40

COUNTY OF SUNBURY.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees						Prov'l
NAME	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			Total amount from
									On account of Teachers employed.	On account of average attendance of Pupils.		
6	5	4	3	2	1	2	3	4	5	6		NA
Daniel O'C. McGinnis..	2	107	\$58 80	Blissville&Glad'sne	2	107	35	2078}	\$14 58	\$10 51	\$25	Mary E. Bl
Edith J. Bulley.....	2	103}	42 33	"	3	103}	44	1711	14 11	8 03	\$22	m. Tomli
David G Hendry.....	3	110	45 00	"	5	110	42	2237}	15 00	11 57	\$27	erton C. F
Olive J. T. Bailey.....	2	110	60 00	"					20 00			Mary E. Ha
Balance to Trustees for April, 1878.....				"	6	110	17	1417	8 99	7 17	\$16	mma A. V
Henry F. Perkins.....	2	110	80 00	"	15	110	21	1603	20 00	8 44	\$28	ea. pd. in
Minnie Watson.....	3	110	35 00	Burton	1	110	22	1471}	15 00	7 44	\$22	lice Nich
Mary E. Simpson.....	2	110	45 00	"	2	110	17	980	15 00	4 90	\$19	lice Watson
James F. Vanbuskirk..	2	110	60 00	"	4	110	47	2928	15 00	14 81	\$29	lex. Strat
Barnet M. Mullin.....	3	65	26 59	"	5	65	25	705}	8 80	3 57	\$12	fancy A. W
Diana S. Dunn.....	2	109	44 58	"	7	109	38	2237}	14 80	11 32	\$26	lex. Strat
Duncan Lundon.....	3	103}	59 16	" & Gagetown	7A	108}	14	931	19 72	4 71	\$24	louisa J. I
Thos. A. Lindsay.....	3	110	45 00	"	8	110	40	2954	15 00	14 94	\$29	Mary L. Ca
Amanda E. Barker.....	3	110	35 00	"	11	110	37	1850	15 00	9 51	\$24	Emeline A.
C. T. McCutcheon.....	3	110	60 00	"	12	110	26	1821	20 00	9 21	\$29	Mary Melis
Theresa A. Carr.....	3	107	45 38	"	13	107	25	1501	19 44	8 05	\$27	Melinda A.
EDWIN T. MILLER.....	1	109}	139 32	Gladstone.	3	109}	70	2961	14 93	14 97	\$29	Fussie F. C.
Elide J. Alexander.....	3	110	25 00	"	9	110	9	630	15 00	2 68	\$17	usan E. E
Rachel Watson.....	2	108	58 80	"	10	108	40	2193	19 63	11 12	\$30	Junice W. J
Annie Smith.....	3	110	35 00	"	12	110	24	1471}	15 00	7 44	\$22	M. A. DeW
Jennie Morgan.....	2	109	45 52	"	13	109	32	1650}	14 80	8 55	\$23	Mrs. C. W.
John Coleman.....	3	110	60 00	"	14	110	13	1217	20 00	6 16	\$26	Sarah B. T
Geo. E. Morrell.....	2	108	58 90	Lincoln.	1	108	38	2432}	14 72	12 30	\$27	Annie E. S
Mary Jarvis.....	2	110	45 00	"	1	110	52	2300	15 00	14 07	\$29	Allison W.
Carrie Alexander.....	1	107	53 50	"	4	107	33	1789	14 58	9 05	\$23	John T. Tu
Ada B. Miller.....	3	107}	34 20	"	5	107}	30	1619}	14 65	8 19	\$22	Dora E. E
Gertrude L. Barker.....	3	107}	34 20	Maugerville.	1	107}	41	2547	14 65	12 88	\$27	James Walk
Geo. STEWART.....	1	110	125 00	"	2	110	35	2103	15 00	10 60	\$25	Richard A
Annie A. True.....	2	110	45 00	"	3	110	20	1472	15 00	7 45	\$22	Wm. L. Mc
John P. Stuart.....	2	106	77 03	Northfield	1	106	33	1348	19 27	6 82	\$26	Alexander J
Tea pd. in Queens Co.				" & Chipman	1A		29	1550		7 99	\$7	
Ellery M. Hetherington	3	103}	44 37	"	2	103}	42	1817	14 79	9 10	\$23	
Hannah M. Johnson...	3	58	18 40	"	3	58	31	1069}	7 91	5 10	\$13	
Thos. Wright.....	2	110	80 00	"	5	110	51	3376	23 00	17 03	\$40	
John Clark.....	3	110	60 00	"	8	110	39	4405	20 00	22 58	\$42	
A. W. B. Garrison.....	2	32	17 45	Sheffield.....	1	104	24	1684	14 18	8 53	\$22	
Thomas Harrison.....	2	72	39 27	"	2	220	73	4172	30 00	21 10	\$51	
E. M. S. Fenety.....	1	110	75 00	"	4	97	43	2060	13 22	13 45	\$26	
Ida A. H. Barker.....	2	110	45 00	"	6	110	37	1761	20 00	8 91	\$23	
GEO. S. ALLEN.....	1	97	121 25	"	7	110	44	2753	15 00	13 92	\$28	
Lizzie M. Upton.....	3	110	46 67	"								
Agnes McCormick.....	2	110	45 00	"								
			\$2189 57				1351	78,223	\$927 05	\$305 05	\$1023 00	

COUNTY OF VICTORIA.

o Trustees		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
6	7										8	9	10
\$10 51	82	ary E. Blake.....	2	61	\$25 16	Andover.....	1	61	39	1220	\$3 38	\$ 6 14	\$14 52
8 85	22	rn. Tomlinson.....	3	86	35 17	"	2	86	18	760	11 72	3 83	15 55
11 57	20	erton C. Foster, A. B.	1	99	74 63	"	3	152	61	2555	20 79	12 88	33 65
7 17	34	ary E. Hanson.....	1	53	29 75	"	5	106	43	1710	14 52	8 61	23 13
8 44	23	muna A. Wright.....	3	100	33 88	" & Wicklow	5	106	12	675	3 40	3 40	3 40
7 44	19	lice Nichol.....	3	102	43 27	"	3	102	36	2147	18 53	10 80	29 33
4 90	19	is Watson.....	3	65	20 68	Drummond.....	1	65	23	839	8 86	4 48	13 34
14 81	21	lex. Straton, April '78	3	57	22 11	"	2	57	15	530	7 37	2 67	10 04
3 57	12	nancy A. Watson.....	3	65	20 68	"	2	65	15	330	8 86	1 66	10 52
11 32	21	lex. Straton, April '78	3	57	22 30	"	3	57	15	512	7 44	2 58	10 02
4 71	21	ouisa J. Brown.....	3	100	44 96	"	11	106	33	2201	19 27	10 08	29 35
14 94	21	ary L. Cassidy.....	3	110	35 00	"	14	110	36	2076	16 00	10 45	25 45
9 51	21	meline A. Tracy.....	3	110	46 67	Gordon.....	3	110	27	1572	20 00	7 91	27 91
9 21	21	ary Melissa Grant.....	3	110	46 67	"	6	110	21	1718	20 00	8 63	28 63
8 05	21	elinda A. Barker.....	3	110	35 00	Grand Falls.....	1	110	33	1424	15 00	7 17	22 17
14 97	13	ussie F. Crawford.....	2	109	44 79	"	3	109	36	2103	14 93	10 58	25 51
2 68	17	usan E. Everett.....	3	109	34 67	"	3	109	33	1547	14 86	7 78	22 64
11 12	33	unice W. DeWolfe.....	3	110	85 00	"	7	230	105	7821	30 00	38 35	68 35
7 44	23	A. A. DeWolfe.....	3	110	35 00	"	4	91	22	1370	12 40	6 90	19 30
8 55	23	rs. C. W. Turner.....	3	91	28 35	Lorne.....	6	94	22	1578	17 08	7 94	25 02
0 16	26	arah B. Truscull.....	3	94	39 87	"	1	109	43	2034	14 28	10 49	25 42
12 30	27	annie E. Stoot.....	3	109	34 83	Perth.....	2	106	38	1335	14 45	6 72	21 17
14 67	27	Allison W. Clark.....	3	106	43 35	"	3	110	23	1788	20 00	8 90	28 90
9 05	27	ohn T. Tutkhill.....	3	110	100 00	"	5	110	37	2105	20 00	10 59	30 59
8 19	27	Dora E. Eckerett.....	3	110	46 67	"	8	110	27	2905	20 00	14 62	34 62
12 83	27	ames Walker.....	3	110	60 00	"	9	73	30	1169	13 27	5 88	19 15
10 66	27	Richard Ahern.....	1	73	66 36	"	11	58	27	1472	10 54	7 41	17 95
7 45	28	Wm. L. McPhail.....	3	58	31 63	"	12	74	26	2161	13 45	10 87	24 32
6 82	28	Alexander Paterson.....	3	74	40 36	"							
7 99	7												
9 10	7												
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					\$1177 41				671	49,657	\$411 65	\$249 80	\$661 04

COUNTY OF WESTMORELAND.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees						Prov'l		
NAME.	Class.	Legally authorized days actually employed.		Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.		AMOUNT.	
			5							6	7	8
Ruth E. Walker.....	3	103	\$32 02	Botsford.....	1	03	37	1365	\$14 11	\$9 14	\$23 25	James R. St
Janet S. Anderson.....	2	66	20 09	".....	2	06	22	562	9 00	3 76	12 76	Tr
Mary J. King.....	3	107	34 04	".....	3	107	30	1361	14 58	9 12	23 70	April, 187
Benj. Corrigan.....	2	110	80 00	".....	4	110	24	1120	20 00	7 50	27 50	rs. M. R.
John J. Mahoney.....	3	107	43 06	".....	5	107	49	1561	14 65	10 46	25 11	onio L. M
John W. Wall.....	2	109	59 45	".....	6	109	49	2093	14 68	14 02	28 70	Johnson
Wm. C. Trenholm.....	3	109	44 58	".....	7	109	33	1716	14 86	11 49	26 35	a. pd. in l
Annie F. Davidson.....	3	77	24 49	".....	8	77	25	860	10 50	5 76	16 26	Bill McDou
Arthur W. Bent.....	3	109	44 58	".....	9	109	44	1578	14 86	10 57	25 43	ata E. Nix
Eliza A. Joyce.....	3	110	35 00	".....	11	110	31	1136	15 09	7 64	22 73	ary E. Cha
John G. Lamb.....	2	110	60 00	".....	12	110	44	2125	15 09	14 24	29 33	anford C.
Wm. M. Spence.....	3	110	45 00	".....	13	110	29	1713	15 09	11 48	26 57	illet W. K
Isadore Read.....	3	110	35 00	".....	14	110	35	1717	15 09	11 50	26 59	mie G. De
Alex. Murray.....	2	110	60 00	".....	15	110	54	1996	15 00	13 37	28 37	ackson Ste
A. D. McCullar, A. B.....	1	109	148 64	".....	16	219	77	4400	29 86	29 48	59 34	aggie F. S
Henry Legere.....	3	110	45 00	".....	17	110	66	1899	15 00	12 72	27 72	ohn Multr
John Friel.....	2	110	60 00	".....	20	110	26	2079	20 00	13 93	33 93	l. to Tru
Mary Gogang.....	3	110	46 67	".....	1	110	22	1017	15 00	6 82	21 82	October, 1
Lillie E. Baxter.....	2	110	45 00	Dorchester.....	1	110	22	1017	15 00	6 82	21 82	ime A. Bo
S. A. McLeod, A. B.....	1	106	144 54	".....	2	292	151	6643	39 88	44 54	84 42	ophie Su
Emily G. Blatch.....	2	80	32 72	".....	2	292	151	6643	39 88	44 54	84 42	harlotte J.
Ida B. Richardson.....	3	106	33 88	".....	5	217	98	5444	29 58	36 47	66 05	ois L. Cart
J. Edgar Hendry.....	2	107	58 38	".....	6	109	82	2732	14 86	18 30	33 16	essie M. M
Joa. D. LeBlanc.....	3	110	45 00	".....	7	110	01	2253	15 00	15 19	30 19	liza McSt
Honore Cormier.....	3	109	44 58	".....	8	110	55	2094	15 00	13 43	28 43	April and
Amos Cormier.....	3	110	45 00	".....	9	110	44	2703	20 00	18 14	38 14	ohn Keena
Allia E. Turner.....	3	110	46 67	".....	10	220	92	5108	30 00	34 22	64 22	aura Tait.
Susan J. Peppard.....	3	110	45 00	".....	10	220	92	5108	30 00	34 22	64 22	George B. P
Honore LeBlanc.....	3	110	35 00	".....	14	103	59	2800	14 72	18 70	33 42	ary R. Mc
Celina Bourque.....	2	109	44 78	".....	15	109	51	3253	14 93	21 83	36 76	ilbert H
Ada A. Travis.....	3	108	34 35	".....	17	109	105	5107	14 80	34 22	49 02	eo. J. Oult
Mary Keenan.....	3	109	44 58	".....	18	101	51	1765	13 77	11 82	25 59	A. Bisho
Fath. Chiasson.....	3	109	44 58	".....	19	110	67	3595	20 00	24 06	44 06	M. Raym
Chas. E. T. LeFrance.....	3	110	46 67	".....	20	110	41	2755	15 00	18 48	33 48	da Bulmer
Melaine Legere.....	3	42	13 52	".....	21	42	52	1924	5 79	8 87	14 66	ary A. Lyo
Sarah McSweeney.....	3	110	35 00	".....	22	110	26	1723	15 00	11 58	26 58	P. Orden
Julia J. Barnes.....	3	52	21 27	".....	23	52	51	11747	7 09	7 87	14 96	annie Kerr
Eunice Price.....	3	110	45 00	".....	24	110	60	3953	15 00	26 10	41 10	Charles E. L
Philias Bondreau.....	3	110	35 00	".....	25	110	43	2325	15 00	15 58	30 58	dith A. Fav
Dominick Legere.....	3	110	45 00	".....	1	110	50	2685	15 00	17 99	32 99	ary R. Tow
Helen E. Ripley.....	3	109	34 87	Moncton.....	2	109	27	1511	14 86	10 13	24 99	Joseph Read
Anthony W. Nobles.....	3	109	44 78	".....	3	109	63	5500	14 93	36 85	51 78	laudine Dix
Annie P. Bourquo.....	3	110	45 00	".....	4	110	49	2041	15 00	13 67	28 67	anna F. At
Henry C. Charters.....	1	98	147 76	".....	1	99	74	63				littie Barnes
Saml. C. Wilbur, A. M.....	1	99	74 63	".....	2	100	60	60				ONS BRITTA
Jas. G. McCurdy.....	2	100	60 00	".....	3	100	55	55				L. Ryan.
DeLaney M. Trita.....	1	100	55 00	".....	4	100	55	55				thos H. DeM
Cath. Hennessy.....	1	100	55 00	".....	5	100	55	55				avid J. Hor
Isabella M. Wright.....	1	100	55 00	".....	5	100	55	55				ca. pd. in K
Eunice J. Brown.....	3	109	34 87	".....	5	109	63	5500	14 93	36 85	51 78	taude S. Ste
Scroline A. Trenholm.....	2	86	33 82	".....	5	109	63	5500	14 93	36 85	51 78	ra. Chas. J
Theora Fillmore.....	1	11	6 05	".....	5	109	63	5500	14 93	36 85	51 78	elbourne F.
Mary McCarthy.....	2	100	45 00	".....	5	109	63	5500	14 93	36 85	51 78	Annael A. H
Anastasia F. DoVero.....	1	95	52 25	".....	5	109	63	5500	14 93	36 85	51 78	Annie Henr
Mary O. Fleming.....	1	95	52 25	".....	5	109	63	5500	14 93	36 85	51 78	liza Wheato
Tea. pd. in Kent Co.....				& Dundas	6A		35	1843		12 35	12 35	ohn R. Flow

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A. Bisho  
M. Raym  
da Bulmer  
ary A. Lyo  
P. Orden  
annie Kerr  
Charles E. L  
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COUNTY OF WESTMORELAND.—Continued.

Trustees		Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
AMOUNT.		NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
On account of average attendance of Pupils.	Total amount from										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	8	9	10	11	12	13	14	15	16	17	18	
80 14	82	James R. Sullivan.....	2	110	60 00	Moncton.....	7	110	42	1559	\$15 00		
3 76	15	l. to Trustees from				"					1 29		
9 12		April, 1878.....				"					20 00	16 14	36 14
7 50	23	rs. M. R. Jamieson.....	3	1110	46 07	"	8	110	24	2400	14 45	10 37	24 82
10 46	28	anie L. McDo mld.....	3	1066	33 72	"	9	106	42	1548	14 86	20 22	35 08
14 02	28	Johnson Dobson.....	3	109	44 58	"	10	109	51	3017	1 05	1 05	1 05
11 49		ca. pd. in Kent Co.....				& Dundas	10A		2	158	14 80	9 78	24 64
5 76	16	Bill McDougall.....	3	109	44 58	"	11	109	34	1460	15 00	9 07	24 07
10 57	28	ate E. Nixon.....	2	1110	35 00	"	12	110	15	1354	14 72	8 84	23 56
7 04	28	ate E. Charman.....	1	1108	54 00	"	13	108	21	1310	15 00	23 39	38 30
14 21	28	anford C. Keith.....	2	1110	60 00	"	14	110	63	3400	11 38	18 23	29 61
11 48	28	illet W. Keith.....	3	83	34 15	"	16	83	67	2721	16 00	8 92	28 92
11 50	28	mie G. Dernier.....	3	1110	35 00	"	17	110	25	1332			
13 37	28	rackson Steeves.....	3	109	59 44	"	18		42		Returns too late.		
20 48	59	aggie P. Simpson.....	3	107	45 39	"	19	107	40	2420	19 44	16 22	35 66
12 72	27	ohn Mulrooney.....	3	1110	60 00	"	21	110	34	1527	20 00	10 23	30 23
13 93	33	l. to Trustees from				"					7 39		7 39
0 82	21	October, 1876.....				"	23				20 00	26 02	46 02
		ime A. Bourgeois.....	3	1110	60 00	"	26	110	44	3883	20 00	14 05	34 05
		ophie Surette.....	3	1110	40 07	"	27	110	39	2097	19 44	3 59	23 03
44 54	84	arlotte J. Carter.....	3	107	45 39	Sackville.....	1	107	14	5304	15 00	17 03	32 03
		ois L. Carter.....	3	1110	35 00	"	2	110	44	2038	20 00	14 04	34 04
36 47	66	essie M. Mackintosh.....	3	110	46 07	"	3	110	26	2096	10 07	11 50	21 57
18 30	33	liza McSweeney.....	3	108	45 80	"	4	108	24	1717	10 50	18 14	27 18
15 13	30	liza McSweeney, Bal			13 28	"	5	103	42	1662	13 63	14 03	27 66
13 43	28	April and October '77				"	6	100	53	2094	16 72	21 93	38 65
8 14	33	ohn Keenan.....	2	103	50 18	"	7	92	48	3273	9 63	3 55	12 98
14 23	04	aura Tait.....	3	100	31 81	"	8	103	53	499			
8 76	33	orge B. Phelan.....	2	92	66 01	"	7	92	48	3273	42 81	87 33	130 14
1 83	30	ary R. McKeen.....	3	53	22 48	"	8	53					
4 22	49	ilbert Huestis.....	1	105	71 69	"							
1 82	25	lla Coates, c. r. a.....	3	77	12 33	"							
4 09	44	eo. J. Oulton.....	1	73	49 77	"							
3 48	33	A. Bishop.....	3	14	5 73	"	9	314	267	18,034	42 81	87 33	130 14
3 87	14	M. Raymond.....	1	15	10 23	"							
1 58	26	da Bulmer, c. r. a.....	3	102	16 23	"							
7 87	14	ary A. Lyons.....	1	107	53 50	"							
3 10	41	L. P. Ogden, c. r. a.....	3	98	15 68	"							
58 30	30	hannie Kerr.....	3	77	24 40	"	10	77	38	1794	15 00	12 01	22 51
99 32	32	Charles E. Lund.....	1	100	74 66	"	11	216	101	8906	29 52	59 67	89 19
1 13	24	lith A. Fawcett.....	2	107	43 76	"	12	110	35	1633	15 00	10 04	25 04
85 51	28	ary R. Towse.....	2	110	45 00	"	13	219	97	4228	29 86	23 33	58 10
67 28		Joseph Read.....	3	110	45 00	"	13	219	97	4228	17 63	8 50	26 13
		laudine Dixon.....	3	109	34 07	"	16	110	60	3692	15 00	24 74	39 74
		anna F. Atkinson.....	3	97	41 16	"							
		ittie Barnes.....	1	110	55 00	"							
		JOHN BRITAIN.....	1	109	148 64	Salisbury.....	1	217	146	9300	29 58	65 06	95 24
		L. L. Ryan.....	1	108	54 00	"	2	110	44	2748	15 00	18 41	33 41
		hos H. DoMill.....	3	110	45 00	"	3	110	26	1235	15 00	8 27	23 27
		avid J. Horseman.....	2	110	60 00	"	3	110	26	1235	15 00	8 27	23 27
33 475	3	ca. pd. in Kings Co.....				& Cardwell	3			15 137			
		auds S. Steeves.....	3	105	33 66	"	4	105	21	1133	14 38	7 62	22 00
		rs. Chas. Jones, Jr.....	3	106	45 17	"	5	106	15	1170	19 38	7 84	27 22
		elbourne F. Keith.....	2	108	57 81	"	7	108	67	2950	14 45	19 76	34 21
		amuel A. Webb.....	1	109	69 09	"	9	109	30	3797	19 81	21 42	41 23
		Annie Henry.....	2	110	60 00	"	10	110	29	2510	20 00	15 52	35 52
35 12	3	liza Wheaton.....	3	110	35 00	"	11	110	38	17 3	15 00	11 88	26 88
		ohn R. Flowelling.....	2	110	60 00	"	12	110	44	2211	15 00	14 81	29 81
		hanly W. Wilson.....	2	103	44 17	"	13	103	44	2310	14 72	18 84	33 56



## COUNTY OF WESTMORELAND.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees					Prov		
	Class.	Legally authorized days actually employed.	Amount of Grant.			No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
										On account of Teachers employed.		On account of average attendance of Pupils.	Total amount from
6	5	4	3	2	1	2	3	4	5	6	7		
Mary J. Campbell.....	3	110	\$46 67	Salisbury.....	14	110	31	2211	\$20 00	\$14 81	\$34 81		
Laura E. Forbes.....	3	108	34 35	" & Havelock	15	108	33	1748½	14 72	11 09	25 81		
Frances A. Green.....	2	110	45 00	" .....	17	110	45	2052½	15 00	13 76	28 76		
Emily A. Cochran.....	2	106	43 35	" .....	19	106	42	2196	14 45	14 71	29 16		
Jennie J. Hoar.....	3	103	32 76	" .....	20	103	62	2545	14 04	17 18	31 22		
Flora A. Powell.....	2	106	43 35	" .....	21	106	40	1743	14 45	11 68	26 13		
E. Maud M. Allen.....	3	54	17 18	" & Havelock	23	54	13	859	7 36	2 61	10 00		
BAMFORD W. DUFFY.....	1	110	150 00	Do. Coverdale &									
Amelia J. Colpitts.....	2	110	45 00	Moncton.....	24	220	155	10068½	80 00	67 46	147 46		
Edward Belliveau.....	3	106	43 35	Shediac.....	3	106	23	634	14 45	4 25	18 70		
Adelaide Landry.....	3	109	34 67	" .....	5	109	85	2487½	14 80	16 37	31 17		
Aime M. Vinneault.....	3	23	9 41	" .....	6	23	53	647	3 13	4 83	7 96		
Jane Babinault.....	1	108	54 00	" .....	8	108	60	2452	14 72	16 43	31 15		
David B. White.....	1	102	69 54	" .....									
Wm. Levinge.....	1	110	75 00	" .....									
Sophia M. Nesbit.....	2	110	55 00	" .....	10	542	248	15017	73 90	100 61	174 51		
Mary Steadman.....	2	110	45 00	" .....									
Maria B. Bourque.....	3	110	35 00	" .....									
WM. A. BARNES.....	1	110	150 00	" .....	11	110	59	2802	15 00	19 18	34 18		
Narcisse Gould.....	3	109	59 44	" .....	15	109	43	3421	19 81	22 92	42 73		
Annie G. Nixon.....	3	110	35 00	" .....	16	110	32	1443	15 00	9 67	24 67		
Tea pd. in Kent Co.....				" & Dundas	17A		43	1684		11 28	11 28		
Ferdinand M. Cormier.....	3	110	45 00	" & Botsford	21	110	56	2046	15 00	13 71	28 71		
David Grant.....	2	110	60 00	Westmoreland..	1	179	107	4568	24 40	30 61	55 01		
Susan J. Silliker.....	3	69	21 95	" .....									
M. C. Atkinson.....	1	101	68 86	" .....	2	101	63	2754½	13 77	18 46	32 23		
Rufus W. Gooden.....	1	110	75 00	" .....	3	110	41	1857	15 00	12 44	27 44		
John S. Raworth.....	2	110	80 00	" .....	4	110	43	3071	20 00	20 58	40 58		
Wm. Foxlow.....	3	110	60 00	Do. & Dorchester.	4	110	25	2513	20 00	16 84	36 84		
M. ALLAN WALL.....	1	110	150 00	Westmoreland..	5	110	70	3088	15 00	20 69	35 69		
C. Maria Fawcett.....	2	109	44 58	" .....									
Minerva McLellan, c. r. a.	3	98	15 58	" .....	6	109	71	4235½	14 86	28 38	43 24		
Martha E. McQueen.....	2	85	34 77	" .....	7	85	29	1451½	11 59	9 73	21 32		
Margt. A. Teakles.....	2	110	45 00	" .....	8	110	61	2552	15 00	17 10	32 10		
Jas. G. Atkinson.....	2	110	80 00	" .....	9	110	24	1672½	20 00	11 21	31 21		
Jas. H. Wilkins.....	2	110	75 00	" .....	10	110	33	2392	20 00	16 03	36 03		
Frederic Gooden.....	3	110	60 00	" .....	11	110	19	1461	20 00	9 79	29 79		
			\$7248 05					6601	348,984½	\$2060 78	\$2388 15	\$4950 88	

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Geo. B. N  
Henry Sy  
Wm. H. I  
Mary Mich  
Geo. R. P  
A. V. Wip  
Geo. W. I  
Louisa J.  
F. P. Rivc  
Mrs. E. M  
W. Grant  
M. Alice  
Annlo M.  
Ella L. T



COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.				Locality.		County-Fund to Trustees				Prov'l			
NAME.	Chas.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			N/		
								On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from			
6	5	4	3	2	1	2	3	4	5	6	7		
Amelia Atherton.....	1	1100	\$85 00	City of Fredericton.....								W. Freer	
Louisa Pickard.....	1	99½	54 73										on. B. Par
Sarah A. Brymer.....	1	1000	55 00										Grace Y
Sophia J. Lloyd.....	1	1000	55 00										E. Webb
Frances J. Ross.....	1	1000	55 00										ary A. Re
Annie A. Tucker.....	2	1000	45 00										mma C. A.
Joanna Peters.....	1	1000	55 00										ene Lint.
Frances N. Seely.....	2	1000	45 00										me H. J.
Agnes Lawson.....	1	1000	55 00										ohn Ather
Jennie Lyle.....	1	1000	55 00										spie Mac.
Eusebia A. Minard.....	1	1000	55 00										arah H. H.
Jeremiah Meagher.....	1	99½	74 02										uisa F. D.
Jos. E. Collins.....	2	704	45 90										uisa F. A.
John R. McCloskey.....	2	21	12 60										ettie E. M.
Caleb A. Randall.....	2	1000	60 00										arbara Sta
Lizzie A. Randall.....	2	1000	45 00										Temple
Ida McAdam.....	2	99½	40 76										anda J. Li
Bessie A. Read.....	1	1000	55 00										lice A. Cla
Maud Elligood.....	2	1100	45 00	Kingsclear.....	1	110	38	2500	\$15 00	\$11 34	\$20	m. E. You	
W. Egerton Everett.....	2	1100	60 00	".....	2	110	48	2507	15 00	11 37	28	ohn B. Gu	
Mary P. Macpherson.....	3	1110	35 00	".....	3	110	35	1567	15 00	6 88	21	abel Gun	
Ida May Gunter.....	3	1260	31 81	".....	4	100	47	2443½	13 63	10 70	24	obt. M. De	
Anna H. Gibson.....	3	1110	35 00	".....	5	110	22	1159½	15 00	5 09	20	llen F. Pe	
Georgia Kelly.....	2	1110	45 00	".....	6	110	31	1975	15 00	3 64	23	ary C. You	
Cecelia E. Smith.....	3	1110	43 75	".....	7	110	36	1066½	20 00	7 03	27	thas. W. H.	
John Timmins.....	3	1110	50 25	".....	8	110	28	1210½	20 00	5 30	25	rtur C. J.	
Helen Murphy.....	3	1110	35 00	".....	10	110	34	1177½	15 00	5 16	20	aggie McE	
Abigail Starkey.....	3	1110	46 67	".....	11	110	15	1301	20 00	5 70	25	uisa M. Y	
Chas. Lunnin.....	3	1110	45 00	Manners-Sutton.....	1	110	43	1402	15 00	6 40	21	ary Nisbet	
Judson B. Clarke.....	2	1110	60 00	".....	2	110	73	3325½	15 00	14 57	20	liza Green	
Michael Connelly.....	3	107	43 70	".....	3	107	18	881	14 58	3 86	18	Martha B. D	
Aaron S. Hartt.....	2	1110	60 00	".....	4	110	22	1203	15 00	5 27	20	l. McM. M.	
Hannah A. Barker.....	3	1110	35 00	".....	5	110	29	1179	15 00	5 16	20	llen M. Sa.	
A. H. Libbey.....	3	102	41 72	".....	6	102	21	1251	13 90	5 48	19	has. A. Mil	
Fannie J. Thompson.....	2	108	44 17	".....	8	108	26	1233	14 72	5 42	20	E. McMinn	
Adelaide G. Gartley.....	3	110	43 75	".....	10	110	20	753½	20 00	3 30	23	ohn R. Egi	
Minnie Cameron.....	2	108	44 17	New Maryland.....	1	108	35	1806	14 72	7 01	22	llen C. Elli	
Marion J. Pickard.....	2	110	45 00	".....	2	110	26	1623	15 00	7 11	22	lizzie Drowe	
Annie E. Gough.....	3	87	36 89	".....	4	87	15	988	15 81	4 33	20	Elizabeth C	
Amy Kelly.....	3	109	34 67	Prince William.....	1	109	34	2271	14 80	9 04	24	Christina M	
Geo. McEwin.....	3	106	43 35	".....	2	106	33	2047	14 45	8 06	23	ato L. Smi	
Maria Elligood.....	3	110	35 00	".....	3	110	22	1208½	15 00	5 20	20	Wm. Munro	
Matilda Graham.....	2	108½	44 37	".....	4	108½	50	2491	14 79	10 01	25	Janet C. Mc	
S. A. Harmer.....	2	98	36 00	".....	5	98	38	1834½	11 99	8 03	20	Susan S. Mc	
Mary Elligood.....	3	110	43 75	".....	6	110	17	890	20 00	3 02	23		
W. W. B. Anderson.....	3	110	75 00	".....	7	110	39	863½	15 00	3 78	18		
Ada P. Darling.....	3	109	34 67	".....	9	109	34	2199	14 83	9 63	24		
Jennie H. Estey.....	3	105½	33 56	".....	10	105½	22	1007	14 38	4 41	18		
Mary A. Marsh.....	2	105	42 94	Queensbury.....	1	105	29	1407	14 31	6 16	20		
Helen S. Graham.....	3	108	34 35	".....	3	108	20	1793½	14 72	7 85	22		
G. Ward Merrithew.....	2	110	60 00	".....	4	110	44	2873½	15 00	12 53	27		
Chesley McKeen.....	2	103	58 90	".....	5	103	41	2706½	14 72	11 85	20		
Geo. A. Lounsbury.....	3	109½	44 78	".....	6	109½	34	2133	14 93	9 34	24		
John Watson.....	3	110	45 00	".....	7	110	18	748½	15 00	3 28	18		
A. Judson Brown.....	3	105½	43 14	".....	8	105½	60	2665	14 38	11 67	26		
W. Henry Anderson.....	2	109	79 27	".....	9	109	10	623½	19 81	2 75	22		
Barbara J. Cliff.....	3	110	35 00	".....	10	110	26	1363	15 00	5 99	20		
Martha Hood.....	2	110	45 00	".....	11	110	36	2030	15 00	8 39	23		
Georgia Fox.....	3	110	35 00	Southampton.....	3	110	45	2193	15 00	9 60	24	6	

COUNTY OF YORK.—Continued.

NT.	Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.							
	NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
											On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
7	6	5	4	3	2	1	2	3	4	5	6	7	
	W. Freeman	2	99	\$54 00	Southampton	4	90	40	2323	\$13 40	\$10 17	\$23 60	
	on. B. Parent	2	110	60 00	"	5	110	28	1789	15 00	7 84	22 84	
	Grace Young	2	110	45 00	"	6	110	18	1809	15 00	5 73	20 73	
	E. Webb	3	108	44 37	"	9	103	45	1802	14 79	7 89	22 68	
	ary A. Reed	3	102	32 45	"	10	102	23	1294	13 90	5 67	19 57	
	mina C. Armstrong	3	109	34 67	"	11	109	30	1487	14 86	6 51	21 37	
	ene Lint	3	108	45 80	"	12	108	31	2078	19 63	9 10	28 73	
	unc H. J. Grant	3	93	30 44	"	13	93	30	2403	16 91	10 81	27 72	
	ohn Atherton	3	106	54 19	"	15	106	27	1297	19 27	5 63	24 95	
	epie MacFarlane	3	110	46 67	"	16	110	24	1388	20 00	6 08	26 08	
	arah H. Haines	2	110	45 00	St. Marys	1	110	30	1644	15 00	7 19	22 19	
	ouisa J. Duffy	2	106	43 35	"	1	106	46	2800	14 45	12 52	26 97	
	ouisa F. Morgan	1	106	53 25	"								
	ettie E. McKeen	2	108	44 37	"	2	323	217	11513	44 11	50 41	94 52	
	arbara Staples	3	108	34 51	"								
	Temple Day	1	110	150 00	"								
	anda J. Lint	2	108	44 17	"	3	328	129	7694	44 72	33 68	78 40	
	lice A. Clayton	3	110	35 00	"								
\$20	m. E. Young	2	59	32 18	"	4	93	48	1757	12 68	7 60	20 37	
28	ohn B. Gunter	2	34	18 54	"	5	96	53	2576	13 08	11 27	24 35	
21	nabel Gunter	3	96	30 54	"	6	110	31	1625	15 00	7 11	22 11	
24	obt. M. Dennison	2	110	60 00	"	7	108	57	2973	14 72	13 01	27 73	
20	len F. Peake	2	108	44 17	"	8	110	22	1480	15 00	6 43	21 43	
23	ary C. Young	2	110	45 00	"	9	110	23	1392	20 00	6 17	26 17	
27	lias W. Henry	3	110	60 00	"	10	107	50	2204	19 44	9 91	29 35	
25	Arthur C. Bully	3	107	58 35	"	11	110	15	1362	20 00	5 96	25 96	
20	aggie McBean	2	110	46 67	"	12	110	37	1752	15 00	7 67	22 67	
25	ouisa M. Young	2	110	45 00	"	13	61	48	1149	8 31	5 03	13 34	
21	ary Nisbet	2	61	24 95	"	14	93	16	755	17 81	3 30	21 11	
18	liza Green	2	98	53 44	"	1	109	30	1597	14 86	6 99	21 85	
20	artha B. Douglas	3	109	34 67	Stanley	1	110	8	620	20 00	3 59	23 59	
20	l. McM. McKinnon	3	110	46 67	"	2	110	31	2776	20 00	12 15	32 15	
19	llen M. Sansom	2	110	60 00	"	3	110	68	9403	15 00	28 29	43 29	
20	hes. A. Miles	2	110	60 00	"	5	110	37	1462	15 00	6 41	21 41	
20	E. McMinnamin, c.r.a	3	110	22 50	"	6	110	79	4261	15 00	18 68	33 68	
23	ohn R. Egan	3	110	35 00	"	7	110	31	2913	20 00	12 76	32 76	
22	llen C. Elliott	3	110	46 67	"	8	110	27	2021	20 00	8 85	28 85	
22	izzie Brown	3	110	46 67	"	10	110	24	1295	20 00	5 67	25 67	
20	Elizabeth Cameron	3	110	46 67	"	11	103	38	2174	14 04	9 52	23 66	
24	hristina M. Young	3	109	44 58	" & Ludlow	12A	109	40	2017	14 86	8 83	23 69	
23	ate L. Smith	3	103	32 78	"	14	110	38	3675	20 00	16 09	36 09	
20	m. Munroe, Jr.	3	110	46 67	"	16	110	16	1100	15 00	4 82	19 82	
25	anet C. Mitchell	3	110	46 67	"								
20	Susan S. Moore	2	110	60 00	"								
				\$7703 92				5778	255,977	\$2050 61	\$1119 49	\$3170 10	

GRAMMAR SCHOOLS.

LOCALITY.		TEACHERS.	Legally authorized days Principals' Department open.	Amount Government Grants.
COUNTIES.	PARISHES.			
Albert, .....	Elgin, .....	George Smith, A. B., .....	110	\$200 00
Carleton, .....	Woodstock, .....	James McCoy, .....	100	200 00
Charlotte, .....	Saint Andrews, .....	James F. Covey, A. B., .....	100	200 00
Gloucester, .....	Bathurst, .....	George W. Mercercau, A. B., .....	100	200 00
Kent, .....	Richibucto, .....	Thomas W. Street, A. B., .....	110	200 00
Kings, .....	*Hampton, .....	John Raymond, .....	6 months.	*200 00
Northumberland, .....	Chatham, .....	Ingram B. Oakes, A. M., .....	100	200 00
Queens, .....	Gagetown, .....	Lemuel A. Curry, A. B., .....	110	200 00
Restigouche, .....	Dalhousie, .....	Alex. Ross, A. B., .....	100	200 00
Saint John, .....	City of Saint John, .....	{ Chas. G. Coster, Ph. D. .... } { W. P. Dole, A. M., .....	99	†300 00
Sunbury, .....	Sheffield, .....	E. M. S. Fenety, A. B., .....	110	200 00
Victoria, .....	Andover, .....	Berton C. Foster, A. B., .....	99†	100 00
Westmoreland, .....	Shediac, .....	David B. White, .....	102	185 43
York, .....	Fredericton, .....	George R. Parkin, A. M., .....	110	†500 00
				\$3,184 43

\*Not in Union. Provincial aid paid through Hon. Receiver General's Department direct.  
 †Provincial aid paid through the Secretary of the Board of Trustees.  
 ‡Provincial aid paid from the University Grant.

ABSTRACT.—For the Term ended 31st October, 1878.

COUNTIES.	No. of Schools in operation.	No. of Teachers employed.	Amount of Provincial Grants to Teachers.	No. of Pupils enrolled.	County Fund to the Trustees.	Total number of different Pupils at School within the Year ended 31st October.
Albert, .....	57	59	\$3,188 19	2,225	\$1,600 80	3,055
Carleton, .....	103	107	5,337 91	4,001	2,990 70	5,947
Charlotte, .....	112	113	5,359 07	5,015	3,375 94	6,527
Gloucester, .....	67	69	3,413 95	2,862	2,321 50	3,309
Kent, .....	77	80	3,534 94	2,977	2,365 18	3,614
Kings, .....	123	132	6,638 66	5,554	3,692 95	6,271
Madawaska, .....	43	45	1,676 07	1,662	1,085 09	1,815
Northumberland, .....	99	103	4,879 90	4,083	3,017 40	4,861
Queens, .....	79	79	3,942 04	2,416	2,077 21	3,454
Restigouche, .....	13	29	1,560 42	1,201	836 25	1,424
Saint John, .....	183	198	9,028 33	9,341	7,845 45	10,542
Sunbury, .....	39	40	2,189 57	1,351	1,023 60	1,776
Victoria, .....	27	27	1,177 41	871	601 04	1,221
Westmoreland, .....	133	133	7,243 05	6,601	4,393 88	7,955
York, .....	157	166	7,763 92	5,773	3,170 10	7,046
GRAMMAR SCHOOLS, .....	1,343	1,384	\$67,633 43	56,433	\$41,962 07	63,760
	**1	**1	3,184 45	*30	.....	30
Total, .....	1,344	1,385	\$71,022 88	56,463	\$41,962 07	63,790

\*\*Kings County.

3] Mar. Specify s, State t How a (6 What i d Under si State t p) t  
 4] Mar. (1) Nan (2) Describ What i 17 Briefly Name t (2) Write i (2)  
 This Ezerc  
 5] Mar. From th Find the pen A tree w the wa In what anr 15 x 17 + What is  
 6] Mar. (1) State (2) dep Rednce 3 If 35 me 2 ft hav high

EXAMINATION QUESTIONS—CLASSES I. II. III.

3] Mar. '79, THE SCHOOL SYSTEM. Time, 30 m.

Specify the three-fold "Mode of Support" provided by law, under the present system.

State the principles which regulate the distribution of the County Fund.

How are Boards of Trustees secured, (1) in cities and incorporated towns, and (2) in other districts.

What is the duty of the Teacher, as prescribed by the Board of Education, in difficult cases of School discipline?

Under what conditions may a Teacher, while under contract, visit for professional purposes, other Schools?

State the means to be used (1) to protect the health of the School during the prevalence of contagious diseases, and (2) to secure an acquaintance, on the part of all the pupils, with the general conditions of health.

4] Mar. 79. CANADIAN HISTORY. Time, 1 h.

(1) Name the chief Explorers of North America in the 15th and 16th centuries.  
(2) What discoveries did they respectively make?

Describe briefly the internal condition of Canada previous to the fall of Quebec. What important events in Canadian history are associated with the years 1608, 1745, 1749, 1837, 1848, 1867, 1871, 1878?

Briefly outline the Constitution of the Dominion of Canada.

Name the present Provinces of Canada (1) in the order of their population, (2) in the order of area.

Write in order (1) the names of the Governors-General of the Dominion, and (2) the name of the present Governor of each of the Provinces.

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

5] Mar. 79. MENTAL ARITHMETIC. Time, 8 m.

From the sum of  $\frac{7}{8}$  of  $\frac{5}{6}$  and  $\frac{1}{3}$  take  $\frac{1}{3}$  of  $\frac{1}{3}$ .....Ans.

Find the interest of \$60 for 5 years 10 months and 18 days at 6 per cent. per annum.....Ans.

A tree whose length was 136 feet was cut into two pieces,  $\frac{3}{4}$  of the length of the longer piece was equal to  $\frac{2}{3}$  of the length of the shorter. What was the length of each piece?.....Ans.

In what time will £113 19 8 amount to 11 times itself at 5 per cent. per annum?.....Ans.

$15 \times 17 + 2896 \times 999 =$  .....Ans.

What is the difference of the squares of 86 and 78?.....Ans.

6] Mar. '79. ARITHMETIC. Time, 1 hr. 30 m.

(1) State a rule for finding the greatest common measure of two numbers, and (2) explain, as if to a class of children, the principles upon which the rule depends.

Reduce  $\frac{3}{4}$  of  $\frac{1}{4}$  of  $\frac{3}{4}$  of 16 cents to the decimal of a pound sterling.

If 35 men, working 8 hours a day, can build in 14 days a wall 64 ft. 5' long by 2 ft. 7' 3" thick and 5 ft. 5' 5" high, how many hours a day would 27 men have to work to build a wall 58 ft. long by 3 ft. 3' 3" thick and 4 ft. 4' 4" high in 17 days?

- 4 A. remits \$7,500 to a stock-broker to invest, with instructions to deduct from this sum 5 per cent. The broker purchases Railway shares at 18 per cent discount. What rate per cent. upon the nominal value of the stock would be required in order to give A. a return of 6 per cent. for his money, including the brokerage?
- 5 For what sum must a note be drawn payable in three months, so that its proceeds at  $3\frac{1}{2}$  per cent., Bank discount, may be \$1,365.50?
- 6 (1) Explain what is meant by par of Exchange, and (2) distinguish between intrinsic and commercial par.
- 7 Extract the square root of 4354.2101 quinary.
- 8 In an arithmetical series, the first term is 2, the last term 998, and the sum of the terms \$3,500. Find the common difference.
- 9 At what rate per cent. simple interest, will \$278 amount to \$674 in 8 years?
- 10 Investigate the formula for finding S in a geometrical series when a, r and are given.

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

I. [7] Mar. '79.

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 What are (1) the equinoxes and (2) the solstices, and (3) when do they occur? (4) Explain the relative positions of the sun and the earth at these periods.
- 2 How would you find by the globe the length of the longest day at any place in the North Frigid Zone?
- 3 What explanation can you give of the causes of oceanic currents?
- 4 (1) Describe the position of a great river flowing in an easterly direction, in each of the five great continents, and (2) state some interesting facts respecting each.
- 5 Enumerate the principal exports of the Dominion of Canada.
- 6 Where are the following, and for what are they noted: Zanzibar, Yedda, Trafalgar, Chimborazo, Birmingham, Madras, Mocha, Odessa, Plevna, Patagonia, Mount Genis, Como, Pittsburgh, Leipsic, Lucknow, Killarney, the Transvaal, Natal, Afghanistan?

PART II.

- 1 Draw from memory, on the paper given to you, a map of the Maritime Provinces, and fill in the chief rivers and towns of two of these Provinces.
- 2 Draw from memory, on the paper given to you, a map of South America, indicating the mountains and chief rivers.

I. [5] Mar. '79.

COMPOSITION,

Time, 1 hr.

- 1 As indicated below, make an elegant prose paraphrase of the following:—

"It is not growing like a tree  
In bulk, doth make man better be;  
Or standing long an oak, three hundred year,  
To fall a log at last, dry, bald, and sear;  
A lily of a day  
Is fairer far in May,  
Although it fall and die that night,—  
It was the plant and flower of Light.  
In small proportions we just beauties see;  
And in short measures life may perfect be."

- (1) Frame questions on the passage. (2) Give formal answers in your own words to each of the questions. (3) Unite your answers into sentences and paragraphs; using such connectives as may be required.
- 2 (1) Scan the first, third, and fifth verses. (2) Name the measures. (3) Name a poem in each measure. (4) Specify the figures of speech employed in the above poem, and give examples of other figures known to you. 5. State the number (a) of classical words in it, and (b) the number of Saxon words.
- (6) Who is the author of the poem?

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[10] Ma

1 Give an

2 Several

for

3 Name t

14

4 Name t

Weave the following separate propositions into a compound sentence:—

- A This might serve to teach the great.
- 1a<sup>1</sup> If the great could be taught any lesson (*adv. cond.*).
- 2a<sup>1</sup> Their glory stands upon how weak a foundation (*subs.*).
- a<sup>2</sup> Which is built upon popular applause (*att. to sub.*).
- B. For they as quickly condemn.
- 1b<sup>1</sup> As such praise (*adv. of man.*)
- b<sup>2</sup> What seems like merit (*subs. obj.*)
- 2b<sup>1</sup> What has only the appearance of guilt (*subs. obj.*)

Outline clearly the methods you propose to adopt in teaching the art of Composition before your pupils are prepared to use a text-book on the subject.

[9] Mar. '79.

ENGLISH GRAMMAR.

Time, 1 hr.

- Name the parts of speech which are inflected.
- State the several objects for which (1) nouns, and (b) pronouns are inflected.
- Write out the principal parts of the following verbs:—Mean, awake, lay, wind, teach, learn, go, weed.
- State (1) the chief sources whence English words have been derived, and (2) name the proportion of words from each source.
- Give the *general analysis* of the following:—  
*About Ben Adhem (may his tribe increase!)*  
 Awoke one night from a deep dream of peace,  
 And saw within the moonlight in his room,  
 Making it rich and like a lily in bloom,  
 An angel writing in a book of gold:  
 Exceeding peace had Ben Adhem bold,  
 And to the presence in the room he said,  
 "What writest thou?"—The vision raised its head,  
 And, with a look made all of sweet accord,  
 Answered, "The names of those who love the Lord."

Give the *detailed analysis* of the last five verses in the form indicated below:—

FORM.

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

Parse in tabular form the words in italics:—

FORM.

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

[10] Mar. '79.

BRITISH HISTORY.

Time, 1 hr.

- 1 Give an account of the origin of the House of Commons.
- 2 Several Reigns in English History were disturbed by insurrections; (1) account for their origin, and (2) describe any two of them.
- 3 Name the events associated with the following dates:—410, 787, 1066, 1215, 1415, 1603, 1688, 1703 1837, and 1867.
- 4 Name the chief constitutional changes during the Brunswick Period.



- 5 Write such an outline of one of the following characters as may be made the basis for oral teaching, or for a composition exercise:—Alfred the Great, Marlborough, or Milton.

I. [11] Mar. '79. BOOK-KEEPING. Time, 45 m.

- 1 Distinguish between Single and Double Entry.
- 2 (1) What is meant by the Stock Account? (2) (a) For what is it credited and debited, and (b) what does the difference represent?
- 3 (1) What are (a) Bills Receivable, and (b) Bills Payable? (2) Give a specimen of a Bill Book.
- 4 What will be your Journal entry for the following:—  
You accept Henry Jones's Draft in favor of Thomas Reed at 60 days for \$500. You exchange notes with P. Simms for mutual accommodation, each note drawn at 30 days for \$1,000. You sold \$400 worth from R. Sayer's consignment, and receive cash \$500, Note \$100, and an order on E. Strong for \$300.
- 5 Write a specimen (a) Promissory Note, and (b) Bill of Exchange, using fictitious names.

I. [12] Mar. '79. CHEMISTRY OF COMMON THINGS. Time, 45 m.

- 1 Specify the different causes that are continually (1) supplying carbonic acid to the air, and (2) are diminishing its quantity or preventing injurious effects from its accumulation.
- 2 (1) Describe the nature and properties of albumen, and (2) shew how it may be obtained in both its vegetable and animal forms.
- 3 Describe briefly, yet clearly, the circulation of the blood.
- 4 (1) Enumerate the substances found in the ashes of plants and animals. (2) Whence does the plant obtain them?
- 5 (1) Name the constituents of common salt; (2) indicate the nature and properties of each; and (3) show how the gaseous constituent may be disengaged and collected.
- 6 How may a knowledge of the principles of Chemistry be profitably applied to farming? Give examples.

Answers must contain the whole operation.

I. [13] Mar. '79. ALGEBRA. Time, 1 hr. 30 m.

- 1 (1) State the rule of the signs in Multiplication, (2) and explain as to a class of children the reason of the rule.
- 2 Solve the equation  $\frac{x+1}{3} - \frac{x-1}{4} + 4x = 12 + \frac{2x-1}{6}$
- 3 Solve the equation  $\frac{x^2 - a^2}{bx} - \frac{a-x}{b} = \frac{2x}{b} - \frac{a}{x}$
- 4 The stones which pave a square Court would just cover a rectangular area whose length is 6 yards greater and breadth 4 yards less than the side of the square. Find the area of the Court.
- 5 Given  $\begin{cases} 4x - 4y = a + 4z \\ 6y - 2x = a + 2z \\ 7z - y = a + x \end{cases}$  to find  $x, y$  &  $z$ .
- 6 A and B run a mile. At the first heat A gives B a start of 20 yards and beats him by 30 seconds. At the second heat A gives B a start of 32 seconds and beats him  $9\frac{1}{4}$  yards. Find the rate per hour at which A runs.

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

- 7 Given  $9x + 16x^2 + 36x^3 = 15x^2 - 4$ , to find  $x$ .
- 8 Find the square root of  $4x^4 - 4x^2 - 3x^2 + 2x + 1$ .
- 9 Given  $\frac{x+a}{x-2a} + \frac{x-2a}{x+a} = 1$ , to find  $x$ .

I. [14] Mar. '79.

## GEOMETRY.

Time, 1 hr. 30 m.

- 1 (1) A quadrilateral is inscribed in a circle, and the angular points are joined to the centre, forming angles of  $27^\circ$ ,  $95^\circ$ ,  $103^\circ$ , and  $135^\circ$ : find the angles of the quadrilateral. State the theorem on which the solution depends.
- 2 Prove that any point equidistant from the sides of an angle is on the bisector of the angle.
- 3 (1) State the relation of analysis to construction, and (2) construct on a given base an isosceles triangle each of whose sides shall be double of the base.
- 4 If from two fixed points in the circumference of a circle straight lines be drawn, intercepting a given arc and meeting without the circle, the locus of their intersections is a circle.
- 5 Prove that if the middle point of one of the oblique sides of a trapezoid be joined to the opposite extremities of the parallel sides, the triangle formed is half the trapezoid.
- 6 The difference of the squares of two lines is equal to the rectangle whose sides are respectively the sum and difference of these lines.

Female Candidates are not required to work the following, but credit will be given if they are worked.

- 7 In any triangle, the square on a side opposite an acute angle is equal to the sum of the squares containing the acute angle, less twice the rectangle contained by either of these sides and the projection of the other upon it.
- 8 Prove that if two diagonals of a regular pentagon be drawn to cut one another, they will be divided in extreme and mean ratio, and the greater segment will be equal to the side of the pentagon.

I. [15] Mar. '79.

## NATURAL PHILOSOPHY.

Time, 1 hr. 30 m.

The answers to questions 3, 5 and 8 must exhibit the work.

- 1 Name and define the two essential properties of matter.
- 2 Give the three fundamental laws of motion.
- 3 A block of stone weighs 1000 lbs. Find its weight as determined by a spring balance (1) at the height of 6 miles above the sea level, and (2) at the depth of 100 miles in the earth. Also (3) what would it weigh in the latter position if the earth were a hollow shell 50 miles in thickness.
- 4 Write out the formula (1) for the space described by a body falling freely, in any given time, and (2) for the velocity acquired in so falling.
- 5 A ball projected vertically upwards was gone ten seconds. Disregarding atmospheric resistance, state (1) how high the ball rose, and (2) what was the velocity of projection.
- 6 State (1) the centre of gravity of a triangular pyramid of uniform density, and (2) how this centre is determined.
- 7 Indicate the ratio of power to resistance (1) in a system of movable pulleys with one rope, (2) in the inclined plane when the power acts parallel to the base, and (3) in the screw.
- 8 A power of 12 lbs. balances a weight of 100 lbs. by a wheel and axle. The axle is 1 ft. in diameter. Find the diameter of the wheel.

I. [16] Mar. '79.

## GENERAL HISTORY.

Time, 1 hr. 30 m.

- 1 Locate geographically the Ancient Oriental Civilizations.
- 2 Name the nations of antiquity that were respectively noted for eminence in (1) commerce, (2) arts, (3) literature, and (4) government.
- 3 Specify (1) six great names in Grecian History, and (2) ten in Roman History, stating on what account each name is famous.
- 4 (1) Name the historical races of Europe. (2) What race began to play a ruling part at the downfall of the Roman Empire?
- 5 Describe some of the great discoveries of the fifteenth century, and note their influence on the progress of civilization.

- 6 Mention great names of the 16th century: (1) artists, (2) writers, (3) philosophers, (4) rulers, (5) warriors.
- 7 Give a brief sketch of the rise of Russia, and of the policy of her rulers since the time of Peter the Great.

No Tables are required for this paper.

I. [17] Mar. '79.

PRactical MATHEMATICS.

Time, 1 h.

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

- 1 Prove that in any triangle the sines of the angles are to one another as the sides opposite to them.
- 2 Given A B 363.4, B C 148.4, and the angle B 102° 18' 27". Show how to find the other parts.
- 3 From the top of a mountain 3 miles high the visible horizon appeared depressed 2° 13' 27". Show how to find (1) the diameter of the earth, and (2) the distance of the boundary of the visible horizon.
- 4 The edge of a wedge is 11 ft., its altitude 9 ft., the breadth of the base 4 ft. and its length 20 ft. Find the solidity of the wedge.
- 5 Find the area of a field, one side of it being 990 links, and seven equidistant ordinates from it to the opposite curvilinear boundary being 300, 375, 400, 380, 315, and 250.
- 6 Explain the nature and use of the Plane Table.
- 7 A ship from latitude 42° N. sails S. S. W. 48 miles, S. by E. 34 miles, S. W. W. 26 miles E. 17 miles. Show how to find the latitude reached and the course and distance made good.

II. [3] Mar. '79.

THE SCHOOL SYSTEM.

Time, 30 m.

- 1 Specify the three-fold "Mode of Support" provided by law, under the present system.
- 2 State the principles which regulate the distribution of the County Fund.
- 3 How are Boards of Trustees secured, (1) in cities and incorporated towns, and (2) in other districts?
- 4 What is the duty of the Teacher, as prescribed by the Board of Education, in difficult cases of school discipline?
- 5 Under what conditions may a Teacher, while under contract, visit for professional purposes, other Schools?
- 6 State the means to be used (1) to protect the health of the School during the prevalence of contagious disease, and (2) to secure an acquaintance, on the part of all the pupils, with the general conditions of health.

II. [4] Mar. '79.

CANADIAN HISTORY.

Time, 1 h.

- 1 (1) Name the chief Explorers of North America in the 15th and 16th centuries. (2) What discoveries did they respectively make?
- 2 Describe briefly the internal condition of Canada previous to the fall of Quebec.
- 3 What important events in Canadian History are associated with the years 1608, 1745, 1749, 1837, 1848, 1867, 1871, 1878?
- 4 Briefly outline the Constitution of the Dominion of Canada.
- 5 Name the present Provinces of Canada (1) in the order of their population, (2) in the order of area.
- 6 Write in order (1) the names of the Governors-General of the Dominion, and (2) the name of the present Governor of each of the Provinces.

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

II. [5] Mar. '79.

MENTAL ARITHMETIC.

Time, 5 m.

- 1 From the sum  $\frac{3}{4}$ ,  $\frac{2}{3}$ , and  $\frac{1}{2}$ , take  $\frac{1}{3}$ .....Ans
- 2 If Tea costs 60 cents per lb, how much is received for it when it is sold at a discount of  $33\frac{1}{3}$  per cent. ?.....Ans

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- 3 If  $14\frac{1}{2}$  yards cost \$87, how many yards can be bought for \$36?.....Ans.
  - 4 Find the difference of the squares of 54 and 46.....Ans.
  - 5 Find the interest of \$360 for 8 mos. at 6 per cent. per annum.....Ans.
  - 6 If 8 men can do a piece of work in  $3\frac{1}{4}$  days, how long will it take 1 man to do the same?.....Ans.

Answers must contain the whole operation.

- I. [6] Mar. '79. ARITHMETIC. Time, 1 hr. 30 m.
- 1 Subtract 6496 from 9030, and give a full explanation of the reason for each step in the process.
  - 2 Change 1264835 to the octenary scale.
  - 3 Find the cost of a piece of marble 6 ft. 7' 8" long by 10 ft. 4' wide and 3 ft. 9' thick, at \$1.95 per cubic foot.
  - 4 Express  $\frac{2}{3}$  of  $\frac{2}{3}$  of  $\frac{1}{2}$  of a gill as a decimal of  $\frac{1}{2}$  a chaldron.
  - 5 Add  $\frac{2}{3}$  of  $5\frac{1}{2}$  yards,  $\frac{2}{3}$  of  $\frac{2}{3}$  of  $9\frac{3}{4}$  ft., and  $\frac{1}{3}$  of  $\frac{1}{3}$  of  $6\frac{9}{16}$  inches.
  - 6 If  $16\frac{2}{3}$  tons of hay last a certain number of horses  $107\frac{1}{4}$  days, how many days will  $11\frac{1}{4}$  tons last the same number of horses?
  - 7 What are the prime factors of 129280?
  - 8 A gentleman bequeaths his property to his 3 sons and 2 daughters. To the eldest son he gives  $\frac{1}{3}$  of the whole less \$1,000; to the second son  $\frac{1}{4}$  of the whole, increased by \$500; to the third son half as much as the sum of the other two; and to each daughter \$2,500. How much did each son receive?
  - 9 Find by the rules of Practice the value of 13 tons 17 cwt. 1 qr.  $17\frac{1}{2}$  lbs. of pork, at £2 4  $10\frac{1}{2}$  per cwt.
  - 10 On June 13th A lent B \$1,600. On the 20th September A bought goods of B to the value of \$1,350.60, and on 30th November another lot to the value of \$825.32. On the 31st December A lent B \$18,265. How long would B be entitled to the use of the money in order to square their account, interest on the money lent and on the value of the goods being allowed at  $6\frac{1}{2}$  per cent.?

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

- I. [7] Mar. 79. GEOGRAPHY. Time, 1 hr. 30 m.
- PART I.
- 1 (1) State the causes of the change of seasons, and (2) show what would be the effect of a given change in the inclination of the earth's axis to the plane of its orbit.
  - 2 How may we find from the globe the hour at which the sun rises and sets at a given place on a given day?
  - 3 How is Latitude determined (1) by means of the Pole-star, (2) by means of the Sun?
  - 4 (1) What is the dew point? (2) State and explain its relations to the probability of rain?
  - 5 Name and describe the position of all the important mountain ranges you know of, whose general direction is east and west.
  - 6 Make a list of the countries embraced in the British Empire, and state the situation of each.

PART II.

- 1 Draw from memory, on the paper given to you, an outline map of Nova Scotia, and fill in accurately the chief rivers and towns.
- 2 Draw from memory, on the paper given to you, an outline map of North America, indicating the great mountain ranges and chief rivers.

- II. [8] Mar. 79. COMPOSITION. Time, 1 hr.
- Although the mountain looked so silent, there came from it every now and then a thundering sound. At first I could not think what it was; but gazing at its surface more steadily, upon the face of a slope I caught sight of what seemed a larger stream than any of the rest; but it soon ceased, and then came the slow thunder of its fall: it was a stream, but a solid one—an avalanche. I was gazing on the Maiden in one of her most savage moods—or, to speak prose, I was regarding one of the wildest aspects of the many-sided Jungfrau.

- 1 Write a brief narrative from the above, in your own language, indicating in each of the following steps: (1) a set of questions framed on the passage; (2) formal answers in your own words to these questions; (3) your complete narrative. (1) V (1) M
- 2 Construct a complex sentence from the following elements:—
  - a<sup>1</sup> The variation of the needle filled the companions of Columbus with terror. Expl
  - a<sup>2</sup> Which is now familiar (*att. to subj.*)
  - a<sup>3</sup> Though it still remains one of the mysteries of nature (*adv. of concession*).
  - a<sup>4</sup> Into the cause of which the sagacity of man hath not been able to penetrate. Desc:
- 3 What general principles are to be observed in the structure of paragraphs? (1) O
- 4 (1) Name the *forms* to be attended to in writing a letter. (2) Illustrate the forms in a letter to a Secretary of a Board of Trustees, desiring your services. Female
- 5 Define the terms (1) *expansion*, (2) *substitution*, and (3) *transposition*. [13]

## II. [9] Mar. '79.

## ENGLISH GRAMMAR.

Time, 1 hr

- 1 (1) Classify the words in the following sentence, and (2) give a definition of the class to which you assign any word:— (1) V
 

*Ah! the old man hears well, but he prefers not to make reply.*
- 2 (1) Name the words in the foregoing sentence which can be inflected, and (2) inflect four of them for us many purposes as you can,—stating the purpose in each case. Mult: Find
- 3 Give the *general analysis* of the following stanza:— Find
 

"The school-boy, wandering through the wood  
To pluck the primrose gay,  
Starts, thy curious voice to hear,  
And imitates thy lay."
- 4 Give the *detailed analysis* of the stanza in the form below:— Solve
 

(*See Form I, 9.*)
- 5 Parse in tabular form the above stanza. Given
 

(*See Form I, 9.*)
- 6 Give the past tense and past participle of 6 regular and 6 irregular verbs. Female
- 7 (1) State the different modes of forming the plural of nouns, and (2) give three examples of each mode. [14]

## II. [10] Mar. '79.

## BRITISH HISTORY.

Time, 1 hr

- 1 What Roman Emperors projected the conquest of Britain? Show
- 2 Describe the state of England during the Reign of Stephen. 2 Defina
- 3 Sketch the character of Queen Elizabeth (referring to her acts in illustration). 3 State
- 4 (1) Name the chief battles fought between Charles I. and the Parliamentary forces, and (2) give the results. 4 The b
- 5 (1) Relate the circumstances which gave rise to the dispute between England and the American Colonies, and (2) give a short account of the war that ensued. 5 When
- 6 Name the leading events in the Reign of Victoria since 1854. 6 Straig

## II. (11) Mar. '79.

## BOOK-KEEPING.

Time, 45 m

- 1 (1) Specify the principal books used in Book-keeping; and (2) give a specimen of a Cash-Book. 7 Const
- 2 (1) Give a specimen of a Day-Book consisting of six entries, and (2) post them into a Ledger. II. [3] 1
- 3 Write out (1) a "Receipt in full," (2) a "Letter of Introduction," and (3) a letter with an order for goods. 1 Specif

## II. [12] Mar. '79.

## CHEMISTRY OF COMMON THINGS.

Time, 45 m

- 1 (1) Name the constituents of the atmosphere, distinguishing them as simple and compound substances. (2) Give the proportions of the three most important. 2 State 3 How 4 What

(1) What are the properties of hydrogen? (2) Describe a mode of preparing and collecting it.

(1) Mention those constituents of food that form "the starch group," or are of similar composition to starch; also (2) designate the elements of which they consist.

Explain the statement: "Clothing and fires, houses and barns, save food for man and beast."

Describe an experiment shewing (1) the weight of carbonic acid gas, and (2) its incapability of supporting combustion.

(1) Of what does milk consist? (2) Explain briefly the scientific principles involved in making butter and cheese.

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

[13] Mar. '79.

ALGEBRA.

Time, 1 hr. 30 m.

*Answers must contain the whole operation.*

(1) When is an algebraic expression said to be homogeneous? (2) Give an example.

Multiply  $(3a^2 - 2b + c)(c - 2)$  by  $14a - c + 2b$ .

Find the greatest common measure of

$$35x^3 + 47x^2 + 13x + 1 \text{ and } 42x^4 + 41x^3 - 9x^2 - 9x - 1.$$

Find the value of  $\frac{1-2x}{3(x^2-x+1)} + \frac{x+1}{2(x^2+1)} + \frac{1}{6(x+1)}$

Prove that any term in one member of an equation may be transposed to the other by changing its sign.

Solve the equation  $\frac{x-5}{7} + \frac{x^2+6}{3} = \frac{x^2-2}{2} - \frac{x^2-x+1}{6} + 3$ .

Given  $\begin{cases} .08x - .21y = .33 \\ .12x + .7y = 3.54 \end{cases}$  to find  $x$  and  $y$ .

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

[14] Mar. '79.

GEOMETRY.

Time, 1 hr. 30 m.

1 Show how you would lead a pupil to the conception of plane surfaces.

2 Define and illustrate the terms: "sides of an angle," and "vertex of an angle."

3 State and illustrate the means by which the magnitude of an angle is measured.

4 The bisector of the angle at the vertex of an isosceles triangle bisects the base and is perpendicular to the base.

5 When a straight line cuts two parallel straight lines, it makes the alternate angles equal, the corresponding angles equal, and the interior angles on the same side equal to two right angles.

6 Straight lines, of fixed length, are drawn from points on the circumference of a circle, so as always to be parallel to a given straight line: show that the locus of the extremities is a circle.

7 Construct the following figures: (1) a parallelogram, having given the sides and a diagonal, and (2) a triangle, having given the perimeter, one angle, and a side opposite the angle.

II. [3] Mar. '79

THE SCHOOL SYSTEM.

Time, 30 m.

1 Specify the three-fold "Mode of Support" provided by law, under the present system.

2 State the principles which regulate the distribution of the County Fund.

3 How are Boards of Trustees secured, (1) in cities and incorporated towns, and (2) in other districts?

4 What is the duty of the Teacher, as prescribed by the Board of Education, in difficult cases of School discipline?

- 5 Under what conditions may a Teacher, while under contract, visit for professional purposes, other Schools?
- 6 State the means to be used (1) to protect the health of the School during prevalence of contagious disease, and (2) to secure an acquaintance on the part of all the pupils, with the general conditions of health.

III. [4] Mar. '79. CANADIAN HISTORY. Time, 1 hr. 30 m.

- 1 (1) Name the chief Explorers of North America in the 15th and 16th centuries (2) What discoveries did they respectively make?
- 2 Describe briefly the internal condition of Canada previous to the fall of Quebec.
- 3 What important events in Canadian History are associated with the years 1745, 1749, 1837, 1848, 1867, 1871, 1878?
- 4 Briefly outline the Constitution of the Dominion of Canada.
- 5 Name the present Provinces of Canada (1) in the order of their population, (2) in the order of area.
- 6 Write in order (1) the names of the Governors-General of the Dominion, (2) the name of the present Governor of each of the Provinces.

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

III. [5] Mar. '79. MENTAL ARITHMETIC. Time, 1 hr. 30 m.

- 1 Add  $\frac{1}{2} + \frac{2}{3} + \frac{3}{4}$ .....
- 2 If 19 yds. cost \$85, what will 13 yds. cost?.....
- 3 Find the price of 648 articles at 17s. 6d. each.....
- 4 Square 45.....
- 5 What is the interest of \$450 for 4 years at 6 per cent. per annum?.....
- 6 Multiply  $9\frac{1}{2}$  by  $7\frac{3}{4}$ .....

*Answers must contain the whole operation.*

III. [6] Mar. 79. ARITHMETIC. Time, 1 hr. 30 m.

- 1 What is the difference between the simple value of a figure and its local value?
- 2 Explain the terms minuend and subtrahend,
- 3 Find the greatest common measure of 756, 630, 376 and 1386.
- 4 Find the cost of three pieces of cloth; the first containing 17,475 yards, the second 36.35 yards, and the third  $423\frac{1}{2}$  yards, at \$3.28 per yard.
- 5 Reduce 1237 ounces to the decimal of a ton.
- 6 What is the value of 14 acres, 3 rods, 14 perches, 6 yards, 1 foot, of land, at 25 cents a square foot?
- 7 If 4 men can build a fence in 10 days by working  $8\frac{1}{2}$  hours a day, how many days will it take 5 men if they work but 7 hours a day?
- 8 A man invests one-third of his money in a farm, and one-third of the balance in a ship, what per cent. of the whole remains uninvested?

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

III. [7] Mar. 79. GEOGRAPHY. Time, 1 hr. 30 m.

PART I.

- 1 (1) Define the terms—Isthmus, Peninsula, Lake, Latitude, Meridian, Great Circles, and Horizon, and (2) explain the cause of day and night.
- 2 (1) How far from the Equator is the Arctic Circle, and (2) what defines its position?
- 3 Name in order, from North to South, the various physical features along the eastern coast of New Brunswick.
- 4 (1) Indicate the geographical position of the following, and (2) state some fact in relation to each: Toronto, Chicago, Glasgow, Snowdon, the Danube.

Give the boundaries of the different Provinces of Canada, and compare the area of each with that of New Brunswick.  
 "The rivers run into the sea": Explain how it is that the seas retain their saltness.

PART II.

Draw from memory, on the paper given out to you, a map of New Brunswick, the chief rivers and towns accurately filled in.

[8] Mar. '79.

COMPOSITION.

Time, 2 hrs. for papers 8 & 9.

Correct or justify the following: (1) He executed his work and done it well too. (2) This expression isn't correct. (3) He had formerly went without urging. (4) Between you and me, I should not trust him. (5) Ain't you going to church? (6) They hadn't ought to have told him.

Arrange the following stanza in the order of prose:—

Higher still and higher  
 From the earth thou springest,  
 Like a cloud of fire;  
 The blue deep thou wingest,  
 And singing still dost soar, and soaring ever singest;  
 In the golden lightening  
 Of the setting sun,  
 O'er which clouds are brightening,  
 Thou dost float and run.

Write (1) a brief composition on Character, and (2) a letter to a friend at Panama, giving a description of a Canadian snow-storm.

[9] Mar. '79.

ENGLISH GRAMMAR.

Inflect, for as many purposes as you can (stating the purpose in each instance), the following words: He, who, which, that, lady, boy, lion, far, go.

What determines the class to which any word in a sentence belongs?

Give the *general* analysis of the following sentence: *The sun itself is ever a rising sun; another morning will come though the night should be dark.*

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

(See Form I, 9.)

Parse the sentence in tabular form.

(See Form I, 9.)



## LIST OF NEW BRUNSWICK PLANTS.

By JAMES FOWLER, M. A., Instructor in Natural Science in the Provincial Normal School.

The writer has long felt the want of a list of our Provincial Flora to serve as a guide for collecting Plants when visiting different localities, and also to furnish replies to numerous correspondents in other countries. Having acquired the habit of collecting and preserving specimens of such plants as met his eye in his neighborhood, or during his visits to more distant places, he believes that he has secured a large majority of our local species, and that the publication of a List of these will be very useful to Teachers and Amateur Botanists within the Province, as well as to Medical men and others interested in our native plants. The vegetation of our country is the product of its climate and soil. A list of its vegetable forms will consequently reveal to the Naturalist the character of the region to which they belong. There are also several interesting scientific questions which can only be solved by the use of the materials which are furnished by such lists.

The writer is not aware that any similar list has ever been published, at least none such has ever met his eye. The reader will notice that where special localities are mentioned, they are nearly all comprised within a very limited portion of the Counties of York, St. John, Kent, and Restigouche, these being almost the only districts yet visited by any Botanist. The greater portion of the Mosses and Lichens have been collected in the immediate neighborhood of the writer's home in Kent. The fact that so few Counties are represented in the List indicates how much yet remains to be done before the true character of our Provincial Flora can be known and any reliable scientific deductions drawn from it.

The List is limited to species of which the writer has seen specimens with his own eyes. In the few cases in which species are mentioned of which he possesses no specimen, the names of the parties with whom they may be seen are given. His thanks are due to such friends as Mr. George F. Matthew and Mr. G. U. H. of St. John, Mr. Robert Chalmers, formerly of Campbellton, and others, for their gifts of local species.\*

Introduced species are indicated by the specific name being printed in small capitals.

## RANUNCULACEÆ—Crowfoot Family.

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| <p>1. <i>CLEMATIS</i> Virginiana, L. <i>Common Virgin's-Bower</i>. Thickets, River banks, &amp;c. Common. The large clusters of fruit conspicuous in autumn and early winter. Fl. August.</p> <p>2. <i>ANEMONE</i> multifida, DC. <i>Many-Cleft Anemone</i>. St. John River above Fredericton. Grand Falls, (Mr. Moser.) June.</p> <p>3. <i>A. Virginiana</i>, L. <i>Virginian Anemone</i>. Mouth of Upsalquitch. Grand Falls, St. John River, (Mr. Moser.) July.</p> <p>4. <i>A. Pennsylvanica</i>, L. <i>A. dichotoma</i>, L. <i>Pennsylvanian Anemone</i>. Along St. John River and tributaries. Tatagoucho Falls. July—Aug.</p> | <p>5. <i>A. nemorosa</i>, L. <i>Wind-flower Wood Anemone</i>. Rare in northern counties, common southwards. A beautiful vernal flower. Borders of woods. June.</p> <p>6. <i>HEPATICA</i> triloba, Chaix. <i>Round-lobed Hepatica</i>. A specimen in University Herbarium labelled Keswick Ridge. I have not seen it. Woods, in early Spring.</p> <p>7. <i>THALICTRUM</i> dioicum, L. <i>Early Meadowweet</i>. Keswick Ridge. (Prof. Bailey.) May.</p> <p>8. <i>T. Cornuti</i>, L. <i>Tall Meadow Rue</i>. Common along wet banks of brooks. Aug.</p> |
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\*As provision has been made for the preservation of a Herbarium in the Normal School, Teachers and others, who can send collections of plants, will confer a benefit upon the Institution by doing so. The specimens should be as perfect as possible, and labelled with the name of the collector and the place and date of collecting.

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*SUNCULUS aquatilis*, L., var. *trichophyllus*, Chaix. *Common White Water Crowfoot*. Common in sluggish brooks. July.  
*multifidus*, Pursh. *Yellow Water Crowfoot*. In ditches at Point de Bute and Belle Dune. Rare. June-July.  
*Flammula*, L., var. *reptans*, Gray. *Creeping Spearwort*. Sandy shores and inundated banks. Rather rare. July-Aug.  
*Cymbalaria*, Pursh. *Sea-side Crowfoot*. Spreading by long runners over sandy shores near brackish or salt water. June-Aug.  
*abortivus*, L. *Small-flowered Crowfoot*. Common. May-June.  
*sceleratus*, L. *Cursed Crowfoot*. "Juice acrid and blistering." Ditches, Shediac. River Charlo. Rare. July.  
*recurvatus*, Poir. *Hooked Crowfoot*. Along a small shaded brook at Bass River, Kent Co. Prob. not rare. June.  
*Pennsylvanicus*, L. *Bristly Crowfoot*. Wet places. Rather rare.

17. *R. repens*, L. *Creeping Crowfoot*. Abundant in damp or shady places. May-Aug.
18. *R. acris*, L. *Buttercups*. *Tall Crowfoot*. Too abundant in damp fields. The very acrid juice is dissipated by drying when the plants are cut with the hay. When green they are avoided by cattle. June-Aug.
19. *CALTHA palustris*, L. *Marsh Marigold*. Common in wet swampy places. May. Conspicuous by its large yellow flowers and round kidney-shaped leaves.
20. *COPTIS trifolia*, Salisb. *Goldthread*. Its long, bitter, yellow roots are sometimes used in medicine. Common. May-June.
21. *AQUILEGIA VULGARIS*, L. *Garden Columbine*. Escaped from gardens near St. John.
22. *ACTEA spicata*, L., var. *rubra*, Michx. *Red Baneberry*. Common. Rich woods. June.
23. *A. alba*, Bigel. *White Baneberry*. Rich woods. Rather rare.

BERBERIDACEÆ—Barberry Family.

*BERBERIS VULGARIS*, L. *Barberry*. Occasionally found near garden fences.

NYMPHÆACEÆ—Water-Lily Family.

*NYMPHÆA odorata*, Ait. *White Water-Lily*. Ponds and Lakes. I have only seen it in St. John Co. July-Aug.  
*UPHAR advena*, Ait. *Common Yellow Pond-Lily*. In stagnant water. Rather scarce.

27. *N. luteum*, Smith, var. *pumilum*, Gray. *Small Yellow Pond-Lily*. In water. Woodstock.

SARRACENIACEÆ—Pitcher-Plants.

*SARRACENIA purpurea*, L. *Side-saddle Flower*. *Pitcher-Plant*. *Huntsman's Cup*. Common in bogs. Aug.

PAPAVERACEÆ—Poppy Family.

*PAPAVER SOMNIFERUM*, L. *Common Poppy*. Spontaneous in gardens.  
*ANGUINARIA Canadensis*, L. *Blood-root*. York Co. (Prof. Bailey.)

31. *CHELIDONIUM MAJUS*, L. *Celandine*. A garden weed in Fredericton.

FUMARIACEÆ—Fumitory Family.

*FUMARIA Cucullaria*, DC. *Dutchman's Breeches*. A very delicate little plant appearing in early spring in rich woods. Rather rare.  
*CORYDALIS glauca*, Pursh. *Pale Corydalis*.

- Rocky places; rather common. June-Aug.
34. *FUMARIA OFFICINALIS*, L. *Fumitory*. Escaped from ballast in a few places. Buc-touche. St. John, etc.

CRUCIFERÆ—Mustard Family.

*CASTRUTIUM palustre*, DC. *Marsh Cress*. In water and wet places. Common along the St. John River and its tributaries. July-Sept.  
*DENTARIA diphylla*, L. *Pepper-root*. *Toothwort*. Kent. Fredericton.  
*CARDAMINE hirsuta*, L. *Small Bitter Cress*. Wet places. Common.  
*ARABIS hirsuta*, Scop. *Rock Cress*. Eel River, Restigouche. On Rocks, Portland.  
*A Drummondii*, Gray. Eel River, Restigouche. Sandy places. Aug.  
*BARBARA VULGARIS*, R. *Brown Winter Cress*. *Yellow Rocket*. A weed. Richibucto.  
*ERYSIMUM ORIENTALE*, R. *Brown*. Ballast heaps, Richibucto. Apparently naturalized.  
*SISTIMBIUM OFFICINALE*, Scop. *Hedge Mustard*. An unsightly weed abundant in Fredericton. June-Sept.  
*BRASSICA SINAPISTRUM*, Boiss. *Sinapis arvensis*. L. *Charlock*. Very abundant

- in many places. Rare in northern counties.
44. *B. ALBA*, Gray. *Sinapis alba*. L. *White Mustard*. Escaped from gardens in a few places.
  45. *B. nigra*, Gray. *Sinapis nigra*. L. *Black Mustard*. Rare, near dwellings and on ballast.
  46. *CAMELINA SATIVA*, Crantz. *False Flax*. Among flax. Rare.
  47. *CAPSELLA BURSA-PASTORIS*, Mönch. *Shepherd's Purse*. Common weed.
  48. *LEPIDIUM RUDERALE*, L. *Peppergrass*. Spreading from ballast heaps.
  49. *SENEBIERA DIDYMA*, Pers. *Wart-Cress*. Spreading from ballast at St. John.
  50. *S. CORONOPUS*, DC. *Swine Cress*. Spreading from ballast at St. John.
  51. *CARLIS Americana*, Nutt. *American Sea-Rocket*. Common on sea-shore. Aug.
  52. *RAPHANUS RHAPHANISTRUM*, L. *Wild Radish*. *Jointed Charlock*. A troublesome weed at Fredericton and a few other places.

VIOLACEÆ—Violet Family.

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| <p>53. VIOLA lanceolata, L. <i>Lance-leaved Violet</i>.<br/>On shore at Rothsay.</p> <p>54. V. blanda, Willd. <i>Sweet White Violet</i>.<br/>Damp places. Common. May.</p> <p>55. V. cucullata, Ait. <i>Common Blue Violet</i>.</p> | <p>Abundant everywhere. White flowers sometimes occur.</p> <p>56. V. pubescens, Ait. <i>Downy Yellow Violet</i>.<br/>Woods. Rather scarce.</p> <p>57. V. tricolor, L. <i>Pansy</i>. <i>Heart's Ease</i>.<br/>Spontaneous in gardens.</p> |
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CISTACEÆ—Rock-rose Family.

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| <p>58. HUDSONIA tomentosa, Nutt. Abundant on Kouchibouguac Beach.</p> | <p>59. LECHEA minor, Lam. <i>Pinweed</i>. Kouchibouguac Beach.</p> |
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DIOSCOREÆ—Sundew Family.

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| <p>60. DROSER A rotundifolia, L. <i>Round-leaved Sundew</i>. Damp places and bogs. Common. July—Aug.</p> | <p>61. D. longifolia, L. <i>Long-leaved Sundew</i>. Bogs and borders of lakes. Common. July—Aug.</p> |
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HYPERICACEÆ—St. John's-wort Family.

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| <p>62. HYPERICUM PERFORATUM, L. <i>Common St. John's-wort</i>. Fields, etc. A worthless weed with very acrid juice; difficult to eradicate. Petals and anthers with black dots. Leaves with transparent dots. July—Aug.</p> <p>63. H. ellipticum, Hook. Common in wet places. July.</p> | <p>64. H. mutilum, L. Wet places. Very common.</p> <p>65. H. Canadense, L. Common in wet, sandy soil. July—Sept.</p> <p>66. ELOPES Virginica, Nutt. <i>Marsh St. John's-wort</i>. Common on wet banks, streams and in swamps. July.</p> |
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CARYOPHYLLACEÆ—Pink Family.

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| <p>67. SAPONARIA OFFICINALIS, L. <i>Soapwort</i>. <i>Bouncing Bet</i>. Queensbury Parsonage.—Prof. Bailey.</p> <p>68. SILENE INFLATA, Smith. <i>Bladder Campion</i>. Miramichi. Richibucto. Rather rare.</p> <p>69. S. ARMERIA, L. <i>Sweet-William Catchfly</i>. Occasionally spontaneous in gardens.</p> <p>70. S. NOCTIFLORA, L. <i>Night-flowering Catchfly</i>. A rare weed in cultivated grounds.</p> <p>71. LYCHNIS GITHAGO, Lam. <i>Corn Cockle</i>. A weed in wheat fields conspicuous by its purple-red flowers.</p> <p>72. ARENARIA lateriflora, L. Common in gravelly soil and on shores. June.</p> <p>73. A. peploides, L. On sandy shore at Shediac. Rare.</p> <p>74. STELLARIA MEDIA, Smith. <i>Common Chickweed</i>. Abundant.</p> <p>75. S. longifolia, Muhl. <i>Long-leaved Stitchwort</i>. In grassy places. Rather scarce. June—July.</p> | <p>76. S. longipes, Goldie. A reduced form on sandbeach at Eledune.</p> <p>77. S. uliginosa, Murr. <i>Swamp Stitchwort</i>. Rather common in swamps and rills.</p> <p>78. S. borealis, Bigelow. <i>Northern Stitchwort</i>. Rather rare. In shaded places.</p> <p>79. S. humifusa, Rottboell. Harvey, York Co. Rare.</p> <p>80. CERASTIUM VISCOSUM, L. <i>Mouse-ear Chickweed</i>. In fields. Common.</p> <p>81. C. arvense, L. <i>Field Chickweed</i>. In places. Restigouche. Rare.</p> <p>82. SAGINA procumbens, L. <i>Pearlwort</i>. Damp rocks and springy places.</p> <p>83. S. nodosa, Fenzl. Sent from Restigouche by Mr. Chamers.</p> <p>84. SPERGULARIA rubra, Presl., var. campestris Gray. <i>Sand Spurry</i>. Sandy soil. Abundant in Fredericton.</p> <p>85. S. salina, Presl. Sand on sea shore.</p> <p>86. S. media, Presl. Salt marshes and sands.</p> <p>87. SPERGULA ARVENSIENSIS, L. <i>Corn Spurry</i>. A pestilent weed in damp soil.</p> |
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PORTULACACEÆ—Purslane Family.

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| <p>88. CLAYTONIA Caroliniana, Michx. <i>Spring Beauty</i>. Not common. A pretty little plant springing from a small, deep tuber</p> | <p>with a pair of opposite leaves and a loose raceme of delicate flowers. In early spring.</p> |
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MALVACEÆ—Mallow Family.

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| <p>89. MALVA ROTUNDIFOLIA, L. <i>Common Mallow</i>. Rather rare.</p> <p>90. M. SYLVESTRIS, L. <i>High Mallow</i>. Escaped from gardens in few places.</p> <p>91. M. CRISPA, L. <i>Curled Mallow</i>. Sometimes found near dwellings.</p> | <p>92. M. MOSCHATA, L. <i>Musk Mallow</i>. Spontaneous in gardens.</p> <p>93. HIBISCUS TRIONUM, L. <i>Bladder Ketmia</i>. A rare garden weed.</p> |
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TILIACEÆ—Linden Family.

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| <p>94. TILIA Americana, L. <i>Bass Wood</i>. <i>Lime Tree</i>. I have only seen it at Woodstock, but it is found along the St. John.</p> | <p>95. T. EUROPEA, L. <i>The European Linden</i>. Extensively planted about Fredericton as an ornamental tree.</p> |
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GERANIACEÆ—Geranium Family.

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| <p>96. GERANIUM PRATENSE, L. <i>Meadow Cranesbill</i>. Escaped from cultivation near St. John.</p> | <p>97. G. Carolinianum, L. <i>Carolina Cranesbill</i>. Barren soil. Rather common. June—July.</p> |
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G. Robertianum, L. *Herb Robert*. Quaco Cliffs. (University Herb.)  
 IMPATIENS fulva, Nutt. *Spotted Touch-me-not*. Shady wet places. Common. July—Aug.

100. OXALIS Acetosolla, L. *Common Wood Sorrel*. Cold shady woods. Common. June.  
 101. O. stricta, L. *Yellow Wood Sorrel*. Fields and thickets. Common.

ANACARDIACEÆ—Cashew Family.

RHUS typhina, L. *Staghorn Sumach*. A shrub or small tree 8-15 feet high; wood orange colored. Common in rocky and barren grounds; also planted for ornament.

103. R. Toxicodendron, L. *Poison Ivy*. *Poison Oak*. Thickets, low grounds. Rather common. June.

VITACEÆ.

VITIS riparia, Michx. *Wild Grapes*. Banks of St. John, near Fredericton; also planted for ornament. June.

105. AMPELOPSIS quinquefolia, Mich. *Virginian Creeper*. A woody vine extensively cultivated. Climbing up walls by its disk-bearing tendrils and rootlets.

RHAMNACEÆ—Buckthorn Family.

RHAMNUS alnifolius, L'Her. In swamps. Mouth of Eel River, Restigouche. Near Green Head, St. John. Rare.

SAPINDACEÆ—Soapberry Family.

ÆSCULUS HIPPOCASTANUM, L. *Common Horse Chestnut*. Planted.  
 ACER Pennsylvanicum, L. *Striped Maple*. Rich woods; common.  
 A. spicatum, Lam. *Mountain Maple*. Damp woods; common.  
 A. saccharinum, Wang. *Sugar Maple*. *Rock Maple*. One of our finest trees, growing in rich soil. May—June.  
 A. dasycarpum, Ehrhart. *White Maple*. *Silver Maple*. The only wild specimens

I have seen are at Harris Cove on the Kennebecasis. A few trees are planted in Fredericton, and have a fine appearance.  
 112. A. rubrum, L. *Red Maple*. *Swamp Maple*. Called White Maple in northern counties. Very common in swampy or damp woods. The red flowers very conspicuous in early spring. The leaves turning bright crimson in autumn.

POLYGALACEÆ—Milkwork Family.

POLYGALA paniculata, Willd. *Fringed Polygala*. A specimen in Prof. Bailey's Herb. is labelled "Rushiagonish, Capt.

Moody." I have not seen the living plant.

LEGUMINOSÆ—Pulse Family.

TRIFOLIUM ARVENSE, L. *Rabbit-foot or Stone Clover*. Richibucto. Along the Railway track near St. John. Rare.  
 T. PRATENSE, L. *Red Clover*. Extensively cultivated.  
 T. repens, L. *White Clover*. Everywhere.  
 T. Agrarium, L. *Yellow or Hop Clover*. (Queensbury. Prof. Bailey.)  
 T. procumbens, L. *Low Hop-Clover*. A few plants in sandy ground near Richibucto.  
 T. resupinatum, L. with  
 T. ornithopodioides, L. and a few other foreign species occur on ballast heaps at St. John.  
 MELILOTUS OFFICINALIS, Willd. *Yellow Melilot*. *Sweet Clover*. Not Common.  
 M. alba, Lam. *White Melilot*. *White Sweet Clover*. In a few places.  
 M. LUPULINA, L. *Black Medick*. *Nonesuch*. Naturalized in several places.  
 M. DENTICULATA, Willd. Introduced at St. John.  
 ROBINIA PSEUDACACIA, L. *Common Locust or False Acacia*. Cultivated as an ornamental tree. June.

126. R. VISCOSA, Vent. *Clammy Locust*. Cultivated like preceding. June.  
 127. ASTRAGALUS alpinus, L. *Nepisquit River*. Upper St. John.  
 128. OXYTRAPIS campestris, DC. *Islands of St. John River*. Prof. Bailey.  
 129. HEDYSARUM boreale, Nutt. *Grand Falls*. Specimen received from Mr. Moser.  
 130. DESMODIUM Canadense, DC. *Fredericton and Upper St. John*.  
 131. LOTUS CORNICULATUS, L. Apparently naturalized at Fairville.  
 132. VICIA SATIVA, L. *Common Vetch or Tare*. And var. angustifolia, Gray. Occasionally found in fields or on roadsides.  
 133. V. HIRSUTA, Koch. Along the Railway near St. John.  
 134. V. Cracca, L. *Fields and waste places*. Not common.  
 135. LATHYRUS maritimus, Bigelow. *Beach Pea*. Sea coast. Rather common. July.  
 136. L. palustris, L., var. myrtifolius, Gray. Common.  
 137. AMPHICARPEA monoica, Nutt. *Hog Peanut*. St. John River.

ROSACEÆ—Rose Family.

PRUNUS pumila, L. *Dwarf Cherry*. St. John River, Mr. Hay. Restigouche River, University Herb.

139. P. Pennsylvanica, L. *Wild Red Cherry*. Very Common. June.

140. *P. Virginiana*, L. *Choke-Cherry*. Banks of streams. Common. June.
141. *P. serotina*, Ehrhart. *Wild Black Cherry*. Rare. "Fruit slightly bitter, but with a pleasant vinous flavor." Gray. Oxbow, Salmon River.
142. *SPHÆRA salicifolia*, L. *Common Meadow-Sweet*. Swampy or wet grounds. Common. July.
143. *S. tomentosa*, L. *Hardhack*. *Steeple Bush*. Distinguished by the rose-colored flowers and the woolly under-surface of the leaves. Rather scarce. July.
144. *AGRIMONIA Eupatoria*, L. *Common Agrimony*. Borders of woods. Common. July—Aug.
145. *GEUM album*, Gmelin. *Woodstock*. Rare. June—Aug.
146. *G. macrophyllum*, Willd. Kent. St. John. Not common. June.
147. *G. strictum*, Ait. *Fredericton*. July.
148. *G. rivale*, L. *Water, or Purple Avens*. Boggy and wet places. Common. June.
149. *POTENTILLA Norvegica*, L. A coarse weed in fields. Common.
150. *P. Canadensis*, L., var. *simplex*. Torr. & Gr. *Common Cinque-foil or Five-Finger*. Fields. Common. June—Aug.
151. *P. argentea*, L. *Silvery Cinque-foil*. Norton. Mr. Hay.
152. *P. Anserina*, L. *Silver-Weed*. Brackish marshes, River banks, &c. Rather common. July—Aug.
153. *P. fruticosa*, L. *Shrubby Cinque-foil*. Wet shores. *Kennebecasis*. July—Aug.
154. *P. tridentata*, Ait. *Three-toothed Cinque-foil*. A small plant covering the rocks at Carleton Heights. July.
155. *P. palustris*, Scop. *Marsh Five-Finger*. In boggy places. Distinguished by its purple flowers and creeping stems. June—Aug.
156. *FRAGARIA Virginiana*, Ehrhart. *Common Strawberry*. Everywhere.
157. *F. vesca*, L. *Alpine Strawberry*. Dry and rocky places. Rare.
158. *DALIBARDA repens*, L. In dry mossy woods. June.
159. *RUBUS Chamæmoris*, L. *Cloud berry*. Peat bogs. Fruit rather rare.
160. *R. triflorus*, Richardson. *Dwarf Raspberry*. Wooded hillside. Common. June.
161. *R. strigosus*, Michx. *Red Raspberry*. Abundant in burnt waste land everywhere. June—July. Fruit ripening for several weeks.
162. *R. villosus*, Ait. *Common or High Blackberry*. A very variable plant, found on borders of thickets, or beside fences. Common. May—June.
163. *R. Canadensis*, L. *Low Blackberry*. *Dwarf Blackberry*. Rocky places and thickets. Common. May.
164. *R. hispidus*, L. *Running Swamp-Blackberry*. Rather rare.
165. *ROSA Carolina*, L. *Swamp Rose*. Damp grounds and brooks. This rose is spreading rapidly in Europe. June—Aug.
166. *R. lucida*, Ehrhart. *Dwarf Wild Rose*. Borders of swamps. Its stems and branches are densely armed with bristly prickles. Common. June.
167. *R. rubiginosa*, L. *Sweet Briar*. Common in gardens and about dwellings. July.
168. *CRATEGUS OXYACANTHA*, L. *English Hawthorn*. Frequently planted for hedges and beside fences. June.
169. *C. tomentosa*, L. *Black or Pear Thorn*. Banks of streams. Rather common. June.
170. *PYRUS arbutifolia*, L. *Choke-berry*. One form seems to be the var. *melanocarpa* Gray. Common in woods. June.
171. *P. Americana*, DC. *American Mountain Ash*. *Rowan Tree*. Common in woods and often planted for the sake of its ornamental clusters of bright-red berries. June.
172. *AMELANCHIER Canadensis*, Torr. and Gray. *Shad-bush*. *Service-berry*. *Indian Peach*. A shrub or small tree producing a profusion of white blossoms in early spring and welcomed as a harbinger of summer. Very common in open woods. Var. *Botryspium*, Gray. The largest and most common form. May. Var. *oblongifolia*, Gray. With the branches and young leaflets covered with white down; is smaller and rather rare. Var. *oligocarpa*, Gray. With 2-4-flowered racemes and thin, smooth, oblong leaves is only found in swamps. 2-4 feet high. Fruit small. Common. May.

## SAXIFRAGACEÆ—Saxifrage Family.

173. *RUBES Cynosbati*, L. *Wild Gooseberry*. The large berries are covered with long prickles. My specimen was collected by Rev. J. P. Sheraton, Black Lake, St. John. I have not seen the living plant.
174. *R. hirtellum*, Michx. *R. oxyacanthoides*, L. *Smooth Wild Gooseberry*. In damp grounds. Common. May.
175. *R. lacustre*, Poir. *Swamp Gooseberry*. Known by its very prickly stems, and black, bristly, small, unpleasant fruit. Damp woods and swamps. June.
176. *R. prostratum*, L'Her. *Fetid Currant*. The pale red fruit glandular bristly, and when bruised exhaling a disagreeable odor, as do also the leaves and young stems. Cold woods and rocks. Common. May.
177. *R. floridum*, L. *Wild Black Currant*. The black smooth berries very much resemble the Black Currant of the gardens in flavor and odor. Woods. Common.
178. *R. rubrum*, L. *Red Currant*. Apparently the same as the Red Currant of the gardens. Berries red, smooth. Damp woods. Not common. May—June.
179. *R. aureum*, Pursh. *Flowering Currant*, extensively cultivated for ornament, is long yellow blossoms and pleasant fragrance rendering it a favorite in early spring.
180. *PARNASSIA Carolina*, Mich. *Grass of Parnassus*. A perennial smooth little herb with a single or sometimes two clasping leaves low down on the stem, the other all radical. A solitary flower terminates the stem. York County.—Prof. Bailey. Have not seen the living plant.
181. *SAXIFRAGA Aizoon*, Jacq. On moist rocks opposite Rotherby. (Herb of Prof. Bailey.) Have not seen the living plant.
182. *S. Virginensis*, Michx. *Early Saxifrage*. York County.—(Herb of Prof. Bailey.)
183. *MITELLA nuda*, L. *Mitre-wort*. *Bishop's Cap*. A delicate little plant with slender pinnatifid petals, greenish blossoms and round or kidney-shaped crenate leaves, found in deep mossy woods. Common. May—June.

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4. *TIARRELLA cordifolia*, L. *False Mitre-wort*. One of our early flowers in rich rocky woods, 6-10 inches high, with a naked scape terminated by a simple raceme of white flowers. Rare in northern counties; common about Fredericton.

185. *CHRYSOSPLENIUM Americanum*, Schwein. *Golden Saxifrage*. A tender, smooth, low plant with inconspicuous flowers, growing about springs and in cold wet places. Common. May.

CRASSULACEÆ—Orpine Family.

6. *PENTHORUM sedoides*, L. *Ditch Stone Crop*. I am indebted for a specimen to Mr. Hay, who collected it at Norton. A specimen in the University Herbarium is labelled "Fredericton." Wet open places and ditches. July—Sept.

187. *SEDUM TELEPHIUM*, L. *Garden Orpine* or *Live-for-ever*. Escaped from gardens and becoming a troublesome weed in some places.

188. *S. Rhodiola*, DC. *Roseroot*. On exposed sea-cliffs, St. John County. June.

HAMAMELACEÆ—Witch-hazel Family.

9. *HAMAMELIS Virginiana*, L. *Witch-Hazel*. As it differs from other trees by blossoming in October when the leaves are falling, and by retaining its flowers through the greater part of the winter, it has

come to figure largely in the superstitions of the ignorant and designing, and furnishes material for divining rods, &c. Damp rich woods. Rather rare.

HALORAGACEÆ—Water-Milfoil Family.

10. *MYRIOPHYLLUM spicatum*, L. In deep water. Kouchibouguac. Kennebecasis. Perhaps common.

or ponds. Have only seen it near Richibucto.

11. *M. tenellum*, Bigelow. A very insignificant, simple, leafless plant 2-5 inches high, growing in water round the edge of lakes

192. *HIPPURIS vulgaris*, L. *Mare's Tail*. In water and deep mud. In the city of St. John, near the shipyard. Shediac. Dorchester. Rare.

ONAGRACEÆ—Evening-Primrose Family.

13. *CIRCEEA alpina*, L. *Enchanter's Nightshade*. Common in damp woods. July.

196. *E. palustre*, L., var. *lineare*, Gray. In wet boggy places. Rather common.

14. *C. Lutetiana*, L. Have no native specimen; one in Prof. Bailey's Herb. is labelled "Queensbury."

197. *E. coloratum*, Muhl. Somewhat common in wet places. July—August.

15. *EPILOBIUM angustifolium*, L. *E. spicatum*, Lam. *Great Willow-herb*. Abundant on newly cleared land. The long spikes of pink-purple flowers very conspicuous.

198. *CENOTHERA biennis*, L. *Evening Primrose*. Common in fields and waste places. Flowers very conspicuous in the evening twilight. June—September.

199. *C. pumila*, L. Very frequent in dry fields and roadsides. June.

UMBELLIFERÆ—Parsley Family.

10. *HYDROCOTYLE Americana*, L. *Water Pennywort*. In shady damp or springy places. Common.

one in the University Herbarium from Kingsclear.

11. *SANICULA Marilandica*, L. *Sanicle*. *Black Snakeroot*. Bass River, Kent County. Woodstock. Rare or overlooked. Woods and copses. July.

208. *LIQUORICUM Scoticum*, L. *Scotch Lovage*. Near salt water on banks and rocks. August.

12. *HERACLEUM lanatum*, Michx. *Cow Parsnip*. In rich moist ground. A large, strong-scented weed, easily known by its broad flat umbels of white flowers and fruit. Stems woolly and grooved. Common. June.

209. *THLASPIUM aureum*, Nutt. *Meadow Parsnip*. Along St. John River. June.

13. *PASTINACA SATIVA*, L. *Common Parsnip*. This plant spreads from gardens into waste places.

210. *CICUTA maculata*, L. *Spotted Cowbane*. *Musquash Root*. *Beaver-Poison*. Abundant in wet or swampy fields. The root is a deadly poison. Aug.

14. *ARCHANGELICA atropurpurea*, Hoffm. *Great Angelica*. A stout, smooth plant with hollow, dark purple stem, growing on low river banks. Bartibog, in Northumberland Co. Mr. Matthew reports it at Harris Cove, on the Kennebecasis.

210½. *C. bulbifera*, L. *Bulb-bearing Water Hemlock*. Common in swamps.

15. *A. Gmelini*, DC. On the bank of Courtenay Bay near the Penitentiary.

211. *Sium lineare*, Michx. *Water Parsnip*. Wet, muddy places. Common.

16. *CONIOSELIUM Canadense*, Torr. & Gr. *Hemlock Parsley*. Wet borders of streams. Not very common. August.

212. *CRYPTOTAENIA Canadensis*, DC. *Honewort*. Rich woods. Woodstock.

17. *ÆTHUSA Cynapium*, L. *Fool's Parsley*. Have no native specimen, but there is

213. *OSMORRHIZA longistylis*, DC. *Smoother Sweet Cicely*. Rich woods. The large perennial roots are sweet-aromatic. Plant 2-3 feet high. Woodstock. June.

214. *O. brevistylis*, DC. *Hairy Sweet Cicely*. Rich woods. Rather common. Root not so sweet as that of previous species. June.

215. *CARUM CARUI*, L. *Common Caraway*. Becoming a troublesome weed in neighborhood of St. John.

ARALIACEÆ—Ginseng Family.

18. *ARALIA racemosa*, L. *Spikenard*. A widely, irregularly branched plant, with large spicy-aromatic roots, found in rich, damp

woods. Flowers from July all summer. Berries and flowers found together on same plant. Not common.

217. *A. hispida*, Michx. *Bristly Sarsaparilla*. *Wild Elder*. Rocky barrens. Abundant in Kent in dry burnt woods. June.
218. *A. nudiculis*, L. *Wild Sarsaparilla*. Rich woodlands. Common. The long roots, which grow to the length of several feet, are sold in the market and employed in domestic medicine, instead of the

official Sarsaparilla. Sometimes used in making beer.

219. *A. trifolia*, Gray. *Dwarf Ginseng*. *Grounut*. A little plant 4-7 inches high springing from a globose tuber deep in the ground and pungent to the taste. Rich woods. Kent Co. May.

#### CORNACEÆ—Dogwood Family.

220. *CORNUS Canadensis*, L. *Pigeon-Berry*. *Dwarf Cornel*. *Bunch-berry*. Abundant. June.
221. *C. circinata*, L'Her. *Round-leaved Cornel* or *Dogwood*. Weldford, Kent County. Probably not rare. In rich soil. June.
222. *C. sericea*, L. *Silky Cornel*. *Kinnikinnik*. A shrub 3-8 feet high in wet grounds, having the underside of the leaves silky, downy and producing bunches of pale blue fruit. June.

223. *C. stolonifera*, Michx. *Red-Osier Dogwood*. Known by its smooth bright red-purple branches and its flat cymes of white lead-colored fruit. It spreads out in large clumps by its prostrate or subterranean shoots. Wet grounds. June.
224. *C. alternifolia*, L. *Alternate-leaved Cornel*. A shrub or small tree 8-15 feet high with the branches spreading out so as to form a flat top and bearing deep-blue berries on reddish stalks. In open woods. June.

#### CAPRIFOLIACEÆ—Honeysuckle Family.

225. *LINNA borealis*, Gronov. *Linnaea*. *Twin-flower*. "Dedicated to the immortal Linnaeus, who first pointed out its characters, and with whom this pretty little plant was a special favorite." Gray. A little evergreen creeping over dry mossy shaded grounds, sending up short stems which divide into two near the top, each division bearing a nodding fragrant flower. July.
226. *LOSTICERA ciliata*, Muhl. *Fly-Honeysuckle*. Common in woods and one of our earliest shrubs in flower. May.
227. *L. cerulea*, L. *Mountain Fly-Honeysuckle*. In bogs. Not common. June.
228. *SIMPLOCARPUS racemosus*, Michx. *Snow-berry*. Common in gardens.
229. *DIERVILLA trida*, Moench. *Bush-Honeysuckle*. Rocky places in fields. Common. July.

230. *SAMBUCUS Canadensis*, L. *Common Elder*. In rich soil in fields and beside fences. Flowers late in summer; bears blue fruit and has white pith. Clusters of flowers flat.
231. *S. pubens* Michx. *Red-berried Elder*. Flowers in early Spring and ripens first before the previous species blossoms. In rich soil. Berries red.
232. *VIBURNUM nudum*, L. *White-wood*. Common in cold swamps. Our form is *var. cassinoides*, Gray. June.
233. *V. Opulus*, L. *Cranberry-tree*. Common in intervals. The fruit is collected as a substitute for cranberries. A cultivated state of it is known under the name Snow-ball Tree or Guelder-Rose.
234. *V. lantanoides*, Michx. *Hobble-bush*. *American Wayfaring-tree*. Very common in open woods among Maples. May.

#### RUBIACEÆ—Madder Family.

235. *GALIUM aparine*, L. *Cleavers*. *Goose-Grass*. Introduced in ballast at Carleton.
236. *G. mollugo*, L. On ballast at Richibucto.
237. *G. asprellum*, Michx. *Kough Bedstraw*. Low woods. Common.
238. *G. trifidum*, L. *Small Bedstraw*. The var. *pusillum*, Gray, is abundant in sphagnum swamps.
239. *G. triflorum*, Michx. *Sweet-scented Bedstraw*. Common in rich woods.

240. *MITCHELLA repens*, L. *Partridge-berry*. A small trailing evergreen in rich woods bearing red dry berries. Common. July.
241. *HOCOSONIA cerulea*, L. *Bluets*. Very abundant in St. John Co. Have not noticed it farther north. In meadowy grassy places. On the sandy shores of Rothesay.

#### COMPOSITÆ—Composite Family.

242. *EURATORIUM purpureum*, L. *Joe-Pye-Weed*. *Trumpet-Weed*. Common on intervals. A stout herb with whorled leaves and flesh-colored flowers. 2-8 feet high.
243. *E. perfoliatum*, L. *Thoroughwort*. *Doneset*. Common in wet grounds.
244. *E. ageratoides*, L. *Wide Snake-root*. In rich soil on the banks of the Restigouche.
245. *NARNOSMA palmata*, Hook. *Sweet Colts-foot*. Rather common on the Richibucto river in damp recently burned ground. May-June.
246. *TESSILAGO FARFARA*, L. *Coltsfoot*. Spreading from ballast in several places.
247. *ASTER macrophyllus*, L. *Aster*. *Star-root*. Woods and borders of fields. Aug.
248. *A. Rudula*, Ait. Wet boggy places. Aug.
249. *A. cordifolius*, L. Very common in woodlands.

250. *A. miser*, L. In thickets and fields. Abundant.
251. *A. simplex*, Willd. On moist banks. Not common.
252. *A. astivus*, Ait. On the shore below Richibucto.
253. *A. longifolius*, Lam. Damp places along streams. Richibucto. Carleton.
254. *A. puniceus*, L. Very common in swamps and along brooks. Var. *vimineus*, Gray. Carleton, in wet grounds.
255. *A. acuminatus*, Michx. In cool, rich woods. Common.
256. *A. nemoralis*, Ait. Bogs. Have received specimens from Rev. J. P. Sheraton, to Mr. Hay of St. John.
257. *A. graminifolius*, Pursh. Mouth of Arrows. Tattagouche Falls. Rare.

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58. ERIGERON Canadense, L. *Horse-weed. Butter-weed.* Very common. Nowsprad widely over the world. The writer has received specimens from Asia. July—Oct.
59. E. acre, L. On shore at Belledune, Restigouche.
60. E. Philadelphiaicum, L. *Fleabane.* Somewhat common in grass fields. July—Aug. Rays very numerous and flesh-colored.
61. E. strigosum, Muhl. *Daisy Fleabane.* Fields. Common. July.
62. DYLORAPPUS linearifolius, Hook. Nepisquit River. Rather rare.
63. D. umbellatus, Torr. & Gray. *Double-bristled Aster.* Along fences and borders of woods. Common. Aug.
64. SOLIDAGO squarrosa, Muhl. *Golden-rod.* Kouchibouguac, on a rocky bank. Mr. Matthew reported it from Harris Cove.
65. S. bicolor, L. Abundant on the Richibucto River in dry waste land.
66. S. latifolia, L. Damp rich soil in shaded places. Bass River, Kent Co.; Point LeNim, Restigouche.
67. S. puberula, Nutt. Dry, sandy soil. Common.
68. S. stricta, Ait. Bogs and swamps. Common.
69. S. thyrsoides, E. Meyer. Bass River, beside a densely shaded brook.
70. S. sempervirens, L. Salt marshes. Rather common.
71. S. altissima, L. Borders of fields and roadsides. Abundant.
72. S. Canadensis, L. Kent Co. Abundant beside fences.
73. S. serotina, Ait. Restigouche. Mr. Hay.
74. S. gigantea, Ait. St. John Co.
75. S. lanceolata, L. Abundant in old moist fields and along river banks.
76. INULA HELENIUM, L. *Common Elecampane.* Roadside at Norton. Rare.
77. AMBROSIA artemisiifolia, L. *Roman Wormwood. Hog-weed. Bitter-weed.* Waste places or fields. Rare.
78. Rudbeckia hirta, L. *Coneflower.* A rough looking weed with large yellow rays and a brown centre in grass fields. Introduced with grass seed from the West, and found occasionally in different places. Restigouche, Kent, York, &c.
79. HELIANTHUS ANNUUS, L. *Common Sunflower.* Common in gardens, but apparently not naturalized.
80. H. TUBEROSUS, L. The *Jerusalem Artichoke* is spontaneous about garden fences.
81. BIMEX frondosa, L. *Common Beggar-ticks.* A very common coarse weed growing about dwellings and easily known by its seeds sticking by their barbed awns to the clothes.
82. B. cernua, L. *Smaller Bur-Marigold.* Common in ditches and wet places. Aug.
83. MARIUTA COTULA, DC. *Common May-weed.* Very common about roadsides near dwellings. An acid strong-scented herb.
84. ANTHEMIS ARVENSIS, L. *Corn Chamomile.* Resembles the above very much, but not ill-scented. Buctouche.
85. ACHILLEA Millefolium, L. *Common Yarrow or Milfoil.* Abundant.
86. A. PTARMICA, L. *Sneczeroot.* Looks like a native at River Charlo, Restigouche; and at Kouchibouguac, Kent.
87. LEUCANTHEMUM VULGARE, Lam. *Ox-eye or White Daisy. White Weed.* A very troublesome weed, covering whole fields with its fine large flowers. June—July.
287. L. PARTHENIUM, Gordon. *Feverfew.* Gardens. Scarcely wild.
288. TANACETUM VULGARE, L. *Common Tansy.* Near dwellings and often the only memorial of the gardens of the old settlers.
289. T. Huronense, Nutt. Restigouche at mouth of Upsalquitch. Shore of St. John River at Fredericton.
290. ARTEMISIA VULGARIS, L. *Common Mugwort.* Waste grounds near houses.
291. A. BIENNIS, Willd. *Biennial Wormwood.* Waste grounds in several localities. Kouchibouguac, Fairville, &c., apparently introduced and spreading rapidly.
292. A. ABSINTHIUM, L. *Common Wormwood.* Escaped from gardens to roadsides. Buctouche, &c.
293. GNAPHALIUM decurrens, Ives. *Everlasting.* Green Head, St. John Co. Rare.
294. G. polyccephalum, Michx. *Common Everlasting.* I have not found this plant, but there is a specimen in the University Herb. marked "abundant."
295. G. uliginosum, L. *Low Cudweed.* Common on roadsides in damp soil.
296. G. SYLVATICUM, L. Abundant at Campbellton, Restigouche; also found in woods at River Charlo. Apparently native, but perhaps introduced.
297. ANTENNARIA margaritacea, R. Brown. *Pearly Everlasting.* Very abundant about dry fields and along fences. Aug.
298. A. plantaginifolia, Hook. *Plantain-leaved Everlasting.* Sterile knolls and dry roadsides. May—June.
299. ERECHTHITES hieracifolia, Raf. *Fireweed.* Very common in recently burnt clearings. July—Aug.
300. SENECIO JACOBÆUS, L. *Common Ragwort.* A coarse weed 2-3 feet high with striated branched stem, large golden-yellow flowers. Spreading rapidly at Newcastle, Miramichi. At Pictou it has extended widely into the neighboring districts, and has, for many years, been a subject of county legislation.
301. S. VISCOSUS, L. *Stinking Groundsel.* May be known by its low much branched and spreading stems covered with viscid hairs and yielding a fetid odor. Spreading at Bathurst, Shediac, &c.
302. S. VULGARIS, L. *Common Groundsel.* A weed in gardens and waste grounds. July—Sept.
303. S. aureus, L. *Golden Ragwort. Squaw weed.* A very variable plant. Abundant in many places along the St. John, both in swamps and dry intervals. June.
304. ARNICA mollis, Hook. *Arnica.* Grand Falls of Nepisiquit. Rare.
305. CESTAUREA NIGRA, L. *Knapweed.* Abundant in Restigouche and at Fredericton, in grass fields or roadsides. July.
306. CNICUS BENEDICTUS, L. *Blessed Thistle.* Bass River. Escaped from gardens. Sometimes cultivated under the name of *Horehound*, and used as such. Rare.
307. CIRSIUM LANCEOLATUM, Scop. Generally but wrongly called *Scotch Thistle.* Too common.
308. C. muticum, Michx. *Swamp Thistle.* Frequent in swamps and low places.
309. C. ARVENSE, Scop. *Common Thistle.* Too abundant everywhere. Flowers sometimes white.
310. CARDUS NUTANS, L. *Musk Thistle.* Spreading from ballast at Chatham.
311. OXOPORDON ACANTHIUM, L. *Cotton or Scotch Thistle.* Buctouche. Bass River. Rare.



- 312. LAPPA OFFICINALIS, Allioni. *Burdock*. Around dwellings. The burrs hold tenaciously to the dress or the coats of animals. Aug.
- 313. CICHORIUM INTYBUS, L. *Succory* or *Cichory*. Introduced in a very few places, but will doubtless spread. Aug.—Sept.
- 314. LONTODON AUTUMNALE, L. *Fall Dandelion*. Roadsides and fields. Rather rare. July—Aug.
- 315. HIERACIUM CANADENSE, Michx. *Canada Hawkweed*. Rather rare.
- 316. H. SCABRUM, Michx. *Rough Hawkweed*. Dry open woods and fields. Not rare.
- 317. NABALUS ALBUS, Hook. *White Lettuce*. Rattlesnake root. In rich woods. Common.
- 318. N. ALTISSIMUS, Hook. *Tall White Lettuce*. Rich woods.
- 319. N. RACEMOSUS, Hook. Conspicuous by its long narrow interrupted spiked panicle of flesh-colored flowers. Mouth of Kennebecasis in clefts of rocks.

- 320. TARAXACUM DENS-LEONIS, Desf. *Common Dandelion*. Abundant everywhere in spring and early summer. Used for greens. Also the root for coffee.
- 321. LACTUCA CANADENSIS, L. *Wild Lettuce*. Rich woods and fields. Common.
- 322. MULGEDIUM LOUCOPEZUM, DC. *False Blue Lettuce*. Low wet ground. Rather common.
- 323. SONCHUS ASPER, Vill. *Spiny-leaved Sow Thistle*. An annual plant 1-3 feet high with pale yellow flowers growing in gardens and in rich soil around dwellings. The seeds are smooth and three-nerved each side.
- 324. S. ARVENSIS, L. *Field Sow Thistle*. A perennial plant with creeping rootstock, light yellow flowers and having the seeds transversely wrinkled on the ribs. Garden weed.
- 325. CREPIS VIRENS, L. Grows on ballast at St. John.

LOBELIACEÆ—Lobelia Family.

- 326. LOBELIA CARDINALIS, L. *Cardinal-Flower*. Low grounds. I am indebted to Mr. Vroom of St. Andrews for specimens of this beautiful flower.
- 327. L. INFLATA, L. *Indian Tobacco*. Very common in fields and roadsides.]

- 328. L. KALMII, L. Shores of St. John and Rigouche river, on limestone rocks.
- 329. L. DORTMANNIA, L. *Water Lobelia*. Shallow borders of lakes and ponds. Rather rare.

CAMPANULACEÆ—Campanula Family.

- 330. CAMPANULA ROTUNDIFOLIA, L. *Harebell*. A pretty little plant found abundantly on the St. John and rather sparingly near

Bathurst. Also at Blackville, Miramichi and probably many other places. Often on rocks.

ERICACEÆ—Heath Family.

- 331. GAYLESSACIA DUMOSA, Torr. & Gray. *Dwarf Huckleberry*. In a peat bog near Richibucto.
- 332. G. RESINOSA, Torr. & Gray. *Black Huckleberry*. Swamps and barrens. June.
- 333. VACCINIUM OXYCOCCUS, L. *Small Cranberry*. "Stems very slender, 4-9 inches long, leaves ovate, acute, with strongly revolute margins." Gray. Common in peat bogs. Often gathered in spring. June.
- 334. V. MACROCARPON, Ait. *Large American Cranberry*. "Stems elongated, 1-3 feet long leaves oblong, obtuse, glaucous underneath, less revolute margins." Gray. Peat bogs and marshes. June.
- 335. V. VITIS-IDEA, L. *Cowberry*. Very abundant along the rocky coast of the Bay of Fundy and rocky hills inland. Sold in the market under the name of *Cranberries*. Very rare in northern counties.
- 336. V. PENNSYLVANICUM, Lam. *Dwarf Blueberry*. Our most common blueberry. The leaves are smooth and shining on both sides, and the berry covered with a blue bloom which is easily rubbed off. One form of it, var. nigrum, Wood, has black berries without a bloom which are sweeter and more pleasant to the taste than the common form. June.
- 336½. V. CANADENSE, Kalm. *Canada Blueberry*. Less common than the preceding and known by its leaves being covered with down on both sides as well as its branches. When spruce swamps or barrens are burned over, they become in a couple of years blueberry barrens.
- 337. V. CORYMBOSUM, L. *Swamp-blueberry*. This species should be common in the Province, though I have not detected more than a single specimen of it. Weldford on the Richibucto River.

- 338. CHIOGENES HISPIDULA, Torr. & Gray. *Creeping Snowberry*. Often called *Maiden-hair Berry*. Common in shady moss woods, creeping and trailing over rocks and old bogs. Fl. May 23, 1867; May 24, 1868.
- 339. EPIGEA REPENS, L. *Ground Laurel*. *May flower*. A favorite flower in early spring, abundant in many places in shady woods or sometimes in open places. I have noted the following dates of its appearance at Bass River, Kent; May 18, 1867, May 4, 1868; May 5, 1869; May 2, 1870.
- 340. GAULTHERIA PROCUMBENS, L. *Creeping Wintergreen*. *Tea-berry*. Flowers in Aug., and forms its fruit, which ripens in the following June. Common.
- 341. CASSANDRA CALYCVLATA, Don. *Leather-Leaf*. Abundant in wet bogs.
- 342. ANDROMEDA POLIFOLIA, L. *Andromeda*. Common in cold bogs.
- 343. KALMIA AUGUSTIFOLIA, L. *Sheep Laurel*. *Lambkill*. Abundant in dry barrens.
- 344. K. GLAUCA, Ait. *Pale Laurel*. Sandy swamps. Common.
- 345. RHODORA CANADENSIS, L. *Rhodora*. A low shrub with showy flowers, which appear before the leaves in early spring. Covering extensive tracts of swamp in the northern counties. May.
- 346. LEDUM LATIFOLIUM, Ait. *Labrador Tea*. Common in swamps and wet barrens. June.
- 347. PYROLA ROTUNDIFOLIA, L. *Wintergreen*. *Round-leaved Pyrola*. Rich woods. Common. Var. incarnata, Gray, occurs near Fredericton.—(Prof. Bailey.) Var. asarifolia, Gray, with round, kidney shaped leaves, is not rare.

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348. *P. elliptica*, Nutt. *Shin-leaf*. Rich woods. Common.
349. *P. secunda*, L. *One-sided Pyrrol.* Rich woods. Common.
350. *MONESES uniflora*, Gray. *One-flowered Pyrrola*. Cool shady woods. Not common. June.
351. *CHIMAPHILA umbellata*, Nutt. *Prince's Pine*. *Piprisseca*. Common in dry woods. June.
352. *MONOTROPA uniflora*, L. *Indian Pipe*. *Corpse-Plant*. A low, smooth, waxy, white plant, turning black in drying. Rich, shady woods. Rather rare.

### FRAXINACEÆ—Holly Family.

353. *ILEX verticillata*, Gray. *Black Alder*. *Winterberry*. Not rare in swamps. Retaining its berries after its leaves have fallen.
354. *NEMOPANTHES Canadensis*, DC. *Mountain Holly*. In cold wet woods. Common.

### PLANTAGINACEÆ—Plantain Family.

355. *PLANTAGO MAJOR*, L. *Common Plantain*. Everywhere around dwellings. June—Sept.
356. *P. maritima*, L. Around the coast in salt marshes and in clefts of rocks. Perennial near St. John at least.

### PLUMBAGINACEÆ—Leadwort Family.

357. *STATICE Limonium*, L., var. *Caroliniana*, Gray. Common around the coast in salt marshes.

### PRIMULACEÆ—Primrose Family.

358. *PRINCELA farinosa*, L. *Bird's-eye Primrose*. Shore of Kennebecasis. Mr. Chalmers sent it from Restigouche. June—July.
359. *TRIENTALIS Americana*, Pursh. *Starflower*. A low plant, 6-9 inches high, bearing a whorl of about seven leaves and one or more slender pedicels with single flowers. Common in shady woods. May.
360. *LYSIMACHIA thyrsoiflora*, L. *Trusted Loosestrife*. Cold swamps. Rather rare. July.
361. *L. stricta*, Ait. Very common in marshy places. July. Specimens with bulblets in the axils of the leaves are common.
362. *L. ciliata*, L. Low grounds and thickets. Common.
363. *GLAUX maritima*, L. *Sea Milkwort*. Common around the coast. June.
364. *SAMOLUS Valerandi*, L. Var. *Americanus*, Gray. *Water Pimpernel*. *Brook Weed*. Muddy shore of a small brook at Kouchibouguac. Only place I have noticed it. July.

### LENTIBULACEÆ—Bladderwort Family.

365. *UTRICULARIA vulgaris* L. *Greater Bladderwort*. Common in stagnant waters and slow streams.
366. *U. clandestina*, L. Shallow water of a small lake near Richibucto.
367. *U. cornuta*, Michx. Common in peat bogs.

### OROBANCHACEÆ—Broom-rape Family.

368. *EPITHEGUS Virginiana*, Barton. *Beech Drops*. *Cancer Root*. A parasitic plant on the roots of beech trees. Rather rare.

### SCROPHULARIACEÆ—Figwort Family.

369. *VERBASCUM THAPSUS*, L. *Common Mullein*. Fields and roadsides.
370. *LINARIA VULGARIS*, Mill. *Toad Flax*. *Butter-and-eggs*. Escaped from gardens in a few places.
371. *CHELONE glabra*, L. *Turtle-head*. *Snake-head*. Common in wet places. Aug.—Sept.
372. *MINULUS ringens*, L. *Monkey-flower*. Wet places. Common.
373. *LYSANTHES gratioides*, Benth. *False Pimpernel*. A smooth, much branched, spreading little plant, frequent in wet sandy or gravelly places subject to inundation.
374. *VERONICA Virginica*, L. *Culver's-root*. *Culver's-Physic*. Though this plant is native in Vermont I have never seen it here except in gardens. July—Aug. Valuable in medicine.
375. *V. Americana*, Schweinitz. *American Brooklime*. Brooks and ditches. Common. July—Aug.
376. *V. scutellata*, L. *Marsh Speedicell*. In wet places. Common. July.
377. *V. officinalis*, L. *Common Speedicell*. Dry fields or hills. Norton. Apparently rare. July.
378. *V. serpyllifolia*, L. *Thyme-leaved Speedicell*. A little plant 2-6 inches high; very common along roadsides and often in wet places, flowering in early spring and continuing to blossom till July.
379. *V. peregrina*, L. *Neckweed*. *Purslane Speedicell*. Have not noticed it except at Kouchibouguasis in waste ground. May.
380. *V. AGRESTIS*, L. *Field Speedicell*. Introduced a few years ago into a garden at Richibucto and now spreading beyond. A specimen collected in Fredericton appears in the University Herbarium.
381. *CASTELLEIA pallida*, Kunth, var., *septentrionalis*, Gray. *Painted Cup*. Hills of Restigouche. Aug.
382. *EUPHRASIA officinalis*, L. *Eyebright*. Very abundant on dry hills near Bathurst and St. John. Formerly in high repute for its medicinal properties, and hence its fame in Milton's "Paradise Lost."
383. *RHINANTHUS Crista-galli*, L. *Common Yellow Rattle*. Common near St. John. North of Miramichi on Bathurst road. Blacklands, Restigouche.

384. PEDICULARIS Canadensis, L. *Common*  
*Lousewort. Wood Betony.* Mr. Moser  
has collected it at Grand Falls.

385. MELAMPYRUM Americanum, Michx. C.  
*Wheat.* Common in open woods. Jc  
—Aug.

### VERBENACEÆ—Vervain Family.

386. Verbena hastata, L. *Blue Vervain.* Waste  
grounds. Not common.

### LABIATÆ—Mint Family.

387. TEUCRIUM Canadense, L. *American Ger-*  
*mander. Wood Sage.* Sand-beach,  
Kouchibouguac.

387. MENTHA piperita, L. *Peppermint.* Spar-  
ingly escaped from gardens.

388. M. SATIVA, L. *Worled-mint.* Escaped  
from gardens.

389. M. arvensis, L. *Corn Mint.* Field at  
Norton.

390. M. Canadensis, L. *Wild Mint.* Common  
in damp, shady places.

Var. glabrata, Benth. Rather rare. St.  
John. Restigouche.

391. LYCOPUS Virginicus, L. *Bugle-weed.* Kent.

392. L. sinuatus, Ell. Common in wet grounds.

393. CALAMINTHA Clinopodium. Benth. *Basil.*  
Open woods on hillsides in Restigouche.

394. HEDYOMA pulegioides, Pers. *American*  
*Pennyroyal.* In a waste field at Green  
Head, St. John.

395. NERFETA CATARIA, L. *Catnip.* A rare scap  
from gardens.

396. N. GLEGHOMA, Benth. *Ground Ivy* G.  
About dwellings. Abundant on road  
sides between Shediac and Shamogue.

397. BRUNNELIA vulgaris, L. *Common Sc-*  
*heel or Heal-all.* Fields and woods  
Common. June—Sept.

398. SCUTELLARIA galericulata, L. *Scullcap.*  
Common in wet, shady places.

399. S. lateriflora, L. Wet, shaded places. Com-  
mon.

400. GALIOPSIS TERRAHR, L. *Common Hen-*  
*Nettle.* A very common and trouble-  
some weed. Aug.

401. SRACHTS aspera, Michx. A small patc  
near Napan Bridge, Northumberland  
Co., among grass.

402. LEONURUS CARDIACA, L. *Common Mothe-*  
*wort.* Common in waste places around  
dwellings.

### BORRAGINACEÆ—Borage Family.

403. LYCOPSIS ARVENSIS, L. *Small Bugloss.*  
Sand beach, Eel River, Restigouche.

404. SIMPHYFUM OFFICINALE, L. *Common Con-*  
*frey.* Apparently naturalized in St.  
John Cemetery.

405. LITHOSPERMUM OFFICINALE, L. *Common*  
*Gromwell.* Roadside near Campbellton,  
Restigouche.

406. MERTENSIA maritima, Don. *Sea Lungwort.*  
Sand beaches along the coast. Scarce.

407. MYOSOTIS laxa, Lehm. *Forget-me-not.* In  
wet ditches at Point Le Nim, Restigouche  
County.

408. M. arvensis, Hoffm. Spreading from  
garden at Bass River, Kent Co.

409. ECHINOSPERMUM LAPPULA, Lehm. *Stickweed.*  
Sand beach at Eel River, Restigouche  
County.

### POLEMONACEÆ—Polemonium Family.

410. COLLOMIA linearis, Nutt. As this plant is a  
native of the region between Lake Win-  
nipeg and the Pacific, it seems strange  
to find it growing at Eel River, Resti-

gouche Co., on the sands often covered  
by the tides. Also on the high rocky  
hill towards Dalhousie.

### CONVOLVULACEÆ—Convolvulus Family.

411. CONVOLVULUS ARVENSIS, L. *Bindweed.*  
Fields. Rather rare.

412. CALYSTEGIA sepium, R. Br. *Hedge Bind-*  
*weed.* Rather common near the coast.

413. CUSCUTA Gronovii, Willd. *Dodder.* Twin-  
ing round grass and other herbaceous  
plants. Mouth of Kennebecasis.

### SOLANACEÆ—Nightshade Family.

414. SOLANUM DULCAMARA, L. *Bittersweel.* Near  
dwellings. Not common.

415. S. NIGRUM, L. *Common Nightshade.* Near  
dwellings. Rare.

416. HYOSCYAMUS NIGER, L. *Black Henbane.*  
Not common.

### GENTIANACEÆ—Gentian Family.

417. HALLENIA deflexa, Grisebach. *Spurred Gen-*  
*tian.* Damp woods and barrens. St.  
John Co. July.

418. GENTIANA Amarella, L., var., acuta, Hook  
f. Sent from Restigouche by Mr.  
Chalmers.

419. G. linearis, Froel. Near Welford Station,  
Kent Co.

420. MENYANTHES trifoliata, L. *Buckbean.* Com-  
mon in bogs.

### APOCYNACEÆ—Dogbane Family.

421. Apocynum androsaemifolium, L. *Spread-*  
*ing Dogbane.* Very common.

422. A. Cannabinum, L. *Indian Hemp.* Patc  
ncau Falls.

### ASCLEPIADACEÆ—Milkweed Family.

423. ASCLEPIAS CORNUTI, Decaisne. *Common*  
*Milkweed or Silkweed.* Fredericton.

424. A. incarnata, L. *Swamp Milkweed.* Kes-  
wick Valley. Prof. Bailey.

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OLEACEÆ—Olive Family.

45. FRAXINUS Americana, L. *White Ash*. | 426. F. sambucifolia, Lam. *Black Ash*. Water  
Moist rich woods. | Ash. Swamps. Common.

ARISTOLOCHIACEÆ—Birthwort Family.

47. ASARUM Canadense, L. Found at Queens-  
bury by Prof. Bailey.

CHENOPODIACEÆ—Goosefoot Family.

48. CHENOPODIUM ALBUM, L. *Lamb's-Quarters*. | 432. ATRIPLEX patula, L. Several forms of this  
*Pige-weed*. A very common weed in culti-  
vated grounds. | very variable plant occur along the sea-  
coast.  
49. C. BOTRYS, L. *Jerusalem Oak*. *Feather* | 433. SALICORNIA herbacea, L. *Glasswort*. *Sam-*  
*Gevanium*. On the shore at Govern-  
ment House. Probably an outcast from  
the garden. | phire. Common on salt marshes.  
434. SCAEDA maritima, Dumortier. *Sea-Blite*.  
Salt marshes on the coast.  
435. SALSOLA Kali, L. *Common Saltwort*. A  
fleshy, branching herb, with awl-shaped,  
prickly-pointed leaves, growing in the  
sand on the sea-shore. Common.

POLYGONACEÆ—Buckwheat Family.

436. POLYGONUM PERSICARIA, L. *Lady's Thumb*. | 445. P. dumetorum, L., var. scandens, Gray-  
In yards and about dwellings. Common. | *Climbing False Buckwheat*. In damp  
437. P. Hydropteris, L. *Common Smartweed*  
or *Water-Pepper*. Wet grounds and  
ditches. Common. | thickets, twining over bushes, 8-12 feet  
high. Norton.  
438. P. amphibiun, L. var., aquaticum, Willd.  
*Water Persicaria*. In water, at Ham-  
mond River.  
Var. terrestre, Willd. Wet soil or in water.  
Oxbow, Salmon River, Kent Co.  
439. P. aviculare, L. *Knotgrass*. *Goose-grass*.  
*Door-weed*. Abundant in yards. The  
European plant with 8 stamens occurs at  
the Railway depot, Carleton.  
440. P. maritimum, L. *Coast Knotgrass*. Sandy  
sea-shore.  
441. P. arifolium, L. *Halberd-leaved Tear-*  
*thumb*. Low grounds. Kouchibouguac.  
442. P. sagittatum, L. *Arrow-leaved Tear-*  
*thumb*. Low grounds. Common.  
443. P. CONVULVUS, L. *Black Bindweed*.  
Cultivated and waste grounds.  
444. P. ciliolode, Michx. In thickets or rocky  
places, climbing over shrubs and fallen  
trees. Rather common.

ELÆAGNACEÆ—Oleaster Family.

455. SHEPHERDIA Canadensis, Nutt. *Canadian* | 456. COMANDRA livida, Richardson. *Bastard*  
*Shepherdia*. Clinging to rocky banks at  
Grand Falls, St. John, and at Cape Bon  
Ami, Restigouche. | *Toad-Flax*. Near St. John. Specimens  
received from Mr. Matthew.

CALLITRICHACEÆ—Water Starworts.

457. CALLITRICHÉ verna, L. Common in stag- | 458. C. autumnalis, L. Growing in a pond at  
nant water, ditches, etc. | Rotheray station.

EUPHORBIACEÆ—Spurge Family.

459. EUPHORBIA polygonifolia, L. Kouchibou- | 461. E. CYPARISSIAS, L. Have only noticed it  
guac beach in sand. Rare. | in gardens.  
460. E. HELOSCOPIA, L. River Charlo. Buc- | 462. E. PEPLUS, L. Spontaneous in gardens at  
touche. Rather rare. | Richibucto.

EMPETRACEÆ—Crowberry Family.

463. EMPETRUM nigrum, L. *Black Crowberry*. | 464. COREMA Conradii, Torrey. *Broom Crow-*  
Hillocks in bogs. Sometimes hanging  
over rocky banks near the coast. | berry. Very like the preceding. Abun-  
dant in sphagnum bog in rear of Carleton.

URTICACEÆ—Nettle Family.

465. ULMUS Americana, L. *American or White* | 468. LAPORTEA Canadensis, Gaudichaud. *Wood-*  
*Etm*. Very common on rich intervals. | *Nettle*. Rich intervals. Aug.  
466. URTICA gracilis, Ait. *Nettle*. Moist grounds  
in waste places. Rather common. | 469. PILEA pumila, Gray. *Richweed*. *Clear-*  
weed. Damp shaded places. Norton.  
Rare.  
467. U. URENS, L. *Stinging Nettle*. Bass River.  
Not common. | 470. HUMULUS Lupulus, L. *Common Hop*.  
Cultivated, scarcely wild.

## JUGLANDACEÆ—Walnut Family.

471. *Juglans cinerea*, L. *Butternut*. Rich woods along the St. John and its tributaries. Have not noticed it in northern counties.

## CUPULIFERÆ—Oak Family.

472. *QUERCUS rubra*, L. *Red Oak*. Common.  
473. *FAOUS ferruginea*, Ait. *American Beech*. A valuable forest tree growing in dry land.  
474. *CORYLUS rostrata*, Ait. *Beaked Hazel*. Along the banks of streams. Common.  
475. *OSTRYA Virginica*, Willd. *American Hornbeam*. *Lever-wood*. In rich woods. Rather scarce.

## MYRICACEÆ—Sweet-Gale Family.

476. *MYRICA Gale*, L. *Sweet Gale*. Wet places in barrens and along low shores of ponds and streams. Common.  
477. *M. cerifera*, L. *Bayberry*. *Wax-Myrtle*. Sand beaches on the sea-shore.  
478. *COMPTONIA asplenifolia*, Ait. *Sweet-Fern*. Abundant in dry barren places.

## BETULACEÆ—Birch Family.

479. *BETULA lenta* L. *Cherry Birch*. *Sweet Birch*. *Black Birch*. One of our finest and most valuable forest trees. Moist soil. Common.  
480. *B. lutea*, Michx., f. *Yellow or Gray Birch*. A smaller tree than preceding. Moist rich soil. Common.  
481. *B. alba*, var. *populifolia*, Spach. *Small White Birch*. On poor soil. Bark very white and thin.  
482. *B. papyracea*, Ait. *Canoe Birch*. A fine large tree with tough bark used for making canoes and many articles for household use among the early settlers. Common in rich soil.  
483. *B. pumila*, L. *Low Birch*. A small shrub 2-6 feet high, growing in swamps and bogs.  
484. *ALNUS incana*, Willd. *Speckled or Hoop Alder*. Borders of streams, forming thickets.  
485. *A. viridis* DC. *Green or Mountain Alder*. Common in damp soil.

## SALICACEÆ—Willow Family.

486. *SALIX humilis*, Marshall. *Prairie Willow*. Dry barrens, 2-6 feet high. Leaves downy or woolly beneath. Common. May.  
487. *S. discolor*, Muhl. *Glaucous Willow*. Our earliest flowering willow. Leaves glaucous beneath and smooth above. Banks of streams and wet lands. May. Like the preceding species the fruiting catkins ripen and drop off before the leaves appear.  
488. *S. viminalis*, L. *Basket Osier*. Cultivated in a few places.  
489. *S. cordata*, Muhl. *Heart-leaved Willow*. Low inundated banks of streams.  
490. *S. livida*, Wahl, var. *occidentalis*, Gray. *Livid Willow*. The lateral catkins have a few leafy bracts at the base and appear with the leaves in June.  
491. *S. lucida*, Muhl. *Shining Willow*. The long, tapering, shining leaves render this our most beautiful native willow. The catkins are borne on the summit of the leafy branches of the season.  
492. *S. nigra*, Marsh. *Black Willow*. Harris Cove, Kennebecasis.  
493. *S. FRAGILIS*, L. *Brittle Willow*. Often planted for shade and ornament.  
494. *S. BABYLONICA*, Tourne. *Weeping Willow*. Cultivated for ornament.  
495. *S. myrtilloides*, L. *Myrtle Willow*. A low shrub 1-2 feet high in bogs.  
496. *S. pyrifolia*, Anderss. Abundant in New Brunswick, though apparently unknown in the United States. Several other species of willow are met with in cultivation.  
497. *S. ACUTIFOLIA*, L. May be seen in gardens at Kingston and Bass River, Kent Co.  
498. *POPULUS tremuloides*, Michx. *White Poplar*. A very common tree 20-50 feet high.  
499. *P. grandidentata*, Michx. *Large-toothed Aspen*. The young leaves are covered with white silky wool, which gives them the appearance of being blighted when seen from a distance. Common.  
500. *P. balsamifera*, L. *Balsam Poplar*. *Tocamahac*. Borders of rivers and swamps. Not common.  
Var. *candicans*, Gray. *Balm of Gilead*. Common in cultivation.  
501. *P. dilatata*, Ait. *Lombardy Poplar*. Extensively planted.  
502. *P. ALBA*, L. *Abele* or *White Poplar*. Occasionally planted for ornament.

## CONIFERÆ—Pine Family.

503. *Pinus Banksiana*, Lambert. *Scrub Pine*. A low straggling tree springing up abundantly on dry burned barrens.  
504. *P. resinosa*, Ait. *Red Pine*. A fine looking tree, valuable for its lumber.  
505. *P. Strobus*, L. *White Pine*. Our finest and most valuable forest tree, upon which the lumbering interests of the country largely depend.  
506. *ABIES nigra*, Peir. *Black or Double Spruce*. Very abundant; a scrubby form grows in wet swamps and bogs.  
507. *A. alba*, Michx. *White Spruce*. A much finer tree and more rapid grower than the preceding. Valuable for its lumber, which is extensively manufactured for export.  
508. *A. Canadensis*, Michx. *Hemlock*. A large tree covering extensive districts in some parts of the Province. Bark used for tanning. Wood extensively employed in buildings, wharfs, bridges, etc., but not exported as lumber.  
509. *A. balsamea*, Marshall. *Balsam Fir*. A very common tree, but only employed in manufactures to a very limited extent.  
510. *LARIX Americana*, Michx. *American Larch*. *Jackmatac*. *Tamarack*. Called *Juniper* in many neighborhoods. A valuable tree, extensively used in shipbuilding, etc.

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*Thuja occidentalis*, L. *American Arbor Vitæ*. Cedar. A fine tree in some localities. Its light and durable wood is much used for bridges, fences, shingles, etc.

*JUNIPERUS communis*, L. *Common Juniper*.

A low spreading shrub in dry pastures and barren hills. St. John.

513. *J. Sabina*, L., var. *procumbens*, Pursh. Sand beach, Eel River, Restigouche.

514. *TAXUS baccata*, L., var. *Canadensis*, Gray. *American Yew*. *Ground Hemlock*.

## ARACEÆ—Arum Family.

*ARISEMA triphyllum*, Torr. *Indian Turnip*. Rich woods and banks of streams. Common. June.

*CALLA palustris*, L. *Water Arum*. A low, perennial herb, growing in cold bogs, with a long, creeping rootstock, bearing

heart-shaped, long-petioled leaves and solitary scapes. Scarce.

517. *ACORUS Calamus*, L. *Sweet Flag*. *Calamus*. The long, creeping rootstocks are pungent and aromatic, and employed in medicine.

## TYPHACEÆ—Cat-tail Family.

*TYPHA latifolia*, L. *Cat-tail Flag*. *Reed-mace*. Common in wet muddy places.

*SPARGANIUM eurycarpum*, Engelm. *Bur-reed*. A specimen in the University Herbarium was collected at "Sugar Island."

520. *S. simplex*, Hudson. In wet places and ditches.

Var. *Nuttallii*, Engelm. Rather scarce. In water.

Var. *angustifolium*, Engelm. The leaves floating on the water.

## NAIADACEÆ—Pondweed Family.

*ZANNICHELLIA palustris*, L. *Horned Pondweed*. Growing under water in streams rendered brackish by the tides. Rather rare.

*ZOSTERA marina*, L. *Grass-wrack*. *Eel-grass*. A grass-like plant growing under water in shallow bays along the coast.

*RUPPIA maritima*, L. A marine plant growing under water in estuaries and bays along the coast. July—Aug.

*POTAMOGETON natans*, L. *Pondweed*. In slow flowing water. Salmon River, Kent County.

*P. Claytonii*, Tuckerman. Still water or slow streams. Rather common.

526. *P. Spirillus*, Tuckerman. In the Kennebecasis at Norton.

527. *P. graminicus*, L. In flowing water at Coal Branch, Richibucto.

528. *P. prelongus*, Wulfen. Ponds and slow streams. Bass River.

529. *P. perfoliatus*, L. Ponds and slow streams. Probably common.

530. *P. compressus*, L. Still and slow-flowing water. St. John Co.

531. *P. pauciflorus*, Pursh. Still or stagnant water. Restigouche.

532. *P. pectinatus*, L. Kennebecasis. Specimens received from Mr. Matthew.

## ALISMACEÆ—Water-Plantain Family.

*TRIGLOCHIN paluster*, L. *Arrow-grass*. In fresh and brackish marshes. Rather rare. Easily known by its linear club-shaped fruit.

*T. maritimum*, L. Common in salt marshes along the coast.

*SCHRECHTZERIA palustris*, L. A peculiar little herb with jointed creeping rootstocks which gradually pass into a zigzag stem nearly surrounded by the bases of the grass-like leaves. It bears a loose raceme of a few flowers with sheathing bracts. Soft peat bogs and apparently rare. Richibucto. Fredericton.

538. *ALISMA Plantago*, L., var. *Americanum*, Gray. *Water-plantain*. In shallow water. Common.

537. *SAGITTARIA variabilis*, Engelm. *Arrow-head*. Several forms or varieties of this extremely variable plant occur presenting leaves of widely different aspect. Common in water or soft mud.

538. *S. calycina*, Engelm., var. *spongiosa*, Engelm. Growing near the head of the tide in the Richibucto River. Rothesay.

539. *S. graminea*, Michx. *Water Rothesay*. In a small lake near Richibucto.

## ORCHIDACEÆ—Orchis Family.

*HABENARIA tridentata*, Hook. Wet commons and woods. Very common. July.

*H. hyperborea*, R. Br. In wet cold bogs and woods. Rather rare.

*H. dilatata*, Gray. Bogs and ditches at the roadside through swamps. Common.

*H. obtusata*, Richardson. Known by its single obovate or spatulate-oblong leaf and greenish white flowers. In cold damp woods. Rare. Coal Branch, Richibucto. June.

*H. Hookeri*, Torr. Kent Co. Not rare.

*H. orbiculata*, Torr. In rich shady woods. Rather rare. Kent Co.

*H. blepharigottis*, Hook. *Peat-bogs*. *Kouchibouguac*. A specimen in the University Herbarium collected at Fredericton.

*H. psycodes*, Gray. A very pretty fragrant plant with purple fringed flowers crowded in a spike 4 to 10 inches long and com-

mon in wet meadows and bogs. July—Aug.

548. *H. fibriata*, R. Br. *Purple Fringed-Orchis*. Flowers large and fringed with a lip 7 to one inch broad crowded in a spike. A very beautiful plant in wet meadows. June. Rare.

549. *GOODYERA repens*, R. Br. A small slender plant 5-7 inches high with ovate leaves bearing irregular patches of white. The flowers are few and form a loose one-sided spike. Woods under shade of evergreens. Aug. Rare.

550. *SPRINTHES Romanzoviana*, Chamisso. *Ladies' Tresses*. Scarce. In grassy places.

551. *LISTERA cordata*, R. Brown. *Trayblade*. Cold damp woods. Rare.

552. *L. convallarioides*, Hook. On the bank of a shaded brook, Bass River.

- 553. *ARETHUSA bulbosa*, L. *Arethusa*. A pretty little plant 4-6 inches high, springing from a round solid bulb and terminated by a single rose-purple flower from one to two inches long. It has only a single grass-like leaf which appears after flowering. The lip of the flower is recurved at the tip and bearded down the face. Feat bogs. May. Richibucto. Fredericton. Rare.
- 554. *POGONIA ophioglossoides*, Nutt. *Pogonia*. A pretty little sweet-scented plant 6-9 inches high. The flower one inch long. A single leaf near the middle of the stem. Bogs. June-July. Scarce. Kent Co.
- 555. *CALOPOGON pulchellus*, R. Br. *Calopogon*. Stem one foot high, springing from a small solid bulb, bearing a single linear grass-like leaf and 2-6 flowers, which are finely marked with white, yellow and purple club-shaped hairs towards the dilated apex. Flowers pink,  $\frac{2}{3}$  to 1 inch broad. Bogs. Common.
- 556. *CALYPSO borealis*, Salisbury. Named from the goddess *Calypsso*. A rare little bog plant growing from a bulb which rests in the moss. It bears a single thin heart-shaped leaf and a large handsome flower variegated with purple, pink and yellow. May. Have only seen a single specimen, which was collected by Mr. Hay near St. John, 1877.
- 557. *MICROSTYLIS ophioglossoides*, Nutt. *Adder's Mouth*. A little plant 2-4 inches high, springing from a small bulb and bearing

- a single ovate clasping leaf near middle. The minute greenish flowers form a short raceme. Damp bogs. July.
- 558. *LIPARIS Loeselii*, Richard. *Twayblade*. A little plant growing in bogs, with 2-3 bulbs, two root-leaves and a single raceme of greenish or yellowish flowers. June. Harris Cove. St. John. Mr. Vroom. Rare.
- 559. *CORALLORHIZA innata*, R. Br. *Coral Root*. A peculiar little plant with root like mass of coral, a brownish or yellow stem, 3-3 inches high, a few sheaths instead of leaves, and a small raceme of dull-colored flowers. Damp woods. June-July. Scarce.
- 560. *C. multiflora*, Nutt. Very like the preceding only larger, 9-18 inches high, less flowered, stem purplish. Dry woods. Rather common. July-Aug.
- 561. *CYPRIPEDIUM parviflorum*, Salisb. *Small Lady's Yellow Slipper*. A beautiful fragrant plant growing in bogs and woods. Restigouche. Apparently rare.
- 562. *C. pubescens*, Willd. *Larger Lady's Yellow Slipper*. Much taller than preceding—2 feet—stem and leaves downy. Woods. Galloway, near Richibucto. June.
- 563. *C. spectabile*, Swartz. *Shorey Lady's Slipper*. Wet swamps. St. John Co. Common.
- 564. *C. aculea*, Ait. *Stemless Lady's Slipper*. *Moccasin-flower*. Dry woods, under rocks. Common. June,

IRIDACEÆ—Iris Family.

- [565. *IRIS versicolor*, L. *Blue Flag*. Very common in wet places. May—June.
- 566. *SIBYRINIUM Bermudiana*, L. *Blue Grass*. Among grass. Everywhere.

SMILACEÆ—Smilax Family.

- 567. *SMILAX herbacea*, L. *Carrion-flower*. 3-6 feet high; produces clusters of bluish-black berries. Easily known by its characteristic-scented flowers. Banks of streams on intervals. Rothesay. Fredericton.

LILIACEÆ—Lily Family.

- 568. *TRILLIUM erectum*, L. *Purple Trillium*. Common about St. John and Loch Lomond. Have not noticed it in northern counties. June.
- 569. *T. cernuum*, L. *Nodding Trillium*. *Wake Robin*. Moist woods. Rather scarce.
- 570. *T. erythrocarpum*, Michx. *Painted Trillium*. Common, especially in recently burned grounds. As it is one of our earliest large flowers, the following dates of its flowering at Bass River, Kent Co., may be interesting: May 28, 1867; May 28, 1868; May 29, 1869; May 31, 1870.
- 571. *MEDEOLA Virginica*, L. *Indian Cucumber*. In rich woods. Common. June.
- 572. *ZYGADENUS glaucus*, Nutt. *Zygadene*. Sand beach at Belledune.
- 573. *Veratrum viride*, Ait. *American White Hellebore*. *Indian Poke*. On intervals. Rather common.
- 574. *TOPIELDIA glutinosa*, Willd. *False Asphodel*. In moist grounds. Sent from Restigouche by Mr. Chalmers.
- 575. *UVULARIA sessilifolia*, L. Bellwort. Low rich ground near thickets. Rather common. May.
- 576. *STREPTOPUS amplexifolius*, DC. *Twisted-Stalk*. Cold woods. Not common. June.
- 577. *S. roseus*, Michx. Cold damp woods. Common.
- 577.\* *CLINTONIA borealis*, Raf. Cold moist woods. Common.
- 578. *SMILACINA racemosa*, Desf. *False Spinnard*. Rather common.
- 579. *S. stellata*, Desf. Moist banks. Koussibouguac. May—June.
- 580. *S. trifolia*, Desf. Cold boggy places. Rather common.
- 581. *S. bifolia*, Ker. Moist woods. Very common. Single leaves without flowers. Fruit are abundant in the edge of woods.
- 582. *LILICM Canadense*, L. *Wild Yellow Lily*. Intervals and moist meadows. Common.
- 583. *ERYTHRONIUM Americanum*, Smith. *Yellow Adder's-tongue*. Low copses. Abundant about Fredericton. Have not noticed it in northern counties except one place in Kent.
- 584. *ALLIUM Schœnoprasum*, L. *Chinese T. plants* grow separately, not in clusters, in gardens, and are much larger than the cultivated form. In sand on shores subject to inundation. Rothesay. Never quit.
- 585. *HEMEROCALLIS FULVA*, L. *Common Day Lily*. Escaped from gardens in a few places.

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JUNCACEÆ—Rush Family.

- LUZULA pilosa, Willd. Woods and old fields. Common. May.  
 L. campestris, DC. Wood-Rush. Dry fields. Common. May.  
 Juncus effusus, L. Common or Soft Rush. Abundant in marshy ground.  
 Var. conglomeratus, Gray. Common in same places.  
 J. filiformis, L. Damp places. Scarce.  
 J. Balticus. Dethard. Sandy shores. Common near the coast.  
 J. Stygius, L. Peat Bogs. Richibucto. Point Escuminac.

502. J. bufonius, L. Very common in damp grounds along roads.  
 503. J. Gerardi, Loisel. Black-Grass. Common on salt marshes round the coast.  
 504. J. tenuis, Willd. Low grounds and roadsides. Common.  
 505. J. Greenii, Oakes & Tuckerm. Wet, sandy places. Kent Co.  
 506. J. nodosus, L. Ditches and swampy places. Restigouche.  
 507. J. Canadensis, J. Gay, var. longicaudatus, Engelm. Common.  
 Var. coarctatus, Engelm. Wet barrens. Rather common.

PONTEDERIACEÆ—Pickerel-weed Family.

- PONTEDERIA cordata, L. Pickerel-weed. A very conspicuous plant growing in shallow water. Leaves arrow-heart-shaped,

and flowers blue, in a somewhat lengthy spike. Kennebecasis. Have not noticed it elsewhere.

ERIOCAULONACEÆ—Pipewort Family.

- ERIOCAULON septangulare, With. In shallow water around the borders of lakes.

CYPERACEÆ—Sedge Family.

- CYPERUS phymatodes, Muhl. Sandy bank of the Kennebecasis at Norton. Rare.  
 DULICHNIUM spathaceum, Pers. Dulichium. Very wet places and borders of ponds. Common.  
 ELEOCHARIS obtusa, Schultes. Muddy places. Very common.  
 E. palustris, R. Br. Common; both the larger form which grows in water, and the smaller form which grows in wet, grassy places.  
 E. tenuis, Schultes. Wet meadows and bogs. Kouchibouguac.  
 E. acicularis, R. Br. Muddy shores and ditches. Common.  
 E. pygmaea, Torr. Brackish marshes and shores. Kent.  
 SCIRPUS cespitosus, L. Peat bogs. Common.  
 S. pungens, Vahl. Common on salt or brackish shores.  
 S. validus, Vahl. Great Bulrush. In still, fresh water. Common.  
 S. maritimus, L. Sea Club-Rush. Salt marshes. Common.  
 S. microcarpus, Presl. Wet, low places. Common.  
 S. Eriophorum, Michx. Wool-Grass. Swampy, wet grounds. Common.  
 S. atrovirens, Muhl. Wet meadows and bogs. Norton.  
 ERIOHORUM alpinum, L. Cotton-Grass. Cold bogs. Grand Falls of Nepisiquit. Near St. John. Rare.  
 E. vaginatum, L. Rather common in bogs.  
 E. russeolum, Fries. The wool copper-colored. In a bog near Richibucto. June.  
 E. Virginicum, L. In bogs. Common. Wool rusty or copper color. July—Aug.  
 E. polystachyon, R. In boggy or wet grounds. Common.  
 E. gracile, Koch. Cold bogs. Rather common.  
 RHYNCHOSPORA alba, Vahl. Beak Rush. Peat bogs. Near Richibucto.  
 BLYSMUS rufus, L. Eel River, Restigouche. In marshy ground. As this plant is not described by American botanists, it would seem to be new to this country.  
 CAREX gynocrates, Wormskield. Sent by Mr. Chalmers from Restigouche.  
 C. pauciflora, Lightfoot. Bog near St. John.

624. C. polytrichoides, Muhl. Low grounds. Rather common.  
 625. C. teretiuscula, Good. Swamps. Rather common.  
 626. C. vulpinoidea, Michx. Low meadows. Common.  
 627. C. stipata, Muhl. Low grounds. Common.  
 628. C. tenella, Schk. Damp shady grounds. Common.  
 629. C. trisperma, Dew. Swamps and woods. Common.  
 630. C. canescens, L. Wet meadow and marshy places. Common.  
 Var. vitilis, Gray. Damp woods. Not common.  
 631. C. Deweyana, Schw. Open woods. Bass River, Kent Co.  
 632. C. stellulata, L., var. scirpoides, Gray. Wet ground. Common.  
 Var. angustata, Gray. Wet ground. Bass River. Rare.  
 633. C. scoparia, Schr. Very common in damp meadows.  
 Var. minor, Boot. Sent from Restigouche by Mr. Chalmers.  
 634. C. lagopodioides, Schk. Moist open woods. Kent Co.  
 635. C. adusta, Boot. Moist borders of woods. Kent Co. There are two forms of this plant as determined by Olney, one of which he identifies as C. absolutescens, Schw. var. glomerata, Olney, and the other as var. sparsiflora, Olney.  
 636. C. fœnea, Willd, var. sabulonum, Gray. C. silicea, Olney. Sand beaches on the coast.  
 637. C. straminea, Schk. var., typica, Gray. Open woods. Kent Co. Var. tenera, Gray. Open woods. Kent Co. Rather rare.  
 638. C. vulgaris, Fries. Wet, grassy places. Rather rare. A very variable plant and often difficult to determine.  
 639. C. aquatilis, Wahl. Borders of streams or lakes. Common in St. John Co.  
 640. C. aperta, Boot. Wet places; near Richibucto.  
 641. C. stricta, Lam. Wet swampy grounds; Richibucto.  
 642. C. lenticularis, Michx. Wet banks of streams. Scarce.



643. *C. salina*, Vahl. Salt marsh at Molus River. Only found it once.
644. *C. maritima*, Vahl. Salt marshes. Not rare.
645. *C. crinita*, Lam. Banks of brooks. Very common.
646. *C. limosa*, L. Peat bogs. Common.
647. *C. irrigua*, Smith. Peat bogs. Common.
648. *C. Ruxbaumii*, Vahl. Boggy grounds. Buxtigouche.
649. *C. aurea*, Nutt. On limestone rocks. St. John Co.
650. *C. panicea*, L. Wet meadows. Bass River. Rare.
651. *C. granularis*, Muhl. Wet grounds. Rather rare. Bass River.
652. *C. pallescens*, L., var. *undulata*, Gray. Bass River. Rather common.
653. *C. gracillima*, Schw. Damp grounds. Bass River.
654. *C. laxiflora*, Lam. Several forms or varieties of this exceedingly variable plant are found in open woods and copses.
655. *C. umbellata*, Schk. Rocky ground near the Manse at Blackville.
656. *C. Novae Angliae*, Schw. St. John, July, 1869.
657. *C. Emmonsii*, Dew. Dry bank near Manse, Blackville. June 1865.
658. *C. Pennsylvaniae*, Lam. Dry knolls in woods. Kent Co.
659. *C. varia*, Muhl. Dry hills in woods. Bass River.
660. *C. scabrata*, Schw. Wet grounds. Bass River.
661. *C. arctata*, Boot. Margin of dry woods beside Manse, Bass River.
662. *C. debilis*, Michx. Moist grounds. Rather common.
663. *C. capillaris*, L. Bass River 1865. Rare.
664. *C. flexilis*, Rudge. Moist shady places. Welford Station.
665. *C. flava*, L. Wet meadows. Common.
666. *C. Cederi*, Ehrh. Wet rocks and cliffs. John Co.
667. *C. filiformis*, L. Peat bogs and near Lake Elsie, near Richibucto.
668. *C. Houghtonii*, Torr. Dry grass fields. Kent Co.
669. *C. riparia*, Curtis. In water near Welford Station. 1868.
670. *C. Pseudo-Cyperus*, L. Borders of woods and in ditches. Rather common.
671. *C. hystericina*, Willd. Wet grounds. In lake, St. John.
672. *C. tentaculata*, Muhl. Wet places. Common.
673. *C. intumescens*, Rudge. Damp meadows and swamps. Common.
674. *C. lupulina*, Nuhl. Wet grounds. Houghton.
675. *C. rostrata*, Michx. Bogs. Rothesay.
676. *C. retrorsa*, Schw. Marshy grounds. Common.
677. *C. utriculata*, Boot. Wet swamps. Water. Kent Co.
678. *C. Vaseyi*, Dew. In water at Lake Elsie near Richibucto.
679. *C. monile*, Tuckerm. Wet places. Bass River. Fredericton.
680. *C. Tuckermanni*, Boot. Wet bank of stream. Bass River.
681. *C. oligosperma*, Michx. In a peat bog near Richibucto.
682. *C. miliaris*, Michx. Wet borders of meadows. beccasis at Rothesay.

## GRAMINEÆ—Grass Family.

683. *LEERSIA oryzoides*, Swartz. *Rice Cut-grass*. A perennial marsh grass, with widely branched panicles and flat spikelets; the flat leaves and sheaths are covered with minute hooked prickles, which cut the hand when drawn along them; the panicles are also strongly bristly-ciliate. Common in very wet places. Aug.
684. *ALOPECURUS GENICULATUS*, L. *Floating Foxtail Grass*. A perennial grass, bearing a strong resemblance to *Timothy*. The stems are bent at the lower joints; the upper leaves are about the length of the sheaths, and an awn springing from near the base of the panicle, projects about half its length beyond it. Moist grounds. Carleton. July.
685. *A. aristulatus*, Michx. *Wild Foxtail Grass*. Easily distinguished from the preceding by its glaucous stem and leaves, and by the awn which rises from the panicle a little below its middle, being scarcely visible above it. Common in water and very wet places.
686. *PHLEUM PRATENSE*, L. *Timothy*. *Hay Grass* of the Northern States. Extensively cultivated for hay.
687. *AGROSTIS scabra*, Willd. *Hair Grass*. Conspicuous by its long, hair-like spreading branches of a purplish color, which are whorled and rough, with minute bristles. The flowers are borne at and near the ends of the branches. Dried places; common. June—Aug. Stems very slender; 1-2 feet high.
688. *A. canina*, L. *Brown Bent Grass*. Stem 10-20 inches high; the lower leaves are rolled up so as to be bristleform; the upper ones are flat; branches short, like, whorled and divided into several branchlets, each bearing a single flower. A short awn projects from the panicle. Molus River, Kent Co.
689. *A. vulgaris*, With. *Red Top*. Abundant in old or dry fields.
690. *A. alba*, L. *White Bent Grass*. The rootstocks send out runners during summer; the stems are bent at the base, and the short branches close up around the stem after flowering, forming a contracted panicle. Common in damp grassy ground.
691. *Cinna arundinacea*, L., var. *pendula*, Griseb. *Wood Reed Grass*. A tall (2-6 feet high) grass growing in damp shady woods, bearing a large loose panicle of flowers. The branches of the panicle are hairlike and in fours or fives; the pedicels are very rough and the flowers droop. July—Aug. Common.
692. *MULLEBERGIA glomerata*, Trin. *Drop-grass*. Root-stock coarse, scaly, creeping; culm often branched several times from near the root, 1-2 feet high; panicle contracted into a narrow interrupted spike 2-3 inches long; glumes linearly awned. In low grounds, Kent. Bark of Kennebecensis.
693. *M. sylvatica*, Torr & Gray. Culm 2-3 feet high, much branched and spreading; leaves 4-6 inches long; the glumes a little shorter than the panicles, which bear awns two or three times as long as the spikelets. Low or rocky places. Fredericton. Rather rare.

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- BRACHYELYTRUM aristatum, Beauv. A tall (2-3 feet high) slender, unbranched, broad-leaved grass, with creeping root-stocks and a simple contracted spike composed of a few long awned spikelets. The culm and leaves are hairy, especially the margins of the latter. The spikelets drop off very readily. Rocky woods. Rather common.
6. CALAMAGROSTIS Canadensis, Beauv. *Blue Joint Grass*. The most abundant grass in wild meadows and cut for hay. Culm 3-5 feet high, smooth, erect; panicle rather loose, having branches in fours or fives. The glumes are purplish and remain open showing a large number of hairs around the flowers. Wet grounds. July.
7. ORYZOPSIS asperifolia, Michx. *Mountain Rice*. Culm 12-18 inches high, not branched except at the root, where it is purple; leaves from near the base as long as the culm or longer, and narrow, rigid, sharp-pointed; those on the stem very few and short; panicle 2-4 inches long, not branched; the lower palea bears a long bent awn. The leaves remain green through the winter. Rich woods. Scarce. Port Elgin.
8. SPARTINA cynosuroides, Willd. *Fresh-water Cord-Grass*. A very coarse, rigid, grass, 3-5 feet high, with smooth culms, leaves 2-4 feet long, rolled inwards and very sharp-pointed. Marshes, especially near the coast.
9. S. juncea, Willd. *Rush Salt-Grass*. Culm 12-20 inches high, smooth, slender, rigid; leaves with long sheaths, strongly rolled inwards, stiff and smooth. Growing on salt marshes round the coast.
10. S. stricta, Roth., var. alterniflora, Gray. *Salt Marsh-Grass*. Stem succulent, 1-4 feet high; leaves strongly convolute, spikes low in number, erect and soft; the rachis extending beyond the flowers, and ending in a long, sharp point. Salt marshes on the coast. This grass is said to have a strong, rancid smell, to be greedily eaten by cattle and to affect the milk made from it.
11. DACTYLIS GLOMERATA, L. *Orchard Grass*. A rather coarse (1-3 feet high) grass, growing in fields and yards. The leaves are long, narrow and keeled, and the flowers in dense clusters. Makes good hay. June.
12. EATONIA Pennsylvanica, Gray. A delicate, (2 feet high) slender, unbranched grass, growing in tufts, with long, (5-10 inches) loose, greenish panicles. Restigouche. Kennebecasis. Scarce. Moist woods.
13. GLYCERIA Canadensis, Trin. *Rattlesnake-Grass*. Somewhat conspicuous by its large, nodding, open panicles, and collected for ornament. Culm stout,  $1\frac{1}{2}$  to 3 feet high. Growing in bogs and very wet places.
14. G. elongata, Trin. About 3 feet high; leaves very narrow and long, (1 foot or more), rough; panicles 8 to 12 inches long, nodding, very slender. In wet woods. Bass River.
15. G. nervata, Trin. *Fowl Meadow-Grass*. 1-3 feet high, leaves long; panicle diffusely spreading, its branches hair-like and at length drooping, and the flowers generally purplish. In damp grounds and meadows. Common.
16. G. aquatica, Smith. *Reed Meadow-Grass*. A stout, (8-5 feet) tall grass, with large leaves 1-2 feet long,  $\frac{1}{2}$  to  $\frac{1}{4}$  inch wide, and ample, spreading panicle, growing in water or very wet places. Common. July.
17. G. fruticans, R. Br. Culm flattened, 2-4 feet high, leaves smooth, panicle often 1 foot long, contracted, the linear spikelets bearing 7-13 flowers each. In shallow water. Common. July-Aug.
18. G. maritima, Wahl. *Sea Spear-Grass*. A very slender grass, 1 foot high; leaves very small and involute; panicle with branches single or in pairs. Spikelets 4-3 flowered. Sea coast. Common.
19. G. distans, Wahl. Very like the last, but the branches of the panicle 3-5 in a half whorl and spreading. Salt marshes. Bathurst.
20. P. annua, L. *Low Spear-Grass*. A low, spreading grass, 3-6 inches high, with flattened culms and panicles often one-sided. A troublesome weed in gardens and cultivated grounds. Flowers all summer.
21. P. compressa, L. *Wire Grass*. *Blue Grass*. Culm much flattened, decumbent, and rooting at the base, 12-18 inches high, leaves short, panicle narrow, about 3 inches long by 1 inch broad, somewhat one-sided, spikelets flat and 3-8 flowered. A valuable grass, said to be sweet and nutritious and growing on dry and waste ground. Rare with us. Harvey, York Co. St. John.
22. P. serotina, Ehrhart. *False Red-top*. *Fowl Meadow-Grass*. An erect 2 to 3 feet high, slender, tufted grass, growing abundantly along brooks and in damp fields, and making good hay. Its leaves are narrow, soft and smooth, and its flowers generally tinged with purple. July-Aug.
23. P. pratensis, L. *Green or Common Meadow Grass*. *Kentucky Blue Grass*. *Spear Grass*. *June Grass*. A smooth (1 to 2 feet high) grass, with numerous long leaves rising from near the ground, ripening early (June). The panicles become dry and withered while the culm remains green. It is scarce with us, but is said to be an excellent grass both for hay and pasture in the United States.
24. P. TRIVIALIS, L. *Rough Meadow-Grass*. Culm and leaves somewhat rough, 2-3 feet high; panicle wide spreading, its branches 4-5 together in half whorls. Introduced with ballast at Richibucto and probably elsewhere. July.
25. FESTUCA ovina, L., var. rubra, Gray. *Sheep's Fescue*. A short (8-10 inches high) grass, growing in loose tufts, with a short, somewhat one-sided panicle and narrow rough leaves. In dry rocky places. Scarce. A pasture-grass in the United States.
26. BROMUS SECALINUS, L. *Cheat or Cheaf*. Sometimes, though rarely, seen in wheat fields. Perhaps overlooked from its resemblance to wheat.
27. B. RACEMOSUS, L. *Upright Chess*. Among wheat. Apparently very rare with us.
28. B. ciliatus, L. Tall (3 to 4 feet high), smooth, or sometimes a little hairy; panicle large, 5-8 inches long, erect at first but nodding when ripe. Growing in rich moist woods on intervals. Common.
29. PHRAGMITES communis, Trin. *Reed*. A tall (6-10 feet high) coarse grass, with leaves 1-2 feet long by 1-2 inches broad and rough-edged; panicle large and diffuse. Sent from Restigouche, by Mr. Chalmers.

719. *TRITICUM repens*, L. *Couch-Grass*. *Quitch-Grass*. *Quick-Grass*. A very troublesome weed in sandy land, as it spreads by long running root-stocks beneath the surface, and sends up stems from its numerous joints. It varies greatly, especially on the sea coast.
720. *T. caninum*, L. *Atened Wheat-Grass*. *Dog's Couch-Grass*. Looks somewhat like slender bearded wheat; the culm 2-3 feet high, the spike 3-6 inches long; the awns mostly bent or spreading, and twice the length of the palea. Intervals.
721. *HORDEUM jubatum*, L. *Squirrel-Tail Grass*. Easily recognized by its long awns, (about 2 inches long), which give it the appearance of a squirrel's tail. Grows in sand near the sea shore. Common.
722. *ELYMUS Virginicus*, L. *Lyme-Grass*. *Wild Rye*. A coarse grass, 2-3 feet high, with broad, rough, flat leaves and a dense spike 3-5 inches long, the flowers bearing short awns. The upper leaves have long sheaths enclosing the culm, nearly or quite up to the spike. Looks something like barley. Intervals. Common.
723. *E. Canadensis*, L. A much stouter, coarser grass than the preceding. The spike is from 5-9 inches long, generally nodding; the awns from 1-2 inches long; culm 3-5 feet, erect. Intervals. There is a specimen in the University Herb., but the writer has not seen the living plant.
724. *E. mollis*, Trin. Culm 2 to 4 feet high, downy above, leaves rolled up and rigid, very smooth, spike 7-8 inches long, glumes nearly 1 inch, no awns but soft silky. Sand beaches on the coast.
725. *DANTHONIA spicata*, Beauv. *Wild Oat-Grass*. A worthless grass growing on dry, barren commons, 10-15 inches high, with short, narrow leaves rolled inwards and hairy on the sheaths. The flowers are awned. When the leaves are pulled from the culm a small, imperfect panicle is found within the sheath. Common. June-Aug.
726. *AVENA striata*, Michx. *Wild Oat*. Slender, smooth,  $1\frac{1}{2}$  to 2 feet high; leaves narrow and smooth; panicle slender, with purplish spikelets; flowers bearing a bent awn rising just below the two-cleft tip. Rather scarce on shaded hillsides. Bass River Tabusintac on Bathurst road.
727. *TRisetum subspicatum*, Beauv., var. *molle*, Gray. Culm about 10-12 inches high, very downy, bearing a contracted panicle about 2 inches long. The lower palea bears a bent awn below its two-cleft tip. Rather rare on rocky banks. July.
728. *AIRA flexuosa*, L. *Common Hair-Grass*. An elegant erect grass, growing in small tufts, about 18 to 24 inches high, with smooth culms and small involute bristle-form leaves near the root. The awn rises from the lower palea a little above the base, and is at length bent and twisted and longer than the palea. Among the rocks near the mouth of the Kennebecasis. June.
729. *A. capitata*, L. Differs from the preceding by being taller ( $1\frac{1}{2}$ -3 feet high), having the leaves flat and the awn scarcely as long as the palea. Borders streams. Rather rare. Kennebecasis. Restigouche. June-July.
730. *HIEROCHLOA borealis*, Roem. & Schreb. *Vanilla* or *Seneca Grass*. A slender, erect, glossy plant from 12-20 inches high with a one-sided pyramidal panicle. Flowers without awns. Very fragrant. Said to be dedicated to the Virgin Mary and sown before the church doors on festival days in some parts of France. It is also so plentiful in Iceland as to be used by the people to scent their garments and clothes. Our earliest flowering in May. Moist meadows. Common.
731. *ANTHoxanthum odoratum*, L. *Street Grass*. A slender erect (12-18 inch high) grass, with short pale green leaves and a spike-like panicle. Some of the paleas are hairy and bear a bent awn near their base. Common in grass fields and pastures and yielding a pleasant fragrance while drying. An early grass.
732. *PHALARIS CANARIENSIS*, L. *Canary Grass*. This pretty grass is spreading from the last about St. John.
733. *P. arundinacea*, L. *Reed Canary Grass*. A large showy grass, 2-4 feet high, with flat veined rough-edged leaves and spike-like panicles. Rather common in wet grounds. A cultivated variety of it (*picta*) is the well-known *Ribbon Grass* of the gardens, the leaves of which are longitudinally striped with white in extreme diversity.
734. *Panicum capillare*, L. *Old-Witch Grass*. A rather low branching grass 12-18 inches high, with very hairy sheaths and long and ample loose-spreading panicles. The pedicels are very slender, or capillary, rough, bearing small purple flowers. Grows in gardens and cultivated grounds as a weed. Often producing new branches and flowers nearly all summer. Easily recognized by its light, airy appearance and hairy leaves and sheaths.
735. *P. dichotomum*, L. A very variable, delicate little grass, 8-12 inches high, bearing tufts of very short, thick leaves at the base, and a small, spreading panicle 4 inches long. Late in the season it produces branches, which continue increasing in number till autumn. Some specimens are very hairy, others smooth in fields and woods. Common.
736. *P. CRUS-GALMI* L. *Barnyard-grass*. A very troublesome weed about barns and gardens, as it produces an abundant crop of seed and continues seed-bearing all summer. The culms are stout and branch copiously from the base. Sometimes it is awnless and sometimes long awned, especially in wet places or shores.
737. *SETARIA GLAUCA*, Beauv. *Footail*. *Beet Grass*. A common weed in gardens and manured grounds, with a dense, very yellow bristly spike, 2-4 inches long.
738. *S. VIRIDIS*, Beauv. *Green Footail*. *Beet Grass*. Very like the preceding, but the spike and bristles green, and growing in cultivated grounds and gardens. July-August.

## EQUISETACEÆ—Horsetail Family.

739. *EQUISETUM arvense*, L. *Common Horsetail*. Damp soil. Very common. May.
740. *E. sylvaticum*, L. *Damp, shady place*. Very common. May.

- 1. E. limn. am. L. Rather common in shallow water and ditches.
- 2. E. hycemale, L. *Scouring-Rush. Shave Grass.* Wet banks. Very scarce.

- 743. E. scirpoides, Michx. Common about River Charlo and Point LeNim.

FILICES—Ferns.

- 4. POLYPODIUM vulgare, L. *Polypody.* Common in clefts of rocks near St. John. Very rare in northern counties.
- 5. ADIANTUM pedatum, L. *Maidenhair Fern.* A very graceful, delicate fern in rich woodlands. Upper Restigouche and Upper St. John.
- 6. PTERIS aquilina, L. *Common Brake.* Our most abundant fern, growing everywhere.
- 7. PELLEA gracilis, Hook. *Cliff Brake.* A very delicate little fern 3-6 inches high, growing in the cold damp clefts of densely shaded rocks. Morris Rock, Restigouche. Grand Falls, St. John.
- 8. ASPLENUM viride, Hudson. A delicate fern growing in tufts in the clefts of rocks. Very rare. Tettagouche Falls in Gloucester Co. Green Head, St. John Co.
- 9. A. thelypteroides, Michx. A fine fern 2 to 3 feet high, growing in rich shady woods. Scarce.
- 10. A. Filix-foemina, Bernh. A very variable and common fern, growing in rather moist rich soil. July.
- 11. PHLOGOPTERIS polypodioides, Fec. *Beech Polypod.* A rather small plant 4 to 8 inches high and 2½ to 5 inches wide, growing in shady woods. July.
- 12. P. Dryopteris, Fec. A pretty little fern growing in dry or rocky woods, 6 to 10 inches high and divided into three petioled, light-green, drooping divisions. Common. July.
- 13. ASPIDIUM Thelypteris, Swartz. Rather common in wet marshy places. August. A delicate and graceful fern.
- 14. A. Noeburacense, Swartz. *New York Fern.* In swamps and moist woods. A delicate fern, very like the preceding. Common. July.
- 15. A. fragrans, Swartz. A low (4 to 12 inches high) lance-shaped fern, pleasantly aromatic and very rare. The writer has only found it in clefts of rocks at the railway tunnel in Restigouche.
- 16. A. spinulosum, Swartz. A rather large fern remaining green through the winter. Two vars are common, var. intermedium and var. dilatatum. One of our most common ferns.
- 17. A. cristatum, Swartz. Growing in swamps, 1 to 2 feet high and 5 to 7 inches broad. Not common. July.
- 18. A. marginale, Swartz. *Marginal Shield Fern.* A large handsome evergreen fern, in rocky woods. Rather common. The fruit dots are large and near the margin.
- 19. A. acrostichoides, Swartz. A narrow-lanceolate fern, about 12 to 18 inches high, growing in tufts in rocky woods. Common near St. John. Have only noticed a single tuft in the northern counties, near Moltus River, Kent.
- 20. A. aculeatum, Swartz, var. Braunii, Koch. A fine fern about 1½ to 2 feet high, with a very hairy and chaffy stem, growing on

- wooded mountains. Sugar Loaf, Restigouche.
- 761. CYSTOPTERIS bulbifera, Bernh. A very tall, slender, tufted fern, generally producing bulbets on its under side and growing in damp shaded ravines. Restigouche. St. John.
- 762. C. fragilis, Bernh. A delicate fern, 6 to 8 inches high, growing on moist rocks. Common. July.
- 763. STRATIOTERIS Germanica, Willd. *Ostrich Fern.* A splendid fern, growing in large tufts on rich alluvial soil, often 4 feet high. Common.
- 764. ONOCLEA sensibilis, L. *Sensitive Fern.* About a foot high, growing in wet places, often in water. Very sensitive to frost. Common. July.
- 765. WOODSIA ilvensis, R. Brown. A small rough tufted fern, growing on exposed rocks. Restigouche, on Sugar Loaf, and at mouth of Upsalquitch.
- 766. W. glabella, R. Brown. A smooth little fern, 2 to 5 inches high, growing on rocks. At tunnel, Restigouche. Rare.
- 767. DICKSONIA punctilobula, Kunze. *Fine-haired Mountain Fern.* A delicate fern, 2 to 3 feet high, growing very abundantly in moist soil in pastures, roadsides and open woods. July. Producing an agreeable odor.
- 768. OSMUNDA regalis, L. *Flowering Fern.* A beautiful fern, from 2 to 5 feet high, growing in swamps and wet places, and producing its fructification or spores on the top of the fronds. June.
- 769. O. Claytoniana, L. *Interrupted Flowering Fern.* About 2 to 3 feet high, bearing its fertile leaflets near the middle of the stem. Common in low grounds and wet woods. Fruiting early as it unfolds. June.
- 770. O. cinnamomea, L. *Cinnamon-Fern.* A very common fern in wet swamps, growing in large clumps. The fertile fronds are very different from the sterile ones and grow in the middle of the bunch. The fructification is cinnamon-colored, and decays before the sterile fronds attain their growth. Often 4 to 5 feet high. May.
- 771. BOTRYCHIUM lanceolatum, Augström. A very graceful little fern, 3 to 10 inches high, growing in shady places in rich soil. Fredericton. Bass River. Rare.
- 772. B. Virginicum, Swartz. A peculiar looking fern, 1 to 2 feet high, growing in rich shady places. Rather common. At the mouth of the Upsalquitch is a reduced form, only a few inches high, on dry rocky heights. July.
- 773. B. lunarioides, Swartz. A low inconspicuous fern, growing in grassy places and pastures, 3 to 6 inches high. Rather common.

LYCOPODIACEÆ—Club-Moss Family.

- 774. LYCOPODIUM lucidulum, Michx. In damp cold woods. Common.
- 775. L. Selago, L. Growing among the grass on the rocky heights of Carleton, St. John. Rare.

- 776. L. inundatum, L. A dwarf little plant, growing in wet sandy places. Rather common in Kent.

777. *L. annotinum*, L. Creeping along (1-4 feet) over roots and among leaves in dry woods. Common.
778. *L. dendroideum*, Michx. *Ground Pine*. Resembles a small tree, 6' to 9 inches high, in rather dry woods. Common.
779. *L. clavatum*, L. *Common Club Moss*. Extensively creeping plant in dry woods. Common. July.
780. *L. complanatum*, L. Remarkable for its creeping stems and spreading fan-like branches. Common.

## CHARACEÆ—Chara Family.

781. *CHARA fragilis*. A peculiar branching little plant, growing on the bottom of ponds and lakes, its stems and branches encased in a brittle crust, emitting a strong and very disagreeable odor when taken from the water. Lakes, St. John Co.
782. *NITELLA flexilis*, Agardh. A very delicate much-branching plant growing in still or slightly moving water. Branches in whorls. Bass River.

## MUSCI—Mosses.

783. *SPHAGNUM acutifolium*, Ehrhart. Several forms or varieties are found in peat bogs and swamps. Common.
784. *S. cuspidatum*, Ehrh. Several varieties occur in peat bogs and swamps.
785. *S. cymbifolium*, Dill. Peat bogs.
786. *S. fimbriatum*, Wilson. Bogs and swamps. Hampton, Kent Co.
787. *S. Girgensohnii*, Angstr. Peat bog. Kingston, Kent Co.
788. *S. molluscum*, Bruch. Peat bog. Kingston, Kent Co.
789. *S. papillosum*, Lindb. Lily Lake, St. John.
790. *S. rigidum*, Schimp. Peat bog. Kingston, Kent.
791. *S. rubellum*, Wilson. Peat Bogs. Kingston, Kent.
792. *S. squarrosum*, Pers. Swamps. Common.
793. *S. subsecundum*, Nees. *S. contortum*, Schultz. Kingston, Kent.
794. *S. Wulfianum*, Girgens. Kent Co.
795. *TREMATODON ambiguus*, James. Kent Co.
796. *DICRANUM cerviculatum*, Hedw. On rotten wood, St. John.
797. *D. fuscescens*, Turner. *D. congestum*, Brid. On old logs. Bass River, Kent Co.
798. *D. flagellare*, Hedw. On decaying logs. St. John.
799. *D. gracilescens*, Web. & Mohr. Bass River.
800. *D. heteromallum*, Hedw. Moist ground. Common.
801. *D. montanum*, Hedw. On trunks of trees. Bass River.
802. *D. polycarpum*, Ehrh. The writer collected it at Pictou in 1874.
803. *D. rufescens*, Turner. On wet clay. Bass River. Fredericton.
804. *D. Schraderi*, Web. & Mohr. Wet woods. Bass River.
805. *D. scoparium*, L. Different forms or varieties occur. Common.
806. *D. subulatum*, Hedw. Kouchibouguac.
807. *D. undulatum*, Turner. Dry woods, on the ground. Bass River.
808. *D. varium*, Hedw. On clay, Truro, N. S.
809. *D. virens*, Hedw., var. *Wahlenbergii*, Bryol. Eur. On fallen trees. Bass River.
810. *CERATODON purpureus*, Brid. Abundant everywhere.
811. *FISSIDENS osmundioides*, Hedw. Rough waters, near Bathurst.
812. *F. adiantoides*, Hedw. On rocks. St. John.
813. *TRICHOSTOMUM tortile*, Schrad. Growing on clay. Nepisiquit Falls. Kent.
814. *T. lineare*, Swartz. *T. vaginans*, Sulliv. On roadsides, Kent.
815. *BARBLA unguiculata*, Hedw. On clay. Bass River.
816. *B. cespitosa*, Schwagr. Woods, about the roots of trees. Kent. St. John.
817. *B. tortuosa*, Web. & Mohr. On rocks. Bass River. St. John.
818. *B. mucronifolia*, Br. & Sch. On rotten wood, Truro, N. S.
819. *B. fallax*, Hedw. Bass River.
820. *DIDYMOBON rubellus*, Br. & Sch. On the ground. Truro, N. S.
821. *DISTICHUM capillaceum*, Br. & Sch. *Tatouche Falls*.
822. *TETRAPHYIUS pellucidus*, Hedw. On rotten wood. Common.
823. *ENCALYPTA ciliata*, Hedw. Rocks. *Tatouche Falls*.
824. *ZYGODON Lapponicus*, Br. & Sch. Truro, N. S.
825. *ORTHOTRICHUM anomalum*, Hedw. On rocks, Fredericton.
826. *O. Canadense*, Br. & Sch. O. *Ohioensis*, Sulliv. & Lesq. On trees, Kent Co.
827. *O. crispulum*, Hornsch. On beech trunks. Bass River.
828. *O. crispum*, Hedw. On trees, Bass River.
829. *O. Hutchinsiae*, Smith. On trees, Bass River.
830. *O. leiocarpum*, Br. & Sch. On trees, Bass River.
831. *O. Ludwigii*, Schwagr. On trees, Bass River.
832. *O. obtusifolium*, Schrad. On trees, Bass River.
833. *O. Rogeri*, Brid. On trees, Bass River.
834. *O. sordidum*, Sulliv. On trees, Bass River.
835. *O. speciosum*, Nees. On trees, Bass River.
836. *O. strangulatum*, Beauv. On trees, Bass River. Fredericton.
837. *SCHUSTERIA apocarpum*, Br. & Sch. Common on rocks, St. John Co.
838. *HEDWIGIA ciliata*, Ehrh. Common on the ground, clay soil, Truro, N. S.
839. *DIPHYSCUM foliosum*, Web. & Mohr. On clay soil, Truro, N. S.
840. *ATRICUM undulatum*, Beauv. On the ground, Kent.
841. *A. angustatum*, Beauv. On the ground, Bass River.
842. *POGONATUM brevicaulis*, Brid. On clay soil. Bass River. Carleton.
843. *P. alpinum*, Brid. On the ground. Truro. *Restigouche*.
844. *POLYTRICHUM commune*, L. Damp shady places. Common.
845. *P. formosum*, Hedw. On the ground. Bass River.
846. *P. juniperinum*, Hedw. Dry hills and gravelly knolls. Everywhere.
847. *P. piliferum*, Schreb. Gravelly knolls. Kent.
848. *AULOCOMNION palustre*, Schwagr. Swamps. Bass River.
849. *BRYUM acuminatum*, Hoppe & Hornsch. Rocks, Bass River. *Restigouche*.
850. *B. albicans*, Wahl. B. *Wahlenbergii*, Schwagr. Springy places. Windsor.
851. *B. argentum*, L. On earth, or stones. Truro, N. S.

52. *B. bimum*, Schreb. Borders of swamps. Bass River. St. John.
53. *B. caspiticum*, L. On dry grounds. Bass River.
54. *B. cernuum*, Hedw. *B. pendulum*, Hornsch. On rotten wood. Bass River. Carleton.
55. *B. crudum*, Schreb. Bass River.
56. *B. elongatum*, Dicks. Crevices of rocks. St. John.
57. *B. intermedium*, Brid. Grand Falls of Nepisiquit.
58. *B. Lescurianum*, Sulliv. On group 1, roadsides. Bass River.
59. *B. mutans*, Schreb. On rotten wood. Bass River.
60. *B. pseudo-triquetrum*, Schwagr. Wet rocks. Bass River.
61. *B. pyriforme*, Hedw. On recently burnt soil. Bass River.
62. *B. roseum*, Schreb. Shady Woods. Kent Co.
63. *MNIUM affine*, Bland. Damp shaded bank of a brook at Bass River.
64. *M. cuspidatum*, Hedw. Forms large matted patches among the roots of trees.
65. *M. Drummondii*, Br. & Sch. In large patches on the ground in shady places.
66. *M. hornum*, Hedw. In dense patches in shady woods. Truro.
67. *M. lycopodioides*, Br. Eu. In a damp shaded ravine. Bass River.
68. *M. orthorhynchum*, Brid. Grand Falls of Nepisiquit.
69. *M. medium*, Br. & Sch. Damp, shaded ravine. Bass River.
70. *M. punctatum*, Hedw. Damp shaded ravine. Bass River.
71. *M. spinulosum*, Br. Eu. Damp shaded places. Bass River.
72. *M. stellare*, Hedw. Margins of brooks. Carleton.
73. *BARTRAMIA fontana*, Brid. Springy places. Molus River, Kent Co.
74. *B. Marchica*, Brid. Wet places. Kent Co. Carleton.
75. *B. Ederi*, Swartz. Rocks at Tattagouche Falls, Gloucester Co.
76. *B. pomiformis*, Hedw. Rocky places. Bass River. St. John.
77. *FENARIA hygrometrica*, Hedw. On recently burnt ground. Bass River.  
Var. *calvescens*, Sulliv. Same places.
78. *SRALACHNUM rubrum*, L. Bass River. Sent from St. George by Mr. Vroom.
79. *FOSNIUS antipyreica*, L. In brooks. Common.
80. *F. Dalecarlica*, Br. Eur. In brooks, attached to stones. Kent Co.
81. *DICHELIMA falcatum*, Myrin. In still water. Bass River.
82. *D. pallescens*, Br. Europ. On the base of trees. Fredericton. Bass River.
83. *LETODON julaceus*, Sulliv. On the bark of trees. Kent Co.
84. *ANODON viticulosus*, Hook & Tayl. On shaded rocks. St. John.
85. *A. attenuatus*, Hub. On roots of trees. Truro, N. S.
86. *LESSEA polycarpa*, Hedw. On trunks of trees subject to inundation. Bass River. Fredericton.
87. *MYURELLA Careyana*, Sulliv. On rocks. St. John.
88. *PTILISIA intricata*, Br. Eur. On trees. Fredericton.
89. *P. velutina*, W. P. Schimp. On trees. Bass River.
90. *P. polyantha*, Schreb. On trees. Bass River.
802. *PTERIGYNANDRUM filiforme*, Hedw. Bass River.
803. *PLATYGRIUM repens*, Br. Eur. Bass River.
804. *NECKERA pennata*, Hedw. On trees. Common.
805. *CLIMACIUM Americanum*, Brid. Bass River.
806. *C. dendroides*, Web. & Mohr. On the ground in dense shade. Molus River.
807. *HYNUM abietinum*, L. On rocks and ground. Restigouche.
808. *H. albicans*, Neck. Bass River.
809. *H. Bergenense*, Austin. Bass River.
900. *H. campestre*, Br. & Sch. On the ground. Bass River.
901. *H. cordifolium*, Hedw. On wet sandy places. Bass River.
902. *H. Crista-Castrensis*, L. On old logs. Common.
903. *H. curvifolium*, Hedw. Bass River.
904. *H. delicatulum*, L. Bass River. St. John.
905. *H. denticulatum*, L. Bass River.
906. *H. eugyrium*, Br. Eu. Bass River.
907. *H. exannulatum*, Gumb. In boggy places. Bass River.
908. *H. fertile*, Sendt. On old logs. Bass River.
909. *H. fruitans*, L. In bogs. Kent Co.
910. *H. Haldanianum*, Grev. On old logs. Common.
911. *H. hierpidulum*, Brid. Bass River.
912. *H. latum*, Brid. Bass River.
913. *H. minutulum*, Hedw. Bass River.
914. *H. Mühlenbeckii*, Bry. Eur. On old logs. Bass River. St. John.
915. *H. Nove-Angliæ*, Sulliv. & Lesq. In large patches. Bass River.
916. *H. ochraceum*, Turner. Kent Co.
917. *H. orthocladon*, Beauv. Kent Co.
918. *H. pallescens*, Schimp. Bass River.
919. *H. plumosum*, L. Bass River.
920. *H. polymorphum*, Br. & Sch. = *H. chrysophyllum*, Brid. St. John.
921. *H. populeum*, Hedw. Bass River.
922. *H. pulchellum*, Dicks. Bass River.
923. *H. radicale*, Brid. Fredericton.
924. *H. recurvans*, Schwagr. Kent Co.
925. *H. reflexum*, Stark. Bass River.
926. *H. reptile*, Michx. Bass River.
927. *H. riparium*, Hedw. On stones in brooks. Molus River.
928. *H. rivulare*, Bruch. Bass River.
929. *H. rusciforme*, Weiss. On rocks. St. John.
930. *H. rutabulum*, L. Bass River.
931. *H. salebrosum*, Hoffm. Bass River.
932. *H. serrulatum*, Hedw. On rotten woods. Bass River.
933. *H. Schreberi*, Willd. In shady woods. Bass River.
934. *H. serpens*, Hedw. On trees. Bass River.
935. *H. Sommerfeldtii*, Myr. Salmon River, Kent Co.
936. *H. splendens*, Hedw. On old logs. Common.
937. *H. Starkii*, Brid. Bass River.
938. *H. stramineum*, Dicks. Among sphagnum. Bass River.
939. *H. strigosum*, Hoffm. Bass River.
940. *H. Sullivantii*, Spruce. On rocks. Truro, N. S.
941. *H. tamariscinum*, Hedw. On the ground. Bass River.
942. *H. triquetrum*, L. On the ground about roots of trees. Bass River.
943. *H. turfaceum*, Lind. On stumps. Bass River.
944. *H. umbratum*, Ehrh. Large patches in shady woods. Bass River.
945. *H. uncinatum*, Hedw. On the ground. Bass River.
946. *H. velutinum*, L. On decayed wood. Bass River.

## HEPATICEÆ—Liverworts.

947. *MARCHANTIA polymorpha*, L. Common on recently burnt ground.
948. *PREISSIA commutata*, Nees. Bass River.
949. *PEGATILLA conica*, Corda. *Conocephalus conicus*, Dum. *Great Liverwort*. Springy places. Common.
950. *PELLIA epiphylla*, Nees. Damp, shady places. Common.
951. *CHILOSCYPHUS polyanthos*, Corda. Rocks. Grand Falls of Nepisiquit.
952. *LOPHOCOLEA heterophylla*, Nees. Old logs. Bass River.
953. *LIOCHLENA lanceolata*, Nees. Old logs. Bass River.
954. *SPHAGNOCETIS Hubeneriana*, Rabenh. On rotten wood. Bass River.
955. *JUNGERMANNIA catenulata*, Huben. On rotten wood. Bass River.
956. *J. crenulata*, Smith.
957. *J. divaricata*, Eng. Bot. Among mosses. Truro.
958. *J. inflata*, Huds. Sphagnous bog, Richibucto.
959. *J. lycopodioides*, Aust.
960. *J. minuta*, Crantz. St. John.
961. *J. obtusifolia*, Hook. On the ground. Truro, N. S.
962. *J. sphaerocarpa* Hook. Among mosses. Richibouguac.
963. *J. Wilsoni*, Hook. Among mosses.
964. *J. ventricosa*, Dicks. On rotten wood. St. John.
965. *SCAPANIA nemorosa*, Nees. On wet banks. Bass River. St. John.
966. *PLAGIOCHILA asplenoides*, Nees & Montagne. Bass River.
967. *P. porelioides*, Lind. Among mosses. Bass River. St. John.
968. *FRULLANIA Grayana*, Montagne. On trees. Common.
969. *F. Eboracensis*, Lehm. On bark of trees. Common.
970. *MADOTHECA platyphylla* Dumort. Common on trees.
971. *PTILIDIUM ciliare*, Nees. Rotten logs and woods.
972. *TRICHOCOLEA Tomentella*, Nees. In large patches on damp ground.
973. *MASTIGORRYUM trilobatum*, Nees. On damp ground.
974. *LEPIDOZIA reptans*, Nees. On the ground. Bass River.

## LICHENES—Lichens.

975. *RAMALINA calacaris*, Fries, var. *fraxinea*. On trees.
976. *CETRARIA lacunosa*, Ach. var. *Atlantica*, Tuck. On trees.
977. *USNEA barbata*, Fries, var. *dasypoga*, Fr. Common on trees.
978. *ALECTORIA jubata*, Ach. On old rails.
979. *THELLOSCIPIES parietinus*, Norm. Common on trees and rocks.
980. *PARMELIA olivacea*, Ach. On trees. Bass River.
981. *P. physodes*, Ach. On trees. Bass River.
982. *P. saxatilis*, L. On stones.
983. *P. perlata*, Ach.
984. *P. Borreri*, Turn. On trees.
985. *PHYSCIA stellaris*, Wahl. On trees. Common.
986. *STICTA glomerulifera*, Delise. Trunks of trees.
987. *S. pulmonaria*, L. Common on maple trees.
988. *PELTIGERA canina*, L. On the ground. Bass River.
989. *P. aphthosa*, Hoffm. On the ground. Bass River.
990. *P. polydactyla*, Hoffm. On the ground. Bass River.
991. *LECANORA pallida*, Schaer. Bark of trees. Bass River.
992. *L. pallescens*, Fries. Bark of trees. Bass River.
993. *L. subfusca*, Ach. Common.
994. *PETRUSSARIA leioplaca*. On bark. Bass River.
995. *P. communis*, DC. On bark. Bass River.
996. *P. velata*, Nyl. Bark of trees. Bass River.
997. *STEREOCAULON tomentosum*, Fr. On stones.
998. *Cladonia tornata*, Fr. On the ground. Kennebecasis.
999. *C. erracilis*, Fries, var. *hybrida*. Old stumps. Bass River.
1000. *C. deformis*, Hoffm. On the ground. Richibucto.
1001. *C. furcata*, Fries. St. John. Bass River.
1002. *C. cristatella*, Tuck. Old Stumps. Bass River.
1003. *C. rangiferina*, L. Reindeer Moss. On damp ground. Common.
1004. *C. pyxidata*, Fries. Fredericton. Bass River.
1005. *BRYOMYCES aeruginosus*, DC. = *Bryomycetium adaphila*, Fries.
1006. *B. roseus*, Pers. On the ground. Bass River.
1007. *BIATORA rubella*, Ehrh. Bass River.
1008. *B. vernalis*, Fries. Trees, Bass River.
1009. *BUELLIA parasema*, Koerb. On bark. Beech, Bass River.
1010. *OPHROGRAFIA varia*, Fries. Bark of maple. Bass River.
1011. *GRAPHIS simplex*, Ach. Bark of maple. Bass River.
1012. *SPHEROPHORUS coralloides*, Pers. = *Sphaerophorus biferosus*, L. Bass River.
1013. *CALICIMUM Curtissii*, Tuck. On Sumach. Bass River.
1014. *C. Subtile*, Fr. Bass River.

## FUNGI.

1015. *AGARICUS prunulus*, Scop. In woods. An edible mushroom. Bass River.
1016. *A. melleus*, Vahl. In woods on the ground and on stumps.
1017. *A. muscarius*, Fries. On the ground in woods. Bass River.
1018. *A. Campanella*, Batsch. On old logs. Bass River.
1019. *CANTHARELLUS crispus*, Fries. Old logs and sticks. Bass River.
1020. *PANUS stypticus*, Fries. On decaying wood. Bass River.
1021. *SCHIZOPHYLLUM commune*, Fries. Dead wood. Common.
1022. *LESZITES sepiaria*, Fries. Old logs and stumps. Bass River.
1023. *POLYPORUS scutellatus*, Schw. On decaying wood. Bass River.
1024. *P. cinnabarinus*, Fries. A beautiful species on old logs.
1025. *P. hirsutus*, Fries. Trees and stumps.
1026. *P. versicolor*, Fries. Old logs and sticks.
1027. *P. abietinus*, Fries. Bark of hemlock.
1028. *P. elongatus*, Fries. Decaying trunks.
1029. *P. ferruginosus*, Schrad. Old wood.
1030. *P. nigropurpurascens*, Schw. Old wood.
1031. *DAEDALEA confragosa*, Bolt. Old logs and stumps.

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| <p>32. <i>D. unicolor</i>, Fries. Old trunks of trees.</p> <p>33. <i>IRPEx tulipiferae</i>, Schw. On dead wood.</p> <p>34. <i>STEREUM rugosum</i>, Fries. On decaying trunks.</p> <p>35. <i>S. rubiginosum</i>, Schrad. On old trunks.</p> <p>36. <i>TREMELLA mesenterica</i>, Retz. On bark of trees.</p> <p>37. <i>T. foliacea</i>, Pers. On old wood.</p> <p>38. <i>DACRYMACEs stillatus</i>, Fries. Old wood.</p> <p>39. <i>EXIDIA auricula-Judae</i>, Fries. On old damp logs.</p> <p>40. <i>E. glandulosa</i>, Fries. Bark of decaying alders.</p> <p>41. <i>LYCOPERDON giganteum</i>, Batsch. <i>Puff-ball</i>. Common.</p> <p>42. <i>L. pyriforme</i>, Schöff. On ground and old stumps.</p> <p>43. <i>LYCOGALA epidendrum</i>, L. Rotten wood, Bass River.</p> <p>44. <i>UROMYCES Limonii</i>, Lev. On leaves of <i>Statice</i>.</p> <p>45. <i>USTILAGO segetum</i>, Pers. Heads of oats.</p> <p>46. <i>U. urceolorum</i>, DC. On <i>Carex Pennsylvanica</i>, Richibucto.</p> <p>47. <i>PEZIZA scutellata</i>, L. Old wood.</p> <p>48. <i>P. vulcanalis</i>, Peck. On burnt ground.</p> <p>49. <i>P. furfuracea</i>, Fries. On decaying trunks.</p> | <p>1051. <i>CENANGIUM pinastri</i>, Fries. Bark of spruce.</p> <p>1052. <i>HYSTERIUM pulicare</i>, Fries. On maple bark.</p> <p>1053. <i>XYLARIA digitata</i>, Grev. On rotten wood.</p> <p>1054. <i>HYPOCHREA Richardsonii</i>, B. &amp; M. On bark of decaying trees.</p> <p>1055. <i>HYPOXILON coherens</i>, Pers. Old logs. Bass River.</p> <p>1056. <i>H. fuscum</i>, Pers. Dead branches. Bass River.</p> <p>1057. <i>H. fragiforme</i>, Pers. On bark of old trees. Bass River.</p> <p>1058. <i>H. concentricum</i>, Grev. On old stumps.</p> <p>1060. <i>NECTRIA cinnabarinii</i>, Fries. On dead Southernwood. Bass River.</p> <p>1061. <i>SPHERIA ulmca</i>, Schw. Leaves of elms.</p> <p>1062. <i>S. morbosa</i>, Schw. "Black knot" of Plum trees.</p> <p>1063. <i>DOTHIDEA Trifolii</i>, Fries. Leaves of clover. Bass River.</p> <p>1064. <i>D. graminis</i>, Fries. Leaves of grasses.</p> <p>1065. <i>ERINEUM roseum</i>, Peas. Leaves of yellow birch.</p> <p>1066. <i>E. fagineum</i>, Pers. Beech leaves.</p> <p>1067. <i>E. luteolum</i>, Kunze. Maple leaves.</p> <p>1068. <i>PLICATURA alni</i>, Peck. On bark of alders.</p> <p>1069. <i>ERGOTETIA abortifaciens</i>, Quekett. <i>Ergot</i>. Frequent on grasses.</p> |
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NOTE.—The list of LICHENS and FUNGI embraces only the more common species.

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## READING AS AN ART.

BY ERNEST LEGOUVÉ, OF THE ACADEMIE FRANÇAISE, PARIS.

[The following delightful Treatise will repay careful and repeated perusal.]

Nothing is small in the great matter of education; and secondary as the question we are to treat may be, it is important, from the simple fact that it points progress to be made in the art of instruction. In America, reading aloud is considered one of the chief studies in public schools,—one of the bases of elementary education. In France, it is not even reckoned an accomplishment; it is regarded as something strange and unnecessary; almost as an affectation. I desire to combat this prejudice, and to contribute my mite towards introducing the art of reading into our customs and the list of school duties. Is reading an art? Many doubt it; some deny it. For myself, thirty years of study and experience have convinced me that it is an art as difficult as it is substantial, as useful as it is difficult of attainment; and this I hope to prove logically, but without becoming wearisome. Let me choose my own way to reach this end.

SHOULD WE READ AS WE TALK.—In the spring of 1868, there lived not far from me a man of whom I might say, as Mme. de Sévigné said of Montaigne: "What a country neighbor he would make M. St. Marc Girardin,—for of him I speak,—though of a sceptical turn, was the warmest of friends, the best of advisers, and most delightful of talkers. To him I submitted my idea, and, after hearing me attentively, he said, "My friend, you may execute brilliant variations and bravuras on your text which will call down hearty applause; but teach a lesson, never! Reading is not an art; it is the natural exercise of a natural power. There are people who read well, and people who read ill; but the former's talent is a gift, a charm, a grace, what you will, but not an acquired art. It is not to be taught. The exercise of this natural power may call for certain useful suggestions: Hygienic rules, such as, 'Do not talk or read to excess, any more than you would walk or eat to excess.' Comma sense rules, such as, 'Do not read too loud or too fast.' Rules of good taste, such as, 'Strive to understand, and to make your hearers understand, what you read.' But beyond these brief instructions, there are no direct rules for reading, such as constitute an art. The art of reading is summed up in a single sentence: 'Read as you talk.'

I had great faith in M. Girardin's taste, and knew his perfect sincerity; but here I had my own convictions, and perceived the feeling underlying his words, perhaps unconsciously to himself: "My friend, read very well, and I never was taught; therefore, no one requires teaching."

Accordingly, I replied: "My dear friend, there is a grain of truth in what you say, as there always is in the words of a clever man of the world, who talks of a subject which he has not studied."

This rather provoked him; but I continued calmly: "Undoubtedly, much depends in reading on natural talent. It is not like many other arts and trades, absolutely forbidden to those who have not served an apprenticeship. Some men read gracefully and pleasantly without study. You are an example of this, for you read *effectively*; you are always applauded: but you do not read—*as you talk*—my frankness—you do not read well?"

Upon this he smiled slyly, and said: "What! I don't read well?"

"No! and the proof of it is that, if any one else read as you do, he would read very badly."

"Explain yourself," he exclaimed, laughing.

"Nothing easier. I have heard you read extracts from Lamartine, Corneille, and Victor Hugo at your lectures at the Sorbonne; and I've heard you read your own essays at the Academy. That reference was immense."

"In what way?"

"The verses of the great masters, read by you, were much applauded. Why? Because you brought all your intellect and superior mind to bear on the reading; because you have a natural voice and an air of conviction,—all personal qualities which hide your faults."

"Well, what are my faults, if you please?"

"Your voice has certain tones which offend by their very excess. Your delivery is often somewhat declamatory and bombastic, a failing not displeasing to your youthful listeners. But change your audience, and give your manner to some one without your intellect and authority, and he would please, just because he imitated you too well. Now nothing is good which may not safely be copied. Therefore, you read with talent, but not as one knowing how to read—even your own address which no one else could read as well as you do, for there your faults become good points, because part of your personality. Let me illustrate my meaning. Jules Sandeau wrote a charming speech in answer to Camille Doucet, which he begged me to read for him. 'Heaven forbid!' said I.

"Why? You read it much better than I."

"Yes! but I should not read it so well. Your speech is a part of yourself. To be sure, I should not make the same mistakes that you would. I should not drop my last syllables, I should not be more of the witticisms; but I should not have your easy attitude, your indolent voice, your indolent manner,—all which are charming in you, because natural, but which would be disagreeable, because acquired. Your speech is fat and fair; I should read it like a thin, dark-haired man, read it yourself."

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"He too my advice, and his success proved me right. But had he read another man's production as it would have been sheer treason."

"A pretty story," said St. Marc Girardin, "but I don't see what it leads us to. I understand your art, but don't see what moral you want to draw from it."

"Another example may help you. M. Viennet had great fame as a reader,—well deserved when he read his own verses. His hoarse voice, queer gestures, little tuft of hair standing erect like a cock's comb, his jolly intonation, were the exact picture of his style of talent, vivid and somewhat vulgar as it was; add to this, that he had an immense admiration for everything that was his own, which gave his delivery of his own verses a spirit and fire that warmed his audience. I was once called to read a poem by M. Viennet at the Academy, and refused, saying that neither the piece nor myself could succeed, as I lacked the chief element of M. Viennet's success,—a profound conviction at what I read was a masterpiece of art?"

This harmless little epigram amused St. Marc Girardin, and he cried gayly: "The conclusion! the conclusion! What do you conclude from that?"

"I conclude that we should never say a writer reads well because he is applauded for reading his own writings, his very faults often helping his success. I conclude that we must except certain rare talents, certain exceptional natures like your own, who can dispense with rules, they evade them so successfully! Art is not for you; you need it not! But I also conclude that the majority of mankind require to be taught to read, and that this knowledge, which may be useful even to superior beings, or one may have more science without having less talent,—is indispensable to others."

"But what does this science consist of? How do you define it?"

"The art of speaking and reading correctly."

"Correctness presupposes rules. What are these rules?"

"They are of two sorts, material and intellectual; for the art of reading depends at the same time on the exercise of a physical organ, the voice, and of a spiritual organ, the intellect. Shall we take the voice first?"

"With all my heart," said St. Marc Girardin.

"Then I will write down the results of my observations: for in such a matter we must be exact."

But, alas! The war broke out; I wrote nothing, until three months ago, when, at the request of Bersot,—a man who does honor to the cause of public education,—I made this epitome of my experience for the pupils of the High and Normal School.

**TECHNICAL PART OF THE ART OF READING — THE VOICE.**—The technical part of the art of reading is divided into two objects,—the voice and the pronunciation; sounds and words.

The vocal apparatus resembles the optic and auric apparatus, differing from them in one essential point; i. e., sight and hearing are involuntary. No sooner are our eyes open and there is light, or our ears open and there is a noise, than we see and hear, whether we wish to do so or not. The voice, on the contrary, is under the control of the will; man speaks only when he chooses.

There is a second difference: we cannot see or hear more or less at pleasure, except by interposing some veil or obstacle between the external world and ourselves. But not so with the voice; we speak fast or slow, loud or low; we regulate the measure of vocal action as well as the action itself.

Hence, the natural inference is that we cannot be taught to hear or see (I refer to mere material sense), and that consequently there is no art of seeing or hearing; while we may learn to talk, language being susceptible to changes resulting from the will.

The word will suffice to explain this difference.

The vocal apparatus is not only an apparatus it is an instrument, like a piano. Now what is the characteristic feature of a piano? The key-board is composed of four and a half to seven octaves, divided into three classes of notes,—upper, lower, and middle,—whose tones correspond to strings of various sizes. The voice has its key-board also, divided into two octaves instead of seven, but having three species of notes like the piano, and its chords of differing size; and we can never play upon the voice properly without study, any more than we can on the piano.

Let me go even farther. On leaving the hands of a good maker, the piano is a complete and perfect instrument, the sound issuing from it as musical as it is harmonious, when called forth by an artist's fingers. But the little piano given us at birth seldom reaches such perfection. There are many chords, squeaky keys, false notes; so that before we can become good pianists we must turn to teachers and tuners, and set our instruments in order.

The three varieties of voice, known as high, low, and medium, are all indispensable to artistic reading; but they should be very differently used, their strength being quite unequal. The medium voice is the strongest, most flexible, and natural of the three; indeed, the famous actor Molé once said, "Without the middle register, no reputation." In fact, the medium voice, being the ordinary voice, is used to express all the truest and most natural emotions: the lower notes often have great power, the upper notes great brilliancy; but they should never be used unseasonably. I might compare the upper notes to the cavalry in an army, to be reserved for sudden, bold attacks, triumphant charges; the lower notes, like the artillery, are used for feats of strength; but the true dependence of the army, the element on which the tactician chiefly relies, is the infantry,—the medium tones.

The first rule in the art of reading establishes the superior value of the middle register. The upper notes are much more fragile, are liable to wear out, or become shrill and discordant if too much used. Sometimes this abuse of the upper notes affects the very judgment of a speaker. M. Berryer once told me how he lost an excellent case by unconsciously beginning his plea on too high a note. Fatigue soon spread from his larynx to his head, his thoughts became involved, and he lost a part of his brain power, simply because it never occurred to him to descend from the lofty perch to which his voice had climbed at the outset.

For an abuse of the lower notes less serious; it produces monotony and a certain dullness and heaviness of quality. Talma, when young, was much given to this failing. His voice, though powerful and eloquent, was rather somber; and it was only by dint of hard study that he raised it from the depths where it naturally lingered. Apropos of this, let me relate an anecdote of my father, who, as I said before, was a fine reader,—much of his success at the college of France, where he taught, depending on this talent. He often introduced quotations from the great poets of France in his lectures, which won universal applause. This applause, to which he was naturally susceptible, gained him many envious foes, and at last a criticism appeared, as follows: "Yesterday, M. Legouvé read

two scenes from Racine in his sepulchral voice." This fell under the notice of one of his friends, M. Parsoval Grandmaison, who immediately said: "Dear me, Legouvé must be very much vexed at that. I'll go to see him." He found my father on the sofa in a most melancholy mood.

"Oh! it's you, is it, my dear Parsoval?"

"Yes. Are you ill, Legouvé? You look sad."

"No! there's nothing the matter; a slight sore throat. Tell me, Parsoval, what do you think my voice?"

"Why, I think it's beautiful, my boy."

"Yes, yes; but what do you consider its character! Do you call it a brilliant voice?"

"Oh, no! no! not brilliant! I should rather call it sonorous; yes, that's it, sonorous."

"Perhaps it would be better to call it a grave voice?"

"Grave be it! but not melancholy! No! no! not melancholy! And yet there is a certain—"

"But you don't call it cavernous?"

"Not at all! Still—"

"Oh! I see," cried my father, "that you agree with that wretched critic, who calls my voice sepulchral!"

The moral of this story is, that from that day forth my father strove to give his lower notes a resonance and to blend them better with the upper and medium tones, and thus he acquired that varied sound which is at once charming to the listener, and easy for the reader.

But this intermixture of tone is not the only vocal exercise. The voice must be cultivated in various ways. Cultivation strengthens a weak voice, makes a stiff one flexible, a harsh one soft, and a fact acts upon the speaking voice as musical exercises on the singing voice. We sometimes hear the great artists—M. Duprez, for instance—*made their own voices*. The expression is incorrect. No one can make a voice who has not one to start with, and this is proved by the fact that the voice is perishable. No voice would ever be lost, could it be made at will; but it may be changed; it may gain body, brilliancy, and expression, not only from a series of gymnastics adapted to strengthen the whole organ, but from a certain method of attacking the note. Additional notes may also be gained by study. On one occasion, the famous Malibran, when singing the rondo from "Sommnambula," finished her cadenza with a trill on *d* in alt, running up from low *d*, thus embracing three octaves. These three octaves were no natural gift, but the result of long and patient labor. After the concert some one expressed his admiration of her *d* in alt, to which she replied, "Well, I've worked hard enough for it. I've been chasing it for a month. I pursued it every where, unless I was dressing when I was doing my hair, at last I found it in the toe of a shoe that I was putting on!" Thus we see that art will not only aid us in governing, but also in extending our kingdom.

**THE ART OF BREATHING.**—The second great lesson in learning to read is how to breathe. Many may think that if there be a natural and instinctive action upon earth with which art has nothing to do, it is the act of taking breath. To breathe is to live, and we breathe unconsciously as we live, and yet no one can read well without breathing properly, and no one can breathe properly without study. Indeed, it is one of the rarest accomplishments in a reader. Let me explain myself. When we breathe in every-day life, the air enters and leaves the lungs like a stream flowing continuously, insensibly, and equably. But this gentle passage of the air through the throat does not suffice to vibrate the vocal chords in vibration, and they are mute like the keys of an untouched piano: the air must strike them a sharp blow before they will resound, as the fingers strike the keys of the piano. Some of my readers may have heard an Æolian harp, it stood in a doorway or window, if there was any air it was silent, but let the air be condensed into wind, and the strings wake to music. A similar phenomenon occurs every time that we speak. We condense and compress the air contained in the lungs, force it into the throat, and this shock produces speech. But this requires more air than the ordinary act of breathing, and we can no longer use the simile of a flowing stream: we must compare the breath to water gushing from a pump, spurting out faster and faster at every stroke of the handle. The usual conditions of breathing are now set aside. The scant supply of air stored up for ordinary breath-taking is insufficient for the energetic act of speech: a balance must be struck between what we *have* and what we *should have*. We must go to headquarters, to the atmosphere itself, and demand the necessary amount of air. This demand is called *inhalation*; the act of breathing being divided into two parts, *inhalation* and *expiration*. To *inhale* is to gain a supply for the need; to *exhale*, to expend that provision.

Each of these is an act in itself. The act of *inhalation* consists in drawing breath from the base of the lungs, from the diaphragm; for if we breathe from the upper part of the lungs only, we obtain too small a supply of air, which is soon exhausted, and if we have a lengthy passage to make we are in the condition of a traveller in the desert who starts with his water-skins but half full: breath fails us; we are obliged to pause and take in a fresh stock, which is fatiguing both to ourselves and to others, as we shall presently see. The first duty of the reader, who is to fill a long program, is to take a deep breath at the start, to be sure that his lungs are well furnished. Then comes the second and most difficult part, expenditure of this breath. A bad reader does not take breath enough, and spends it too freely; he throws this precious treasure out of the window, as it were, squandering it as a spendthrift his gold. The result is that the speaker, reader, actor, or singer, in the case may be, is continually at the pump, giving sudden gasps, which are most disagreeable to his audience. An accomplished singer of my acquaintance had this falling; he was constantly taking breath, and the bellows-like sound mingled with his singing was unendurable. He finally perceived and corrected his mistake, proving that it may be cured. M. Stockhausen, an eminent artist, mentioned all the Swiss guides by never losing breath in climbing the steepest mountains. "My secret is a simple one," said he, "I understand the art of breathing." The great singer, Rubini, was thorough master of the art. No one ever heard him breathe. The following anecdote of Talma may serve to explain this seeming mystery.

While a young man, Talma played Diderot's "Père de Famille," and on reaching the famous speech "Fifteen hundred pounds a year and my Sophy," he burst out, stormed, raged, and finally hurled himself behind the scenes in a state of complete exhaustion, sank against the wall, panting like an ox. "Fool," said Molé, who was standing by, "and you pretend to play tragedy! Come to me to-morrow, and I'll teach you how to be impassioned without getting out of breath."

Talma went; but whether the master lacked patience or the pupil docility, the lesson did him little

cod. At that time there was an actor at the theatre named Dorival; thin, ugly, and weak-voiced, he was nevertheless quite successful as a tragedian. "How does that fellow manage?" thought Talma. "I am ten times as strong, and yet I fatigue myself ten times more. I must ask him his secret." Dorival baffled his querist by this bitter-sweet reply, which has a smack of envy in it: "Oh! you are so successful, M. Talma, that you need no lessons."

"I'll make you give me one, though," muttered Talma; and the next time that Dorival played *Châtillon* in "Zaire," the young man hid himself—guess where! in the prompter's box, where he could hear and see without being seen. There he watched and studied to such good purpose, that, after the great speech in the second act, he left his post, exclaiming, "I've got it! *I've hit it!*" He saw that Dorival's whole art lay in his genius for breathing, which led him always to take breath before his lungs were quite empty; and, to conceal this repeated inhalation from the public, he strove to place it before a, e, o, o, — that is, at places where, his mouth being already open, he could breathe lightly and imperceptibly.

We see what an immense part the breath has to play in elocutionary art; its rules are the only inviolable ones. An actor launched on a stormy passage, carried away by passion, may forget the laws of punctuation, confound commas and periods, and hasten headlong to the conclusion of his phrase; but he must always be master of his breath, even when he seems to lose it, an accomplished actor is never out of breath except in appearance and by effect.

Talma reduced these rules to a striking maxim: "The artist who tires himself is no genius." I hear my reader's objection: "This art may be very useful to an actor; but we are talking of reading, not the theatre." Yes, but the reader needs it yet more than the actor; for, lung and important as the latter's part may be, he always has times of forced rest. He is silent when others speak; and his very gestures, added to his words, help to make them true and touching. But the reader often goes on for an hour without pause, the immobility of his body obliging him to draw all his power from his will alone. Consider, therefore, whether it is useless for him to understand the management of that precious breath which alone can carry him triumphantly and untired to the end.

Here is a curious example of the science of economy applied to the breath. Take a lighted candle, stand in front of it, and sing a: the light will scarcely flicker; but, in stead of a single tone, sing a scale, and you will see the candle quiver at every note. The singer, Delle Sedie, runs up and down the scale before a flame, and it never wavers. This is because he permits only the exact amount of breath to escape which is requisite to force the sound straight forward; and the air, being thus occupied in the emission of the note, loses its quality of wind, and is reduced to its quality of sound. You or I, on the contrary, waste a great deal of breath, and send the sound right and left, as well as forward. From this elocutionary rule we may deduce a moral lesson: In every act of life, spend no more than the exact amount of energy required! Every mental emotion is a jewel. Let us hoard them up for fitting use. How many people waste, in impatience and petty strife, the treasure of anger, so sacred when it becomes righteous wrath!

Now, for a few final and most necessary suggestions to readers. To breathe easily, choose a high seat. Buried in an easy-chair, it is impossible to breathe from the base of the lungs. I would also advise, Be careful to sit erect. No one who stoops can breathe otherwise than ill. Lastly, if possible, have a support for your back. Often, when reading in public, I have checked ineffectual vocal and cerebral fatigue simply by leaning well back in my chair. The moment that equilibrium was restored, I breathed freely, and my head grew clear.

**PRONUNCIATION.** We now pass from the world of sounds to the world of words; we stopped at vowels, and will now add to them consonants, which are the true framework of the word: a word may be reconstructed from its consonants as Cuvier reconstructed an unknown animal from its bones. The union of vowels and consonants constitutes pronunciation, for no consonant can be pronounced without the addition of a vowel; and the vowel by itself forms a sound which may be uttered, but not a distinct word. Clear speech, correct diction, the very life of language, depend upon good pronunciation; so that it is most important to study and attain it. All who read in public should strive to give each vowel its appropriate accent and emphasis, for otherwise the effect of the best sentence ever penned may be lost.

In regard to consonants, the science of pronunciation is the science of articulation, the most difficult and most useful art imaginable. Few people are born with perfect articulation, in some it is harsh, in others lisping, in others thick and indistinct. Practice, constant and systematic practice, is the only remedy for these defects. Let me give you a simple but excellent exercise, which every one can try, and which is the result of observation. Suppose that you have a weighty secret to confide to a friend, but you are afraid of being overheard, as the door is open into the next room, where other people are sitting. Do you go close up to your friend and whisper in his ear? No; you dare not, you are surprised in that suspicious attitude. What then will you do? Let me quote the words of that king of teachers, Régnier. You take your stand directly opposite your friend, and as softly as possible, speaking in an undertone, you trust to distinctness of articulation to convey the words to his eye as well as to his ear, for he watches as well as listens to you. Articulation thus does a double duty; it plays the part of sound itself, and is accordingly obliged to sketch out the words accurately, and to emphasize each syllable, that it may penetrate the mind of the hearer. This is an infallible cure for faulty or harsh enunciation. Practise this for a few months, and your vocal gymnastics will make the articulatory muscles so strong and supple that they will respond to every turn of thought. Moreover, this method of M. Régnier has been adopted for teaching deaf mutes to speak. The teacher sketches the words on his lips; no sound, no voice! nothing but articulation: *the deaf man reads from his master's lips!*

Articulation plays an immense part in the domain of reading. Articulation, and articulation alone, gives clearness, energy, passion, and force. Such is its power that it can even overcome deficiency of voice in the presence of a large audience. There have been actors of the foremost rank, who had scarcely any voice. Potier had no voice. Monvel, the famous Monvel, not only had no voice, he had no teeth! And yet no one ever lost a word that fell from his lips; and never was there a more delightful, more moving artist than he, thanks to his perfect articulation. The best reader I ever knew was M. Andrieux, whose voice was not only weak, but worn, hoarse, and croaking. Yet his perfect enunciation triumphed over all these defects.

Sometimes a lucky hoarseness teaches an actor the varied resources of articulation. M. Bouffé was

once playing one of his great parts,—Father Grandet in “The Miser’s Daughter,”—and on reaching the most affecting scene in the play, where the old miser finds that he has been robbed, the actor began to shriek and rant as usual; but in a few moments the sound died on his lips, and he was compelled to finish in a low voice! The result was that he was a thousand times more natural and more touching, because he was forced to make up for lack of sound by distinct articulation. No one can speak without a voice; but the voice alone is so far from being enough for oratory, that there are readers, speakers, and actors, whose very wealth of voice is an embarrassment to them. They cannot enunciate; sound swallow up their words, vowels devour consonants, and they talk and read so loud, make so much noise about it, that no one can hear them. Sometimes, too, fashion forbids distinct articulation, and it becomes pedantic. An old frequenter of the Théâtre-Français tells me that during the last sixty years fashionable pronunciation has been changed three times. To serious-minded men, however, there is but one true fashion, namely, to pronounce distinctly enough to be understood, but not so much so as to be remarked.

**STUTTERING.**—Stuttering is an especial evil, obstinate of cure, and appertaining to both mind and body. When due solely to physical malformation, it naturally comes within the province of medicine; when resulting from intellectual causes, it enters into the field of the elocutionist. The tongue often stammers, and stammers habitually, because the mind stammers; because the character stammers; because the person is never quite sure of what he wants to do or say; because he is timid, choleric, or hasty. Impatience, timidity, and lack of mental precision are the chief causes of that species of stuttering which is susceptible of cure: let the victim accustom himself to speak slowly, to be master of himself and his ideas, and he will cease to stammer. A distinguished singer of my acquaintance stammers slightly when he talks, but never when he sings. Why is this? Because, when he sings, he is sure of his ground; exercise, practice, and habit have made him master of his voice and diction so soon as he joins words to music; but let him speak, and his natural timidity makes his tongue hesitating and uncertain. The artist vanishes, the man remains, and the stammerer reappears.

Physical stuttering, dependent on the organs of speech only, can be cured by medical aid alone.

It generally affects all letters impartially, though sometimes a stuttermaster has special enemies in the alphabet; that is to say, there are certain letters before which he always hesitates, as a horse pauses before certain obstacles. I can cite a curious fact illustrative of this point. Twenty years ago, M. Scribe and I wrote a play called “Fairy Fingers,” in which there was one part written for a stuttermaster. The character was meant to be funny, but not ridiculous; and I even desired it to be touching. M. Got gladly accepted the part, but, when he came to study it, found himself much puzzled to know how to make it interesting and affecting without ceasing to be funny. At last, he came running in to rehearsal with a radiant face. He hurried up to me, exclaiming: “I’ve hit the secret! I shall stutter only over two consonants, *p* and *d*. Thanks to this plan, suggested by my recent study of stammering, I shall prevent the part from being monotonous, rid myself of the insufferable bore of stuttering all the time, and only keep just enough of the trick to be interesting and piquant. But,” he added merrily, “it will make more work for you, my dear author: you will have to add a few more *p*’s and *d*’s to my part. I’ll mark the places where I want them.” This was done, and his success was fully equal to his expectations.

I doubt if organic stammering be curable. Physicians have made many attempts; I never saw a complete success. Temporary alleviation, or cessation, apparent cures?—yes! but a real cure?—never! Certain specialists advertise the number of their marvellous cures, but a scene which I once witnessed makes me rather incredulous in regard to reformed stuttermasters. I once went to a ball given by a doctor famed for this very specialty, who has done noble service for the art of speech by his theoretical labors.

“Sir,” said I to a gentleman standing by, “will you be my vis-à-vis in the next dance?”

“Cer-cer-certainly.”

“Oh! he stutters,” thought I.

Refreshments were soon passed, and I said to another young man, “Please hand me an ice.”

“Wi-wi-wi-th pl-pl-asure.”

“Ah! he stammers, too!”

I turned and saw an old school-friend, who exclaimed: “Hullo! is it you? Don’t you remember how I used to st-st-stutter at school?”

“Yes.”

“Well, I came to M. Co-Co-Co-lombat [our host], and from that time forth I’ve been entirely cured—cured!”

It now remains for us to consider the subject of punctuation, if we would complete our survey of reading as a material art.

**PUNCTUATION (OR PAUSING).**—We punctuate with words as we punctuate with the pen.

A self-satisfied young man once went to M. Samson for lessons. Samson inquired, “You wish to take reading-lessons?”

“Yes, sir.”

“Are you in the habit of reading aloud?”

“Yes, sir; I have recited a great many scenes from Corneille and Molière.”

“In public?”

“Yes, sir.”

“Successfully?”

“Yes, sir.”

“Please read the fable of ‘The Oak and the Reed,’ from this volume of La Fontaine.”

The scholar began: “‘The Oak one day, said to the Reed—”

“‘That will do! Sir, you don’t know how to read!’”

“Certainly not, sir,” replied the scholar, somewhat annoyed; “If I did, I should not come to you for advice. But I don’t see how in a single line—”

“Please read it again.”

He repeated: “‘The Oak one day, said to the Reed—”

“I said you didn’t know how to read!”

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"But," said Samson, calmly, "do we ever join adverbs to substantives, instead of to verbs? Was there ever an oak named 'One Day'? No; very well, then why do you read, 'The Oak one day, said to the Reed? Say, 'The Oak (comma), one day said to the Reed.'"

"That's true!" cried the astonished youth.  
"So true," replied his master, with the same quiet manner, "that I have just taught you one of the most important branches of the art of reading aloud,—the art of punctuation."

"What, sir, do people punctuate in reading?"  
"Why, of course they do! Such and such a pause denotes a period; such and such a half-pause, a comma; such and such an accent, a question-mark: and much of the clearness and interest of your story depends on this skilful distribution of periods and commas, which the reader indicates without mentioning, and the listener hears, although they are not expressly named."

Written punctuation varying in every age, spoken punctuation must also vary. Suppose that a tragic poet of our day should use Corneille's phrase, "Let him die!" he would put one, if not two, big exclamation-points after it. Corneille simply put a comma, which speaks loudly. It shows that to Corneille this line was no piece of noisy oratory, but an involuntary cry, instantly amended by the next line, which Voltaire thought weak because he could not feel its exquisite delicacy. The Roman exclaims, "Let him die!" But the father adds, "Or let proud despair relieve him!"

Ellipses, or stars (\*\*), are a modern invention. There is not a solitary example of them in the literature of either the seventeenth or eighteenth century. They are much used in dramatic works, to denote a pause, or a change of scene. They suit the feverish, hurried action of his plays, being the punctuation of a man in great haste, carried along by the rush of events,—the punctuation of a man who thinks that his meaning will be taken for granted. It is exceedingly hard to punctuate in this style, in reading.

It is now evident that I was right when I said that reading was an art, and had its special rules; for we have laid down rules for the production of the voice, for breathing, for pronunciation, articulation, and punctuation,—that is, for every thing relating to the material part of the art of reading. We will now advance to its intellectual side.

READERS AND SPEAKERS.—Let us suppose a scholar who is mechanically perfect. Practice has made his voice even, agreeable, and flexible. He thoroughly understands the art of blending his medium, upper, and lower tones. He breathes imperceptibly. He pronounces distinctly. His articulation is sharp and clear. All faults in his pronunciation,—if he had any,—have been remedied. He punctuates as he reads. His delivery is neither hurried, jerky, nor drawing; and, what is very rare, he never drops his final syllables, so that every phrase is round and firm.

Is he a finished reader? No; he is only a correct reader. He can, without tiring himself or his hearers, read a political report, a scientific speech, a financial statement, or a legal document. All this is very well; reading is thus brought to bear upon almost all the liberal professions, so that it may rightly be ranked under the head of useful knowledge.

But it does not yet deserve the noble name of art. To be worthy of that, it must extend to works of art; must become the interpreter of the master pieces of genius: only, in that case, correctness will not suffice,—talent is also requisite.

All readers cannot become talented readers, neither can all learn with the same ease and in the same space of time; but all who are in any way gifted, may learn in proportion to their intellect and natural endowments. Select spirits, blessed with exceptional powers, will of course reap double harvest. Genius is not to be bought or taught, though talent may be acquired. When genius is added to talent, we call it Talma. Of what does this talent consist, upon what rules does it depend?

St. Marc Girardin, we remember, summed them up in the one axiom, "We should read as we speak." But this opinion, which has passed into a principle with many clever men, is subject to more than one restriction.

Read as we talk? So be it!—but on condition that we talk well. Now almost every one talks very well. Add to this the fact that conversation admits, even requires, a certain amount of careless pronunciation, freedom of diction, and voluntary inaccuracy, which are graceful in their place, but which would certainly be a great defect in reading. To talk as we read would be pedantic; to read as we talk would often be vulgar.

An amateur who prided himself on his elegant elocution once went to the famous tragedian Lafon for lessons, less desirous of advice than of flattery from so high an authority. Lafon corrected his pronunciation frequently and severely, upon which the offended pupil exclaimed, "But, sir, I pronounce just as all fashionable people do."

"Fashion is fashion," replied Lafon, coldly, "but art is art; reading is reading, and its rules are not those of conversation."

The reproof was excellent; and the conclusion is that there undoubtedly is a truth of inflection, of force of diction, and naturalness in conversation which may be profitably employed in reading aloud; but that we must never borrow any but its good points, if we would be true to nature, and correct.

Nor is this all. People, by a strange confusion of terms, use indifferently and in the same sense the two words *speak* and *talk*. No two words are more unlike in meaning. There are people who, from the standpoint of good diction, talk very well and speak quite as ill. If you wish to prove this fact, go into any court-house; address some lawyer of your acquaintance, and chat with him for a moment. His delivery will be natural and simple. Follow him into the court-room and listen to his plea. He is another man; all his merits disappear: he was natural, he is now bombastic; he talked in tune, he speaks out of tune,—for we can speak as well as sing out of tune. Many lawyers seem as if they were playing the part of L'Intimé in the "Plaideurs;" 2 Régnier, Got, and Coquelin imitate them so perfectly, that they seem rather to imitate Coquelin, Got, and Régnier. Everybody knows the lawyer whom Got copies; Coquelin imitates three; and as for Régnier, his model was a royal solicitor, who brought such poetic sweetness of pronunciation and such grace of delivery to bear upon his criminal cases, as to remind one of Mlle. Mars in her palmy days, and to be perfectly irresistible.

1 From "Horace" (The Horatii). This line is world-renowned. Voltaire says that "there is nothing comparable to it in the literature of antiquity; and that the whole audience was so carried away by it on its first hearing as to overturn the benches following it in storms of applause."  
2 Comedy by Racine.

We must not be too hard on lawyers; preachers are quite as bad. I have heard any number of preachers, and never but one who spoke thoroughly well. I will not name him, lest I quarrel with the rest. It is plain, that if we are to learn to read we should also learn to speak; and the curious point is that there is but one true way to learn to speak, and that is to learn to read. Let me explain my meaning.

A general mounts his horse before going into battle. His first requisite, therefore, is a knowledge of horsemanship. Obligated to move rapidly from one point to another, to see that his orders are properly executed, his animal should be the docile instrument of his will, which he can govern almost unconsciously: if obliged to pay attention to his steed, his mind cannot be upon his plan of action. A general, therefore, requires two instructors, — a warrior, and a riding-master.

Such is precisely the case with the speaker: his voice is his horse, his weapon of warfare; if he would not have it betray him in action, previous and direct practice must teach him the art of using it. We cannot learn to think and to speak at one and the same time. Vocal exercises and the study of delivery are all the more beneficial that they lead us to consider the ideas of others, and our own mind is free to examine them carefully.

I was once intimate with a young deputy, full of talent and learning, who deemed his deputyship merely a stepping-stone to the ministry. On one occasion, he was to deliver an address before the ministers and House of Deputies, and begged me to come and hear him. His speech over, he hurried towards me, anxious to learn my opinion.

"Well, old fellow," said I, "this speech will never get you into the Cabinet."

"Why not?"

"Because you absolutely don't know how to speak."

"Don't know how to speak!" said he, somewhat hurt and offended; "and yet I thought my speech"

"Oh, your speech was in excellent taste, — fair and sensible, even witty; but what of all that, if no one could hear you?"

"Not hear me! But I began so loud—"

"That you may say you shrieked; accordingly, you were hoarse in fifteen minutes."

"That's true."

"Wait; I haven't finished yet. Having spoken too loud, you spoke too fast."

"Oh! too fast!" he exclaimed, deprecatingly; "perhaps I did at the end, because I wanted to cut it short."

"Exactly; and you did the very opposite—you spun it out. Nothing, on the stage, makes a scene seem so long as to reel it off too fast. An audience is very cunning, and guesses by your very haste that you think the thing drags. Unwarned, the listener might not notice it; you draw his attention to the fact, and he loses patience."

"True, again!" cried my friend. "I felt the audience slipping from me towards the end; but how can I remedy this ill?"

"Nothing easier. Take a reading-master."

"Do you know one?"

"A splendid one!"

"And who?"

"M. Samson."

"Samson, the actor?"

"Yes."

"But I can't take lessons of an actor."

"Why not?"

"Just think of it! A politician! a statesman! All the comic papers would make fun of me if it were known!"

"You are right! People are just stupid enough to turn you into ridicule for studying your profession. But rest easy, no one shall know it."

"You'll keep my secret?"

"Yes; and Samson too, I promise you."

So he set to work. Samson placed his voice, strengthened it, and made it flexible. He made him read aloud page after page of Bossuet, Massillon, and Bourdaloue; he taught him to begin a speech slowly and in a low voice, nothing so commands silence as a low voice; people are hushed to hear you, and end by listening. These wise lessons bore their fruit. Six months later, my friend was a minister.

I don't say a great minister, but still a minister! I advise all to profit by his example. Not that all can be ministers, but all may be obliged to speak two or three hours daily, whether as teachers, politicians, or lawyers. Be prepared! be well armed and equipped! Remember that no one can master his public unless he be master of himself; that no one can master himself unless he be master of his voice, and take an elocution-teacher! I am wrong, take two. If you would know any thing thoroughly, you should have a tutor as well as a teacher; and that tutor, yourself. Add personal observation to your lesson! Listen to voices as you study faces! Search for natural intonations as for sincere friends; and, above all, study children, for here comes in a very singular fact.

Children are admirable elocution-teachers. What truth! what correct intonation! Their flexible organs yielding readily to their ever-changing emotions, they attain more daring inflections than the most skillful actor could imagine! Did you ever hear a child repeat some secret which it has discovered, some mysterious scene it has witnessed, like Louisa in the "Malade Imaginaire"? It will imitate every voice, reproduce every accent. But ask the same child directly after, to read that very scene from Molière, and it will begin in the whining, nasal, and monotonous tone characteristic of juvenile reading. These great reading-masters cannot read. In proof of this strange phenomenon, let me cite an anecdote which throws much light on the question in hand.

In one of my plays, "Louise de Lignerolles," there is one character written for a child, which was originally given to a girl of ten, full of grace and intelligence. At the general rehearsal, my little actress did wonders; and a spectator, sitting in front of me, applauded her loudly, exclaiming, "What truth! what simplicity! it's very evident that she's never been taught to do that!"

Now, for a whole month, I had done nothing, but teach her that part, intonation by intonation. Not that it was in any way beyond her childish capacity; for many of the expressions were borrowed from my little actress herself, I being in the habit of seeing her constantly. But so soon as these expressions were embodied in her part, so soon as she had to recite them, every trace of unconscious-

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ness vanished. What she said to perfection when she spoke for herself, she uttered coldly and un-  
meaningly when she spoke for another; and it cost me much time and labor to bring her back to  
herself, to re-teach her what she had taught me.

It thus appears that reading is so deep an art, that it must be taught even to those who reveal it  
to us!

I now come to the most interesting point of our investigations,—reading considered as a means of  
literary appreciation.

**READING AS A MEANS OF CRITICISM.**—After listening attentively to my thoughts and ideas on this  
subject, Sainte-Beuve said: "By your reckoning, then, a skilful reader is a skilful critic."

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

Sainte-Beuve then asked me to give him an example to illustrate my meaning; and I quoted  
Racine's famous speech on Corneille, which contains one passage specially remarkable, where he  
draws a comparison between the French theatre before and after Corneille. I had often read this  
passage to myself, and admired it much; but on attempting to read it aloud, I encountered difficul-  
ties which surprised me and gave me cause to reflect. The second part struck me as heavy, and  
almost impossible to render well. Composed of seventeen lines, it yet forms but a single phrase!  
Not a breathing-place! Not a period, colon, or even semicolon! nothing but commas, with clause  
succeeding clause, prolonging the sense just as you deem it complete, and forcing you to follow it,  
ganting for breath, through all its endless mazes! I reached the end, gasping, but thoughtful. Why,  
I queried, did Racine write so long and labored a phrase? Instinctively, my eye turned to the first  
part of the fragment. What did I see? A perfect contrast! Seven sentences in nine lines! Ex-  
clamation-points everywhere! Not a single verb! A disjointed, jerky style! All was fragmentary  
and broken! I uttered a cry of joy; light dawned upon me! Desiring to express the two states of  
the drama, he did more than describe, he painted them in words. To represent what he himself  
calls the chaotic stage of the dramatic poem, he employed a violent, abrupt, and inartistic style. To  
give a perfect picture of dramatic art as Corneille made it, he imagined a long and well-turned  
period, harmonious and concordant,—similar, in fact, in its labored arrangement to Corneille's own  
tragedies,—"Rodogune" and "Polyucte,"—in the skilful combination of situations and characters.

This glow once gained, I took up the book, and re-read the fragment. Let any one read it accord-  
ingly, and judge for himself:—

"In what a wretched condition was the French stage when Corneille began his labors! What dis-  
order! What irregularity! No taste, no knowledge of true dramatic beauty. Authors as ignorant  
as their audience, their themes for the most part extravagant and improbable,—no morals, no  
characters; the style of delivery even more vicious than the action, miserable puns and witticisms  
forming the chief ornament; in a word, every rule of art, and indeed of decency and propriety,  
violated.

"In this infancy, or rather this chaotic state, of the dramatic poem in France, Corneille, having  
long sought the right road, and struggled, if I may venture to say so, against the bad taste of his  
age, finally, inspired by rare genius and aided by his reading of antique literature, produced upon  
the scene reason, but reason accompanied by all the pomp and splendor of which the French lan-  
guage is capable, brought the wonderful and the probable into happy harmony, and left far behind  
him all his rivals, most of whom, despairing of ever keeping pace with him, and fearing to dispute  
the prize with him, confined themselves to impugning the popular plaudits awarded him, and vainly  
strove, by their words and foolish criticisms, to depreciate a merit which they could not equal."

I think this proof decisive, this demonstration irrefutable. It is evident that the extract assumes  
an entirely novel aspect when read aloud. New light falls upon it, and the author's thought is made  
manifest. Shall I add that the very difficulty of reading this passage makes it an excellent lesson?  
I know nothing harder, and therefore more profitable, than to carry to a successful close this terrible  
seventeen-line-long sentence, without once stopping by the way, without seeming fatigued, always  
marking by your inflections that the sense is not complete, and finally unrolling the whole majestic  
phrase in all its amplitude and superb suppleness. My studies as a reader were very useful to me  
that day; and I inwardly thanked the art which, having given me a true understanding of this fine  
fragment, allowed me to reveal it to others.

But every medal has its reverse; and reading aloud has its disillusion. If it teaches us to admire,  
it also teaches us to discriminate. Sainte-Beuve was right: a reader is a critic, a judge!—a judge  
to whom many hidden defects are revealed. How many sad discoveries I have made in this way! I  
How many books and authors whom I admired,—whom others still admire,—failed to resist this  
terrible proof! We say that a thing stares us in the face: we may, with equal justice, say that it  
strikes our ear. The eye runs over the page, skips tedious bits, glides over dangerous spots! But  
the ear hears everything! The ear makes no cuts! The ear is delicate, sensitive, and clairvoyant  
to a degree inconceivable by the eye. A word which, glanced at, passed unnoticed, assumes vast  
proportions when read aloud. A phrase which barely ruffled, now disgusts you. The greater the  
size of the audience, the more quick-sighted the reader becomes. An electric current is at once  
established between reader and audience, which becomes a means of mutual instruction. The  
reader teaches himself while teaching others. He needs not to be warned by their murmurs or signs  
of impatience: their very silence speaks to him; he reads their thoughts, foresees that a certain  
passage will shock, must shock them, long before he reaches it: it seems as if his critical faculties,  
roused and set in motion by this formidable contact with the public, attained a certain power of  
discrimination!

**READING POETRY.**—We now come to a most important point in our studies,—the application,  
namely, of our art to the reading of poetry. How should poetry be read? Judging by the present  
style, even on the stage, the great art of reading poetry lies in making people think it prose. I went  
to see a new play the other day, and, in a box close by me, were two elegantly dressed ladies. Sud-  
denly, one said to the other, "But, my dear, this is poetry!" and thereupon both rose and left the



theatre. Nor was it the actor's fault that they made this unpleasant discovery. He really did his best to disguise the monster, breaking, moulting, and mincing his lines to his utmost ability.

Amateurs, of course, are even worse than professionals, and for a very simple reason. No one can know what he has not learned, and very few suspect that there is anything to be learned in this direction. Accordingly, I never heard poetry read in public without marvelling at the infinite variety of ways of reading it badly. Some, under pretext of harmony, feel obliged to wrap themselves in an unctuous sweetness, which rounds every angle, destroys all outlines, and finally produces an insipid, sickening sensation like that of some mucilaginous draught. Others, feigning to seek truth, let rhythm, rhyme, and reason go; and when they, by some unlucky chance, remember that the caesural pause falls on the sixth foot, read boldly,—

"My spirit is not meet [pause, comma,] for speculation!"

To these strange errors let me oppose three absolute rules, whose truth I shall hope to exemplify:—  
I. That the art of reading is never so difficult, nor so necessary, as when applied to poetry; and that long practice only can make one master of it.

II. That poetry should be read like poetry, and the poets interpreted by a poet.

III. That their interpreter becomes their confidant, and that they reveal to him secrets unknown to others.

A single man will suffice to prove these three propositions: I mean La Fontaine.

Here I must refer to a bit of detail, less a digression than a safer, pleasant road toward our goal. From La Fontaine's works I first learned to read. My master was a very clever man, almost too clever in point of fact. He had a charming voice which he used exceedingly well, an expressive face which he used to excess; and he gave me two kinds of lessons, both equally beneficial to me, and by which others may profit as well as I: he taught me what a reader should do, and what he should avoid doing.

On one occasion, when he was to read some of La Fontaine's fables at the Conservatory,—among them the "Oak and the Reed,"—he invited me to come and hear him, saying: "You shall see how a reader who knows his trade presents himself before a large audience.

"I begin by glancing round the room; my look, all-embracing, and accompanied by a very slight smile, must be pleasant; its object is to collect the suffrages and sympathy of the audience in advance, and to fasten all eyes upon myself. I then make a little noise in my throat—hem! hem—as if about to begin. But not at all, not yet! No! I wait for perfect silence to be established. I then extend my arm, my right arm, curving my elbow gracefully,—the elbow is the soul of the arm! Interest and attention are excited: I give the title. I give it simply, without striving for effect,—I merely act the part of a play-bill. I then begin: 'The oak,'—my voice full and round, gesture broad and somewhat bombastic! I desire to paint a giant, who stands with his head in the clouds and his feet in the kingdom of the dead.

"The Oak, one day, said to the Reed—"

"Oh! scarcely a morsel of voice for the word 'reed.' Make it as small as you can, poor leaflet! mark its insignificance by your tone; despise it thoroughly, look askance at it! All this very low and faint,—as if you saw it at a distance!"

You laugh! and you are quite right. And you will laugh still more, when I tell you that in the fable of "The Monkey and the Cat," at the lines—

"One day, our two plunderers watched by the fire  
Blch, ripe nuts a-roasting, with looks of desire"—

M. Febvre rolled the r's to imitate the chestnuts crackling before the fire! Yes, all this is funny, is absurd! And yet, at bottom, it is correct, profound, and true. It is true that a reader should never begin the instant he stands before his audience; true, that he should exchange communicating glances with his listeners; true, that he should give his title clearly and simply; true, finally, that he should represent and, as it were, paint his various characters by the varying tones of his voice,—and if we suppress the exaggeration and affectation resultant, we have an excellent and most useful lesson, especially in regard to La Fontaine. A general impression, now passed into a principle, declares that his fables are to be read simply. Certainly! but what do we mean by simply? Do we mean,—let us be plain,—do we mean simply? If so, I say, No! a thousand times, No! That is not the way to read La Fontaine: that is disgracing him. It is betraying, not translating, him. La Fontaine is the most complex of all French poets. No other poet unites in himself so many extremes. No poetry is so rich in oppositions. His nickname of good fellow, and his reputation for simplicity, deceive us. His character as a man leads us astray in regard to his character as a poet. Pen in hand, he is the most witty, ingenious, I may say the finest, of writers. With La Fontaine, every effect is calculated, premeditated, and worked for; and at the same time, by a marvellous faculty, every thing is harmonious and natural. All is art; yet, nothing artificial. A line, a word, suffices to open vast horizons. He is an incomparable painter, unrivalled narrator. His character-drawing is almost equal to that of Molière himself. And can we suppose that all this may and can be rendered simply and straightforwardly? Heaven forbid! Deep study alone confers upon a reader the power of understanding and explaining even in imperfect fashion such profound art.

Take, for example, the fable of "The Heron":—

"One day,—no matter when or where,—

A long-legged heron chanced to fare,

With his long, sharp beak

Held on his long, lank neck."

Every one must feel the triple repetition of the word "long" to be a picturesque effect, which must be duly given by the reader.

"He came to a river's brink—

The water was clear and still."

These two lines cannot be read in one and the same way; the first, simply narrative in style, must be simply given. The second is descriptive: the image must be visible on the reader's eye on the writer's pen.

"The eun and the pike there at will

Pursued their silent fun,

Turning up ever and anon

A golden side to the sun!"

1. Adapted from the translation by Eliza Wright.

No. 9.]

Oh! you don't know your trade as a reader if your gay, lively, sportive tone does not paint the antics of this frolicsome couple!

"With ease the heron might have made  
Great profits in the fishing-trade:  
So near came the scaly fry  
They might be caught by the plover-by."

Simple narrative style.

"But he thought he better might  
Wait for a sinner's appetite."

Mark this! here we get an insight into the bird's character! The heron is a sensualist, an epicure, rather than a glutton. Appetite is a pleasure to those of dainty stomach. Give the word *appetite* that accent of satisfaction always roused by the thought or sight of any thing pleasant: we shall see directly how useful this slight hint will be.

"For he lived by rule, and could not eat,  
Except at his hours, the best of meat."

Second descriptive verse. The heron is an important personage, and respects himself accordingly.

The heron is quite satisfied.

"Anon his appetite returned once more."

"Approaching then again the shore,  
He saw some tench taking their leaps,  
Now and then, from the lowest deeps."

A perfect picture! an admirable stanza! It expresses that romantic feeling which all of us have experienced in fishing; when a fish rises slowly through the watery veil, faint and vague at first, but growing ever more distinct, until it leaps to the surface! Paint all this with your voice!

"With as dainty a taste as Horace's rat,  
He turned away from such food as that."

The character-drawing goes on.

"What! tench for a heron? Poh!  
I scorn the thought, and let them go."

Mark the *h* in heron well; dwell on it, —make it as prominent as his own long legs.

"The tench refused, there came a gudgeon,  
For all that, said the bird, "I trudge on."

Here he laughs a laugh of scorn!

"I'll ne'er open my beak, so the gods please,  
For such mean little fishes as these.  
He did it for less;  
For it came to pass  
That not another fish could be seen:  
And at last, so hungry was he, —"

Hungry! Do you see the difference now between this and the word "appetite"? Do you think La Fontaine used this neat, sharp little phrase by mere chance? No longer an epicure, the very word is brief, pressing, and importunate as the want it expresses! Give all this with your voice, and also depict the sudden ending of the tale, scornful and summary as a decree of fate:—

"That he the right bit of great avall  
To find on the bank a single snail!"

Almost all La Fontaine's fables are susceptible of a similar amount of study; and all great poets zealous as much research as La Fontaine. Only do not forget there are as many ways of reading as of writing verse. Racine cannot be read like Corneille, Molière like Regnard, nor Lamartine like Victor Hugo. To read is to translate. Our diction, therefore, to be good, should be an exact reflection of the genius that it interprets. Diminish certain faults, disguise certain blemishes, hasten over tedious passages, but never be false to nature! A reader who applied the simple, natural style to "Ruy Blas," would at once deprive it of its most prominent quality,—richness of coloring. We must be extravagant with the extravagant. When we copy Rubens, we don't make a pencil drawing! So, too, every style of poetry has its own special manner, in which it should be read. If we read an ode like a fable, a lyric strain like a dramatic fragment, we instantly draw a dingy veil of uniformity over the superb variety of our literature. But the one invariable, fixed rule, applicable to every style and reader, — the rule which I repeat as the law of laws, — may be summed up in these words: *Poetry must be read poetically.* If it is rhythmical, give the rhythm; if it rhymes, give the rhyme. Some may bid you beware of exaggeration and bombast; to beware lest you forget nature: but, thank God! the truth is far beyond the petty comprehension of the pedant.

The next step in our progress leads us to consider the voice. A conversation which I recently held with Victor Cousin may serve to illustrate my views of the subject.

I had been criticising certain poems, and M. Cousin, though agreeing with me, was surprised by my theories, and asked me how I came by such notions.

"By reading aloud," I replied. "The voice is a revealer, an initiator, whose power is as marvelous as it is unknown."

"I do not understand."

"Let me explain. Mme. Talma, a famous actress of the last century—"

"I've seen her!" cried Cousin. "What soul! What sensibility!"

"Well! Mme. Talma tells us in her memoirs that, when playing 'Andromache,' she was once so deeply moved that tears flowed, not only from the eyes of all her hearers, but from her own as well. The tragedy over, one of her admirers rushed to her box and grasping her hand, exclaimed: 'Oh! my dear friend, it was wonderful! It was Andromache herself! I'm sure that you really felt yourself in Epirus, Hector's widow!'"

"Not a bit of it!" she replied, with a laugh.

"And yet you were really affected, for you wept!"

"To be sure, I did."

"But why? why? What made you weep?"

"My voice."

"What! your voice?"

"Yes, my own voice! I was touched by the expression which my voice gave to the sorrows of Andromache, not by the sorrows themselves. The nervous shiver which traversed my frame was the electric shock produced on my nerves by my own tones. For the time being, I was both actor and audience. I magnetized myself!"

"How strange!" cried Cousin.

"And how much light the story throws upon the power of the voice! Nor was this feeling peculiar to Mme. Talma. Rachel once made a remark which I can never forget. She was speaking of having recited in the gardens at Potsdam before the czar of Russia, emperor of Germany, king of Prussia, and other crowned heads, and she said: 'That the audience of kings electrified me. None were my tones more omnipotent; my voice bewitched my ears!'

"Nor is this all. One of the greatest French actors now living has often told me that he could never reach the pitch of emotion which so deeply stirs his audience, if he did not learn his parts by reciting them aloud. His voice electrifies and guides him! And this is the explanation of the seemingly inexplicable fact that actors who are utterly stupid may appear brilliantly on the stage."

"Impossible!"

"I have known such instances! I have seen men of ordinary intellect and sensibility, on the stage, mould their hearers to their will, and this because their voice knew, felt, and acted for them. God sends them to silence, and they fall back into mediocrity. It seems as if a little fairy slumbered in their throat, who woke when they spoke, and by waving her wand, roused unknown powers in them. The voice is an invisible actor hidden within the actor, a mysterious reader concealed within the reader,—and serving both as prompter. I give you this problem to solve, my dear philosopher, but I draw from it this conclusion, which I hope you will grant, that, inferior as I am to you in many respects, I do know La Fontaine better than you, simply because I read him aloud."

"So be it," said my friend smiling; "but who can say that you do not attribute intentions which they never had to La Fontaine and other great men?"

"I answer you by a quotation from Corneille. Some one once showed him certain obscure verses of his own composition, asking for an explanation. 'When I wrote them,' was his artless reply, 'I understood them perfectly, but now they are as vague to me as to you.' You see that there are certain things in the works of the masters insoluble even by themselves. In the fire of creation, they instinctively use expressions which they do not realize, but which are none the less true. Genius, like beauty and childhood, is unconscious of self. When a child enchants us by his innocent smile, he does not know that it is innocent. Does this detract from its charm? One of the chief advantages of reading aloud is the fact that it reveals countless little shades of meaning which the author, ignored even by the hand that wrote them. In this way, the art might be used as a powerful educational instrument. A fine elocution teacher is often an excellent teacher of literature."

Upon this we parted, M. Cousin uttering words which were very flattering, from such a source. "Thanks, my friend, you have taught me something new!"

**A READING AT THE HOUSE OF A GREAT ACTRESS.** I have striven to describe some of the pleasures of the art of reading, and will now conclude with an account of an incident in which my poor skill as a reader did me good service.

"Admiree Lecouvreur" was written for Mlle. Rachel, at her request, I might say her entreaty, but she spent the months which we used in writing, in wearing of the idea. Fickle by fancy, she was even more so through her lack of decision; she consulted every one, and every one influenced her. A critic's sneers sufficed to disgust her with the scheme which most enchanted her five minutes before. Such was the fate of "Adrienne." Her advisers alarmed her as to the result of this incursion of the dramatic realm. What! Hermione and Pauline consent to speak in prose! The daughter of Corneille and Racine stoop to become the god-child of Scribe? The very thought was sacrilege!

On the day appointed for the reading, therefore, Rachel appeared, determined to refuse the character. The room was full, actresses, for they then enjoyed critical rights, mingled with the actors, and a certain air of solemnity pervading the assembly struck me as an evil omen on my entrance. Scribe took the manuscript and began to read, I denounced myself in an arm-chair and watched. Then was unrolled before me a double drama, our own, and that silently playing in the hearts of our audience. Vaguely aware of the secret purpose of their illustrious comrade, they felt themselves in a delicate position. A work written for Rachel, and refused by her, might prove the source of serious troubles, even legal contests, if accepted by the committee. The committee followed the reading of "Adrienne" on Rachel's face. That face being utterly impassive, so were theirs. During the five long acts she never smiled, she never applauded, nor in any way approved. Neither did they. So complete was the general silence, that Scribe, fancying one of his hearers on the eve of slumber, interrupted his reading to say, "No ceremony, my dear fellow, I beg." The gentleman warmly protested; and this was the sole incident of the reading. Stay! I am wrong; there was another, or at least an attempt at one. In the fifth act, at the scene before the last, Rachel, involuntarily struck by the situation, leaned forward in her chair, in whose depths she had hitherto been buried, and listened as if deeply interested; but, seeing that I was looking at her, she instantly fell back and resumed her icy mask. The reading over, Scribe and I went into the manager's office, where he soon joined us, and told us with an expression of regret, which we accepted as sincere, that Rachel did not consider the part suited to her, and that, the work having been composed for her, the committee had concluded to consider the reading null and void. "In other words," said Scribe, "our play is rejected! Very well! Patient waiters are no losers." Next day, three different managers came for our play. Scribe longed for a speedy vengeance, and desired to accept one of these offers, but I absolutely refused. "My dear friend," said I, "the play was written for the Théâtre Français,—it must be played there. The part was written for Rachel,—she must play it."

"But how can we make her take it?"

"That I don't know. But do it, we must. During our labors, so large a share of which fell to you, you did me the honor to say that I understood the character of Adrienne better than you. And, indeed, I always felt the entire originality of the great actress, filled by the noble sentiments of the heroine she enacts, the interpreter of Corneille, in whose veins runs some portion of Corneille's spirit! Such a character can appear nowhere save on the stage of Corneille!" My tone of conviction conquered Scribe, though he was loath to yield. The managers renewed their offers and

entreaties, one of them saying to tempt us: "My leading lady has never died on the stage, and she would be so glad of a chance to take poison!" But even this argument, powerful as it was, failed to persuade me; and six months elapsed without fresh results. Scribe then declared that he could wait no longer.

"Give me a week," was my reply. "You are going to Séricourt for a week, and if on your return I have gained nothing, I will surrender."

"So be it; I'll expect you at breakfast, a week from to-day, at eleven."

He set off, and I executed the following plan of action:

A new manager had lately been chosen at the Théâtre Français; to him I went and said: "You know that Mlle. Rachel refused our play. I don't know whether this refusal was a mistake or not, but the form of it was certainly a great wrong to us. People don't return a piece of ordered work to a man like Scribe; they don't insult a genius of the foremost rank, and permit me to say it, a young man who is not of the lowest. Rachel should be made to feel this and suffer for it; even a talent like hers should pay some regard to the proprieties of life. Now, there is one way of reconciling every thing,—both her interests and ours. I ask her, not to play our piece, but to hear it; not at the theatre, in presence of her fellow-actors, but at her own house, before a few friends whom she shall choose: she may invite whom she likes, and I will come alone with my manuscript. If the work displease this new committee, I will accept their opinion as a righteous judgment. If it please them and her, she shall play it: she will make a great hit, and hail me as her savior." The offer was made and accepted, Rachel saying to a friend, "I can't refuse Legouvé, but I will never play that —." The word was too expressive, too vulgar for print. An appointment was made for two days later, and the judges chosen by the fair artist were Jules Janin, Merle, Kolle, and the manager of the Théâtre Français.

I was slightly agitated, no doubt, but master of myself; I was sure that I was right, and was well armed for battle. Scribe was a fine reader, and he read our play wonderfully well, save in one particular. To my mind, he did not sufficiently identify the part of Adrienne with Rachel; he read it with much grace, spirit, and warmth, but as one would read any young "leading lady's" part: it lacked grandeur; the heroine was not visible beneath the woman. Now, this was the very point by which I hoped to tame and accustom Rachel to this novel character. The task was both difficult and dangerous for her; therefore, the difficulties must be lessened, the dangers smoothed away; the reader's voice must point out to her, in advance, the gradation from one line of character to another, and convince her that what the public might regard as an utter metamorphosis, to her would be but a change of dress. This was the shade of meaning which I thought Scribe did not sufficiently mark, and which I had been studying for forty-eight hours.

I arrived, and was most agreeably received with that caressing grace natural to Rachel. She herself mixed me a glass of sugar and water, brought me a chair, and even drew the curtains aside to give me better light! But I, who knew that famous phrase, "I'll never play that —," I inwardly laughed at this excess of courtesy, especially as I guessed its purpose! For how could any one suspect ill-will or prejudice in a listener so graciously ready to hear?

I began. Throughout the first act, Rachel applauded, smiled, and in fact did just the contrary to what she did at the committee meeting. Why? oh! why? I easily guessed her motive; her plans were well laid. She wanted to give the excuse that the part did not suit her. Now, Adrienne not appearing in the first act, Rachel ran no risk in praising it; her very eulogies would give an impartial air to her subsequent reserve, and a flavor of sincerity to the regrets which would accompany her refusal. But her cunning was of no avail, for as soon as her friends saw these signs of satisfaction, they joined in them,—their hands became wonted to applause. The reader, cheered by their plaudits, grew animated; and I began the second act with my public well in hand, all sails set and driven forward by the breezes of success,—by that electric current familiar to all dramatists, which suddenly runs around a hall when victory is secure.

In the second act, Adrienne appears, holding in her hand her part in "Bajazet," which she is studying. The Prince de Bouillon approaches, and asks gallantly, "What are you seeking now?" She replies: "Truth!" "Bravo!" cried Janin. "Hullo! thought I, here's a friend! for, after all, the phrase did not deserve a bravo. Rachel also turned to Janin, with a look that said: "Have we a traitor in the camp?" Luckily, the traitor's opinion soon became the general one. Rachel, surprised and somewhat embarrassed at her inability to remain impassive as before, yielded, after a faint resistance, to the universal feeling; and merely said, after the second act, which was warmly applauded: "Well, I always thought that the best act!" This was her last semblance of defence: in the third act, she boldly cast her former judgment to the winds, as certain politicians do their early opinions. She applauded, laughed, cried, and constantly exclaimed, "What a fool I was!" and at the close of the fifth act she fell upon my neck, embraced me heartily, and said, "How is it that you never turned actor?" The reader had saved the author! This pleased and flattered me much; for some time previous, on hearing Guizot speak, she cried: "Oh! how I should like to play tragedy with that man!" Next day, at precisely eleven o'clock, I entered Scribe's apartment. "Well," said he, meekingly, "what have you accomplished?" My only answer was to pull a paper from my pocket and read aloud: "Théâtre Français, to-day at noon, rehearsal of 'Adrienne Lecouvreur.'"

He uttered an exclamation of surprise, and I told him the whole story. A month later, the curtain rose on the first performance. This month greatly enlightened me as to the mysteries and peculiarities of theatrical life, and I will remember one characteristic story. Shortly before the first performance of "Adrienne," there was no performance at the theatre on account of an evening rehearsal. Scribe, being detained at the opera-house by preparations for the "Prophet," did not come; the first four acts brought us to eleven o'clock. Most of the company went home, leaving Rachel, Régnier, Maillard, and myself alone. Rachel turned to me suddenly, saying: "Now we have the theatre to ourselves, let us try the fifth act, which we have never yet rehearsed! I've been working at it alone for three days, and I want to see what I can do with it." There was neither gas nor foot-light; the only rays that fell upon the stage came from the traditional lamp standing by the empty prompter's box; the only spectators were the fireman on duty slumbering in his chair between two side scenes, and myself in the orchestra. From the beginning, I was deeply affected by Rachel's tone; I never saw her so natural, so simple, so profoundly tragic; the reflections of the smoky lamp cast a frightfully livid hue over her face, and the empty hall echoed back her voice in

weird reverberation. it was mournful in the extreme! The act over, we left the theatre. As we passed a mirror in the corridor, I was struck by my pallor, and even more so by that of Regnier and Mallard. As for Rachel, silent and aloof, shaken by a nervous tremor, she wiped away the tears still flowing from her eyes. I went to her, and, in lieu of any words of praise, showed her the agitated faces of her comrades; then taking her hand, said:—

"My dear friend, you played that fifth act as you never will again!"

"So I think," she replied; "and do you know why it was?"

"Yes, because there was no one to applaud you. You had no thought of effect; and thus you became, for the time being, to yourself, poor Adrienne dying at midnight, in the arms of thy faithful friends."

She was silent for a moment, then replied:—

"You are wrong: A miracle yet more strange was wrought within me: it was not for Adrienne I wept, it was for myself! Something, I know not what, suddenly told me that I should die young like her. I seemed to be in my own room, at my last hour, assisting at my own death; and when at the words, 'farewell, dramatic triumphs! farewell, intoxicating blisses of an art that I have loved so fondly!' you saw me shed genuine tears, it was because I was thinking with anguish and despair that time would obliterate every lingering memory of my genius; and that soon nothing would be left of her who was Rachel!"

Alas! she was right. A very few years later, she died like her sister Rebecca, and of the same fatal malady, at Cannet, a little village in Southern France. She was received with loving hospitality by one of Sardou's family, at a strange villa where the mystical fancy of the owner had accumulated and mingled in odd confusion images and symbols of various Oriental religions. On the day of her arrival, she was so exhausted by her journey that she went immediately to sleep. But waking at midnight, she uttered a shriek of terror. The bed on which she lay was shaped like a tomb, and at the foot was a female figure leaning forward as if to seize her. It was a wood carving, intended to hold back the curtains. "Death! death! she screamed, flinging herself from the bed. Her last days were passed in those alternations of hope and gloomy premonition peculiar to her disease. She often said: 'I hope six hours of the day, and the rest of the time despair.'" Her cruel sufferings were ever and anon sculpturally translated into the most graceful and beautiful attitudes; the attitudes of which she was well aware, for never, amid the fiercest agony, whether mental or physical, does a great artist lose self-consciousness; he is an eternal spectacle unto himself; great as may be his despair, he watches it with ardent eyes. Rachel felt her own elegance as she posed for a young invalid: she seemed to herself a beautiful statue of Grief!

Chance taking me to Cannet, I hastened to Sardou's home; she was unable to see me, but her day sent me a most grateful letter, concluding with these flattering words. "No one else writes female characters as you do, promise that you will write a play for my re-appearance." Three days later she was dead!

I feel sure of the pardon of my readers for yielding to the thronging memories which crowd upon me; but this brief digression to one of the greatest exemplars of the elocutionary art seems to me to merit a place in this study of elocution.

CLOSING WORDS.—This sketch is dedicated to the pupils of the High and Normal School. Let us, in conclusion, recommend it to the masters, mistresses, and scholars of our primary schools.

Written for the elect of the University, it may be doubted whether my book is adapted to the more modest representatives of the science of education.

Let others judge of this.

Some days since, at the invitation of a superintendent of girls' schools, I visited a primary and normal school in a quarter of Paris by no means poor. I was asked to hear the children and future teachers read; and, on doing so, two things chiefly struck me in the children, namely, their weak voices and their absolute lack of punctuation. They read as if their vocal chords had no strength, and their sentences neither periods nor commas.

This was not the result of natural weakness of the organs of speech; for, when they answered questions put to them, their tones instantly became round and clear. It was due to timidity, caused by inexperience, ignorance, and bad habits. They had absolutely no idea how to manage their voices.

In the young teachers of the future, I found the qualities of correctness and grace of diction, and the mechanical and technical part of the art of reading was entirely wanting. Their vocal skills, teacher can afford them but too slight a portion of his time.

And is it a matter of indifference that the masters, mistresses, and pupils of primary schools remain in this crass ignorance?

Let others, again, be judges.

The head-teacher of the Normal School tells me that of twenty girls who leave her to teach primary schools, two or three return to her every year, with such severe throat troubles that they are obliged to give up their profession.

There is, therefore, no one to whom the art of reading is more necessary, since learning to read also includes learning to breathe, to punctuate, to spare one's strength, and since vocal exercises are the most wholesome of gymnastics. To strengthen the voice is to strengthen the whole system, to strengthen the voice is not only to develop vocal power, but also the power of lungs and heart, as the following anecdote may prove. Previous to 1848, M. Fortoul was chosen professor of a provincial college. He hesitated to accept, the morbid delicacy of his throat making him dread the fatigue of teaching. "Accept," said his doctor; "public speaking in a large hall will strengthen your throat, provided you learn to speak properly first." He accepted, studied, strove, succeeded, and at the end of the year found himself four thousand francs richer and a well man.

What is true of the technical part of reading is also true of its intellectual part. What a powerful means of good might be exerted by any one who would gradually initiate the lower and rural classes, by reading aloud to them, into an even imperfect knowledge of the beauties of literature! Is not a lesson in a nation's genius a lesson in its history as well? Is it not a moral duty to rivet and multiply in every way the bonds uniting the people to their country's intellectual good? Have not the people hearts, minds, and imaginations? And, without quitting the field of education, what more potent aid can a scholar have than reading? Memory is one of the greatest instruments of instruction, and reading aloud teaches the pupil the best use of this instrument. Does not a child

learn a thousand times faster, and remember much longer, if, instead of laboring to hammer words and phrases into his mind by dint of mere mechanical repetition, he absorbs them by his reason and feeling - that is, by his comprehension of the meaning and beauty of a work? Nothing is more conducive to learning a thing by rote than to understand and admire it.

In the name, then, of physical and mental well-being, I demand that the art of reading aloud shall be ranked among the principal branches of public education in France as well as in America! I claim for the people, first, a thorough course of instruction in reading in our normal schools; second, a prize for reading in our primary schools. There is no true progress in education save that which begins in childhood and with the people; and in a democracy, all being done by all, all should be done for all!

EMPHASIS IN READING.

The words in a sentence which express ideas new to the context are pronounced with the first degree of emphasis, while all words involved in preceding terms are unemphatic. Words contrasted with preceding terms are more strongly emphasized, and words suggestive of unexpressed antithesis are emphatic in the highest degree.—BELL.

EXAMPLE OF EMPHASIS.

At the commencement of a composition everything is, of course, new; and the first subject and predicate will be emphatic unless either is in the nature of things implied in the other.

“Not a drum | was heard, | not a funeral note,  
As | his corpse | to the ramparts | we hurried.”

The subject “drum” will be accented and the predicate “was heard” unaccented, because the mention of a “drum” involves, in the nature of things, recognition by the sense of hearing. To accentuate “heard” would involve one of the false antithesis,

“Not a drum was heard” (because we were deaf),  
or  
“Not a drum was heard” (because only seen or felt).

The second subject “note” will be emphatic, because it is contrasted with “drum” and suggests the antithesis “not a note” (of any instrument). “Funeral” is unaccented, because pre-understood from the title of the poem. In the next line, “as” will be separately accented, because it has no reference to the words immediately following, but to the verb “we hurried.” “His corpse” will be accented, because a funeral implies a corpse, and there is no mention in the context of any other than “his.” The principal accent of the line may be given to “ramparts” or “hurried”; the former would perhaps be the better word, as it involves the antithesis

“To the ramparts” (and not to a cemetery).

In the next two lines,

“Not a soldier | discharged | his farewell shot  
O'er the grave | where | our hero | we buried.”

“Soldier” is implied in connection with “drum” and “ramparts,” and the emphasis will fall on “shot,” “discharged,” being involved in the idea “shot” and “farewell” being involved in the connection to which “shot” refers a funeral. In the next line the leading accent will be on “grave” but the word is emphatic, as a “grave” is of course implied. “O'er” is implied in the nature of things, as the shot could not be discharged under the grave; “our hero” is the same as “his corpse” and “was buried” is involved in the mention of “corpse” and “grave.”

In the next lines,

“We buried him | darkly | at dead of night, |  
The sods | with our bayonets | turning.”

The first clause will be unemphatic, as the fact has been already stated. To emphasize “buried” would suggest the false antithesis.

“We buried him” (instead of leaving him on the battle field.)

“Darkly” and “at dead of night” convey the same idea; the latter being the stronger expression will receive the principal accent on “night”; and “darkly” will be pronounced parenthetically. “Turning the sods” is, of course, implied in the act of burying, the word “bayonets,” therefore, takes the principal accent of the line, because involving the antithesis.

“With our bayonets” (and not our spades).

“By the struggling moonbeam’s | misty light,  
And the lantern | dimly burning.”

In the first clause, “moonbeam’s” will be accented, and “misty light” unaccented, because implied in “the struggling moonbeam.” “Lantern,” in the second line, will take the superior accent of the sentence, because, of the two sources of light spoken of, it is the more immediately accessible on the occasion; and “dimly burning” will be unaccented, unless the forced antithesis suggested.

“Dimly burning” (as with shrouded light, to escape observation.)

“No useless coffin | enclosed his breast;  
Not in sheet | nor in shroud | we wound him.”

Emphasis on "coffin," because the word not only conveys a new idea, but is suggestive of contrast:—

"No coffin" (as at ordinary interments).

No accent on "useless," because it would suggest the false antithesis.

"No *useless* coffin" (but only one of the least dispensable kind.)

"Enclosed his breast" without emphasis, because implied in the mention of "coffin." Emphasis on "breast" would convey the false antithesis

(Not) "his breast" (but merely some other part of his body.)

"Sheet" and "shroud" in the second line express the same idea; the latter being the stronger term, takes the leading accent. "We wou<sup>d</sup> n<sup>o</sup>t" unaccented, because implied in the idea of "shroud." The tones in these lines should be *rising* to carry on the attention to the leading facts of the sentence predicated in the next lines,

"But | he lay | like a warrior | taking his rest,  
With his martial cloak | around him."

"But" separately accented, because it does not refer to "he lay," which is of course implied in the idea of the dead warrior. To connect "but" with "he lay" would indicate the opposition to

"But he lay" (instead of assuming some other attitude.)

The reference is rather

(In "no coffin" or "shroud") "but" in "his martial cloak."

In the simile that follows, no accent on "warrior," because he *was* a warrior, and not merely *was* "like" one. The principal emphasis of the whole stanza lies on "rest," which suggests the antithesis,

(as if) "taking his rest" (and not with the aspect of death.)

In the next line, the principal accent on "cloak;" "martial" being implied, unless intended as contrast could be supposed between his "martial" and some other cloaks; and "around him" being included in the idea of a warrior taking rest in his cloak.

EXTRACTS FROM THE CHIEF SUPERINTENDENT'S REPORT.

ATTENDANCE OF PUPILS FROM 1861 TO OCTOBER 31, 1878.

	WINTER.	SUMMER.	DURING YEAR.
1861.	25,618	27,932	
1862.	26,401	28,030	
1863.	27,078	28,487	
1864.	27,171	30,632	
1865.	27,879	30,496	
1866.	28,933	30,204	
1867.	28,725	31,364	
1868.	28,220	31,938	
1869.	30,432	33,327	
1870.	31,487	34,336	
1871.	32,673	33,981	
1872.	28,756	39,837	
1873.	40,405	42,611	
1874.	44,785	45,561	
1875.	46,039	48,340	62,349
1876.	47,870	52,020	64,689
1877.	51,588	54,472	67,803
1878.	52,763	56,463	68,780

NOT REPORTED.

REGULARITY OF ATTENDANCE.—This is a subject of great importance, and I am glad to observe that it is attracting increased attention on the part of Teachers and School officers generally. I have discussed this matter at some length in previous Reports, and I refer to it here in order to present a few statistics. It will be observed that several of the Inspectors speak of this evil in a way that conveys the impression that the attendance the past year has been less regular than formerly. The contrary is the fact, as will be seen below:—

HALF-YEARLY PERCENTAGE of enrolled Pupils daily present on an average throughout the PROVINCE from 1867 to 1878:

	WINTER.	SUMMER.
1867.	51.94	50.77
1868.	53.52	53.05
1869.	54.99	52.15
1870.	54.17	52.37
1871.	55.21	53.32
1872.	*	50.32
1873.	54.86	53.23
1874.	57.06	53.56
1875.	55.60	52.15
1876.	57.01	53.34
1877.	54.95	53.50
1878.	58.04	54.93

In the Cities and Incorporated Towns the HALF-YEARLY PERCENTAGE during the same period was as follows:—

	St. John.		Fredericton.		Portland.		St. Stephen.		Milltown.		Woodstock.		Moncton.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1867.	55.06	55.32	61.71	50.01	53.41	52.35	...	...	...	...	...	...	...	...
1868.	56.45	60.27	57.33	56.41	56.52	53.78	...	...	...	...	...	...	...	...
1869.	62.44	65.73	62.52	55.01	58.86	53.90	...	...	...	...	...	...	...	...
1870.	59.06	57.83	62.90	60.	57.17	56.45	...	...	...	...	...	...	...	...
1871.	53.35	59.57	63.21	57.87	60.23	55.93	...	...	...	...	...	...	...	...
1872.	*	73.23	*	62.49	*	56.60	...	64.93	*	74.15	*	56.26	...	...
1873.	58.04	61.64	62.42	60.45	53.93	53.90	60.48	65.19	71.90	74.65	53.06	57.22	...	...
1874.	70.09	66.67	62.53	63.55	59.34	60.04	67.33	69.35	66.21	71.33	60.05	61.86	...	...
1875.	66.18	66.10	65.10	64.	58.70	59.47	69.01	73.13	60.74	71.42	69.65	66.13	...	...
1876.	60.33	67.13	72.89	64.35	64.25	62.50	74.05	76.03	69.03	66.78	63.04	57.22	...	...
1877.	66.77	63.52	71.23	71.15	63.00	53.16	78.03	72.40	62.89	64.38	50.73	57.04	...	...
1878.	61.25	66.86	72.05	70.00	63.43	61.31	79.00	73.91	66.84	71.68	62.14	61.64	61.13	62.13

These figures indicate some improvement. It is to be borne in mind that the above percentages are reckoned on the entire enrolment of pupils at School during each HALF-YEAR. No allowance is made for pupils withdrawn from School during



the half-year, from whatever cause—removal, sickness, or death; or for late enrolment in the term. The figures above given represent, therefore, the attendance as less regular than it actually was on the part of those really belonging to the Schools throughout the Term. This may be seen more strikingly when I state that the average monthly percentage of pupils daily present each half of the past year was for the WINTER 75.53, and for the SUMMER 72.88, throughout the PROVINCE. It will be seen that the Secretary to the Board of Trustees of St. John reports the average monthly percentage for the City Schools as 88.26 for the Winter, and 90.95 for the Summer. Having made these remarks by way of preventing any misconception of what the half-yearly percentage really represents in our School statistics, I wish to express my conviction that it is possible to bring this percentage up to 75. for the whole Province. I believe this to be practicable. When it shall have been accomplished it will be seen that it implies thorough co-operation on the part of parents and the community with the work of the Teacher. The Merit Book recently approved by the Board of Education is admirably adapted to evoke and foster this co-operation on the part of parents; while the School prizes authorized by the Legislature to be given under specified conditions by Boards of Trustees are calculated to enlist in a marked degree the interest of the several communities in the progress of the Schools. Co-operative effort only can secure that regularity of attendance at School which is so necessary to the formation of right habits, and to scholastic progress.

**TEXT-BOOKS.**—The Text-Books prescribed by the Board of Education are in universal and exclusive use in the Schools throughout the Province. This uniformity is not only a great convenience to parents, teachers, and book-sellers, but is also a powerful instrument in the furtherance of popular education. Its existence renders comparatively easy of attainment that unity of classification in every School which economizes the forces of organization and management, and engenders *esprit de corps* among the pupils. The series is adapted to a progressive course of instruction, and the educational value of the several texts is widely acknowledged. The Legislature of the State of Maine has authorized our French-English texts for use in the Schools of its French population, and individual Schools in Quebec and in several of the New England and Middle States are now using the texts which were prepared under the direct supervision of the Board of Education of New Brunswick.

**APPARATUS.**—Many of the Schools of the Province are well supplied with apparatus, but a large number are yet inadequately equipped in this respect. As most of the Districts are now free from the financial obligations incurred by the erection and furnishing of School-houses, they should include in their assessment for School purposes a small sum, year by year, for necessary appliances,—as a thermometer, (to regulate the temperature of the School-room in the winter), a ball-frame, a large extent of blackboard surface, a good supply of chalk, rubbers, and pointers, blocks representing geometric solids, the standard measures and weights, maps, globes, dictionaries, gazetteers, a Merit-Book, and such other articles of apparatus as shall be found necessary for the efficient teaching of any branch of study, or for the satisfactory management of the School. The senses of the children must be appealed to if their sympathies are to be intelligently enlisted in the work of the School-room. The more direct the contact of the pupil's mind with any subject of study, the more successful will be his pursuit of it. It is a violation of all sound principles of didactics to ignore the employment of any and every means of illustrations and practical experiment in conducting the work of the School. I am confident that the due representation by Teachers, to the Boards of Trustees, of the necessities of the School-room, in the particulars to which I have referred, will be attended with the best results. Pains-taking, persevering, and skilful teachers almost invariably succeed in introducing to their Schools a good supply of apparatus.

**INSPECTION.**—Section 13 of Chapter 65 of the Consolidated Statutes provides as follows :—

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 accord-

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 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.

At the last Session of the Legislature the word "seven" in the above Section was amended to read "eight." This subject will therefore require the attention of the Legislature at the coming Session. As will be seen by the above section, the provisions of the law contemplate that a portion of the Provincial grants to Teachers shall now be conditioned upon the quality of the instruction given in the Schools. The quality of the Teacher's work, whatever may be the class of license held by him, is to be determined by the Inspector, on a careful examination of the pupils. It is necessary to secure in this way, both to the people of the School Districts and of the Province, a full and trustworthy knowledge of the value of the work done in the Schools; and Inspectors having *professional qualifications* and *special competency* are absolutely necessary to enable the Department to overtake this duty. But from difficulties, temporary in their character, and chiefly incident to the introduction of the Law—such as incomplete District organization, inadequate School accommodation and appliances, and an insufficient supply of qualified Teachers,—the whole of the Province is not yet fully prepared for the operation of Section 13. I here repeat the statements on this subject published in previous Reports:—

"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 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 shown, by the experience of the Department, 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 of the Board. 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 in the following Regulation:—

"REGULATION 42.—*Uniform Certification of Candidates for Inspectorships:* In view of the operation of Section 13 of the Act, all candidates for the office of Inspector thereunder shall have spent for a period of at least three years, and shall have obtained a license of the Grammar School in accordance with the foregoing Regulations; and upon appointment to office each Inspector shall spend one term at the Provincial Normal 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."

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 something 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 Divisions for purposes 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 Act shall cease to be operative within the limits of such Division.

Under the plan suggested, the Board of Education would be able to proclaim gradually, from year to year, Inspectoral Divisions, as the interests of the School service permitted. 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 should 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 11 would meet adequately the needs of those parts whose educational conditions are more advanced.

**IMPROPER INTERFERENCE WITH TEACHERS.**—The additional suggestions which I have offered, as empowered by the Statute, with a view to legislation thereon, will be found in my remarks under SUPERIOR SCHOOLS and GRAMMAR SCHOOLS. I would respectfully commend them to the favorable attention of the Legislature. There is another suggestion which I would offer in this connection, viz., that Magistrates should not be permitted to entertain complaints against Teachers for civil action on account of any supposed excess in the exercise of the authority conferred upon them by the Law, and the Regulations of the Board of Education for maintaining proper order and discipline in their Schools, unless the Board of School Trustees fail to deal with such complaints when duly preferred by the parent, master, or guardian of the child. The teacher's task is a difficult one, and fancied grievances are frequently made the occasion of injudicious interference by the Magistrate. Where the Schools are open to children of all classes discipline is a question of "levelling up," or "levelling down." Ignorant parents are too slow to invoke magisterial aid with a view of intimidating the earnest and faithful teacher in his efforts to maintain a correct standard of deportment throughout his School. I regret to say that there are Magistrates who do not scruple to vex and worry teachers without just cause. The Board of School Trustees is, it seems to me, the proper body to investigate and determine all complaints of the character referred to.

**SCHOOLS IN LARGE DISTRICTS.**—The Province is to be congratulated that so many of its best men are willing to give their time and influence to the promotion of the educational interests of the country. It is of the first importance that an enlightened public spirit shall continue to preside over the scholastic affairs of these large Districts. Any thing which tends to narrow the sphere of the beneficent operation of the School system is to be deprecated—whether it assumes the form of undervaluing the motives and details of School discipline involving largely the formation of youthful character, or appears in the guise of economy, decrying the teaching of any thing beyond the elements of common knowledge. It is not possible to sustain elementary Schools of the desired quality, unless the series is carried upward to advanced and High School work: and every one qualified by experience and training to form an opinion on the subject will acknowledge the wisdom of the local Boards in making suitable provision for the conduct of a series of advanced grades terminating in a well-conducted High School. Those pupils who do not traverse the entire course of instruction, receive largely of the advantages of the complete series of Schools, by the resulting superiority of the elementary grades.



## OFFICIAL NOTICES.

No. 1.

## EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

In pursuance of the provisions of Regulation 23 of the Board of Education, the third Annual Meeting of the Educational Institute of New Brunswick will be held at the Normal School, Fredericton, on the 19th, 20th and 21st of August next, commencing at half-past two o'clock, p. m., on Tuesday the 19th. Members of Teachers' Institutes, School Trustees, Trustees' Secretaries, Superintendents, and Inspectors, are eligible for membership in the Educational Institute. A large attendance of those engaged in giving the best possible effect to our School system is earnestly desired.

THEODORE H. RAND,  
Chief Supt. Education.

July 1st, 1879.

The Executive Committee has prepared the following outline Programme for the Annual Meeting of the Educational Institute:—

W. Brydone Jack, D. C. L., President of the University, will deliver an inaugural address on the evening of the 19th.

There will be papers and discussions on the following subjects, viz:—*A Course of Instruction for Schools; The place of Written Examinations in Public Schools; The value of Pictorial Illustrations in School Instruction* (illustrated by the Stenopticon), and some department of *Natural Science* yet to be selected.

Two sessions will be devoted to the discussion of a practical Course of Instruction, to be previously prepared by a competent committee.

During one or more sessions, a portion of the members of the Institute, forming an *official section*, will meet apart from the main body for the discussion of special subjects. Before this section, composed of Inspectors, Superintendents, and Principals of Schools, Trustees and Secretaries, papers will be read on the following subjects. *The promotion of Pupils in graded Schools; The granting of Certificates to Pupils on the completion of Advanced and High School courses.*

Opportunities will be had of observing lessons given by the Instructors in the Normal School.

27 The usual arrangements will be made for travelling at reduced fares.

HERBERT C. CREED, Secretary.

July 1st, 1879.

No. 2.

## An Act in amendment of Chapter 65 of The Consolidated Statutes, of "Schools."

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

1 In view of the provisions of Section thirteen of Chapter sixty-five of The Consolidated Statutes, relating to Schools, the Board of Education is hereby empowered to decrease the number of Inspectors, and revise and enlarge the Inspectorial Districts as the requirements of the School service may in its judgment permit; and to appoint specially qualified Inspectors for the Districts in respect to which Section thirteen aforesaid shall as hereinafter provided be brought into operation, to prescribe their duties, and to determine the salary of each such Inspector, not exceeding, for salary, travelling expenses, and contingencies of office, the sum of twelve hundred dollars.

2 The Board of Education shall announce through the *Royal Gazette* the erection of any Inspectorial District, with a view to the operation therein of Section thirteen aforesaid; whereupon the provisions of said Section, except the word "semi annual" which is hereby repealed, shall be in force therein, but the provisions of Section twelve of the Chapter aforesaid shall be operative meanwhile in other Inspectorial Districts.

3 Upon the provisions of Section thirteen aforesaid becoming operative in any Inspectorial District, Section eighty-nine of the Chapter aforesaid shall cease to be of force therein, but in lieu thereof there shall be paid by the Chief Superintendent to any legally qualified School District and teacher, one half to the Board of Trustees and one half to the Teacher, a superior allowance according to the number of pupils, who shall be duly certified by the Inspector as possessing a satisfactory knowledge of the branches of study embraced in each grade of the course of instruction as shall be publicly designated for this purpose by the Board of Education; provided that the School accommo-

dation and appliances of the District are sufficient, in the judgment of the Inspector, and that the aggregate amount apportioned annually under Section eighty-nine aforesaid, and hereunder, shall not exceed seven thousand dollars.

4. The affidavit required by Section eighty-eight of the Chapter aforesaid shall be in the form of the Schedule hereto annexed.

5. So much of Chapter 65 of The Consolidated Statutes as is inconsistent herewith is hereby repealed.

## SCHEDULE.

I, [name in full] Teacher under authority of a valid License of the \_\_\_\_\_ class from the Board of Education of New Brunswick and under an Agreement with the Board of School Trustees of \_\_\_\_\_ John (or Frederickton or School District No. \_\_\_\_\_ in the Parish of \_\_\_\_\_ in the County of \_\_\_\_\_ or as the case may be) made in accordance with the form prescribed in Regulation 2 of the Board of Education, do swear that, to the best of my information, knowledge and belief, I have taught and conducted the \_\_\_\_\_ Department of the \_\_\_\_\_ School (or School, as the case may be) for the period of \_\_\_\_\_ legally authorized teaching days during the School Term ending \_\_\_\_\_ A. D. 18 \_\_\_\_\_ and while so employed have endeavored to discharge my duties in accordance with the requirements of Chapter 65 of The Consolidated Statutes, of "Schools," [and any amendment thereof] and the Regulations of the Board of Education; and that during the said period no text books unauthorized by the Board of Education were used in the Department (or School); and that the School Register was faithfully and impartially kept; and that the grand total days attendance made by the \_\_\_\_\_ pupils during the aforesaid legally authorized teaching days was \_\_\_\_\_ [the number to be expressed in words at length.]

Sworn at this day of \_\_\_\_\_ J. P. }  
A. D. 18 \_\_\_\_\_, before me, \_\_\_\_\_ [Name of Teacher]

## No. 3.

## ISSUE OF SCHOOL LICENSES.

Under the Standards of Award contained in the 30th Regulation of the Board of Education, the following Candidates at the Spring Examination, 1879, have been awarded Provincial School Licenses of the classes herein specified. The awards, which do not advance the Class of License already received by the Candidates, under Regulation 30, are not included in the subjoined lists: -

## GRAMMAR SCHOOL CLASS.—W. Y. T. Sims, A. B.; W. G. Gance, A. B.

FIRST CLASS.—James McKenzie, A. B., Fairville; James Lawson, Fredericton; Peter McIntosh, Dalhousie; Gills H. Burnett, Norton; Gavan Hamilton, Point La Nim; Daniel Ellis, Kings, Kent; Bradbury M. Northrup, Springfield, Kings; M. Marguerite Michaud, Buctouche; Katharine R. Bartlett, St. John; Phoebe P. Colter, Keswick Ridge; Louisa H. Hartley, Southampton; L. Ann Veazy, St. Stephen.

SECOND CLASS.—Francois H. Leger, Shediac; Edain A. Hayes, Norton; Abram Grant, Keswick Ridge; Robertson Gardiner, Hibernia, Queens; Alexander Hiron, Jr., Marysville; James S. Clark, Carleton; John Caldwell, Sacktown, Queens; James A. Chisholm, St. John; Henry C. Charterton, Fredericton; Frederick P. Johnston, Gordonville; Herbert G. Burgess, Apohaqui; George H. McLean, Norton; Francis L. Steeves, Upper Coverdale; Wm. J. McKilligan, Florenceville; Hilary S. O'Keefe, St. John; Charles G. Taber, Upland; William Tomlinson, Andover; John McC. Stephens, Boscawen; John H. Heustis, Pottery, George L. S. Jameson, Richmond Corner, Carleton Co.; Rowland Lyle, Moore's Mills, St. Stephen; Walter C. Holmes, Fairhaven, Deer Island; Amasa Plunaz, Waterville, Carleton Co.; Keverdy Steeves, Lower Coverdale; Wm. C. Vincent, Carleton, W. Sewell, Carleton; Georgia Fox, Southampton; Sarah A. Armstrong, St. John; Theodosia A. Hill, Fredericton Junction; Elizabeth Jane Buttiner, Salmon Beach, Gloucester; Hannah White, Littleton; Eliza Avar, Bristol, Westmorland Co.; Ettie M. Armstrong, Penobscus; Alice Mable Johnston, Apohaqui; Lillian D. Hanson, Bocabee; Sarah E. Gilley, Oak Bay; Olive M. Smith, Blissville; Rebecca J. Cook, River Charles; Alice G. Duffy, Mauderville; Janet E. McKenzie, Blissville; J. Estella Daye, Indiantown; Kate E. Carrol, Elgin; Emma L. Clarke, Silver Falls, St. John; Lizzie M. Owens, Tracey's Mills; Bessie A. Bridges, Sheffield; Ruth M. Henry, Prince William; Margaret A. Moffitt, Fredericton; Augusta Morrell, Springfield, Kings; May E. B. Morris, Upper Keswick Ridge; Susie A. Henderson, Debec Junction; Abigail Henry, Magundy; Mary R. Williams, St. John; Maggie Henderson, Welsford; Minnie P. Wiley, Fredericton; Minnie V. Hen, St. John; Edith E. Hazen, Fredericton; Maggie J. Douglas, Stanley; Lydia A. Kierstead, Springfield, Kings; Rebecca Lahey, Douglas; Barbara E. Kein, St. John; Mary Lawson, Fredericton; Eliza L. Kinney, St. John; Lola J. Jenkins, Grand Manan; Annie R. MacDougald, Chipman; Almira J. McDonald, Grafton; Lydia J. Irvine, Centreville; Dora Howie, Fredericton; Maria J. Jones, Botsford; E. Pearson, Salisbury; Victoria Vroom, St. Stephen; Frankie Parlee, Studholm; Lizzie C. Wake, Lower Woodstock; Alice M. Robinson, St. Stephen; Hannah Parks, St. John; Ida E. Williams, Centreville; Minnie E. Richards, Fredericton; Sarah E. Sharp, Campbellton; Bertha Lane, Carleton; Susie A. Yardie, Fredericton; Grace Ott, Kingston, Kent; Ellen L. Norton, Milford, St. John; Fannie F. Fraser, Cumberland Bay; Joanna M. King, Grafton; Sarah R. Ruel, Fredericton; Est. M. Trimble, St. John; S. Helena Rees, Campbellello; Maggie Perley, Chatham; Wilhelmina A. S. Bathurst; Sallie Bond Smith, Chatham; Florence Vail, St. Martins; Emma L. Spurden, Fredericton; Fannie Sands, St. Stephen; Agnes Elder Kaye, St. Andrews; Georgia A. Thompson, Oak Bay.

THIRD CLASS.—Samuel Judson Thorne, Johnston; Henry A. Scribner, Butternt Ridge; A. M. Vienneau, Memramook; David J. Hamilton, Colima; Adairam J. Clark, Centreville; Alice B. Calder, Deer Island; Leverett S. Randall, Lakeville Corner; Rouzel S. Stevens, Coverdale; Arthur L. Flemming, Richmond Corner; Elizabeth Atchison, Newcastle; Julia E. Chapman, Millstream Studholm; Agnes M. Gibson, Southampton; Eugenia E. Cox, Gibson; Ellen M. Donovan, Douglas town; Susie Crane, Chatham; Helen McDonald, Douglastown; Jessie A. Jones, Botsford; Lizzie

Laverly, Debec Junction, Lizzie E. Moran, Blissfield, Lydia Sinecock, Richmond, Isabella Wheten, Coal Branch, Kent; Emma Jane Fowler, Welsford, Lizzie McI. Hunter, Douglas Harbor, Bertha L. Briggs, Lakeville Corner, Annie E. Newcomb, Andover, Mary Corbett, Johnville, Julia Jordan, Derby, Minnie E. Burpee, Gibson, Agnes Northrup, Springfield, Ada F. Irving, Hillsboro, Kate L. McDonald, Buctouche; Nettie McLatchey, Hillsboro; Minnie A. Craig, Fredericton; Sarah J. Alexander, Fredericton Junction, Amanda S. Scott, Indiantown, Mary E. Trudel, Upper Frenchville, Maine, Louisa V. Rees, Campobello, Rufena G. Smith, Jolicure, Annie M. Pond, Bonestown; Ada Dowling, Fredericton; Wilmont E. Sipprell, Somerville; Amelia Theall, Long Reach.

Issued to Students of the French Preparatory Department of the Normal School.

THIRD CLASS, valid for two years. Philias Bondreau, Shediac; Selina Baker, St. Hilaire, Adelaide Landry, Shediac, Anastasie Martin, Canon Brook, Madawaska, Sophie J. Pelletier, St. Basil; Rebecca Proulx, St. Basil; Euphemie H. Soucy, St. Basil.

No. 4.

TEACHERS' DRAFTS.

Teachers and Inspectors are notified that the Board of Education has been pleased to direct that in all cases Teachers' Drafts be hereafter transmitted by the Chief Superintendent to Inspectors only, in accordance with the provisions of Regulation 41. Inspectors are to forward the Drafts to Teachers as soon as received. Teachers removing from Districts should furnish the Inspector with their address.

No. 5.

TEACHERS' INSTITUTES.

To the Teachers of York County.

The Second Meeting of the York County Teachers' Institute will be held at Fredericton, May 22nd and 23rd, 1879. Teachers will be careful to give written notice to their Trustees as required by Regulation 23. A large and punctual attendance is desired.

THURSDAY.

- 10 A.M. Opening of Institute. Election of Officers, etc.
- 11 A.M. Address "The improved condition of Teachers under the present School Law as an incentive to increased diligence and usefulness in the Profession."
- 12 P.M. Paper—"On School Discipline," (to be followed by free conversation).
- 3 P.M. Address "The necessity of a well-arranged Time-Table and the importance of adhering to it."

EVENING—Public Lecture.

FRIDAY.

- 10 A.M. Paper "The importance of good Penmanship and the best means of securing it in our Schools"; (to be followed by a free discussion).
  - 11 A.M. "Lesson on Color," with Illustrations.
  - 12 P.M. Paper "The Teacher's duty in regard to the Play-ground and the influence a Teacher may gain there."
- Answering Questions in Question Box. Deciding time and place of next meeting.  
 "Plant Life," with practical Illustrations. Practical Illustrations in Reading.

E. C. FREEZE,	} Committee of Management.
W. T. DAY,	
W. G. GAUNCE,	
C. A. YANDALL,	
M. ALICE CLARK,	

To the Teachers of Carleton County.

The Teachers' Institute of Carleton County will be held in the Grammar School-room, Woodstock, on Thursday and Friday, June 5th and 6th, 1879.

THURSDAY.

- First Session from 10 a. m. to 12.30 p. m. Enrolment, election of Officers and Committee of Management, Report of Secretary, and Address by Mr. Wayman Smyth. "The privileges conferred on Teachers by the 23rd Regulation of the Board of Education, and the responsibility resting on members of the profession to exercise these with diligence, earnestness, and dignity."
- Second Session from 2 p. m. to 4.30 p. m. Address by Mr. W. B. Wiggins: "The importance of earnestness in the Teacher's work." Discussion. "How can the Teacher best promote regularity of attendance."

EVENING—Public Lecture.

FRIDAY.

- Third Session from 9 a. m. to 12 m. Address: "The Importance of neatness and cleanliness of the School-house and School Premises." Discussion: "School Discipline."
  - Fourth Session from 2 p. m. to 4.30 p. m. Address: "The Importance of Teachers thoroughly qualifying themselves to train their schools in the physical and vocal exercises of the prescribed course." Illustrative exercises. Paper. "Familiar lessons on the general conditions of Health."
- Address: Time and place of next meeting.

W. F. DIBBLEE, *President.*

*To the Teachers of Queens County.*

By authority of the 23rd Regulation of the Board of Education, the second meeting of the Teachers' Institute for the County of Queens, will be held in the Grammar School-House, Gagetown, on Thursday and Friday, the 12th and 13th June, 1879. The following is the programme of exercises:—

## THURSDAY.

- 10 A. M. Election of Officers and Committee of Management, Address by Inspector; Paper on the study of "Etymology," to be followed by discussion.  
 2 P. M. Paper on "Canadian History" its importance, and the best methods of interesting pupils in its study; Physical and Vocal Training—Examples to be given from Monroe's System on both these subjects; Practical Lessons on teaching Addition and Vulgar Fractions.

EVENING, 7 P. M.—Public Lecture in Temperance Hall.

## FRIDAY.

- 9 A. M. Paper on English Grammar—its importance in Education, Practical Lesson on teaching Geography; Paper on "The influence of personal character of Teacher on the School," Paper on "Value of the study of English Classics."  
 2 P. M. Paper on Elocution; Paper on the Higher Branches of Study, and how best to instil in the pupils a desire to excel, Practical Lesson on Geometry, to be followed by a discussion on the different results produced by classical or mathematical training; Business Closing address and adjournment.

BENJAMIN SHAW, *President.*

*To the Teachers of Kent County.*

The next Annual meeting of the Kent County Teachers' Institute will be held in the Grammar School-room, Richibucto, on Thursday and Friday, the 3rd and 4th of July, 1879. Teachers will be careful to give their Trustees written notice of absence from their schools, as required by Regulation 23.

## ORDER OF EXERCISES.

## THURSDAY, JULY 3rd.

- 10.00 A. M. Address by Thos. W. Wood, Esq., Inspector.  
 10.30 " Election of Officers for ensuing year.  
 11.00 " Lesson on Arithmetic, Miss Ellen Chrystal.  
 11.30 " Discussion.  
 11.45 " "Industrial Drawing and Penmanship," Mr. S. C. Wilbur.  
 12.30 " Recess.  
 1.30 P. M. Paper by John W. Harnett. "The importance of the Practice of Written Description in Schools."  
 2.00 " Lesson on Geography, Thos. W. Street, B. A.  
 2.30 " Discussion.  
 3.00 " Educational Value of Mathematics, C. H. Cowperthwaite, B. A.  
 3.30 " Oral Lesson on Grammar, Miss Mary McDonald.  
 4.00 " Closing.  
 8.00 " Lecture.

## FRIDAY, JULY 4th.

- 9.00 A. M. Duties and Qualifications of the Teacher, Mr. Daniel Gillis.  
 9.30 " Discussion.  
 10.00 " School Management, Mr. G. R. Camp.  
 10.30 " Lesson on Reading, Inspector Wood.  
 11.00 " Discussion of previous subjects.  
 11.45 " Lesson on English Grammar, Miss Annie Chrystal.  
 12.30 " Recess.  
 1.30 P. M. Paper entitled "How to Study," Mr. G. A. Coates.  
 2.00 " Method, Miss Annie Chrystal.  
 2.30 " Importance of Time-Tables, and their Construction, Thos. W. Street, B. A.  
 3.00 " Discussion of the subject, and answering questions.  
 4.00 " Closing.

C. H. COWPERTHWAIT, *Secretary-Treasurer.*

*To the Teachers of Charlotte County.*

The Second Meeting of the Teachers' Institute, for the Inspectoral District of Charlotte County, will be held at St. Andrews, on Thursday and Friday, the 10th and 11th of July, 1879. The following is the programme of exercises:—

## THURSDAY.

*First Session, 10 a. m.*

Address by the President of the Institute.  
*Business*—Enrolment of Members, election of Officers and Committee of Management.

*Second Session, 2 p. m.*

Address—The importance of instructing pupils in the subjects specified in Regulation 23 of J. Vroom. Discussion.

Address—The teaching of Grammar and Analysis. Discussion.

EVENING—P. M.—A Public Lecture.

## FRIDAY.

*First Session, 9 a. m.*

Address—Organization and Management of Miscellaneous Schools. R. S. Nicolson.

Address—The place of Written Examinations in a School Curriculum. J. A. Freeze, A. B.

*Second Session, 2 p. m.*

Address—Thoroughness in Teaching.

Business—Time and place of next meeting. Miscellaneous Business.

If time permits, each Address will be followed by a free and full discussion of the subject by the Institute.

R. SPIERS NICOLSON, *Secretary.**To the Teachers of Gloucester County.*

The Annual Meeting of the Teachers' Institute of Gloucester County will be held at Bathurst on Thursday and Friday, July 10th and 11th, 1879.

## THURSDAY.

*Morning, 10 a. m. to 1 p. m.*

- 10.10 Opening Address by President.  
 10.10 to 10.40 Fee. Enrolment and election of Officers.  
 10.40 to 11.50 Methods in Industrial Drawing and Writing, with Illustrations.  
 11.50 to 12 Physical Exercises.  
 12 to 1 Paper on "Object Lessons: their necessity," with Illustrations and Discussion.

*Afternoon, 2 to 4 p. m.*

- 2 to 4 Paper on "Principles to be observed in the construction of Time-Tables," followed by Illustrations and Discussions.

EVENING—Public Lecture.

## FRIDAY.

*Morning, 9 a. m. to 12.20 p. m.*

- 9 to 9.45 Method in Geography.  
 9.45 to 10 Method in Canadian History.  
 10 to 10.10 Physical Exercises.  
 10.10 to 10.40 Reduction with examples.  
 10.40 to 11.10 Fractions with examples.  
 11.10 to 11.20 Physical Exercises.  
 11.20 to 12.20 Grammar and Composition.

*Afternoon, 3 to 5 p. m.*

- 3 to 3.30 Method in Geometry.  
 3.30 to 4 Paper on "Necessity and means of elevating the Profession."  
 4 to 4.15 Physical Exercises.  
 4.15 to 5 Answering Questions and Business.

EVENING—Reading Lesson.

JAMES SMITH, *President.**To the Teachers of St. John County.*

The Annual Meeting of the St. John County Teachers' Institute will be held in the Exhibition Hall of the Victoria School House, St. John, on Thursday and Friday, the 10th and 11th of July, 1879.

## THURSDAY.

- 10 A. M. Opening Exercises. Address, and Reports of Officers.  
 Enrolment of Members. Election of Officers.  
 P. M. Paper and Discussion on "The best means of securing accuracy in Primary Work."  
 The following subject will also be discussed: "Mechanical Drawing in the Public Schools."

## FRIDAY.

- 9 A. M. Discussion on the best means of securing co-operation and interest of Parents in School work.  
 Reading.  
 Discussion of Geometry.  
 Reading.  
 P. M. "The best methods of teaching Composition." (Discussion and Paper).  
 Reading.  
 Paper and Discussion on "What constitutes Perfect Order in School?"

GEO. U. HAY, *Secretary.**To the Teachers of Sunbury County.*

The Teachers' Institute of Sunbury County will meet in the School-House, Fredericton Junction June 19th and 20th, 1879. A large and prompt attendance is desired.

## THURSDAY.

- 10 A. M. Enrolment. Election of Officers.  
 Paper—The stimulating of the energies of the Pupil, and the direction of the same, the chief functions of the Teacher.  
 Discussion on the above.



- 2 P. M. *Address*—Principles that should control the construction of Time Tables, with Illustrations on the Blackboard of Tables adapted to Miscellaneous Schools.  
Full and free discussion of above.

EVENING—Public Address.

FRIDAY.

- 9 A. M. Illustrations of best methods of teaching English Grammar and Analysis.  
Discussion on above.  
Exercises in Physical and Vocal Culture (15 minutes).  
How Writing may best be taught and Writing Lessons best conducted.  
Discussion on above.  
Exercises in Physical and Vocal Culture (15 minutes).
- 2 P. M. Exercises in Reading, with criticism.  
Exercises in Physical and Vocal Culture (15 minutes).  
*Address*—Importance of earnestness in the Teachers' work.  
Remarks.  
Time and place of next meeting.

GEORGE S. ALLEN, *Secretary*.

*To the Teachers of Restigouche County.*

The Annual Meeting of the Institute will be held in Armstrong's Brook School-House on Thursday and Friday, the 4th and 5th of September, 1879.

PROGRAMME.

*First Session*—Introductory Address by the President. How to conduct a Promiscuous School. J. Noble. How to teach Geology, A. Ross, A. B. A Reading Lesson, Miss C. McMillan.

*Second Session*—How to teach Grammar, D. McLean. How to teach Composition, E. Carney. Map Drawing, with Specimens, Miss C. Doyle. How to teach Arithmetic, Mr. Wilbur.

*Third Session*—Lecture by the President.

*Fourth Session*—Lesson on the Chemistry of Common Things by the President. Object Lesson, Miss B. McNair. Mental Arithmetic, W. Firth.

*Fifth Session*—"First Steps of Reading, as taught in New Brunswick," (with special reference to Article on the Subject by William Crockett, M. A.) J. Cook. "School Prizes," (with special reference to Article on the Subject by Dr. Rand), Mr. MacIntyre. Algebra, J. Lawson.

THOMAS NICHOLSON, *President*.

*To the Teachers of Northumberland County.*

In accordance with the Provisions of the 23rd regulation of the Board of Education, notice hereby given that the third annual Teachers' Institute for Northumberland County will be held in Harkins Seminary, Newcastle, on Thursday and Friday, the 2nd and 3rd of October, 1879. Teachers are particularly requested to note carefully the provisions of the Regulation above referred to and to comply with the same in all respects.

The Institute will strictly adhere to the following Programme:—

THURSDAY.

*First Session, 10 a. m.*

*Opening Address*—Election of Officers and Committee of Management.  
Reduction of Denominate Numbers and how to teach it.

*Second Session, 2.30 p. m.*

2.30 P. M. Wormell's Geometry, Chapter III.

3.30 P. M. Physical Geography, its value and the methods to be employed in teaching it.

*Third Session, 7.30 P. M.*

Public Lecture.

FRIDAY.

*Fourth Session, 9 a. m.*

9.00 A. M. Penmanship, how to teach it.

10.00 A. M. Elementary Algebra, to page twenty-five Todhunter.

11.30 A. M. Natural Philosophy (Elementary) with illustrations.

*Fifth Session, 2.50 p. m.*

2.30 P. M. Analysis of sentences and its relation to parsing.

4.00 P. M. Free and familiar discussion upon any subject pertaining to the practical duties of the Teacher's office.

Appointing time and place of Teachers' Institute next following.

C. S. RAMSAY,  
C. M. HUTCHISON,  
I. D. OAKES,  
ROBERT MOIR,  
DONALD McINTOSH.

} *Committee*  
of  
*Management*