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No. 8.

THE EDUCATIONAL CIRCULAR.

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

THEODORE H. RAND,
Chief Supt. of Education.

EDUCATION OFFICE,
Fredericton, N. B., October 16, 1878.

DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY FUND FOR THE WINTER TERM ENDED APRIL 30, 1878.

In St. John, Portland, Fredericton, Woodstock, St. Stephen, Milltown, St. Andrews, Moncton, Newcastle, and Chatham, there were 115 teaching days in this Term, and in all other School Districts, 116. In distributing the Provincial Grants and apportioning the County Fund to the Cities and Towns above named, the time the Schools were open and the attendance made, were raised to the basis of 116 days—the full Term required of the Schools in the country.

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

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

COUNTY OF ALBERT.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.						
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 on County Fund
6	5	4	3	2	1	2	3	4	5	6	7
Deborah E. Laverty...	2	62	\$24 05	Alma.....	2	62	40	14834	\$ 8 02	\$ 8 86	\$16 88
Jesse A. Collicutt....	2	101	09 65	".....	3	101	33	1536	17 41	9 17	26 58
J. G. A. BELVEA.....	1	116	150 00	".....	5	226	70	4122	29 29	24 62	53 91
Alice Pulsifer.....	3	113	58 44	".....	6	113	39	2365	19 48	14 12	33 60
Albert Mollins.....	3	93	48 09	".....	7	93	30	1169	10 03	6 93	23 01
Francis Doherty.....	3	112	33 94	Coverdale.....	1	112	26	1495	14 55	8 93	23 48
Mrs. Chas. Jones, Jr.	3	116	45 00	".....	2	116	31	2281	15 00	13 62	28 62
F. L. Steeves.....	2	175	44 81	".....	3	175	28	2217	14 94	13 24	28 18
Eunice J. Bennett....	2	116	45 00	".....	4	116	30	2030	15 00	12 12	27 12
Dora E. Smith.....	3	116	46 67	".....	7	116	36	3765	20 00	22 48	42 48
Pamela J. Carter.....	3	113	45 45	".....	10	113	43	2225	19 48	13 29	32 77
George Smith.....	1	113	75 00	} Elgin.....	2	232	95	5927	80 00	35 40	65 40
Sarah E. Beek.....	1	116	55 00	" & Cardwell	3	116	26	1723	15 00	10 29	25 29
WILLIAM WETMORE...	1	116	137 50	{ Elgin, Alma & } Waterford }	3	.....	16	1080	.....	6 45	6 45
Tea. pd. in Kings Co..	3	83	42 93	Elgin.....	4	83	17	1107	14 31	6 61	20 92
John Forbes Peters...	2	107	55 35	".....	5	.....	25	.....	Returns too late.		
Emily A. Cochran.....	3	110	42 67	".....	6	.....	4	215	.....	1 23	1 23
Tea. pd. in Kings Co..	9	110	48 27	".....	9	110	48	2731	14 22	16 31	30 53
William McKenzie....	11	111	43 06	".....	11	111	25	1820	14 35	10 87	25 22
Annie J. Moore.....	12	116	35 00	".....	12	116	46	2798	15 00	16 71	31 71
Mona Milton.....	15	116	45 00	".....	15	116	37	2079	15 00	12 42	27 42
Thomas H. DeMill....	1	90	58 18	Harvey.....	1	90	50	2594	11 64	15 49	27 13
Chas. S. Gilbert, A. B.	1	126	150 00	".....	3	324	120	6847	41 89	40 89	82 78
FRED. W. WATSON....	2	80	41 38	".....	4	80	50	2140	10 34	12 84	23 18
Nellie Russell.....	5	116	45 00	".....	5	116	29	1658	15 00	9 90	24 90
Lelia Turner.....	6	116	80 00	".....	6	116	29	3984	20 00	23 79	43 79
Edward S. Godfrey...	8	115	44 61	".....	8	115	27	1812	14 87	10 82	25 69
Mary E. Stiles.....	9	115	59 48	".....	9	115	27	2563	19 83	15 30	35 13
Thomas Morrisay....	11	116	46 67	" & Hopewell	11	116	26	2088	20 00	12 47	32 47
John Cairnes.....	1	116	60 00	Hillsboro'..	1	116	42	2981	15 00	17 30	32 80
Manning M. Lingley..	2	115	59 48	".....	2	231	135	8652	29 55	51 08	81 23
Leonora L. Rogers...	3	116	45 00	".....	3	232	101	6626	30 00	39 57	69 57
Jos. S. Bennett.....	4	115	59 48	".....	4	115	60	3898	14 87	23 23	38 15
J. Trueman Steeves..	5	60	28 69	".....	5	60	56	2255	7 83	13 47	21 30
Mary J. Steeves.....	6	230	103	".....	6	230	103	7871	29 74	47 00	76 74
CHURMAN BISHOP....	7	116	45 00	".....	7	116	35	2260	15 00	13 50	28 50
Mary J. Steeves.....	8	114	58 96	".....	8	114	31	2010	19 65	12 00	31 65
CHURMAN BISHOP....	9	116	45 00	".....	9	116	25	1159	15 00	6 92	21 92
Lavinia Gross.....	10	109	42 23	".....	10	109	50	2439	14 00	14 56	28 65
William J. Jones....	13	115	18	".....	13	115	18	1463	19 83	8 74	28 57
Esther Russell.....	15	116	32	".....	15	116	32	3191	20 00	10 06	30 06
James W. Bishop....	1	219	90	Hopewell....	1	219	90	5583	23 32	33 34	61 66
Minnie Coleman....	2	227	94	".....	2	227	94	6365	29 35	38 01	67 36
Mary E. Trites.....	3	75	25	".....	3	75	25	1208	9 70	7 22	16 92
Harrietal Steeves...	6	57	34	".....	6	57	34	1163	7 44	6 07	14 41
Thebe E. Steeves...	7	116	87	".....	7	116	87	4758	15 00	28 42	43 42
Theora Fillmore....	8	113	53	".....	8	113	53	3075	14 61	18 80	32 97
Susie E. Cleveland..											
Howard Steeves....											
Rufus P. Steeves...											
Sarah Akerley.....											
NATH. DUFFY.....											
Mary E. Bacon.....											
Edna A. Gorham....											
James McGorman....											
E. H. Belyea.....											
Mary B. Read, c. r. a.											
Alex Smith.....											
			\$3114 40				2180	184,831	\$795 63	\$806 17	\$1600 80

COUNTY OF CARLETON.

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
Annie A. Cogswell.....	2	115	\$44 81	Aberdeen.....	1	115	55	3290	\$14 94	\$16 80	\$31 74
Jane McKay.....	3	116	35 00	"	3	116	48	3246	15 00	16 58	31 58
Robella Joyner.....	1	115	54 52	"	4	115	27	1106	14 87	5 05	20 52
Mary M. Yerxa.....	3	116	35 00	"	5	116	43	2797	15 00	14 28	29 28
Isabella R. Joyner.....	2	116	45 00	"	6	116	42	1606	15 00	8 20	23 20
Emeline D. Hayes.....	3	109	32 89	"	7	109	20	755	14 09	3 86	17 95
D. S. Jones.....	2	115	79 30	"	10	115	44	3087	19 83	15 77	35 60
William Taylor.....	1	116	75 00	Brighton.....	2	116	46	3077	15 00	15 71	30 71
Emma E. Milbery.....	2	105	40 73	"	3	105	69	4674	13 58	28 87	37 45
Maggie E. Henderson.....	3	116	35 00	"	5	116	42	2677	15 00	13 07	28 07
Clarissa Brown.....	2	56	21 72	"	6	56	28	884	7 24	4 51	11 75
Clarissa Brown.....	2	46	17 84	" & Peel.....	7	46	39	960	5 05	4 00	10 85
Donald McDonald.....	3	111	43 06	"	9	111	53	3206	14 35	11 78	26 13
Louisa Noble.....	3	116	46 67	"	11	116	25	1485	20 00	7 63	27 58
Becca R. Tedford.....	2	116	60 00	"	12	116	44	2977	20 00	15 20	35 20
Pennington E. Cliff.....	2	109	56 03	Kent.....	1	109	80	3945	14 16	20 15	34 31
Eunice W. DeWolfe.....	3	88	26 25	"	4	88	33	1381	11 38	7 06	18 44
James F. Slipp.....	3	116	60 00	" & Perth.....	7	116	26	2516	20 00	12 85	32 85
Richard Sutton.....	3	105	54 31	"	8	105	66	2593	18 10	14 78	32 88
Annie Corbitt.....	3	113	45 45	"	9	113	19	1332	19 48	6 60	26 28
Susan Price.....	2	97	50 17	"	11	97	23	998	16 72	5 10	21 82
James Keenan.....	3	114	58 96	"	12	114	57	5204	19 65	26 68	46 23
Mrs. W. Leonard.....	3	84	25 34	"	13	84	37	1576	10 86	8 05	18 91
Moody McGuire.....	3	116	60 00	" & Peel.....	14	116	22	1555	20 00	7 94	27 94
Annie B. Boyer.....	2	99	38 40	" & Perth.....	15A	99	28	1145	12 80	5 85	18 65
George Stickney.....	1	96	62 00	Northampton.....	2	96	34	1820	12 41	9 29	21 70
Carrie R. Gilkey.....	2	115	44 61	"	3	115	41	2923	14 87	14 03	28 80
W. T. Kerr.....	2	116	60 00	"	4	116	50	4615	15 00	23 57	38 57
Jane D. Reed.....	1	114	54 05	"	5	114	55	2814	14 74	14 37	29 11
Maria Sharp.....	3	116	46 67	"	7	116	35	3468	20 00	17 71	37 71
Jos. Smalley.....	3	105	40 73	Peel.....	1	105	52	2454	13 58	12 53	26 11
WAYMAN A. SMITH.....	1	116	140 00	"	3	116	53	3638	15 00	18 58	33 58
Alexander McLean.....	2	88	60 63	"	6	88	40	1384	15 17	7 07	22 24
Cornelius Launcey.....	3	23	8 92	" & Brighton.....	7	23	26	350	2 97	1 83	4 80
Mary C. H. Flemming.....	2	116	45 00	Richmond.....	1	116	35	2220	15 00	11 34	26 34
Kate Crawford.....	1	110	52 15	"	2	110	51	2643	14 22	13 50	27 72
Jennie Henderson.....	3	116	35 00	"	3	116	39	2747	15 00	14 03	29 03
Ada J. Kirkpatrick.....	2	116	45 00	"	4	116	22	1619	15 00	8 27	23 27
Jennie Cunningham.....	3	109	32 89	" & Woodstock.....	5	109	30	1757	11 09	8 97	20 06
Ernest A. Shaw.....	2	116	60 00	"	7	116	64	3746	15 00	19 14	34 14
Eva E. McDougall.....	2	116	45 00	"	8	116	39	2364	15 00	12 07	27 07
George B. Martin.....	2	95	40 13	"	9	95	30	2130	12 23	10 73	23 01
J. Louise LaDernier.....	3	113	34 24	"	10	113	41	2202	14 68	11 25	25 93
Alice A. Lawrence.....	3	115	34 70	"	13	115	36	2206	14 87	11 27	26 14
Lizzie M. Simcock.....	2	116	45 00	"	14	116	32	1800	15 00	9 24	24 24
Flora E. Dunn.....	3	116	35 00	"	10	116	30	1344	15 00	6 86	21 86
Christiana McDougall.....	3	64	25 75	"	17	64	29	1310	11 04	6 72	17 76
Edmund W. Stevens.....	2	113	58 44	Simonds.....	1	113	52	3667	14 61	18 73	33 34
Emma B. Ebbett.....	2	116	45 00	"	2	116	38	2688	15 00	13 73	28 73
Kate A. McKay.....	3	115	34 70	"	3	115	44	2345	14 87	11 98	26 85
COUSSEL T. HENDRY.....	1	114	117 93	" & Wicklow.....	4	114	76	5394	14 74	27 55	42 29
John Geddes.....	3	116	45 00	"	6	116	34	2059	15 00	10 52	25 52
Daniel J. Hatfield.....	3	110	42 87	Wakefield.....	1	110	42	2586	14 20	13 21	27 50
Mary Miller.....	1	63	29 87	" & Bdr.....	1	63	32	1238	8 15	6 32	14 47
Samuel A. Couillard.....	1	116	75 00	"	2	116	64	3542	15 00	18 00	33 00
John A. McGuire.....	2	115	59 48	"	4	115	18	1102	14 87	5 03	20 50
Jennie Getchell.....	2	116	45 00	"	5	116	30	3234	15 00	16 52	31 52
Charles Campbell.....	2	80	41 38	" & Richmond.....	6	80	43	2035	10 34	10 39	20 73
Mary Nisbet.....	2	112	43 64	"	6	112	25	2123	14 55	10 84	25 39
W. B. Wiggins, A. E.....	1	110	150 00	"							
Henrietta G. Simonson.....	3	116	85 00	"	7	232	118	5109	30 00	41 41	71 41

COUNTY OF CARLETON.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.			PARISH.	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	
Elizabeth C. Secord.....	2	116	\$15 00	Wakefield.....	9	116	41	2960	\$15 00	\$15 12	\$30 12	
Adelia Carpenter.....	3	113	34 24	.....	10	113	46	2910	14 08	14 86	29 54
Alder Boyer.....	2	116	60 00	Wicklow.....	2	116	54	3031	15 00	15 48	30 48	
F. E. McNally.....	2	93	50 95	".....	3	93	37	.....	Returns too late.		
Richard Ahern.....	1	116	75 00	".....	4	116	22	994	15 00	5 03	20 03	
Alma J. Watson.....	2	103	41 89	".....	5	103	49	3489	13 96	17 82	31 78	
John Wallace.....	3	106	54 83	".....	6	106	31	2099	18 28	10 72	29 00	
Emma Giberson.....	3	115	34 70	".....	7	115	43	3139	14 87	16 03	30 90	
Alice Giberson.....	2	79	41 12	".....	8	99	45	2451	17 16	12 52	29 68	
Amelia J. Simonds.....	2	20	10 35	".....	9	116	54	3100	15 00	15 88	30 88	
Mary E. Boyer.....	2	113	45 00	".....	9	113	44	2932	14 29	10 39	24 67	
Hepsey Gregg.....	2	110	42 87	".....	11	110	43	3123	12 15	15 94	28 09	
Louisa H. Hartley.....	2	94	36 46	".....	12	94	43	3123	12 15	15 94	28 09	
Albina C. Tracey.....	2	114	44 22	".....	13	114	50	2942	14 74	15 03	29 77	
Mary A. Colter.....	2	116	45 00	".....	14	116	66	4739	15 00	24 20	39 20	
Eliza Ackerson, c. r. a.	3	66	9 90	".....	15	116	53	3726	15 00	19 02	34 02	
Agnes L. White.....	2	116	45 00	".....	2	104	27	1526	13 45	7 80	21 25	
Jane Luff.....	3	100	51 72	Wilnot & Simonds	3	100	24	1616	17 24	8 25	25 49	
William McClintock.....	1	114	40 00	".....	4	190	106	6393	24 57	32 68	57 25	
RICHARD WHEELER.....	3	76	22 93	".....	5	116	59	2970	15 00	15 17	30 17	
Alice Reid.....	3	116	35 00	".....	6	116	55	3743	15 00	19 12	34 12	
Sarah Jane McWaid.....	1	116	55 00	".....	7	112	39	2205	14 48	11 26	25 74	
Annie Magee.....	2	112	57 93	".....	8	59	24	865	7 63	4 42	12 05	
Frederick Carpenter.....	2	59	30 51	".....	9	116	30	2235	15 00	11 42	26 42	
Alex. Caldwell.....	3	116	35 00	".....	10	111	52	2920	14 35	14 01	29 26	
Hannah B. Cogswell.....	2	111	43 06	".....	11	113	54	2920	14 61	14 95	29 56	
Phoebe P. Colter.....	2	113	58 44	{Wilnot, Wick- low & Simonds}	12	116	26	1054	15 00	5 28	20 38	
Judson Manzer.....	3	116	35 00	".....	14	116	42	3282	20 00	16 70	36 76	
Isabell McKilligan.....	2	116	60 00	".....	15	115	22	1084	10 83	5 54	25 37	
Alice A. Belyea.....	3	115	46 27	".....	16	116	26	1212	15 60	6 19	21 19	
Alice M. Noddin.....	1	116	75 00	".....	1	113	53	2440	14 61	12 46	27 07	
R. S. Bowser.....	2	116	55 00	Woodstock.....	3	116	21	1258	15 00	6 41	21 41	
Clara J. Marsten.....	2	116	45 00	".....	4	116	24	1299	15 00	6 63	21 63	
Olive A. Watson.....	1	115	75 00	".....	5	97	461	32,106	119 67	163 97	283 64	
Sarah E. Watters.....	1	115	75 00	".....	5	97	461	32,106	119 67	163 97	283 64	
James McCoy.....	1	115	37 50	".....	6	232	78	5359	30 00	27 37	57 37	
Isaiah J. McCoy, c. r. a.	1	115	75 00	".....	7	115	49	3059	14 87	15 62	30 49	
Charles McLean.....	1	115	75 00	".....	8	59	25	762	7 63	3 80	11 52	
Charles N. Scott.....	1	115	75 00	".....	9	115	40	3391	19 83	17 32	37 15	
Elizabeth J. Cupples.....	2	40	16 52	".....	10	40	17	482	5 17	2 46	7 63	
Angelina Faulkner.....	1	115	55 00	".....	10	40	17	482	5 17	2 46	7 63	
Lizzie H. Hay.....	1	115	55 00	".....	10	40	17	482	5 17	2 46	7 63	
Charles O'Donnell.....	1	112	73 37	".....	10	40	17	482	5 17	2 46	7 63	
Annie Caldwell.....	1	115	55 00	".....	10	40	17	482	5 17	2 46	7 63	
NHEMIAH AYER, A. B.	1	110	150 00	".....	6	232	78	5359	30 00	27 37	57 37	
Maude L. Ketchum.....	2	116	45 00	".....	7	115	49	3059	14 87	15 62	30 49	
Henry Boyd.....	2	115	59 48	".....	8	59	25	762	7 63	3 80	11 52	
Mary E. Thompson.....	2	59	22 59	".....	9	115	40	3391	19 83	17 32	37 15	
Anna L. Hartley.....	2	40	16 52	".....	10	40	17	482	5 17	2 46	7 63	
Mary A. Munro.....	2	40	16 52	".....	10	40	17	482	5 17	2 46	7 63	
Tea. pd. in York Co.	.....	.....	.....	Woodstock & Canterbury	23A	95	58	3166	12 35	16 17	28 52
Tilley J. Bryden.....	3	76	23 08	.....	.....	.....	.....	.....	.....	.....	.....
Susie A. Hendry.....	2	19	7 37	.....	.....	.....	.....	.....	.....	.....	.....
			\$6000 00				4616	277,253	\$1574 76	\$1415 04	\$2000 70	

COUNTY OF CHARLOTTE.—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.	AMOUNT.						
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
George Bogle.....	3	116	\$45 00	St. George.....	13	116	78	3519½	\$15 00	\$27 56	\$42 56	
James Doherty.....	3	116	45 00	"	14	116	69	5230	15 00	40 05	55 05	
Hugh Copley.....	2	116	60 00	"	16	116	43	2001	15 00	15 67	30 67	
Julia S. Dean.....	2	55	21 33	St. James.....	1	55	50	1255	7 11	10 06	17 17	
W. Herbert Moore.....	2	97½	50 43	" & St. David	1½	97½	58	3270	12 61	25 61	33 22	
Isabel Jenkins.....	2	107	41 51	"	2	107	54	3444	13 84	26 97	40 81	
Wm. M. Hamilton.....	2	108	55 86	"	3	108	30	1579½	13 90	12 37	26 33	
Joseph Robinson.....	2	88	60 63	"	4	88	26	1527	15 17	11 96	27 13	
Minnie G. McKay.....	2	107	41 51	"	7	107	54	2672	13 84	22 49	36 33	
Lizzie A. McCann.....	3	97	29 26	"	9	97	47	2103½	12 54	16 47	29 01	
Albert E. Milligan.....	3	60½	25 80	"	15	60½	37	1221½	8 60	0 57	18 17	
Hugh Morrison.....	1	70½	45 59	"	16	70½	24	1023	9 12	8 05	17 17	
Emma T. McCann.....	3	78½	23 63	"	18	78½	31	1200½	10 16	0 40	19 56	
Mary E. Hanson.....	1	113	53 57	St. Patrick.....	1	113	45	3481	14 61	27 25	41 86	
Nettie A. Henry.....	2	113	43 83	"	2	113	58	3238½	14 61	25 36	39 97	
Trustees' claims for October, 1877.....				"	3	62		717	8 45	5 61	14 06	
Lizzie A. Cochrane.....	3	100	30 17	"	4	100	32	1069	12 93	13 07	26 00	
Mary E. Currie.....	2	115½	44 81	{ Do. Dumbar-	4½	115½	29	1953½	14 94	15 30	30 24	
Helen E. Woodcock.....	2	112½	43 64	ton & St. Croix }	5	112½	37	2048	14 55	23 08	37 63	
Annie Hanson.....	2	7	2 72	St. Patrick.....	6	116	47	2548½	15 00	19 06	34 96	
Lillie Hanson.....	3	109	32 89	"	8	113½	29	2232	14 68	17 48	32 16	
Kath. D. Woodcock.....	2	113½	44 03	"	1	60	37	1433	7 70	11 22	18 98	
Sarah A. Joye.....	2	60	23 27	St. Stephen.....								
J. M. McDOWALL, A. B.	1	115	150 00									
R. Speers Nicholson.....	1	115	75 00									
Rebecca Logan.....	1	115	55 00									
Julia R. Bateman.....	1	115	55 00									
Thomas Corbett.....	1	115	75 00	St. Stephen.....	2	1035	483		135 00	336 35	471 35	
William Noble.....	2	115	60 00									
Annie M. Harvey.....	1	115	55 00									
Eleanor S. Dowling.....	1	115	55 00									
Emma S. Morrison.....	1	115	55 00									
Fred. W. Emerson.....	1	111½	72 72									
William McNulty.....	1	90	58 09									
Fred N. Welling.....	1	24	15 65									
C. M. Caswell.....	2	115	45 00	St. Stephen.....	3	685½	377		69 41	213 89	303 30	
Lydia M. Randall.....	3	115	35 00									
Tillie S. Kirk.....	2	115	45 00									
E. L. McAllister.....	1	115	55 00									
Richard J. McGarrigue.....	3	73	28 32	Do. & St. James...	3½	73	18	1045½	9 44	8 18	17 62	
Charlotte Thompson.....	2	74	28 70	St. Stephen.....	4	74	27	1330	9 57	10 41	19 98	
John McGarrigue.....	1	63	40 73	"								
Charlotte M. Robinson	3	62½	18 86	"	5	125½	97	4140	16 23	32 42	48 65	
Mary A. Horan.....	2	106	38 79	"	6½	100	46	1706½	12 93	13 83	26 76	
Annie Hitchings.....	3	98	29 57	"	7	98	50	3179	12 67	24 89	37 56	
Amanda Hill.....	1	82½	52 16	Do. & St. David.....	8	82½	23	1445	14 23	11 32	25 55	
Bal. to Trustees Oct. '77												
Samuel M. Bogle.....	2	109	56 37	West Isles.....	2	109	41	2349	14 09	18 39	32 48	
Mary E. Dixon.....	2	70½	27 35	"	3	70½	71	3104½	9 12	24 31	33 43	
J. Edmund Brown.....	2	106	54 82	"	4	106	50	3550½	13 71	27 87	41 58	
James R. Felix.....	3	50½	19 59	"	5	50½	80	2481½	6 53	19 43	25 96	
Josephine Hanson.....	3	88	25 04	"	6	83	44	1995½	10 73	15 63	26 36	
Balance to Trustees for April, 1877.....				"	7			1247		9 77	9 77	
			\$1117 42					4021				
								318, 311	\$1428 84	\$2463 80	\$3882 23	

COUNTY OF GLOUCESTER.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.					
6	Class Legally authorized days actually employed.	3 Amount of Grant.	2 PARISH.	1 No. of District.	2 Legally authorized days Schools were open.	3 Pupils enrolled.	4 Grand Total days' attend- ance of Pupils.	AMOUNT.		
								5 On account of Teachers employed.	6 On account of average attendance of Pupils.	7 Total amount from County Fund.
G. W. Mersereau, A. B.	1 116	\$75 00	Bathurst	2	338	146	10,874	\$43 71	117 85	161 56
Helen Mehan.	1 116	55 00								
Helen Mann.	3 49	14 78								
Helen Mann.	3 10	3 18								
William Walsh.	3 57	22 11								
Jane D. Hussey.	2 116	60 00								
Mary Kerr.	3 116	35 00								
Grace Hillock.	3 115	34 70								
James D. Skelly.	3 116	45 00								
Mary Hachey.	3 109	43 85								
Annie McAlear.	3 114	34 39	Do. & New Bandon Bathurst.	8	1109	36	\$1324	18 78	34 17	52 95
Mary A. Ross.	2 116	45 00								
Catharine J. Canty.	3 113	45 45								
Rachel Forbes.	3 108	32 58								
Hannah M. Connelly.	3 105	42 24								
Isabella A. Doucett.	3 110	33 19								
Annie P. Hickson.	2 116	45 00								
Clara Welsh.	3 100	30 17								
Maggie F. Hachey.	3 116	35 00								
Mary Arseneau.	3 70	21 12								
PETER GIRDWOOD.	1 116	150 00	Beresf'rd & Durh'm	16	232	116	8222	30 00	39 69	119 69
Jennie Rainey.	2 116	45 00								
Fanny Hornbrook.	2 114	58 96								
Mary Ann McCarthy.	3 115	34 70								
William Carney.	3 114	44 22								
JEROME BONDREAU.	1 107	138 36								
Jer. Bondreau, Evg. Sch	1 15	0 70								
Macelline Godin, c. r. a.	3 104	15 77								
Maria Bondreau.	3 114	34 39								
Agnes Hachie.	3 116	35 00								
Amie H. Belliveau.	3 116	45 00	" & Bathurst	5	328	131	8693	42 41	94 32	137 23
Elizabeth Degress.	3 96	28 96								
John White.	3 116	45 00								
Sarah E. Mersereau.	3 116	35 00								
Elizabeth J. Buttimer.	3 116	46 67								
Jane Doucett.	3 114	45 85								
Mary Doucett.	3 113	45 45								
Bal. to Trustees Oct. '77	3 75	30 17								
Lizzie M. Ford.	3 116	35 00								
Georgina Aube.	3 116	46 67								
Frances Aube.	3 114	45 85								
Mar's Roy.	3 103	55 85								
Joseph Doinn.	3 115	44 61	Caraquot	2	231	111	8813	29 87	96 13	126 00
Sylvain Cormier.	3 116	45 00								
Prosper E. Paulin.	3 21	6 34								
Juste Hachey.	3 103	55 85								
Louis L. Legere.	3 116	45 00								
DANIEL MORRISON.	1 16	20 68								
L. M. L'huillier.	3 116	45 00								
Isaiah P. Savoy.	3 25	9 70								
Charles F. Brisson.	3 102	52 78								
Oncsime Blanchard.	3 114	44 22								
Joseph E. Poirier.	3 109	56 37	Inkerman.	3	116	54	3687	15 00	40 22	55 22
James Hornbrook.	3 105	40 73								
Annie E. Egan.	3 116	35 00								
Elizabeth J. Smith.	3 113	45 45								
Lizzie Brown.	1 112	53 10								
WILLIAM A. ANDREW.	1 116	150 00								
Sarah Daly.	3 116	35 00								

COUNTY OF GLOUCESTER.—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
Elizabeth Henry.....	3 116	147 41	\$46 67	New Bandon.....	10	116	34	3107½	\$20 00	\$33 90	\$53 90
Annie Young.....	3 116	35 00		Saumarez.....	2	116	61	3352	15 00	36 50	51 50
Maggie K. Smith.....	1 114	147 41		"	3	214	66	4010½	27 67	43 75	71 42
Oliver Robicheau.....	3 100	33 79		" Alnwick	10A		4	179		1 90	1 90
Tea. pd. in North'd Co.				" Shippegan	1	116	50	4633	15 00	50 50	65 50
Theophile Goguin.....	3 116	45 60		"	4	116	34	3184	15 00	34 73	49 73
Appoline Richard.....	3 116	35 00		"	6	116	37	3567	15 00	38 92	53 92
Arthenise Saindon.....	3 116	35 00		"	3	113	38	1690	14 61	18 53	33 14
Victoria V. Ellis.....	3 113	34 09		"	9	41	19	743	7 07	8 10	15 17
Katie J. Wiseman.....	3 41	16 49		"	10	110	26	2603½	13 96	29 05	43 01
Susan Ellis.....	3 110	44 25									
			\$3086 84				2543	167,564	\$903 68	\$1827 82	\$2821 50

COUNTY OF KENT.

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
Joseph De Grass.....	3 109	56 37		Acadiaville.....	4A	109	19	1488½	\$13 75	\$17 01	\$35 79
Joseph Johnston.....	3 116	69 00		"	4A	116	15	1515	20 00	17 31	37 31
Sarah J. McMinn.....	3 62	18 71		Carleton.....	1	85	71	3344	10 99	38 21	49 20
Francis D. Cullen.....	3 93½	50 95		"	12	98½	19	1036	16 93	11 84	38 82
George Clark.....	3 31	12 02		"	3	31	15	227	4 01	2 50	6 60
Mary McDonald.....	1 107	50 73		Dundas.....	1	107	57	3061	13 84	34 97	48 81
Joseph B. William.....	3 116	45 00		"	2	116	50	3545	15 00	40 50	55 50
Bertilda Graham.....	2 103	41 89		"	3	103	46	2664	13 96	29 75	43 71
And'w LeBlanc, O. & T. '77	3 51	22 09		"	4						
Kate L. McDonald.....	3 101	40 63		"	5	101	13	1131	17 41	12 92	30 33
Jerome Bellevue.....	3 116	35 09		"	6	116	49	2690	15 00	7 16	45 16
Hippolyte Godet.....	3 103	41 12		& Moncton	6A	106	17	648½	13 71	7 41	21 12
Cyrille Cormier.....	3 113	43 83		"	7	228	77	4525½	29 48	51 71	81 19
Philias Richard.....	3 115	44 61		"	8	59	37	1255	7 03	14 34	21 97
Augustin Passariet.....	3 59	22 89		"	10	110	33	2311	14 22	25 40	40 02
Andrew LeBlanc.....	3 110	42 67		"	11	116	51	3238½	15 00	37 60	52 60
Aug. Bonneau.....	3 116	45 00		"	11½	115	49	2560½	14 87	29 25	44 17
Robert Brown.....	3 115	44 61		"	13	115	60	2510	14 87	23 73	43 60
Moses M. Cormier.....	3 115	44 61		"	13	115	60	2510	14 87	23 73	43 60
Peter Leger.....	3 106	41 12		& Shediac	17A	106	16	1247	13 71	14 25	27 96

COUNTY OF KENT.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Margaret Wellwood...	3	116	\$46 07	Harcourt	3	116	10	1305	\$20 00	\$14 92	\$34 92	
Annie McLean...	2	50	19 39	"	5	50	46	1384	6 47	15 82	22 29	
Annie Campbell...	3	103	41 44	"	6	103	24	1141	17 70	13 04	30 80	
Thos. W. Street, A. B.	1	116	75 00	Richibucto	1	464	123	13938	60 00	159 25	219 25	
C. H. Cowperthwaite, A.B.	1	116	75 00									
Sarah Forster...	1	116	55 00									
Mary A. Gifford...	1	110	55 00									
GEORGE A. COATES...	1	115	148 70									
J. W. Harnett...	2	116	60 00									
Flora McKendrick...	3	105	31 63	"	2	452	102	11844	58 44	135 32	193 76	
Caroline Funchion...	3	110	35 00	St. Louis	2	452	102	11844	58 44	135 32	193 76	
Louis Gilbert...	3	114	44 42									
Isabella Hickey...	3	116	35 00									
Daniel Gillis...	2	116	60 00									
Mary A. Mezerall...	3	106	31 98									
Elizabeth Daigle...	3	116	46 67									
A. T. P. Plainondon...	3	105	40 73									
Mary C. Daigle...	3	60	18 10									
Resino Richards...	3	56	16 90									
Frank Bellefontaine...	3	114	44 22									
Scholastique Fontaine...	3	116	35 00	"	8	116	39	2482	15 00	23 36	43 36	
Marguerite Maillet...	1	116	55 00	"	7	116	39	2698	15 00	30 84	45 84	
Monique Barriault...	3	116	35 00	"	8	116	39	2651	15 00	30 29	45 29	
Annie LeBlanc...	3	72	21 72	St. Marys	1	72	54	2005	9 31	22 91	32 22	
Agnes Irving...	3	111	33 49	"	2	111	39	1900	14 35	21 71	36 06	
Andre Arsenault...	3	107	55 35	"	9	107	33	2798	18 45	31 87	50 42	
Lizzie Colburn...	3	115	34 70	"	10	115	18	1032	14 87	11 80	26 67	
Osite LeBlanc...	3	74	22 33	"	13	74	43	2320	9 57	26 53	36 15	
Raphael S. Legere...	3	103	39 95	"	15	103	40	2871	13 32	32 80	46 12	
Jane McDonald...	3	116	35 00	Weldford	1	116	53	2040	15 00	23 31	38 31	
John McCrede...	3	116	45 03	"	2	116	47	2728	15 00	31 17	46 17	
Mary Alma Carter...	3	116	46 67	"	2	116	18	2190	20 00	25 03	45 03	
Caroline L. Warman...	2	116	45 00	"	3	116	30	1233	15 00	14 09	29 09	
Ellen Chrystal...	2	111	43 26	"	3	111	36	1968	14 42	22 49	36 91	
Agnes Burns...	3	112	33 79	"	5	112	20	1447	14 48	16 54	31 02	
James Porteous...	3	89	34 52	"	3	89	26	2020	11 51	23 00	34 60	
S. C. Wilbur...	2	102	52 75	Wellington	9	102	78	3989	13 19	45 58	58 77	
Maud E. Powell, c. r. a.	3	60	9 05									
Joanna Plume...	3	116	35 00									
Maggie A. Graham...	2	111	43 06									
Robert Sutherland...	3	102	39 57									
Jamie Adair...	3	116	35 00									
Hannah Raymond...	1	111	52 93									
Helen A. Morr son...	2	71	27 54									
Annie Girvan...	3	112	45 05									
Hattie A. Scribner...	3	108	32 58									
Mosely T. Wathen...	3	102	53 03									
Kate H. Wilson...	3	62	24 95									
James Lawson...	2	114	50 22	"	1	114	75	5450	14 81	62 27	77 08	
Mary Chrystal...	2	108	41 89	"	2	108	49	2964	13 90	33 57	47 83	
Joanna Atkinson...	2	115	44 01	" & St. Marys	3	115	26	1550	14 87	17 71	32 58	
Sarah Hutchinson...	3	111	33 49	"	4	111	49	2385	14 35	27 25	41 60	
Mary McPhail...	1	116	55 00	"	5	116	27	2205	15 00	25 19	40 19	
Janet P. McKay...	2	116	45 00	"	8	116	31	1703	15 00	19 46	34 46	
Benoni A. Cornier...	3	113	43 83	"	10	113	45	2099	14 61	23 69	38 60	
			\$3183 75					2665		\$1042 75	\$1822 40	\$2805 15

COUNTY OF KINGS.

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.	Grant 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
Tea. pd in Albert Co.				Cardwell & Elgin.	3	6	329		\$ 2 01	\$ 2 01	
Allen W. Bray	2 107	30	50	"	5 107	35	1334	218 54	8 43	26 97	
Jane C. Sharp	2 109	42	23	{ Cardwell, Elgin } { & Waterford, }	6 109	22	1673	14 09	10 20	24 29	
Fannie P. Cochrane	2 79	30	64	Cardwell & Elgin	7 79	32	1637	10 21	9 97	20 18	
Harriet A. Sproul	2 07	25	99	"	8 07	32	961	8 60	5 85	14 51	
Zora E. Freeze	2 108	42	09	"	9 108	47	2933	14 03	18 18	32 21	
Alfred McDonald	2 110	50	89	Greenwich	1 110	38	1991	14 22	12 13	26 35	
Walker B. Flewelling	2 110	60	00	"	2	35		Returns too late.			
Ernest Wall	2 109	50	37	"	3 109	47	2425	14 09	14 77	28 86	
J. T. Wallace	2 06	34	14	"	4 06	37	1748	8 53	10 65	19 18	
A. W. Crabbe	2 112	57	93	"	5 112	29	1844	14 48	11 23	25 71	
A. J. A. Greaves	3 26	7	84	Hammond	3 26	21	434	3 36	2 05	6 01	
Maria S. Cov	2 116	45	00	"	4 116	47	2354	15 00	14 34	29 34	
Matilda J. Booth	3 90	36	20	"	5 90	28	1181	15 52	7 19	22 71	
Laura A. Purves	2 116	45	00	Hampton	1 116	19	903	15 00	5 50	20 50	
FRANK H. HAYES.	1 50	64	65	"							
FRANK H. HAYES.	1 66	85	35	"							
Mrs. S. G. Adams	2 61	23	66	"	2 177	77	4554	22 89	27 74	50 63	
Edwin C. Hayes	2 116	60	00	"	3 116	38	2773	15 00	16 90	31 90	
Annie M. Carter	1 98	46	46	" & Rothesay	4 98	22	1171	12 67	7 13	19 80	
Fred. S. Chapman	1 115	74	68	" & Upham	6 115	65	3539	14 94	21 50	36 50	
Ada Faulkner	2 115	44	61	" & Rothesay	7 115	27	1876	14 87	11 43	26 30	
Percy H. Warneford	2 62	32	07	"	8 62	27	1263	8 92	7 72	15 74	
Nettie V. Smith	3 111	33	49	"	9 111	25	1321	14 35	8 07	22 42	
Tea. pd in St. John Co.				" & Simonds	20	10	707		4 32	4 32	
M. Annie Paul	3 115	34	70	Havelock	2 115	42	1965	14 87	11 97	26 84	
Evelyn Fowler	3 62	23	39	"	3 62	12	528	10 69	3 22	13 91	
Denis Hanifen	3 116	45	00	"	4 116	35	1173	15 00	7 13	22 13	
Martha J. Crips	2 116	45	00	"	5 116	21	1552	15 00	9 50	24 50	
Calvin F. Alward	3 116	45	00	"	7 116	68	4232	15 00	26 09	41 09	
ELDON MULLIS	1 115	148	70	"	8 230	125	5481	29 51	51 67	81 48	
Nanie H. Price	2 115	44	81	"	9 115	51	3391	14 87	20 60	35 53	
Rachel Baskin	2 115	44	61	"	10 115	38	1874	14 61	11 41	26 02	
Amanda J. Plume	2 61	31	65	"	11 61	18	846	10 52	5 15	15 67	
Eliza Fowler	2 111	43	06	"	13 111	39	2147	14 35	13 08	27 43	
Francis A. Hamlyn	2 116	75	00	"	14 116	44	2429	20 00	14 80	34 80	
David Horseman	2 116	75	00	" & Salisbury	22	2	124		0 70	0 70	
Tea. pd in Westmor'ld				"							
Annie E. Martin	2 79	30	64	Kars	1 79	12	553	10 21	3 37	13 58	
Celia Frost	2 112	43	44	"	2 112	41	2458	14 48	14 98	29 46	
Emeline Wetmore	3 116	46	67	"	4 116	27	2184	20 04	13 30	33 30	
Charles W. Belyca	3 116	45	00	"	5 116	20	1165	15 00	7 10	22 10	
Geo. B. B. Wetmore	2 114	59	22	Kingston	1 114	48	2456	14 81	14 96	29 77	
C. Lec S. Raymond	3 104	53	79	"	2 104	22	1249	17 93	7 60	25 53	
Henry A. Perkins	3 116	45	00	"	3 116	31	2014	15 00	12 27	27 27	
Hattie A. Davis	3 110	35	00	"	4 110	21	890	15 00	5 42	20 42	
W. J. Wilson	1 110	137	50	"	5 232	76	5531	30 00	33 70	63 70	
Rebecca Bennett	2 116	45	00	"	6 116	37	1932	15 00	11 77	26 77	
Selina Crawford	3 110	35	00	"	7 100	32	1537	12 93	9 37	22 30	
Augusta E. Crawford	2 100	38	79	"	9 113	20	1550	10 48	9 63	20 11	
Eliza S. Hogan	3 113	45	45	"	10 80	41	2078	14 34	12 29	26 63	
Estella Daye	3 80	24	14	"	11 114	35	2573	14 74	15 71	30 45	
Malcolm D. Brown	3 114	44	22	"	12 91	30	1435	11 77	8 74	20 51	
George H. Laskey	2 91	47	67	" & Westfield	13 116	27	1403	15 00	8 55	23 55	
Ellen M. McDougall	3 116	35	00	"							
S. A. McLeod, A. B.	1 118	75	60	"	1 232	72	3641	30 00	22 18	52 18	
Celia A. Wetmore	2 116	45	00	Norton							
BEVERLEY N. NOBLES	1 116	150	00	"	2 226	84	4451	29 22	27 12	56 34	
Fred. H. Wetmore	3 110	42	67	"							

COUNTY OF KINGS.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
			On account of Teachers employed.						On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7
Charles Warneford.....	3	115½	24 81	Norton.....	3	115½	37	1034	\$14 04	\$11 78	\$26 72
Jessie M. Fowler.....	2	101½	30 38	".....	4	101½	23	1409½	13 13	8 59	21 72
Ida C. Flewelling.....	3	109	32 50	" & Studholm	5	109	31	1082	14 09	12 07	26 16
Annie M. Smith.....	2	97	37 63	".....	7	97	37	1624	12 54	9 89	22 43
Joshua N. Smith.....	2	110	60 00	".....	8	110	26	1647	15 00	10 03	25 03
Alice M. Johnston.....	3	42	12 67	".....	9	42	21	593	5 43	3 64	9 07
D. H. McDonald.....	3	114	58 96	" & Sussex.....	11	114	31	1739	19 05	10 59	30 24
Louise E. Saunders.....	1	115	54 52	Rothessay.....	2	115	24	1420	14 37	8 69	23 56
J. Lee Flewelling.....	2	115½	59 74	".....	3	115½	40	2145	14 94	13 07	28 01
Tillie Lawrence.....	2	114	44 22	".....	4	114	22	1283	14 74	7 85	22 59
Sarah E. Flewelling.....	1	53	25 13	".....	5	53	19	575	6 85	3 50	10 35
Anna Cleaveland.....	2	95	46 06	".....	6	95	22	1077	10 37	6 56	22 93
John J. Clarke.....	2	94½	45 88	".....	7	94½	20	1018	12 22	6 20	18 42
Tea. pd. in St. John Co.				" & Simonds	19		19	1439		8 77	3 77
S. L. Tilley Frost.....	2	114	58 96	Springfield.....	1	114	41	2077½	14 74	12 60	27 40
S. F. Wilson, A. B.....	1	116	150 00	".....	2	116	52	4182	15 00	25 48	40 48
H. M. Wilson, c. r. a.....	3	114	17 20	".....	3	114	31	2189	15 00	13 34	28 34
J. Clarence Sharp.....	2	116	30 00	".....	4	116	42	2112	20 00	12 87	32 87
B. H. Northrup.....	2	116	00 00	".....	5	116	21	1597½	14 35	9 73	24 08
Margaret A. Long.....	3	111	33 49	".....	7	115	44	2712	14 87	16 52	31 39
S. L. T. Wiggins.....	2	115	50 43	".....	8	116	22	1625	15 00	9 99	24 00
Celia E. Gray.....	2	109½	41 32	" & Kingston	9	109½	33	1925	13 78	11 73	25 51
Maggie A. Bates.....	3	110	42 67	" & Wickham	11	110	21	1305	14 22	7 95	22 17
George M. Wetmore.....	3	35	10 50	" & Norton.....	12	106	38	2298	13 71	14 00	27 71
Lucretia Marvin.....	1	71	33 66	".....	13	114	20	1561	10 65	9 50	20 15
Julia C. Frost.....	3	114	58 96	".....	15	116	31	1996	15 00	12 16	27 16
J. Wesley Nobles.....	2	116	45 00	".....	16	110	23	1374	14 22	11 41	25 63
Jessie A. Fairweather.....	2	110	42 67	".....	21	114	39	1391	14 74	8 47	23 21
Sarah A. Sharp.....	3	111	43 06	Studd'lm & Havel'k	3	111	45	2212	14 35	13 43	27 53
David L. Gaunce.....	3	116	45 00	".....	4	116	34	1596	15 00	9 72	24 72
George N. Pearson.....	2	103	71 03	".....	6	103	28	2143	17 76	13 06	30 82
Perley T. Kierstead.....	2	116	45 00	".....	7	116	45	2551	15 00	15 54	30 54
George E. Case.....	2	115½	59 74	".....	8	115½	52	3418	14 94	20 82	35 76
Kate Brown.....	1	116	55 00	".....	9	116	22	1296	15 00	7 99	22 99
Gillis H. Burnett.....	2	116	60 00	".....	10	116	36	3023	15 00	13 42	33 42
Jane Brown.....	2	32	12 41	".....	12	82½	49	1688	10 67	10 28	20 95
William S. Carter.....	2	50½	10 59	".....	13	104	32	1888	13 45	11 50	24 95
Ella Kennedy.....	2	104	53 79	".....	14	115½	19	1533	10 92	9 34	20 26
Eliza E. Johnson.....	3	145½	46 47	".....	15	112	65	4656½	14 48	28 37	42 85
A. Brunswick Foster.....	1	112	144 82	".....	16	116	34	1955½	15 00	11 91	26 91
Athelina E. Sharp.....	3	116	45 00	".....	19	116	43	2077	15 00	12 65	27 65
JOHN F. ROGERS.....	3	84	40 72	{ Do. Johnston } { & Brunswick, }	22	84	27	1436½	14 48	9 75	23 23
Emma C. Kierstead, c. r. a.	3	116	45 00	Studholm.....	23	116	43	2309½	15 00	14 07	29 07
David J. Hamilton.....	2	116	60 00	" & Sussex.....	25	232	94	6665	30 00	40 60	70 60
Hiram W. Folkins.....	3	84	40 72	Sussex.....	1	228	114	7703	20 48	46 94	76 42
Wm. C. McKnight.....	2	116	45 00	".....	2	345½	247	16335	44 68	99 52	144 20
Mary E. McLeod.....	2	116	60 00	".....	4	71	16	580½	9 18	3 57	12 75
Edmund Puddington.....	3	116	35 00	".....	5	116	35	1913½	15 00	11 66	26 66
Bessie A. Pearson.....	1	113	73 05	".....	6	107½	45	2200	13 91	13 40	27 31
Angus Sillars, A. B.....	2	115	44 61	".....	7	116	53	2056	15 00	12 53	27 53
Margaret E. Ryan.....	1	115½	140 36	".....							
George S. Carson.....	2	116	60 00	".....							
Isaac H. Hallett.....	1	114	54 05	".....							
Jennie E. Murray.....	3	71	21 42	{ Do. Waterford } { & Cardwell, }	6	107½	45	2200	13 91	13 40	27 31
Phebe E. McMonagle.....	2	116	45 00	Sussex.....	7	116	53	2056	15 00	12 53	27 53
Eliza A. Earle.....	2	116	60 00	".....							
Sarah M. Sharp.....	2	107½	41 71	".....							
Andrew Sprague.....	2	116	60 00	".....							

COUNTY OF KINGS.—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		
Wm. S. Fowler.....	3	80	\$31 03	Sussex.....	8	80	24	1250	\$10 34	\$ 7 62	\$17 96		
Bertha P. Tabor.....	2	114	44 22	" & Hammond.	9	114	28	2343	14 74	14 28	29 02		
Alfred S. Baxter.....	2	116	60 00	{ Do. Upham & } Norton.	10	116	46	2059	15 00	12 54	27 54		
William J. Dunlap.....	3	114	44 22	Sussex.....	11	114	48	2753	14 74	16 77	31 51		
Geo. W. Fowler.....	2	115	59 48	" & Studholm.	11	115	56	3511	14 87	21 39	36 26		
Edmund H. Fowler.....	3	116	60 00	".....	14	116	25	2043	20 00	12 45	32 45		
Mag. M. Cunningham.....	3	116	46 67	".....	5	116	28	2224	20 00	13 55	33 55		
HENRY T. COLPITTS.....	1	80	86 20	Upham.....	1	80	42	1976	10 34	12 64	22 98		
Alice K. Lawson.....	3	116	46 67	" & Simonds.	2	116	17	1354	20 00	8 25	28 25		
William Rommell.....	2	110	60 00	".....	3	116	67	2806	15 00	17 64	32 64		
Caleb Smith.....	2	114	58 98	".....	4	114	42	2132	14 74	12 09	27 73		
Eliza M. Fenwick.....	3	115	34 70	".....	6	115	50	3587	14 87	21 85	36 72		
Hattie C. Fowler.....	2	108	41 89	".....	7	108	47	1972	13 93	12 01	25 97		
Tea. pt. in St. John Co.				Do. & St. Martins.	25		6	1883		1 15	1 15		
Harriet E. Mallery.....	3	116	35 00	Waterford.....	1	116	30	1819	15 00	11 08	26 08		
Jeremiah Donovan.....	3	116	45 00	".....	2	116	60	3703	15 00	22 56	37 56		
Cath. J. Lockhart.....	3	116	46 67	Do. Alma & Elgin.	3	116	16	1677	20 00	10 22	30 22		
Mary E. Bray.....	2	104	40 34	".....	5	104	35	1203	13 45	7 33	20 78		
Amelia A. Nason.....	3	105	42 24	".....	6	105	35	3032	18 11	18 47	36 58		
Martha E. Bray.....	2	110	42 67	".....	3	110	46	2522	14 22	15 36	29 58		
Hattie M. Nugent.....	3	116	43 75	Westfield.....	1	116	17	783	20 00	4 77	24 77		
John W. Caulfield.....	1	116	75 00	".....	2	116	33	2210	15 00	13 47	28 47		
Josephine M. Kinnie.....	2	42	16 29	".....	3	42	27	6434	5 43	3 02	9 35		
Maggie E. Ellsworth.....	2	110	45 00	".....	6	110	29	1958	15 00	11 93	26 93		
Emma F. Berry.....	2	118	45 00	".....	7	116	26	1577	15 00	9 61	24 61		
Amelia T. Theall.....	3	116	46 67	".....	8	116	26	1067	20 00	6 50	26 50		
Frederick E. Currie.....	3	55	21 33	".....	9	55	18	458	7 11	2 70	9 80		
William McKae.....	3	115	59 48	".....	11	115	27	2169	19 83	13 22	33 05		
Eliza J. McConchie.....	2	75	29 09	".....	12	75	31	1180	9 70	7 19	16 89		
David J. Wagner.....	3	66	25 60	".....	13	66	23	677	8 53	4 12	12 65		
			\$7040 42				4070	236,880 1/2	\$1055 43	\$1720 52	\$2084 96		

COUNTY OF MADAWASKA.

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
Frances Morehouse.....	3	115	\$34 70	Madawaska.....	1	115	63	5750	14 87	\$46 02	\$60 80
Catharine Oueic.....	3	116	35 00	"	2	116	45	2510	15 00	20 14	35 14
Rebecca Proux.....	3	60	18 10	St. Ams.....	1	60	29	1370	7 76	10 97	18 73
Rebecca Proux.....	3	40	12 07	"	1	40	"	"	Returns too late.		
Abraham Perron.....	3	116	60 00	"	2	116	29	3229	29 00	25 84	45 84
Bal. to Trustees, Oct. 77				"					7 21		7 21
Michel Fournier.....	3	109	42 23	"	3	109	45	2514	14 09	20 13	34 22
P. F. Cormier.....	3	76	29 48	St. Basil.....	1	76	33	1332	9 33	10 82	20 05
Clementine Cyr.....	3	92	27 76	"	2	92	32	1306	11 90	10 45	22 35
Severnie M. Dufour.....	3	106	31 93	"	3	106	46	3104	13 71	24 34	33 55
Seraphine Albert.....	3	116	35 00	"	4	116	31	2030	15 00	16 70	31 70
Les Sirois.....	3	116	35 00	"	5	116	39	2732	15 00	21 87	36 87
Sophia Legassy.....	3	116	46 67	"	6	116	15	1927	20 00		
Bal. due Trustees, October 1877.....				"					0 40		0 40
Elonore Therriault.....	3	116	35 00	"	7	116	40	2747	15 09	21 09	36 09
Hermine Lachance.....	3	116	35 00	St. Hilaire.....	1	116	23	2143	15 00	17 19	32 19
Josephine Paradis.....	3	116	35 00	"	2	116	50	3215	15 00	25 73	40 73
Elizabeth Hebert.....	3	116	35 09	"	3	116	38	3329	15 00	30 65	45 65
Mary E. Trudel.....	3	116	35 00	"	4	116	33	2593	15 00	20 79	35 79
Bracaid Leveque.....	3	116	35 00	"	5	116	13	1040	15 00	3 32	23 32
Georgiana Onellet.....	3	116	35 00	"	7	116	25	1472	15 00	11 78	26 78
Magloire F. Carron.....	3	116	45 00	St. Francis.....	1	116	33	2007	15 00	16 07	31 07
Fred. Michaud.....	3	99	38 40	"	2	99	28	1529	12 30	12 24	25 04
Athelia Cyr.....	3	89	26 85	"	3	115	38	2404	14 87	19 72	34 59
Denise Nadeau.....	3	20	7 84	"							
Elizabeth A. Dec.....	3	46	13 88	"	4	46	49	1150	5 95	9 29	15 15
Julia Albert.....	3	30	11 77	"	8	39	33	848	5 04	6 79	11 83
Anastasia Martin.....	3	116	46 67	"	10	116	34	3923	20 00	31 40	51 40
Susan Martin.....	3	105	31 68	"	12	105	34	1044	13 58	13 16	26 74
Geo. A. Ryan.....	3	80	31 03	St. Leonard.....	2	80	24	733	10 34	5 87	16 21
Christine Derosier.....	3	116	35 00	"	4	116	39	3096	15 00	24 78	39 78
D. Arthur Potvin.....	3	112	43 44	"	5	112	32	1740	14 18	13 97	28 45
Sarah B. Earle.....	3	92	37 01	"	6	92	6	583	15 87	4 07	20 54
Hern. A. Couillard.....	3	116	60 09	"	7	116	33	1612	20 00	12 90	32 90
Perrin J. Madeau.....	3	116	60 00	"	8	116	29	2392	20 00	10 15	30 15
Frank Perrault.....	3	106	41 12	"	13	106	30	1941	13 71	15 54	29 25
Josephine Corrow.....	3	77	23 23	"	14	77	29	604	9 96	4 85	14 81
William Doucett.....	3	113	43 83	"	17	113	43	3269	14 61	18 16	32 77
			\$1240 70				1137	73,470	\$400 98	\$688 12	\$1085 10

COUNTY OF NORTHUMBERLAND.

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
Thos. Dunn.....	3	114	24 22	Alnwick.....	2	114	27	1596	214 74	112 97	227 71
Romain B. Hache.....	3	116	45 00	".....	4	116	15	1445	15 00	11 75	29 75
Jane J. Carruthers.....	3	116	46 67	".....	3	116	34	2024	20 00	16 45	36 45
Mary J. Tait.....	3	113	45 45	".....	8	113	29	2009	19 48	16 33	35 81
Placide P. Gaudet.....	3	80 1/2	33 56	" & Saumarez	8	80 1/2	27	1258	11 19	10 23	21 42
Amy M. Iddles.....	2	100	38 79	Blackville.....	1	100	46	2394	12 93	17 46	32 39
John Flanagan.....	2	101	52 24	".....	2	101	41	2121	13 06	19 24	30 30
W. H. Grindley.....	2	116	60 00	".....	6	116	60	3015	15 00	24 50	39 50
John Curran.....	2	116	60 00	".....	7	116	47	2919	15 00	23 73	38 73
Maggie Rogan.....	3	115 1/2	34 85	".....	11	115 1/2	39	1614	14 94	15 57	30 51
Eliza M. Young.....	3	114	34 39	Blissville.....	2	114	22	1616	14 74	13 14	27 88
S. Charlotte Hammond	2	116	45 00	".....	2	116	27	1702	15 00	13 84	28 84
M. M. Bowden.....	2	82 1/2	32 01	" & Ludlow	3	82 1/2	38	1871	10 67	15 20	25 87
Rowland Crocker.....	3	116	45 00	".....	4	116	51	3272	15 00	26 60	41 60
Ingram B. Oakes, A. B.	1	114	74 35	Chatham.....	1	614	280	20,973	7 04	170 48	237 52
K. M. Williston.....	1	114	54 52								
Minnie H. Haviland.....	3	114	34 70								
Cecelia Alexander.....	1	114	54 52								
Simon Crumley.....	3	58	22 69								
Christina Cameron.....	2	113 1/2	44 03								
DONALD MCINTOSH.....	1	116	150 00	".....	3	116	79	5014	15 00	40 78	55 78
Jas. McIntosh.....	2	116	60 00	".....	4	116	79	4687	15 00	38 10	53 10
Adelaide Ritchie.....	2	112	43 44	" & Glencig	5 1/2	112	44	2708	14 48	22 01	36 49
Ellen Burns.....	2	118	45 00	".....	6	118	56	2987	15 00	24 28	39 28
Kate Loggie.....	2	115 1/2	44 81	" & Glencig	6 1/2	115 1/2	41	2433	14 94	10 78	34 72
Annie Quinlan.....	1	114	54 52	".....	8	288	209	14782 1/2	29 75	120 17	149 92
Mary R. Tweedie.....	2	114	44 60								
Maria C. Baldwin, c. r. a.	3	112	17 04								
Thos. Caulfield.....	1	114	74 35								
John Melnis.....	3	114	44 60	".....	0	342	206	12922	44 60	105 04	149 64
Bridget Flanagan.....	1	114	54 52								
JAS. N. WARREN.....	1	116	150 00	Derby.....	1	116	51	3255	15 00	26 40	41 40
Helena Horgan.....	2	115	44 61	".....	19	115	30	2654	14 87	21 57	36 44
Martha Thompson.....	3	95 1/2	38 41	".....	2	95 1/2	23	1673	10 47	13 60	30 07
Amy Archibald.....	2	107	41 51	".....	3	107	47	2060 1/2	13 84	24 11	37 95
Isabella McIntosh.....	2	116	45 00	".....	4	116	36	2540	15 00	20 65	35 65
Maggie Miller.....	2	116	45 00	Glencig.....	1 1/2	116	41	3474	15 00	28 24	43 24
Bridget Murray.....	3	103	43 44	".....	2	103	20	1260	13 61	10 24	28 85
Mary McEachren.....	3	112	45 05	".....	3	112	15	1280	19 31	10 40	29 71
Maggie J. Barron.....	3	100	42 64	".....	6	106	25	2331 1/2	18 28	18 95	37 23
T. G. McKay.....	2	115	59 48	".....	7	115	37	1452 1/2	14 87	11 81	26 68
Robert C. Byers.....	3	110	45 00	".....	7 1/2	110	40	2325	15 00	18 90	33 90
Bridget M. Hackett.....	3	105	31 68	".....	8	105	22	812 1/2	13 58	6 00	20 18
Mrs. Daniel Lewis.....	3	116	35 00	Hardwicke.....	1	116	31	1789	15 00	14 54	29 54
Christiana O'Neill.....	3	116	40 67	".....	2	116	30	1281	20 00	10 49	30 49
Charles Anthony.....	3	110	60 00	".....	4	110	23	1416	20 00	11 51	31 51
Susie E. Perley.....	1	114	54 05	Ludlow.....	3	114	17	1177 1/2	14 74	9 57	24 31
Michael Flinn.....	2	115	59 48	Nelson.....	1	115	110	6884	14 87	55 90	70 83
Emma Flett, c. r. a.	3	110	16 00								
Maggie McDonald.....	2	114	44 22								
Maggie Wood.....	3	111	39 49	".....	3	111	30	1733 1/2	14 35	14 09	28 44
Maggie A. Jordan.....	2	116	45 00	".....	5	116	30	2031	15 00	16 51	31 51
Grace E. M. Grennan.....	3	115	40 27	".....	6	115	24	1523 1/2	19 83	12 38	32 21
Benjamin Parker.....	3	94	36 40	".....	7	94	29	1436	12 15	11 67	23 82
Mary J. Swim.....	2	114	44 22	Newcastle.....	1	114	29	1664 1/2	14 74	13 54	28 28
Chas. Stewart.....	3	116	45 00	".....	2	116	46	2193	15 00	17 83	32 83
Maggie S. Gordon.....	2	116	60 00	".....	2 1/2	116	17	1758	20 00	14 29	34 29
Annie McEachren.....	3	107	32 28	" & Alnwick	3	107	25	1869	13 84	16 19	29 03
Ellen Wall.....	3	110	46 67	".....	4	110	23	1647 1/2	20 00	18 39	38 39
Lizzie M. McBeath.....	2	42 1/2	16 49	".....	5	42 1/2	20	564	5 50	4 58	10 08

COUNTY OF QUEENS.—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
Chas. H. Fanjoy.....	3	102	\$52 70	Waterboro.....	9	102	19	1237	\$17 58	\$ 8 37	\$25 95
Sarah J. Price.....	2	116	60 00	".....	10	116	31	2018	20 00	19 74	39 74
Charlotte M. Sprague.....	3	114	34 33	Wickham.....	1	114	51	3151	14 74	21 33	36 07
Janie E. McDonald.....	3	112	33 79	".....	2	112	22	1191	14 48	8 06	22 54
W. B. Welsh.....	2	116	60 00	".....	3	116	22	1340	15 00	9 07	24 07
Melissa J. Belyea.....	2	116	45 00	".....	4	116	23	1723	15 00	11 67	26 67
John H. DeLong.....	2	107	58 19	".....	5	107	49	2454	14 55	16 61	31 16
T. Wesley Smith.....	2	109	55 34	".....	6	109	23	1506	13 84	10 19	24 03
Emma C. McDonald.....	3	80	32 18	".....	8	80	23	1870	13 79	12 65	26 44
Tea paid in King's Co.				" & Springfield	11		16	439	.....	2 97	2 97
			\$2078 81				2398	143,780½	\$1103 83	\$973 06	\$2076 80

COUNTY OF RESTIGOUCHE.

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
Sarah Sharp, c. r. a....	3	50	\$ 8 90	Addington.....	1	225½	191	13020	\$29 55	\$80 70	110 25
JOHN LAWSON.....	1	116	150 00								
Susie S. Gerrard.....	2	114½	44 42								
William Firth.....	2	116	50 99								
Barbara McNair.....	2	116	45 00								
Alice Weston Gadd.....	3	116	34 99								
Nancy E. Robinson.....	3	116	40 67								
Kate McMillan.....	2	115	44 61								
Donald McLean.....	2	116	59 99								
Mary McMillan.....	2	116	45 00								
John Cook.....	2	114	78 61	Colborne.....	1	113	34	1898	14 61	11 76	26 37
Donald McLean.....	2	116	59 99								
Mary McMillan.....	2	116	45 00								
John Cook.....	2	114	78 61								
J. F. DORRIV.....	1	116	99 57	" & Durham	8	114	46	3054½	14 74	18 93	33 67
Alex. Ross.....	1	116	74 99								
Mary Desbrisay.....	2	116	45 00	Dalhousie.....	1	342	164	11859½	44 22	73 51	117 73
J. A. Dunn.....	2	116	45 00								
Lizzie A. McNair.....	3	116	34 99								
Gavin Hamilton.....	2	116	60 99								
Rebecca J. Cook.....	3	106	42 64								
Jas A. Chisholm.....	3	99½	38 60								
Peter McAllister.....	3	116	60 00								

COUNTY OF RESTIGOUCHE.—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.	
3	5	4	3	2	1	2	3	4	5	6	7	
Isabella McTomney.....	3	35	\$10 66	} Durham..... " & Beresford " " " " " " " "	1	111	19	1310	\$14 35	\$8 12	\$22 47	
William C. Harvie.....	3	78	30 26		1	.....	5	360	.....	2 23	2 23
Tea. pd. in Gloucester Co	3	114	59 22		2	112½	76	4318½	14 55	29 87	44 43	
Julian G. Noble.....	3	116	45 00		4	114	44	2010½	14 74	16 18	30 92	
John Chalmers.....	3	114	42 98		5	114	30	1380	19 05	8 59	28 24	
Catharine Robertson.....	3	116	45 00		6	114	40	2523	14 74	15 64	30 38	
Catharine Doyle.....	3	116	45 00		7	114	37	2137½	14 74	13 25	27 99	
Edward Carney.....	3	116	45 00									
			\$1386 97				1108	72,165½	\$388 81	\$447 44	\$836 25	

COUNTY OF ST. JOHN.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
William A. Duke.....	2	114	\$58 96	} Lancaster..... " " " " " " " " " " " " " " " " " "	1	230	71	3499	\$29 74	\$30 49	\$60 23	
Lydia J. Fullerton.....	2	116	45 00		2	439	277	16995	56 77	148 07	204 84	
J. M. COYNGRAYHAME..	3	111	139 04		3	115	32	1506	14 87	13 12	27 99	
Henrietta Fradsham.....	3	111	33 49		4	111	17	2036	10 13	17 74	36 87	
Mary O'Sullivan.....	2	105	40 73		5	16	17	245	2 76	2 13	4 89	
Jane Chappell.....	3	115	34 70		6	114	76	4225½	14 74	36 81	51 55	
John B. Hayes.....	2	115	59 48		7	113½	18	1667	19 57	14 52	34 09	
Rosa Rush.....	3	111	44 65		10	46	29	1291	7 93	11 25	19 18	
Anna B. Horton.....	3	16	6 11		11	116	65	5591	20 00	48 71	68 71	
Ann Richard.....	1	114	54 05		12	15	33	482	1 94	4 20	6 14	
Wm. Kerr.....	3	113½	53 71	} Lancaster..... " " " " " " " " " " " " " " " " " "	9	113½	18	1667	19 57	14 52	34 09	
Annie C. Shields.....	3	46	13 51		10	46	29	1291	7 93	11 25	19 18	
A. W. D. Knapp.....	2	116	80 00		11	116	65	5591	20 00	48 71	68 71	
David Kirkpatrick.....	3	15	5 82		12	15	33	482	1 94	4 20	6 14	
Francis F. McGowan.....	1	114½	74 03		13	462	277	15210	59 74	132 52	192 26	
Alice K. Meagher.....	2	115½	44 81		14	37	64	1570	4 78	13 70	18 54	
Alicia F. McCarron.....	3	116	35 00		15	111	42	2001	14 35	17 44	31 79	
Mary G. Gunn.....	2	116	45 00		16	116	37	2703½	15 00	23 60	38 60	
Robert T. Logan.....	3	37	14 85		1	.....	2	95½	.....	00 83	00 83
A. W. Steeves.....	2	111	57 41		1	.....	2	95½	.....	00 83	00 83
Geo. R. Camp.....	2	116	60 00	1	.....	2	95½	.....	00 83	00 83	
Tea. pd. in Charlotte Co				1	.....	2	95½	.....	00 83	00 83	

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.		
								On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	3	4	5	2	1	2	3	5	6	7
Daniel McIntyre.....	1	115	\$75 00	Town of Portland.....	4018	raised.	2401	\$697 16	\$1408 63	\$2005 78
GEO. T. TAYLOR.....	1	115	150 00							
Grace Murphy.....	1	115	55 00							
Abraham D. Smith.....	2	110	57 41							
Janie M. Rowan.....	2	5	1 94							
Jessie K. Sutherland.....	2	103	42 23							
Janie M. Rowan.....	2	5	1 94							
Jane Cunard.....	2	115	45 00							
Helen Dale.....	2	115	45 00							
Amelia J. Laskey.....	2	103	40 34							
Maggie R. Gray.....	2	12	4 66							
Alicia R. Green.....	2	115	45 00							
Jas. E. Wetmore.....	1	115	75 00							
Mary M. Rees.....	1	115	55 00							
Eliza Wetherall.....	3	115	35 00							
Kate A. Kerr.....	1	92	44 09							
Agnes E. Livingstone..	2	92	36 07							
Jas. Crawford.....	1	92	60 12							
Wm. J. Rolstone.....	1	74	48 49							
Janie M. Rowan.....	2	18	6 93							
John Brooks.....	2	92	48 10							
Bernard B. Smyth.....	2	115	60 00							
Damien Bourgeois.....	2	115	60 00							
Sarah Smyth.....	2	115	45 00							
Mary Murry.....	2	115	35 00							
Ellen O'Grady.....	2	114	34 70							
Ellen Toomey.....	2	113	34 39							
Mary Ann Collins.....	2	113	44 22							
Sarah Burchill.....	2	113	34 39							
Mary Routainne.....	2	114	44 61							
Geo. H. Fulton.....	1	115	75 00							
William Parlee.....	1	115	75 00							
Sarah Taylor.....	1	115	55 00							
Winnifred P. Hayes.....	1	100	47 88							
Margaret R. Gray.....	2	3	1 16							
Lizzie J. Thomas.....	2	9	3 49							
Mary Green.....	1	111	53 10							
Margaret R. Gray.....	2	3	1 16							
Mary S. Getchell.....	2	111	43 44							
Margaret R. Gray.....	2	4	1 56							
Ada S. McDonald.....	2	114	44 61							
Cath. Armstrong.....	1	110	52 63							
Margt. R. Gray.....	2	5	1 94							
Maggie A. Nisbet.....	2	115	45 00							
Maria D. W. Nelson.....	2	112	43 83							
Margt. R. Gray.....	2	3	1 17							
Jos. A. Wetmore.....	2	90	47 67							
Wm. J. Rolston.....	1	13	11 64							
Jennie Nisbet.....	2	115	45 00							
Philip Walsh.....	1	115	75 00							
John E. Dean.....	1	115	75 00							
Magt. Gorham.....	2	115	45 00							
William C. Simpson.....	1	115	75 00							
Addie Chamberlain.....	1	115	55 00							
Lucie Currie.....	1	115	55 00							
Lizzie S. Reid.....	2	115	45 00							
Catharine Barton.....	1	82	39 35							
Helen Adam.....	2	83	13 80							
Maggie C. Sharpe.....	2	115	45 00							
Patk. E. Byrne.....	3	115	45 00							
Cath. M. Hogan.....	2	115	45 00							
David P. Chisholm.....	1	115	75 00							

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
								On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	2	1	2	3	4	5	6	7
Maggie A. Watts.....	1	115	\$55 00							
Anna H. Wilson.....	2	115	45 00							
Rachel C. Howard.....	2	115	45 00							
Chas. G. Coster, Ph. D.	1	53	41 38							
Wm. P. Dole.....	1	52	33 62							
Geo. F. Burpee, A. B.	1	96	62 71							
John S. Bennet.....	3	19	7 37							
John S. Bennet.....	3	96	37 63							
Wm. M. McLean.....	1	19	12 28							
Andrew Nesbitt.....	1	115	75 00							
Edwin H. Frost.....	2	115	60 00							
Isabel Humphrey.....	2	115	45 00							
Philip Cox, A. B.....	1	115	75 00							
Helena M. Kirk.....	2	115	45 00							
Janet P. Robertson...	1	52	24 87							
Wm. P. Dole, A. B.....	1	63	41 38							
Janet P. Robertson...	1	63	30 13							
Catharine Barton.....	1	33	15 65							
H. Gertrude Melvin...	2	115	45 00							
Minnie B. Everett.....	2	115	45 00							
Wm. Mills.....	1	115	75 00							
Elizabeth Estey.....	1	115	55 00							
Amelia Duval.....	1	115	55 00							
Janie H. Sullivan.....	3	115	35 00							
Minnie C. Power.....	3	115	35 00							
Margaret McFee.....	1	115	55 00							
Lizzie Denham.....	1	115	55 00							
Mary Cameron.....	1	115	55 00							
Maria Theal.....	1	115	55 00							
Fannie L. Dienaide...	2	115	45 00							
Sarah J. Parkin.....	1	115	55 00							
Hannah Crawford...	1	115	55 00							
Elizabeth K. Poole...	1	115	55 00							
Lydia E. Williams.....	1	115	55 00							
Charles Foley.....	2	115	60 00							
James R. Sugrue.....	2	115	60 00							
Sarah McDermott.....	2	39	15 13							
Mary A. Tobin.....	2	39	15 13							
Kate Sugrue.....	1	103	49 31							
John McAllister.....	1	115	75 00							
Thos. Stothart.....	1	115	75 00							
Wm. M. McLean.....	1	96	62 71							
Abigail A. Williams...	1	19	9 01							
Annie M. Hea.....	1	115	55 00							
Abigail A. Williams...	1	29	13 75							
Helen Adam.....	2	40	15 90							
Henrietta M. Thompson	2	115	45 00							
Mary P. Gregg.....	2	115	45 00							
John Thompson.....	1	115	75 00							
Charlotte Baldwin...	1	115	65 00							
Israel T. Richardson...	3	115	45 00							
John Montgomery.....	1	115	75 00							
George U. Hay.....	1	115	75 00							
Geo. E. Baxter.....	1	115	75 00							
S. E. Whipple.....	1	115	55 00							
Alban F. Emery.....	2	115	60 00							
Margaret Brittain...	1	115	55 00							
Kato E. Carr.....	2	115	45 00							
Caroline E. Huestis...	1	115	55 00							
Emma F. Moran.....	2	115	45 00							
Lydia J. Baxter.....	1	115	55 00							
Laura A. Hughes.....	2	36	13 96							
Clara A. Young.....	2	70	31 04							

COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.								
NAME.	Class.	Legally authorized days actually employed	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				
								On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		
6	5	4	2	1	2	3	4	5	6	7		
Wm. D. Baskin.....	1	115	\$75 00	City of St. John.....	9520 raised.	4661	310,962 raised.	\$1231 03	\$2700 30	\$8940 33		
Marion M. McWilliams.	2	36	13 96									
Mary A. McLeod.....	1	79	37 93									
Mary A. McLeod.....	1	36	17 07									
Laura A. Hughes.....	2	79	31 04									
Thos. O'Rielly.....	1	115	75 00									
Elizabeth O'Regan.....	1	115	55 00									
M. Agnes Nannery.....	2	115	45 00									
Isabella Burchill.....	3	115	35 00									
Sarah G. Duffy.....	1	115	55 00									
Henrietta McGrath.....	3	115	35 00									
Jeanie Bell.....	2	115	45 00									
Henrietta Taylor.....	2	103	40 34									
Mrs. D. A. Thompson, balance Oct. 1877.....	1	1	0 47									
Annie M. Sayre.....	2	19	7 37									
Elizabeth Bourgeois.....	2	115	45 00									
Ellen McKenna.....	3	115	35 00									
Margaret Nealis.....	3	115	35 00									
Bridget Cosgrove.....	3	115	35 00									
Lizzie Lawlor.....	3	115	35 00									
Mary E. Walsh.....	3	115	35 00									
Mary J. Rodgers.....	3	115	35 00									
Margt. A. McNaughton	3	38	15 28	St. Martins.....	1	38	19	458	\$ 6 55	\$ 3 99	\$10 54	
JOHN BRITAIN.....	1	112	144 82									
Abigail Cleaveland.....	2	116	45 00									
Eliza Carlyle.....	2	116	45 00									
Eleanor J. Patterson.....	1	116	55 00									
Isabella J. Wallace.....	2	111	43 06									
Celia J. E. Clark.....	2	21	8 15									
Florence Vail.....	3	116	46 67									
Mary E. McKay.....	3	76	30 37									
Mary McLaren.....	3	101	30 47									
Amelia H. Peatman.....	3	94	37 81									
Emily A. Hayes.....	2	116	60 00									
Carrie M. Melvin.....	2	112	43 64									
Charlotte L. M. Nason	3	104	41 84									
Margt. L. McGirr.....	3	113	34 09									
Kate S. Hopkins.....	2	99	38 40									
Annie M. Hopkins.....	3	114	34 39									
Tea, paid in Kings Co.	Simonds.....	1	326	209	8483	42 15	73 91	116 06	
Hannah V. Monahan.....	3	116	35 00									
Kato E. Turner.....	2	116	45 00									
Maggie E. Murphy.....	3	114	45 85									
Thomas E. Burke.....	1	115	74 35									
Annie G. Flaherty.....	2	111	43 06									
Mary Albanach.....	2	116	46 67									
Michael Kelly.....	2	116	60 00									
Robert Evans.....	3	116	45 00									
Annie E. Lovatt.....	3	30	9 05									
Lizzie Crozier.....	3	116	46 67									
Janio M. Griffith.....	2	116	45 00									
Anna M. Sloan.....	3	116	46 67									
Althea Sherwood.....	3	107	32 28									
Peter Brennan.....	2	115	74 35	Do. & Rothesay ..	19	115	16	1117	19 83	9 73	29 56	
Rebecca J. New.....	2	116	60 00									
Hattie Lawson.....	3	116	46 67	Do. & St. Martins	21	116	16	1724	20 00	15 02	46 18	
Bal. to Trustees, Apr. '77	.....	.....	.....						
Agnes G. Sullivan.....	2	86	44 48	"	"	22	86	13	1020	9 16	8 89	23 72
			\$6683 04				\$250		\$68,031	\$255 02	\$210 43	\$7845 45

COUNTY OF SUNBURY.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
								Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Danl. O'C. McGinnis...	2	90	\$46 54	Blissville & Glads'ne	2	90	40	2592½	\$11 64	\$17 06	\$28 70
Edith J. Bulley.....	2	107½	41 71	"	3	107½	52	2594	13 91	17 07	30 98
Saml. Judson Thorne	3	116	60 00	"	4	116	44	2773	20 00	18 23	38 23
Robertson Gardiner...	3	85	32 97	"	5	85	44	1859	10 99	12 23	23 22
J. Newton Thorne....	3	116	45 90	"	6	116	28	1820	15 00	11 97	26 97
Henry F. Perkins.....	3	116	60 00	"	15	116	34	2688	20 00	17 09	37 09
Steph. H. Estabrooks..	2	116	60 00	Burton	1	116	33	2349½	15 00	15 46	30 46
Mary E. Simpson.....	2	116	45 00	"	2	116	20	841	15 00	5 63	20 53
Jas. F. Vanbuskirk....	3	116	60 00	"	4	116	65	4114½	15 00	40 82	55 52
Laura Hatch, c. r. a.	3	88	12 98	"	5	93	24	1591	12 02	10 47	22 49
Bal. to Trustees, Oct. '77				"	7	21	32	475½	2 72	3 13	5 85
Jas. L. Kimball.....	3	93	36 07	"	7	21	32	475½	2 72	3 13	5 85
Diana S. Dunn.....	3	116	60 00	" & Gagetown	7	116	26	2610	20 00	17 17	37 17
Frances E. Carr.....	3	64	25 74	"	9	64	42	1389	11 04	9 14	20 18
C. T. McCutcheon.....	3	116	60 00	"	12	116	30	2487½	20 00	18 37	38 37
Edwin T. Miller.....	1	115	148 70	Gladstone.	8	115	77	3522	14 87	23 17	38 04
Eliza J. Alexander....	3	112	33 79	"	9	112	22	1182	14 48	7 78	22 26
Rachel Watson.....	2	116	60 00	"	10	116	29	2469	20 00	16 24	36 24
Maggie L. Alexander..	2	116	45 00	"	11	116	25	1686½	15 00	10 96	25 96
Annie Smith.....	3	100	30 17	"	12	100	32	1801	12 93	11 85	24 78
Annie E. Gough.....	3	110½	44 45	"	14	110½	13	1186	19 05	7 80	26 85
Geo. E. Morrel.....	2	112	57 93	Lincoln.	1	112	46	3485	14 48	22 03	37 41
Mary Jarvis.....	2	116	45 00	"	3	116	46	3265½	15 00	21 48	36 48
Georgiana Morehouse..	3	107	32 23	"	4	107	30	1743½	13 84	11 47	25 31
Minnie McLeod.....	3	65½	19 70	"	5	65½	51	1879	8 47	12 30	20 83
Gertrude Barker.....	3	107	32 23	Maugerville.	1	107	40	2369	18 84	15 69	29 43
GEORGE STUART.....	1	116	125 00	"	2	116	42	3410	15 00	22 44	37 44
Celia A. Bragg.....	3	101	30 47	Northfield	3	101	38	1987	13 06	13 07	26 13
Thomas Wright.....	2	112	77 24	"	5	112	38	3069	19 31	20 19	39 50
John Clark.....	3	115	59 49	"	8	115	37	3595½	19 83	23 66	43 49
Tea, paid in King's Co.				" & Chipman	1	1	26	2085		13 69	13 69
A. McNutt Taylor.....	1	106	68 53	Sheff'd & Canning	1	106	12	635	13 71	4 18	17 89
E. M. S. Fenety, A. B.	1	115	74 35	"	2	195	46	3595	25 21	23 06	48 27
Ida A. H. Barker.....	2	80	31 03	"	3	109½	21	1-220	14 16	8 02	22 18
Ida May Gunter.....	3	109½	33 04	"	4	111	44	3323	14 35	21 86	36 21
Geo. S. Allen.....	1	111	132 54	"	4	111	44	3323	14 35	21 86	36 21
			\$1894 24				1223	70,748	\$408 91	\$544 69	\$1092 60

COUNTY OF VICTORIA.

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
Joseph Barnes	2	64	\$33 10	Andover	1	64	42	1742½	\$ 8 28	\$12 67	\$20 95
William Tomlinson	3	111	43 06	"	2	111	26	1501½	14 35	10 92	25 27
BERTON C. FOSTER, A. B.	1	116	150 00	"							
BERTON C. FOSTER, A. B., balance Oct. 1877	1	.....	75 00	"	3	190½	74	4366	24 64	31 75	56 39
Gussie F. Crawford	3	74½	22 48	"							
Mary L. Watson	2	116	45 00	"	4	116	36	2520	15 00	18 39	33 39
Mary E. Blake	2	116	45 00	"	5	116	52	2726½	15 00	12 83	27 83
Mary L. Cassidy	3	116	35 00	Drummond	14	116	45	2123½	15 00	15 44	30 44
.....				"	1						
.....				"	2		32	.....	Returns too late.		
JOHN T. TUTHILL	1	109	140 94	"							
JOHN T. TUTHILL, Sup. Claim, October 1877.	1	.....	56 59	Gordon	1	109	76	3810	14 09	27 71	41 80
Mrs. C. W. Turner	3	105	42 24	"	3	105	22	1956½	17 97	14 23	32 20
Melinda A. Barker	3	116	35 00	Grand Falls	1	116	50	2881½	15 00	20 95	35 95
John Moser	1	110	75 00	"							
Herbert W. Harrison	2	86	46 03	"	7	347	123	8589	44 87	62 46	107 33
Minnie A. DeWolfe	3	26	7 84	"							
Eunice W. DeWolfe	3	26	7 84	"							
Minnie A. DeWolfe	3	90	27 15	"							
Ida Sadler	3	115	34 70	Lorne	1	115	10	775	14 87	5 64	20 51
Annie C. Sloat	3	108½	32 73	Perth	1	108½	47	2831½	14 03	20 59	34 62
Allison W. Clark	3	115	44 61	"	2	115	45	2719½	14 87	19 78	34 65
Rebecca Barclay	3	116	46 67	"	9	116	31	2781	20 00	20 22	40 22
Alex. S. Murray	3	110	56 80	"	10	110	29	2607	18 96	18 96	37 92
Wm. McPhail	3	115	59 48	"	11	115	28	3220	19 83	23 42	43 25
Alex. Patterson	3	71	36 72	"	12	71	33	2762	12 24	20 09	32 33
			\$1199 07				801	49,922	\$298 00	\$363 05	\$662 05

COUNTY OF WESTMORELAND.

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
Ruth E. Walker.....	3 64	319 31		Botsford.....	1 64	36	1056	\$ 8 23	7 55	\$15 83	
Sarah E. King.....	3 114	34 39		".....	2 114	46	1547 1/2	14 74	11 07	25 81	
Mary J. King.....	3 114 1/2	34 54		".....	3 114 1/2	57	2600	14 81	18 59	33 40	
Benjamin Corrigan.....	2 116	80 00		".....	4 116	29	1477	20 00	10 50	30 50	
John Jas. Mahoney.....	3 114	44 22		".....	5 114	44	1952 1/2	14 74	13 90	28 70	
John W. Wall.....	2 116	60 00		".....	6 116	60	3596	15 00	25 72	40 72	
Wm. J. Trauholm.....	3 116	45 00		".....	8 116	37	2021	15 00	14 45	29 45	
Arthur W. Bent.....	3 116	45 00		".....	9 116	43	1875	15 00	13 40	28 40	
A. Johnson Dobson.....	2 115 1/2	44 81		".....	10 115 1/2	42	2293	14 03	16 30	31 32	
David Grant.....	2 98	50 63		".....	11 98	39	2411 1/2	12 67	17 25	29 92	
Jas. G. Atkinson.....	2 114	58 96		".....	12 114	45	2157	14 74	15 42	30 16	
Wm. M. Spence.....	3 116	45 00		".....	13 116	43	2508	15 00	17 94	32 94	
Eliza A. Joyce.....	3 75	22 63		".....	14 75	33	1403	9 70	10 05	19 75	
Jane Jones.....	3 116	35 00		".....	15 116	53	2638 1/2	15 00	19 30	34 30	
A. D. McCULLY, A. B.....	1 114 1/2	148 06		".....	16 230 1/2	82	5213 1/2	29 81	37 23	67 09	
Mary Gogang.....	3 116	35 00		".....	17 116	53	2771	14 87	10 82	34 69	
Patrick O'Bert.....	3 115	44 61		".....	1 116	32	2132 1/2	15 00	15 25	30 25	
Chas. S. Cole.....	3 116	45 00		Dorchester.....							
Edward V. Tait.....	3 116	45 00		".....							
Martha G. Barnes.....	1 115 1/2	54 76		".....	2 236 1/2	123	6043 1/2	29 03	43 25	73 18	
Ida Richardson, c. r. a.....	3 113 1/2	17 09		".....							
Mary Wright.....	3 116	35 00		" & Sackville.....	3 116	36	2349	15 00	16 80	31 80	
Wm. Fozlow.....	3 116	60 00		".....	4 116	25	3216	20 00			
Wm. Fozlow, (bonus October 1877).....		15 00		".....				7 52			
J. Edgar Hendry.....	2 114	58 96		".....	5 224	92	5739	23 96	41 05	70 01	
Joseph LeBlanc.....	3 110	42 67		".....	6 116	78	3521 1/2	15 00	25 18	40 18	
Honore Cormier.....	3 116	45 00		".....	7 227	106	4385	29 35	31 37	60 72	
John Brough.....	3 112	43 44		".....	8 68 1/2	37	1111	8 86	7 94	16 80	
Amos Cormier.....	3 115	44 61		" & Shediac.....	9 116 1/2	44	2333	20 00	17 04	37 04	
Rosalie Landry.....	2 68 1/2	20 58		".....	10 231	105	7610 1/2	29 37	54 44	84 31	
Susan J. Peppard.....	3 116	40 67		".....	14 111	49	2794	14 35	19 98	34 33	
Honore LeBlanc.....	3 115	44 61		".....	16 17	16	178	2 20	1 27	3 47	
Celina Bourque.....	3 116	35 00		".....	16 109	47	1022	14 09	13 75	27 84	
Geo. M. Cook.....	2 111	57 41		".....	18 61	51	1365 1/2	7 89	9 76	17 65	
C. E. LaFrance, Oct. 77.....	2 17	8 79		".....	19 67	60	2887	11 55	20 64	32 10	
Chas. E. LaFrance.....	2 109	58 37		".....	21 113	47	2990	14 61	21 36	35 97	
Aime A. Burgeois.....	3 61	23 66		".....	22 116	27	1723	15 00	12 33	27 33	
Melaine Legere.....	3 67	26 95		".....	23 59	54	2070	7 63	14 80	22 43	
Thos. C. Chapman.....	2 113	53 44		".....	24 102	61	4171 1/2	13 10	29 83	43 02	
Eunice Price.....	3 116	35 06		".....	25 112	39	2367	14 48	16 93	31 41	
Philias J. Boudreau.....	3 59	22 89		Moncton.....	1 111	59	2500 1/2	14 35	20 03	34 38	
Dominick Leger.....	3 102	39 57		".....	3 108 1/2	69	3682	14 03	26 33	40 36	
Aime M. Vienneau.....	3 112	43 44		".....	4 80	27	1396	10 34	9 98	20 32	
John O. Beatty.....	2 111	57 41		".....							
Aime P. Bourque.....	3 108 1/2	42 09		".....							
Henry C. Charters.....	3 80	31 03		".....							
SAM. C. WILBUR, A. B.....	1 115	150 00		".....							
Jas. G. McCurdy.....	1 115	75 00		".....							
DeLaney M. Trites.....	2 115	60 00		".....							
Catharine Hennessey.....	1 115	55 00		".....							
Isabella M. Wright.....	1 114 1/2	54 78		".....							
Mary M. McCarthy.....	1 84	40 17		".....	5 1000	740	49,480 miscel.	142 17	354 60	496 77	
Caroline Trenholm.....	3 114	34 69		".....							
Mary Orr Fleming.....	1 106 1/2	50 93		".....							
Eunice J. Brown.....	1 97	46 39		".....							
Anastasia F. DeVere.....	2 114	44 60		".....							
Bal. to Trustees from October 1877.....				".....				1784	5 04	12 76	17 80
Tea. pd. in Kent Co.....				" & Dundas.....	GA 39			1817 1/2		13 00	13 00

COUNTY OF WESTMORELAND.—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
Edward Belliveau.....	3	115	\$44 61	Shediac.....	3	115	43	1481	\$14 87	\$10 59	\$25 46
Adelaide Landry.....	3	92	27 76	".....	8	92	27	1074	11 90	7 68	19 58
WILLIAM A. BARNES.....	1	116	150 00	".....	11	116	43	2151½	15 00	15 39	30 39
D. B. White.....	1	111	71 76	".....	10	657½	256	13606	85 03	97 30	182 33
Wm. Levinge.....	1	115½	74 68								
Chas. L. Barnes.....	2	105	54 82								
Mary Steadman.....	2	103	39 95								
Sophia M. Nesbitt.....	1	116	55 00								
Mary B. Bourque.....	3	106	31 93								
Thos. F. Dwyer.....	2	100	51 72								
Narcisse Gould.....	3	116	60 00								
Annie G. Nixon.....	3	112½	33 94								
Tea. pd. in Kent Co.....											
Ferd. M. Cornier.....	3	115	44 61	" & Dundas	21	115	56	2884½	14 87	20 63	35 50
James Doyle.....	2	116	60 00	" & Botsford	1	116	71	1029	15 00	23 82	43 82
Marcus C. Atkinson.....	1	116	75 00	Westmoreland.....	2	116	84	4736	15 00	33 37	48 37
Woodforde Turner, c. r. a.	3	77	14 97	".....	3	116	46	3000½	15 00	21 46	36 46
Rufus W. Gooden.....	2	114½	59 23	".....	4	114½	45	3419½	19 74	24 45	44 19
Maud E. Copeland.....	1	110	75 00	".....	5	116	76	4858	15 00	34 74	49 74
M. Allen Wall.....	3	68	10 26	".....	6	112½	78	5089½	14 55	36 40	50 95
Ella Smith, c. r. a.....	1	112½	126 03	".....	7	116	29	1903	15 00	13 62	28 62
H. GILBERT HUESTIS.....	3	72½	10 93	".....	8	115	77	4763½	14 57	34 06	48 93
Bertha P. Dixon, c. r. a.	3	116	35 00	".....	10	113	25	1971	19 48	14 09	33 57
Isadore Read.....	2	115	44 61	".....	11	116	16	1515	20 00	10 83	30 83
Margt. A. Teackles.....	2	113	77 92	".....							
Jas. H. Wilkins.....	3	116	60 00	".....							
Frederic Gooden.....											
			\$0738 01				6207	356,632½	\$1850 50	\$2540 00	\$4400 25

COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Frances N. Seely.....	2	115	\$45 00	City of Fredericton.....							
William G. Gaunce.....	1	114	74 35								
Annie M. McLean.....	1	114	54 76								
Ella L. Thorne.....	1	108	51 64								
Amelia Atherton.....	1	114	54 76								
Eva Lugin.....	2	80	31 52								
Sarah A. Brymer.....	1	114	54 76								
Jeremiah Meagher.....	1	114	74 35								
Jos. E. Collins.....	2	110	57 66								
M. Alice Clark.....	1	115	55 00								
Agnes Lawson.....	1	115	55 00								
Jennie Lyle.....	1	115	55 00								
E. A. Minard.....	1	77	36 83								
Gertrude A. Thomson.....	1	23	18 17								
C. A. Yandall.....	2	115	60 00								
Lizzie H. Yandall.....	2	115	45 00								
McAdam.....	2	109	42 65								
Bessie A. Read.....	1	115	55 00								
Maud Elligood.....	2	116	45 00	Kingsclear.....	1	116	39	2405	\$15 00	\$15 89	\$30 89
W. Egerton Everett.....	2	116	60 00	"	2	116	49	2316	15 00	18 61	33 61
Henrietta Weddall.....	3	116	35 00	"	3	116	30	1990	15 00	13 15	28 15
George McEwin.....	3	95	36 85	"	6	95	34	2120	12 28	14 01	26 29
Matilda F. Moffatt.....	3	105	39 60	"	7	105	23	1319	18 11	8 71	26 82
John Simms.....	3	109	56 37	"	9	109	37	2885	18 78	10 00	37 84
Helen Murphy.....	3	115	34 70	"	10	115	32	1754	14 87	11 59	26 46
Abigail Starkey.....	3	116	40 67	"	11	116	18	1800	20 00	11 90	31 90
Chas. Lunin.....	3	116	45 00	Manners-Sutton.....	1	116	52	2194	15 00	14 50	29 50
ARTHUR L. BELYEA.....	1	109	131 55	"	2	109	70	4376	14 09	23 01	43 00
Michael Connelly.....	3	116	45 00	"	3	116	25	1562	15 00	10 32	25 32
Aaron S. Hart.....	4	116	60 00	"	4	116	27	1596	15 00	10 54	25 54
Hannah A. Barker.....	5	115	43 70	"	5	115	43	2210	14 87	14 60	29 47
Mary Helen Loring.....	6	116	45 00	"	6	116	36	2073	15 00	13 70	28 70
Fannie J. Thompson.....	8	114	44 22	"	8	114	36	2523	14 74	16 71	31 45
Minnie Cameron.....	2	116	45 00	New Maryland.....	1	116	34	1550	15 00	10 24	25 24
John A. McPherson.....	2	35	18 10	Prince William.....	2	35	29	605	4 53	4 00	8 53
Maria Elligood.....	3	62	18 71	"	3	62	26	1096	8 02	7 25	15 27
Matilda Graham.....	4	116	45 00	"	4	116	46	2460	15 00	16 25	31 25
W. W. B. Anderson.....	5	116	75 00	"	5	116	38	2457	15 00	16 24	31 24
Mary D. Elligood.....	6	116	43 75	"	6	116	20	1412	20 00	9 34	29 34
T. H. Siddall.....	9	116	45 00	"	9	116	30	2240	15 00	14 80	29 80
Jennie H. Estey.....	10	114	34 39	"	10	114	30	1533	14 74	10 16	24 90
Saml. D. Alexander.....	3	116	60 00	Queensbury.....	3	116	38	3019	15 00	19 95	34 95
G. Ward Merrithew.....	4	21	10 86	"	4	21	26	356	2 72	2 36	5 08
Geo. H. Perkins.....	5	114	139 45	"	5	114	45	3000	14 74	19 33	34 57
John Watson.....	7	42	16 29	"	7	42	18	405	5 43	2 63	8 11
A. Judson Brown.....	8	55	21 38	"	8	55	48	1491	7 11	9 85	16 96
Wm. H. Anderson.....	9	108	56 12	"	9	108	21	2002	18 71	13 22	31 93
Adelia Reed.....	10	114	34 39	"	10	114	20	1116	14 74	7 38	22 12
Martha Hood.....	11	116	45 00	"	11	116	32	2141	15 00	14 15	29 15
Manda J. Lint.....	1	116	45 00	St. Marys.....	1	116	24	1855	15 00	12 26	27 26
Louisa J. Duffy.....	1	114	44 22	"	1	114	46	3300	14 74	21 31	36 55
Louisa F. Morgan.....	1	114	54 05	".....	2	346	205	1269	44 74	83 01	128 65
Hettie McKeen.....	2	116	45 00								
Barbara Staples.....	3	116	35 03								
W. Temple Day.....	1	116	150 00								
Agnes Boyd.....	2	115	44 81								
John A. Gunter.....	4	109	56 37								
Anabel Gunter.....	5	36	10 86								
Robt. M. Dennison.....	6	116	60 00								
Ellen F. Peake.....	7	116	45 00								

COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Isabel Anderson.....	2	44	\$17 07	St. Marys.....	8	44	21	405	\$5 69	\$2 68	\$3 37
Arthur C. Bulley.....	3	115	50 48	".....	10	45	41	2907½	19 83	10 20	30 03
Louisa M. Young.....	2	115	44 61	".....	12	115	40	2175½	14 87	14 37	29 24
Mary A. McBean.....	2	113½	44 03	".....	13	113½	53	1858	14 68	12 28	26 96
Mary E. Young.....	2	116	60 00	".....	1½	116	23	1531	20 00	10 12	30 12
J. W. Freeman.....	2	69	35 69	Southampton	1	69	51	2490	8 92	16 45	25 37
Wm. B. Parent.....	2	116	60 00	".....	5	116	46	2999	15 00	10 82	34 82
Georgia Fox.....	3	116	35 00	".....	7	116	40	2251½	15 00	14 88	29 88
Geo. A. Lounsbury.....	3	100	33 79	".....	9	100	50	3224½	12 93	21 31	34 24
Robert Vince.....	3	90	33 40	".....	11	90	40	1728	12 80	11 42	24 22
Ada J. Hartley.....	3	95	35 82	".....	15	95	34	2751	16 37	18 18	34 55
Martha B. Douglas.....	3	116	35 00	Stanley.....	1	116	35	1778½	15 00	11 75	26 75
Annie McM. McKinnon.....	3	36	14 48	".....	1½	36	7	238	6 20	1 90	8 10
Ellen M. Sansom.....	2	116	60 00	".....	2	116	32	2927	20 00	10 34	30 34
Chas. A. Miles.....	2	116	60 00	".....	3	116	95	7830	15 00	51 74	66 74
J. E. McMenamin, c.r.a.....	3	116	22 50	".....	5	115	45	2528	14 87	10 70	31 57
John R. Egan.....	3	115	74 35	".....	6	116	48	2921	15 00	19 30	34 30
Ellen C. Elliott.....	3	116	35 00	".....	7	116	33	2068	20 00	13 66	33 66
Emma Bendall.....	3	116	46 07	".....	7	116	33	2068	20 00	13 66	33 66
Christina M. Young.....	3	116	46 07	".....	10	116	19	1911	20 00	11 97	31 97
Kate L. Smith.....	3	104	31 33	".....	11	104	45	2410	13 45	15 01	29 36
			\$4038 04				5225	244,081	\$1563 41	\$1016 00	\$3170 10

GRAMMAR SCHOOLS.

LOCALITY.		TEACHERS.	Legally authorized days Principals' Department open.	Amount of Government Grant.
COUNTIES.	PARISHES.			
Albert,	Elgin,	George Smith, A. B.,	116	\$200 00
Carleton,	Woodstock,	James McCoy,	115	200 00
Charlotte,	Saint Andrews,	James F. Covey, A. B.,	115	200 00
Gloucester,	Bathurst,	George W. Mersereau, A. B.,	116	200 00
Kent,	Richibucto,	Thomas W. Street, A. B.,	116	200 00
Kings,	*Hampton,	John Raymond,	6 months.	*200 00
Madawaska, .....	.....	.....	.....	.....
Northumberland,	Chatham,	Ingram B. Oakes, A. B.,	114	198 20
Queens,	Gagetown,	Lemuel A. Curry, A. B.,	116	200 00
Restigouche,	Dalhousie,	Alex. Ross, A. B.,	116	200 00
Saint John,	City of Saint John,	Rev. Chas. G. Coster, Ph. D.,	115	1300 00
Sunbury,	Sheffield,	E. M. S. Fenety, A. B.,	116	200 00
Victoria,	Grand Falls,	John Moser, A. M.,	116	200 00
Westmoreland,	Shediac,	David B. White,	111	191 38
York,	Fredericton,	George R. Parkin, A. M.,	115	1500 00
				\$3,189 64

* 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 30th April, 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 30th April, 1878.
Albert,	54	55	\$3,114 40	2,189	\$1,600 80	2,920
Carleton,	110	113	5,606 69	4,616	2,990 70	5,827
Charlotte,	104	107	5,177 42	4,021	3,882 23	6,243
Gloucester,	66	68	3,056 54	2,543	2,821 50	3,196
Kent,	74	75	3,183 78	2,665	2,865 15	3,739
Kings,	137	141	7,040 42	4,070	3,654 95	6,317
Madawaska,	34	35	1,249 79	1,137	1,085 10	1,530
Northumberland,	81	84	4,094 72	3,473	3,017 40	4,773
Queens,	74	74	3,678 81	2,398	2,076 89	3,493
Restigouche,	25	27	1,396 97	1,108	836 25	1,371
Saint John,	181	190	9,083 04	9,290	7,845 45	11,042
Sunbury,	34	35	1,834 24	1,220	1,023 00	1,772
Victoria,	22	22	1,199 07	801	662 05	1,090
Westmoreland,	128	136	6,738 01	6,207	4,400 25	7,658
York,	134	138	6,688 64	5,225	3,170 10	7,249
	1,258	1,300	\$63,113 74	52,703	\$41,962 42	68,225
GRAMMAR SCHOOLS,	1	1	*3,189 64	**35	.....	40
Total,	1,259	1,301	\$66,303 38	52,708	\$41,962 42	68,265

*Grammar School Grant, **Kings County.

EXAMINATION QUESTIONS.

GR. SCH. [1] *Sept.* '78. SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

- 1 Specify the grounds on which you consider it necessary for the Teacher carefully to observe peculiarities of disposition in his pupils.
- 2 (a) Point out the distinction between *nature* and *character*, and (b) show in what way the Teacher may aid the pupil in the formation of character.
- 3 (a) State definitely what is meant by School discipline, (b) the ends sought by it, and (c) the best methods of securing it.
- 4 (a) Distinguish between automatic and volitional attention, and (b) show in what way you would endeavour to secure the latter.
- 5 (a) What ends may be attained by proper attention to Physical Culture in Schools? (b) Describe some of the exercises which you propose to adopt to secure these ends, and explain the physiological principles involved.
- 6 (a) What advantages arise from carefully considered Time-Tables?
 (b) Show in what respects a proper classification of the pupil is a fundamental consideration in the construction of Time-Tables.
 (c) Name the subjects you deem necessary to be taught in High Schools, and the time to be allotted to each weekly.
 (d) Name in the order of their importance the subjects which should be taught in Primary Schools, and state what directions you would give to a Primary Teacher to enable her to keep her pupils constantly and profitably employed.

Time, 3 hours for papers 2 and 3 together.

GR. SCH. [2] *Sept.* '78. TEACHING.

- 1 A knowledge of the science of education is said to be useful (1) to direct us to the right methods of teaching; (2) to enable us to estimate the value of the various subjects of instruction in an educational point of view.
 Show whether your knowledge will or will not lead to these uses.
- 2 Take any three subjects of elementary instruction and show the general effect of the proper study of each upon the mental development of pupils.
- 3 (a) Enumerate the general faults of articulation, pronunciation, and expression.
 (b) To what causes are they severally attributable?
 (c) Describe the process for securing complete articulation.

- 4 (a) What are the chief principles to be observed in giving instruction to very young pupils?
- (b) What technical terms are especially to be avoided in giving them collective lessons?
- (c) Make a list of such terms and of the expressions which you would substitute for them as better adapted to the capacities and wants of such pupils.
- 5 Describe and illustrate your method of teaching Geometry.

GR. SCH. [3] *Sept.* '78. THE SCHOOL SYSTEM.

- 1 Give the distinctive features of the Schools Act.
- 2 (a) What do you understand by District Assessment and by County Fund?
- (b) In what respects have they a bearing on each other?
- (c) State the principles which regulate the apportionment of the County Fund to Trustees.
- 3 Give a summary of the Regulations of the Board of Education as to the duties of Teachers.
- 4 In erecting new School houses what provision should be made for ventilation? Explain the process of ventilation.
- 5 State briefly (a) how you would keep the prescribed School Register daily, (b) how would you find the *grand total* days attended by all the pupils, and (c) how would you test the correctness of the results?

I. [1] *Sept.* '78. SCHOOL MANAGEMENT. *Time, 1 hr. 30 m*

- 1 (a) What is meant by School organization?
- (b) State the chief points which require attention in organizing a School.
- 2 (a) What are some of the advantages arising from a proper classification of pupils?
- (b) State some of the forms of classification with which you are acquainted, and point out their respective merits and defects.
- 3 (a) Of what service is a Time-Table, (1) to a Teacher, (2) to a pupil?
- (b) What defects exist in the arrangements of a School when no Time-Table could be practically carried out?
- (c) How would you remedy such defects?
- (d) State all the considerations necessary to be taken into account in constructing a Time-Table.
- (e) Name in the order of their importance the subjects which you think should be taught in an ordinary miscellaneous School, and give the weekly allotment of time to each.

- (f) If you had four classes in Arithmetic, show how you could give them efficient instruction during the time set apart for the subject.
- 4 (a) To what causes do you attribute much of the irregularity in School attendance?
 (b) State explicitly how you propose to remove any of the causes you specify.
- 5 What is your opinion respecting the practice of keeping pupils in school either during recess or after school hours, for any cause whatsoever? Explain your views fully.

I. [2] Sept. '78.

TEACHING.

Time, 1 hr. 30 m.

- 1 Name some of the essential principles upon which methods of teaching may be based.
- 2 Classify the leading faculties of the mind, and also the subjects of instruction respectively fitted for their cultivation.
- 3 Illustrate your method by showing how you would teach two of the subjects you name in your answer to the last question. (Select subjects exercising different faculties.)
- 4 (a) If you have had experience in teaching, what method of teaching the first steps of Reading would you recommend?
 (b) What do you consider to be the principal advantages of that method?
 (c) If you have not had experience, what method do you propose to adopt? Give your reasons.
- 5 Explain the method of managing the vocal organs for the production of pure tones, as laid down in the prescribed Manual of vocal and physical exercises.
- 6 Write notes for an Oral Lesson adapted to pupils about eight years of age on *one* of the following subjects:—*Breathing, the Eye, the Ear, Health.*

I. [3] Sept. '78.

THE SCHOOL SYSTEM.

Time, 30 m.

- 1 (a) From what sources is Education supported in New Brunswick?
 (b) What is the law respecting aid to poor districts?
- 2 What provision is made to enable the County Treasurer to cash the Chief Superintendent's drafts to Boards of Trustees for their portion of the County Fund for the Term ending April 30th?
- 3 What is the duty of the Board of Trustees with respect (a) to School property, (b) to Teachers, (c) to Reports?
- 4 State the means adopted by the Board of Education to secure a universal acquaintance with the general conditions of health.

- 5 What are the conditions of eligibility for membership in the Educational Institute?
- 6 How may you find the number of pupils daily present on an average, and also the percentage of enrolled pupils daily present on an average?

- I. [4] *Sept.* '78. CANADIAN HISTORY. *Time, 1 hr.*
- 1 (a) Into how many periods do you think it best to divide the History of Canada, when giving systematic instruction in the subject?
(b) Give the chief features of two of the periods.
- 2 In what respects are Martin Frobisher and Sir Humphrey Gilbert connected with early discovery and exploration?
- 3 Describe the first settling of Montreal.
- 4 Write a short account of the History of Port Royal.
- 5 Name some of the chief incidents in the Anglo-American War of 1812-1814, and show in what way valuable lessons may be drawn from them.
- 6 State briefly how you would treat the subject of "Confederation" before referring pupils to the text-book.

Answers must be written on this paper.

- I. [5] *Sept.* '78. MENTAL ARITHMETIC. *Time, 8 m.*
- 1 A can do a piece of work in 6 hours, B in five, and C in 4; in what time can they do it when working together?.....*Ans.*
- 2 How many yards of carpet 27 in. wide is required to cover a room 18 ft. 9 in. long, and 12 ft. wide?.....*Ans.*
- 3 If 6 horses plough a field in 30 days of 10 hours each, how many horses would be required to do it in 24 days of eight hours each?.....*Ans.*
- 4 Find the price of 85 articles at £5 3 4 each,.....*Ans.*
- 5 A pile of wood 48 ft. 6 in. long, 4 ft. 6 in. high, and 6 ft. 9 in. thick, cost \$14.65 cents, what is the value of a pile 3 times the dimensions?.....*Ans.*
- 6 What are the present worth and discount of \$200 due in 3 years and 6 mos. at 6 per cent.?.....*Ans.*

Answers must exhibit the whole operation.

- I. [6] *Sept.* '78. ARITHMETIC. *Time, 1 hr. 30 m.*
- 1 (a) Explain the method of 'equation of payments.' (b) Apply the method to the following question:—Sugar is composed of 49.856 per cent. of oxygen, 43.265 per cent. carbon, and the remainder is hydrogen. How many pounds weight of each of these materials are in one ton of sugar?

- 2 (a) Is it better to invest in 3 per cent. stock at $83\frac{1}{2}$ or in shares at \$233 each, on which a dividend of $\$7\frac{1}{2}$ is paid annually? (b) If you have \$1,000 in the three per cents, and exchange it into the other security, what difference will it make in your income?
- 3 Find (a) the sum of the greatest and least of the fractions $\frac{7}{11}$, $\frac{1}{5}$, $\frac{10}{33}$, $\frac{2}{5}$; (b) the sum of the other two; and (c) the difference of these sums.
- 4 The annual deaths in a town being 1 in 45, in the country 1 in 50; in how many years will the number of deaths out of 18,675 persons living in the town, and 79,250 persons living in the country, amount to 10,000?
- 5 Find the difference between the simple and the compound interest of £465 5s. for 16 years at 5 per cent. per annum.
- 6 A person walks 4 miles the first hour, 2 the second, 1 the third, and so on in geometrical progression, and continues his journey for 10 hours; how far does he travel the last hour, and what distance does he travel altogether?
- 7 Give the formula for finding the sum of the series in geometrical progression.
- 8 (a) Give the distinctive features of the prescribed Elementary text-book of Arithmetic. (b) Specify some of the expedients adopted in the text-book for readily testing the correctness of the work in the Fundamental Rules.

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

I. [7] Sept. '78.

GEOGRAPHY.

Time, 1 hr. 30 m.

Part I.

- 1 (a) Describe the principal watersheds of Europe, and (b) name the chief rivers of each slope.
- 2 Give some account of the extent and principal characteristics of the Pacific or of the Atlantic Ocean.
- 3 Compare the different Provinces of Canada as respects area, population and revenue.
- 4 (a) What are the chief exports of France, Italy, Spain and Turkey? (b) What do these exports indicate touching the physical character of each country?
- 5 (a) What are *isothermal*, *isothermal* and *isoclimenal* lines? (b) State several interesting particulars respecting them.
- 6 Give a short account of the theory of storms.

Part II.

- 7 Draw from memory, upon the paper given you, an outline Map—(1) of British Columbia, (2) of Africa, with the mountain ranges and chief rivers in each accurately marked.

I. [8] Sept. '78.

COMPOSITION.

Time, 1 hr.

- 1 (a) What are the qualities to be aimed at in the choice of words as regards style? (b) In what respects does the following passage illustrate or violate these qualities:—

“I prithee, when thou seest that act afoot,
Even with the very comment of thy soul
Observe my uncle: if his occulted guilt
Do not itself unkennel in one speech,
It is a damned ghost that we have seen,
And my imaginations are as foul
As Vulcan's stithy” (smithy).

- 2 (a) Name the chief figures of speech and give an example of each. (b) Point out the figures of speech in the following passage, and comment upon any excellence or peculiarity that you think striking or forcible:—

“The cease of majesty
Dies not alone, but like a gulf doth draw
What's near it with it; it is a massy wheel,
Fix'd on the summit of the highest mount,
To whose huge spokes ten thousand lesser things
Are mortis'd and adjoin'd; which, when it falls,
Each small annexment, petty consequence,
Attends the boisterous ruin.”

- 3 Give the spirit of the following passage in an elegant paraphrase:—

“Pray can I not,
Though inclination be as sharp as will:
My stronger guilt defeats my strong intent;
And like a man to double business bound,
I stand in pause where I shall first begin,
And both neglect. What if this cursed hand
Were thicker than itself with brother's blood,
Is there not rain enough in the sweet heavens
To wash it white as snow?”

- 4 (a) From what does English verse derive its character? (b) In what respects does it differ from the classical metres? (c) Scan two lines of the passage in Question 3.
5 State briefly the mode you propose to adopt in teaching Composition before taking up the text-book.

I. [9] Sept. '78.

GRAMMAR AND ANALYSIS.

Time, 1 hr.

- 1 Give the general analysis of the following passage:—

O heavy deed!
It had been so with us, had we been there:
His liberty is full of threat to all;
To you yourself, to us, to every one.
Alas, how shall this bloody deed be answered?
It will be laid to us, whose providence
Should have kept short, restrained and out of haunt,
This mad young man; but so much was our love,
We would not understand what was most fit;
But, like the owner of a foul disease,
To keep it from divulging, let it feed
Even on the pith of life.

- 2 Give the detailed analysis in the following form:—

FORM.

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

3 Parse in tabular form the words italicised in Ques. 1.

FORM.

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

4 (a) Give in full the syntax of the infinitive mood. (b) Point out the infinitives in the above passage.

5 (a) Into how many moods do you think the English verb should be divided? The value of your answer will depend upon the reasons you assign. (b) Account for the moods of the verbs occurring in the second line of the above passage, according to your division.

I. [10] *Sept. '78.* BRITISH HISTORY. *Time, 1 hr.*

- 1 Give the several incursions of the Danes into England; their dates and general consequences.
- 2 Briefly describe the successive rebellions in the reign of Henry VII.
- 3 What were the complaints of the Parliament, and the chief event of the Civil War, in the Reign of Charles I?
- 4 Give a short account of the separation and final independence of the North American Colonies.
- 5 Describe briefly the growth of literature during the Stuart Period.
- 6 State briefly what you know of *one* of the following persons: Cardinal Wolsey, Marlborough, Robert Walpole, Nelson, Wellington.

I. [11] *Sept. '78.* BOOK-KEEPING. *Time, 45 m.*

- 1 Which mode of book-keeping do you consider most satisfactory, Single or Double Entry? Give your reasons.
- 2 Journalize the following:—
 - (1) May 1st, 1877. I commence business as follows:—Cash \$6000, Mdse. \$3000, Fuel for use in Store \$100. I owe on a Note in favour of Fred. Williams, dated 1st April, at 6 mos., \$1,200, with one month's interest on the same, \$8.

- (2) Bought of Robt. Jones Mdse. as per invoice, \$1,200. Gave in payment my Note for \$600 at thirty days. Balance on account.
- (3) Rec'd from R. Johnson 100 Bbls. Flour invoiced at \$8 per Bbl., to be sold on his account and risk, paid cartage, &c., by an order on M. Thompson, \$40.

3 Give Day-Book entries corresponding to the following Journal entries:—

(1) Mdse.	Dr.	\$ 250 00	
Bank	"	100 00	
	To F. Jones,	.....	\$ 350 00
(2) Bills payable	Dr.	800 00	
	To Bank,	.....	300 00
	" J. Thorn,	.....	450 00
	" Discount,	.....	50 00
(3) Shipment to A. B.	Dr.	1,400 00	
	To Mdse.	.....	1,000 00
	" C. D.	.....	300 00
	" Cash,	.....	100 00

I. [12] Sept. '78. CHEMISTRY OF COMMON THINGS. Time, 45 m.

- (a) What methods are employed for collecting gases in a pure state?
(b) Describe one particularly, explaining the forces called into action. (c) How is carbonic acid gas prepared and collected?
- What are the salts of lime which are of the most ordinary occurrence? Explain their composition and practical uses.
- What are the most important mineral constituents of wheat, of wheat straw, and of clover?
- Compare the chemical composition of wheat and beef.
- Describe the processes that beef and potatoes undergo after being eaten until all their nutritive matters is absorbed.

Answers must exhibit the whole operation.

I. [13] Sept. '78. ALGEBRA. Time, 1 hr. 30 m.

- Show that $(a + b + c)^3 - (b + c - a)^3 - (a - b + c)^3 - (a + b - c)^3 = 24abc$.
- When is $\frac{x \pm y}{x \pm y}$ divisible or indivisible?
- Find the value of $\frac{x}{a} + \frac{x}{b-a} - \frac{a}{a+b}$ when $x = \frac{a^2(b-a)}{b(b+a)}$.
- Find the value of x from $\sqrt{(x+4ab)} = 2a - \sqrt{x}$.
- Solve $x + 2y + 3z = 6$.
 $2x + 4y + 2z = 8$.
 $3x + 2y + 8z = 101$.

- 6 Two digits which form a number change places on the addition of 9; and the sum of the two numbers is 33: find the digits.
- 7 A and B engage in trade on the same capital: A gains 160 dollars, and B loses 190, but A's money is now 8 times B's: with how much money did they begin?

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

- 8 Expand to five terms $(a - 3b) - \frac{10}{3}$: show that if $a = 1$ and $b = \frac{1}{3}$ the fourth term is greater than either the third or the fifth.
- 9 Prove that the number of permutations of n things taken r at a time is $n(n-1)(n-2)\dots(n-r+1)$.

I. [14] Sept. '78.

GEOMETRY.

Time, 1 hr. 30 m.

- 1 Explain by means of two illustrations the terms *hypothesis* and *conclusion*.
- 2 (a) Two angles of a triangle are $25^\circ 13' 15''$ and $56^\circ 14' 13''$: find the third. (b) State the proposition upon which the solution depends.
- 3 (a) Give examples of *loci*; and (b) prove that the locus of points equidistant from two intersecting straight lines is the bisection of the angle between them.
- 4 (a) What is meant by geometrical analysis? (b) What directions would you give a pupil to assist him in the solution of a problem by the analytical method? (c) Apply the method to the following problem. -Construct a triangle, having given the base, the sum of the sides, and the angle opposite the base.
- 5 Prove that the locus of the vertices of triangles on the same base and having the same vertical angle is the arc of a circle.

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

- 6 Prove that parallelograms and triangles between the same parallels are to one another as their bases.
- 7 Prove that if a be the side of the regular polygon inscribed in a circle the radius of which is unity, and a^1 that of a polygon in the same circle with twice as many sides, then

$$a^1 = \sqrt{2 - \sqrt{4 - a}}$$

I. [15] Sept. '78.

NATURAL PHILOSOPHY.

Time, 1 hr. 30 m.

- 1 (a) Distinguish between uniform and variable velocity, and (b) show how they are respectively measured.
- 2 Explain the meaning of the symbols in the equation $s = Vt \pm \frac{1}{2}ft^2$ and show by means of a diagram how it may be obtained.

- 3 A body describes 354 ft. while its velocity increases from 43 to 75 feet per second; find the whole time of motion and the acceleration.
- 4 State Newton's three Laws of Motion, and mention any facts which verify his *first* law.
- 5 What are the uses of Atwood's machine?
- 6 A body falls for t seconds, and has a velocity V at the beginning, and v at the end of that time; find the space described.
- 7 State the principle of the parallelogram of forces, and prove it as far as the direction of the resultant is concerned.
- 8 Find the power which will sustain a weight of 90 lbs. with a single movable pulley, the cord making an angle of 60° .

I. [16] *Sept.* '78. GENERAL HISTORY. *Time, 1 hr. 30 m.*

- 1 From your study of the Ancient Oriental Monarchies, what opinions have you formed respecting the nature of the earliest Governments, and the character of the civilization.
- 2 Describe the policy of Draco, Solon, Pisistratus, and Calisthenes, respectively, in their government of Athens.
- 3 Distinguish the Punic Wars; name the principal leaders and incidents in each.
- 4 Give a short account of the origin of the Crusades. Point out their effects on the Western Nations with respect to (a) *each other*, (b) *commerce*, (c) *feudalism*, (d) *chivalry*, (e) *thought*.
- 5 Name some of the great events of the Reign of Louis XIV., and describe briefly the true character of the age.
- 6 Name in order the chief events of the French Revolution from the capture of the Bastille to the execution of Louis XVI.

I. [17] *Sept.* '78. PRACTICAL MATHEMATICS. *Time, 1 hr.*

- 1 Show that the sum of the sines of two arcs is to their difference, as the tangent of half the sum of these arcs is to the tangent of half their difference.
- 2 What is the area of a triangle of which two sides are 124 and 96 ft., and the included angle 30° ?
- 3 What is the perpendicular height of a hill whose angle of elevation, taken at the bottom, was 45° , and 75 yds. directly farther off on a level plane the angle was 30° ?
- 4 A ship sails from Sandy Hook upon a course between south and east to the parallel of 35° , when her departure was 300 miles. Show how to find her course and distance.
- 5 If the cylinder of a steam engine be 3 ft. 3 in. in diameter, and 5 ft. 6 in. deep, how much steam can it contain?

- II. [1] *Sept. '78.* SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*
- 1 What means do you propose to adopt to secure the punctual attendance of pupils?
 - 2 How may the interest of Trustees and Parents be secured and retained in the work of the School?
 - 3 What plan would you adopt to induce pupils to prepare their prescribed tasks?
 - 4 When would you consider a pupil incorrigible? State your mode of dealing with him before coming to such a conclusion.
 - 5 (a) What subjects do you consider the most important in miscellaneous schools?
(b) State the time you would allot to each per month; also (c) what provision you would make for daily instruction to four reading classes.
- II. [2] *Sept. '78.* TEACHING. *Time, 1 hr. 30 m.*
- 1 State the general principles that should guide you in teaching any subject.
 - 2 Apply your principles to the teaching of a Rule in Arithmetic—*Reduction.*
 - 3 (a) Outline a course of instruction in Number, and (b) give the outlines of one lesson in the subject as an illustration of your method.
 - 4 Detail the steps you would adopt to give your pupils correct conceptions of a map.
 - 5 Give an example of a lesson in the first steps of Reading.
 - 6 Show how you would lead pupils (a) to perceive the difference between pitch and inflection, (b) to determine the general principles of rising and falling inflections.
- II. [3] *Sept. '78.* THE SCHOOL SYSTEM. *Time, 30 m.*
- 1 (a) State briefly the objects of District Assessment. (b) How is it raised?
 - 2 (a) What is the nature of the Teacher's contract with the Trustees?
(b) What is necessary to make it legal? (c) How long is it binding?
 - 3 What is the best arrangement for seating schools?
 - 4 What is the duty of Teachers with respect (a) to the School Register, (b) cleanliness of the schoolroom, (c) having the schoolroom ready for the reception of pupils, (d) temperature of the schoolroom, (e) public examinations?
 - 5 How can you determine the number of teaching days in a Term?

II. [4] Sept. '78.

CANADIAN HISTORY

Time, 1 hr.

- 1 Explain, as if to a class, the terms:—Monopoly, Impeachment, Family Compact, Civil List, Responsible Government.
- 2 Show, in tabular form or otherwise, in whom the Legislative and Executive Authority of the Dominion of Canada and of its different Provinces is respectively invested.
- 3 Sketch the career of *one* of the following historical characters:—Cartier, Champlain, D'Aulnay, Frontenac, Papineau.
- 4 (a) What territory was ceded to Britain by the treaty of Utrecht?
(b) How did France seek to repair her loss by that treaty?
- 5 Describe briefly the surrender of Quebec in 1759.

Answers must be written on this paper.

II. [5] Sept. '78.

MENTAL ARITHMETIC.

Time, 8 m.

- 1 Find the price of 71 tons at 31 dollars per ton,.....Ans.
- 2 From the sum of $\frac{2}{3}$, $\frac{1}{4}$ and $\frac{2}{5}$ take $\frac{2}{3}$ of $\frac{1}{5}$,.....Ans.
- 3 If $\frac{3}{4}$ of a cwt. cost $\$3\frac{3}{4}$ what will $\frac{2}{5}$ of a cwt. cost?.....Ans.
- 4 How many half-pint bottles can be filled from 4 gal. 2 qts. of water?.....Ans.
- 5 When \$1000 is paid for 125 acres of land, what will 1 acre 1 rood cost?.....Ans.
- 6 At what rate will \$600 yield \$48 interest in 4 years?.....Ans.

Answers must exhibit the whole operation.

II. [6] Sept. '78.

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 Gold of the value of \$500,000 was brought from California to New York; what was the weight Avoirdupois, the price being \$12.50 per oz. Troy?
- 2 A person lays by \$60 a year; what will it amount to in 8 years at compound interest paid half yearly, at the rate of 6 per cent. per annum?
- 3 Multiply 5324 by 642 in the septenary scale, and reduce your answer to the decimal scale.
- 4 If 8 men and 6 boys can grade 840 yards of a road 1 mile in length in 26 days of 10 hours each, in what time would 15 men finish the road by working only 8 hours per day—the work of 4 boys being equal to that of 3 men?
- 5 Name some of the fundamental principles of fractions, and illustrate their truth, not by *figures* but by means of lines or diagrams.
- 6 Reduce 5 cwt. 2 qrs. 14 lbs. (long weight) to the decimal of 1 ton.
- 7 What is the assessed value of property taxed \$34.50 at the rate of 8 mills on the dollar?

- 8 In what way does the Elementary text book of Arithmetic introduce the different Rules? Illustrate your answer by means of Reduction or Simple Proportion.

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

II. [7] *Sept.* '78. GEOGRAPHY. *Time, 1 hr. 30 m.*

- 1 Describe the large rivers of Europe that flow into the Black Sea. State any important facts connected with the chief Towns on their banks.
- 2 Name the inland lakes of the Old and New world.
- 3 Describe the Pennine range of mountains, and the rivers which have their source in it.
- 4 Name the chief industries of Canada and their localities.
- 5 Where are the following places and for what are they noted:—Cairo, Plevna, Batoum, Erzeroum, Three Rivers, Jena, Wagram?
- 6 How can you find from the Globe the Sun's declination and the places to which it is vertical, when the day of the month is given?

Part II.

- 7 Draw from memory, upon the paper given you, an outline Map (1) of Prince Edward Island with the chief rivers and towns accurately marked, (2) of North America indicating the great mountain ranges and chief rivers.

II. [8] *Sept.* '78. COMPOSITION. *Time, 1 hr.*

- 1 Arrange the following clauses into a complex sentence:—
 a^1 We should remember
 a^2 Dickens stands in his own sphere unrivalled in the portrayal of character (adv. conc.)
 a^3 Faithful delineation has a tendency to get lost sight of amid exuberant caricature (subs. obj.).

- 2 Transpose the following in a prose form of construction:—

"The daw,
 The rook, and magpie, to the gray-grown oaks,
 That the calm village in their verdant arms
 Sheltering, embrace, direct their lazy flight;
 Where in the mingling boughs they sit embowered
 All the hot noon, till cooler hours arise."

3

Give thy thoughts no tongue,
 Nor any unproportion'd thought his act.
 Be thou familiar, but by no means vulgar.
 Those friends thou hast and their adoption tried,
 Grapple to thy soul with hoops of steel,
 But do not dull thy palm with entertainment
 Of each new-hatched, unfledged comrade.

Write the preceding passage in the form of a paraphrase as follows:—(1) Frame questions on it. (2) Write formal answers in your own words to each question. (3) Employing any necessary connections, fuse your answers into a paragraph.

- 4 Write an answer to a Letter inviting you to spend a Holiday with a friend.
- 5 State the general principles that should be observed in the construction of paragraphs.

II. [9] *Sept. '78.* GRAMMAR AND ANALYSIS. *Time, 1 hr.*

- 1 Give the *general* analysis of the following passage:—
*Not as the conqueror comes,
 They, the true-hearted came;
 Not, with the roll of stirring drums,
 And the trumpet that sings of fame.*
- 2 Give the *detailed* analysis in the form here indicated.
See Form under I. [9].
- 3 Parse in tabular form the words *italicised*.
See Form under I. [9].
- 4 (a) What are the different kinds of subordinate clauses? (b) Frame as many complex sentences as you deem necessary to illustrate each kind of clause.
- 5 Name and define those parts of speech which are inflected.
- 6 Write the plural of—cargo, attorney, solo, seraph, cousin-german, axis, soliloquy; the singular of data, indices; and the feminine of earl, hart, executor.
- 7 Give the past tense and past participle of the following verbs:—Flow, tear, drink, weave, hunt, wink, swim, set, lie, slide.

II. [10] *Sept. '78.* BRITISH HISTORY. *Time, 1 hr.*

- 1 What changes were introduced under the Norman Princes in the tenure of land?
- 2 Name the Wars which arose from disputes about succession to the Throne.
- 3 Name the Sovereigns of the Tudor period, and briefly describe the reign of one of them.
- 4 Describe briefly *one* of the battles: Sedgemoor, Blenheim, Dettingen, Culloden, Trafalgar, Alma.
- 5 What is meant by each of the following:—Act of Supremacy, Gunpowder Plot, The Long Parliament, Petition of Right, Habeas Corpus Act, Catholic Emancipation Act, The Reform Bill of 1832?

II. [11] *Sept. '78.* BOOK-KEEPING. *Time, 45 m.*

- 1 What is the meaning and object of a Profit and Loss account? In what respect does it differ from an Income and Expenditure account. Give an example.

- 2 Paid T. Jones for 200 lbs. sugar \$20.50. Sold to sundry customers 150 lbs. at 12 cents. per lb., used in my own house 14 lbs., the value of which I estimate at prime cost. Balance. Pass the above into their proper ledger accounts.
- 3 At the beginning of the year, I am possessed of 200 acres of land, value estimated in my books \$2000; on 30th June I sell 40 acres for \$480; on the 30th Dec'r I received \$150, being a year's rent on 140 acres and a half year on 60 acres. How will my account stand in my Ledger? Bring out a balance sheet.

II. [12] *Sept. '78.* CHEMISTRY OF COMMON THINGS. *Time, 45 m.*

- 1 What are the principal substances used for food? What is the special necessity for each?
- 2 By what means is coal gas purified? How can you tell whether gas is pure or impure?
- 3 Write in tabular form the properties of oxygen, hydrogen, and nitrogen.
- 4 Into how many classes are oils divided? Give the characteristics of each class and the names of the principal oils included under each.
- 5 Describe the way in which chloride of lime acts on an infected atmosphere.

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

Answers must exhibit the necessary operation.

II. [13] *Sept. '78.* ALGEBRA. *Time, 1 hr. 30 m.*

- 1 If $a=1, b=2, c=3, d=4, e=5$, find the numerical value of—

$$\frac{a^2 + 2ab + b^2}{a+b} - \frac{b^2 + 2bc + c^2}{b+c} + \frac{c^2 + 2cd + d^2}{c+d}$$
- 2 Give the Rule for subtracting one Algebraic quantity from another, and explain it by means of an example.
- 3 Show in what way you would lead a pupil to infer the Rule for dividing one power of any number by another power of the same number.
- 4 Find by applying the necessary formulæ the product of $a-b+c-d$ and $a-b-c+d$.
- 5 Find the greatest common measure of $x^2 - 9x + 14, x^2 - 11x + 28$.
- 6 Divide $\frac{ab-b^2}{(a+b)^2}$ by $\frac{b^2}{a^2-b^2}$
- 7 Solve $\frac{x-1}{4} - \frac{x-5}{32} + \frac{15-2x}{40} = \frac{9-x}{2} - \frac{7}{8}$

- 8 A prize of 1000 dollars is to be divided between A and B so that their shares may be in the ratio of 7 to 8: Required the share of each.
- 9 A student rode on horseback 6 miles into the country, and walked back at a rate 5 miles less per hour than he rode. He found that he was 50 minutes more in returning than going. What was the speed of the horse?

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

11. [14] Sept. '78. GEOMETRY. *Time, 1 hr. 30 m.*
- 1 Name several properties of straight lines. Show how you would lead pupils to the conception of such properties.
 - 2 Describe the Set Square, T Square, Bevel and Mason's Level.
 - 3 A number of straight lines meet in a point, and include equal angles, each angle being $13^{\circ} 20'$; how many angles are there?
 - 4 Illustrate three important properties of the isosceles triangle by means of a trussed beam.
 - 5 Prove that the exterior angle of any triangle is equal to the two interior and opposite angles together, and the three angles of a triangle are together equal to two right angles.
 - 6 Find the locus of points which are always at the same distance from a given straight line.
 - 7 Distinguish between *theorems* and *problems*. Construct an isosceles triangle, having given the base and altitude.

III. [1] Sept. '78. SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

- 1 How would you occupy the time set apart for *recess* when the weather is unsuitable for the pupils being in the play ground?
- 2 Do you approve of Teachers making occasional visits to the parents of their pupils? Give your reasons.
- 3 Some Teachers complain that they cannot get the attention of their young pupils. What is the reason? What means would you adopt to gain their attention?
- 4 What subjects are ordinarily taught in miscellaneous schools? What is the maximum number of classes you would form in the different subjects respectively?
- 5 What arrangements do you propose to make to enable you to give systematic instruction in Writing?

III. [2] Sept. '78 TEACHING. *Time, 1 hr. 30 m.*

- 1 Show by means of examples in what way you would teach the Multiplication Table, and the Tables of Weights and Measures.

- 2 Describe the method by which you would teach the First Steps of Reading.
- 3 What are the qualities you would aim to secure in teaching Arithmetic? , What means would you adopt to secure them?
- 4 Describe your mode of conducting a Spelling Lesson.
- 5 Show in what way you would try to make your pupils good readers.

III. [3] *Sept. '78.*

THE SCHOOL SYSTEM.

Time, 30 m.

- 1 What is meant by the following terms used in the Schools Act:— Provincial Treasury, District Assessment, County Fund?
- 2 What means would you employ to ventilate your school-room, if no special provision is made in the building for the purpose?
- 3 What makes the Agreement between the Trustees and Teachers a legal contract?
- 4 How long before the opening of the school should the room be ready for the reception of pupils?
- 5 What is the Teacher's duty with respect to (a) Time-tables, (b) Roll-call, (c) infectious and contagious diseases?
- 6 Whose duty is it to see that the school-room is kept clean and tidy?

III. [4] *Sept. '78.*

CANADIAN HISTORY.

Time, 1 hr.

- 1 What are the different accounts of the origin of the name 'Canada?'
- 2 Name some of the early explorers and give a short account of the discoveries of one of them.
- 3 Describe briefly the capture of Quebec by Admiral Kirkt.
- 4 State briefly what you know of General Brock.
- 5 What is meant by the United Empire Loyalists? Give a short account of their landing in New Brunswick.
- 6 Show, as if to a class, how Laws are made in New Brunswick.

*Answers must be written on this paper.*III. [5] *Sept. '78.*

MENTAL ARITHMETIC.

Time, 8 m.

- 1 Find the price of 124 yds. of silk velvet at the rate of 4 yds. for \$20, *Ans.*
- 2 Multiply the sum of $\frac{2}{3}$ and $\frac{3}{4}$ by $\frac{1}{2}$ of $\frac{2}{3}$ *Ans.*
- 3 At 2 dollars a bushel, how many bushels of wheat must be given for 4 barrels of flour at \$8 a barrel? *Ans.*
- 4 At what price must a book which cost 75 cents be sold so as to gain 12 per cent.? *Ans.*

- 5 A's age is $\frac{3}{4}$ of B's, and the difference of their ages is 4 years; what is the age of each?Ans.
- 6 In a certain School District, the assessment is $2\frac{1}{2}$ cents on the dollar; on what valuation is a man assessed whose taxes are \$35?.....Ans.

Answers must exhibit the whole operation.

III. [6] Sept. '78. ARITHMETIC. *Time, 1 hr. 30 m.*

- 1 What is meant by product, prime number, multiple, fraction, notation, ratio?
- 2 Reduce 4 acres 3 roods to inches, and prove the correctness of the work by reversing the process.
- 3 Divide $3\frac{1}{4} + \frac{2}{3}$ of $\frac{5}{8}$ by $1\frac{1}{2} - \frac{3}{8}$, and bring your number to a decimal form.
- 4 Find by Practice the price of 28 cwt. 2 qrs. 21 lbs. (long weight) at £3 3 4 per cwt.
- 5 If 12 gals. 1 qt. 1 pt. cost \$14.65, what should be the cost of 45 gals. 1 pt. 1 gill?
- 6 A man's wages is \$1 $\frac{1}{2}$ a day, and his daily expenses 75 cents, how many days must he labour to enable him to buy a suit of clothes worth \$12 $\frac{3}{4}$?
- 7 Divide 1.2645 by .00246, (carry the quotient to 6 places of decimals)
- 8 What must be given per yard for carpet 27 inches wide, that the carpeting of a room 26 feet long and 15 feet 8 inches broad may cost \$180?

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

III. [7] Sept. '78. GEOGRAPHY. *Time, 1 hr. 30 m.*

Part I.

- 1 Name in order, from east to west, the counties on the southern coast of England, with the county towns.
- 2 Name the great watersheds of North America and the principal rivers connected with each.
- 3 Describe the chief physical features of Nova Scotia.
- 4 Explain briefly the cause of dew.
- 5 What is meant by the poles of the Earth, tropics, meridian, oasis, delta, basin of a river?

Part II.

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

III. [8] Sept. '78.

COMPOSITION.

Time, 1 hr.

- 1 Write a composition on the Cow from the following *heads*:—The most useful of horned animals; its flesh; articles made of its skin; uses of its horns, the hair; the bones; importance of milk.
- 2 Change the following two stanzas into the order of prose:—

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches toss'd.

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moor'd their bark
On the wild New England shore.
- 3 Separate into syllables, and indicate the primary accent of all the words of more than one syllable, in the above stanzas.
- 4 Correct or justify the following:—It don't suit me to do this. He gave the marbles to John and I. I think he fell in the river while he was walking along the bank. Let Peter and he come to the front. They hadn't ought to be so incensed. I have not done it yet, but I mean to. He not only ought, but must succeed. This one seems more preferable than the other.

III. [9] Sept. '78.

GRAMMAR AND ANALYSIS.

Time, 1 hr.

- 1 Give the *general* analysis of the following sentence :

Go to the men whom you have injured and beg their forgiveness,
and I will receive.
- 2 Give the *detailed* analysis in the form here indicated.

See Form under I. [9].
- 3 Parse the sentence given for analysis.

See Form under I. [9].
- 4 Frame a complex sentence containing an attributive clause modifying the object of the principal clause.
- 5 Write out the pluperfect indicative passive of any transitive verb.
- 6 In how many ways are adjectives compared? Give an example of each mode.
- 7 Give the possessive case singular and plural of all the personal pronouns.

PROCEEDINGS OF TEACHERS' INSTITUTE.

YORK COUNTY.

In accordance with the official notice of the County Inspector, the Teachers of York County assembled in the Temperance Hall, Frederickton, at 10 a. m., May 30th, 1878, for the purpose of organizing a Teachers' Institute. Inspector Freeze took the Chair and called the meeting to order.

Dr. Rand, the Chief Superintendent, then briefly and pointedly addressed the Teachers, congratulating them on the privileges and functions of their profession. He pointed out some of the benefits which they might derive from this gathering :

Interchange of thought. Enlightened and broadened views of this grand Profession. Quickened Enthusiasm. Valuable details in the conduct of difficult subjects and questions, and general intelligence in their work.

The membership fee was fixed at fifty cents.

The following officers were elected:—E. C. Freeze, Esq., *President*; M. Alice Clark, *Vice-President*; Wm. G. Gaunce, *Secretary-Treasurer*; Wm. T. Day and Caleb A. Yandall, additional members of Committee of Management.

AFTERNOON SESSION was opened with the following address by Mr. Wm. G. Gaunce, on *The necessity and means of elevating the Teaching Profession.*

A feeling of incompetence for this task has been increased by a want of time to properly consider the question. My thoughts, though hurriedly expressed, have long been felt, and while I may say nothing remarkable or striking, I hope to say something simple and practical. Were my auditors State-ayers or Boards of Trustees, I would look at altogether different features of this broad subject, but speaking to fellow-teachers I have aimed to look at a side that instead of making them dissatisfied with their employers or employment, will rather make them dissatisfied with the progress they have themselves made, and nerve them to faithful efforts in our common cause.

Until very recently we cannot claim to have regarded Teaching in the full light of a profession. We, my friends, have rather made a trade of it. Young men possessed of a certain degree of intellect and wearied of home and farm life, but with no special taste or love for the work, have entered it for a few years merely to make it a stepping-stone to something which they regarded higher and nobler and better fitted for their commanding talents. Young women, many of them with no special endowments for the work, with no special love for the work and with no special training for the work, have entered it merely as an asylum from the more sober duties of home service, or as a readier way of earning a livelihood.

But in these later years, thanks to our hard-working and zealous Chief Superintendent, thanks to our honoured Principal of the Normal School, that trade is developing into a Profession and that Profession advancing in public esteem. The time has past when a simple acquaintance with rules and formulae, with principles and paradigms is considered the only qualification for license. The applicant must possess other and rarer qualities. To *know* is considered no proof that one is able to *teach*. To be able to master the hardest theories is considered no proof that one has acquired a mastery of the art of questioning or has endowments for the organization and control of a school. And in the attention of late bestowed upon the training of our Teachers, upon the discernment manifested in the classification of such, do we base our hope that with such in the profession as shall hereafter be, that profession shall while elevating our people elevate itself. Now to establish the necessity of elevating the profession I need no long or labored proof and argument.

We each bear about in our hearts and memories, and experience, ample proof. My own experience briefly is this—when I entered Training School fresh from a rather retired country district, I fancied I was soon to be a distinguished citizen, and when I had graduated therefrom, I imagined that as I passed along, men with respect for me, and with admiration for my learning and veneration for my calling, would say, "there goes the schoolmaster." Would that the simple faith of those days had remained.

Let not my words discourage any young man against entering the Teaching Profession. I consider it a high and noble calling, and would that every Teacher should recognize the sacredness and honor hereof.

Until Teachers recognize that theirs is the first profession of the day, that it precedes, in some respects, that of the minister of the Gospel, inasmuch as it deals with minds yet unformed and habits

yet unmade and paves the way for Sabbath work and Teachers; until we all feel this, we cannot expect that society will. But after we have entered our work awhile, that feeling of enthusiasm sometimes wears off, and we become men and women who are striving, not so much to help our cause as men and women, simply careful to do certain hours of work, that we may draw a certain amount of salary. If a Teacher's profession, out of and above every other consideration, is not adopted for the progress of great truths and for the advancement and welfare of the state and individual; if his aim is any thing less holy and grand, then is he not a Teacher in the highest acceptance of the world, not a Teacher in the sense which to the thoughtful and pure suggests a mission loftier than the statesman's, grander than the poet's, and only less glorious than that of the minister of God's word. And now I want attention to my statement of a fact—

Our Teachers are to blame for the standard of the Teaching Profession. If it is not held in the highest esteem by our people, it is because it is degraded by ourselves. Too many of us down in our hearts regard the work as degrading. We meet men in other professions and they are proud of them. Other men speak with pride of their noble profession, are wedded to it, while we give our friends to understand that we intend to teach for a few years. It is within the last two years that one of our leading Teachers, a young man, said to me—"we may teach and teach for years and after all only be an old schoolmaster." And shame to say I fear that my heart at the time said "Amen."

Now if this feeling is in our hearts, root it out, for if you can't root it out, whether expressed or not in words, it will show itself in actions and help to mould public sentiment. Only an old schoolmaster! What does that mean? If only a time-server, if only a contractor to perform certain hours of work at a certain price, it is simply *service* on a par with all other kinds of employment. But if it means grown old in conscientious, devoted, inspired work for humanity and the nation, if it means a life-long endeavour to develop what is best and repress what is inferior to the human mind and heart, if it means energy directed to awakening of hidden genius and the formation of principles and motives, habits and powers, then ranks its honour far above the statesman's, for he for the greater part is only the creature of public opinion, but the Teacher the *creator*, higher than the soldier patriot, for he *dies* for his country, while the Teacher *lives*, and teaches others to *live*.

Who that has taught any length of time has not often divided his amount of salary by the days in a Term, and remarked to himself this is what I have gotten for to-day's worry and toil and nervous strain and excitement. We have compared it rather unfavourably with the returns our neighbour has gotten with far less investment and far less work. But how often again when these happier times have come and the result of patient effort has shown itself, when sparks have glinted from minds hitherto dark, and the awakened nature has grown shamed of its deadness, how often then has the mere reward seemed small compared with the high joy which fills the heart. Teachers can't live on this joy alone, but it goes a long way in supplementing the salary. If I speak in *mystery* to any who are here, let me say to such, a Teacher's greatest pleasure yet lies hid before you.

Now look for a moment at our roll of Teachers—too many of them of the lowest standard of qualifications either as scholars or teachers. But this were not so bad were there any great degree of advance seen. Examine the Chief Superintendent's Circulars and trace name after name back year after year, and you will be struck to find that so many have been content to work on year after year with the same classification. Some of the males drop into other professions, some of the females take the responsibilities of a household; but of those who remain, a large percentage have Class 2 or 3 after their name year after year. Now I ask is a Teacher classed 2nd five years ago as good as one classed 2nd to-day, and I ask further should not a Teacher classed 2nd five years ago have become 1st by this time? But instead of that we find that he or she is content to rise no higher than what was gained at first effort. And with emphasis let me here remark, the Teacher must advance or retrograde. There is no standing still. He must read and think and plan and not fritter away the early years of his life, if he is to rise in his profession.

We ourselves, are chiefly to blame for the feeling, some men have that we Teachers are a useless burden upon them. Our great want is teachers who will visit the parents and talk to them of the studies and progress of their children, urge their punctual attendance, and by a pleasant presentation of knowledge stimulate a desire for its acquaintance.

Now I shall briefly consider some of the means for the elevation of our profession under three heads:—

- (a) Better qualifications for the work.
- (b) More devotion to the work, and more loyalty to each other.
- (c) By well conducted Teachers' Institutes.

Notwithstanding the fact that the last five years have seen much done for the cause of education in our Province, in the erection of school houses and in their equipment, in the incitement of the people to provide schools for their children, in the marvellous advance in the *training* of teachers, still there is much to be done and the greater part of that is to be done by the Teachers. My observation has taught me that very many Teachers do not keep abreast of their profession. They go out from the Normal School imbued with a worthy spirit and ambition, acquainted, in part, with certain methods, and they feel able to grapple with the new and untried difficulties which lie in the way, not only for to-day but for all the years they may be employed. They forget that our educational system is improving and they neglect that constant mental culture which they must have or lose ground. This is why Teachers lose their usefulness. Constantly wearing down on the one side, they should be constantly sharpening up on the other, constantly simplifying for the pupils they should be constantly developing for themselves, and thus instead of losing mental strength they would be gaining, instead of being teachers of some past date would be teachers of the day. And in this connection, I want to point out an error often made, and that is the neglect of our profession for a small money consideration. Let me explain. How many of us in the last year have received circulars inviting us to become agents for this or that business, and thus by investment of spare time, supplement our salaries by a handsome commission. Now I am aware that too often our salaries are so low that we feel the need of doing something else by which to increase them, but let me ask, what other profession has less spare time than ours, and what other profession is thus asked to engage? And why is our salary so low frequently? Is it our fault or is it somebody else's? Ours. A young man is not bound to teach in a neighbourhood that will only afford him one hundred and fifty dollars per year. If he have the right stuff in him he will so improve the first year that he is capable of taking a school in a better district next year. If he is *worthy* he can create a demand for

his work. Young men instead of supplementing your salaries by agencies, supplement your education by study and observation, supplement your method by observation of other men's and by reading, and I venture to say that taking the years of your teaching the one with the other you will make more money out of it and in addition be in your legitimate sphere. Our profession has been humiliated by this and various mistakes all too common.

If a man is a *skilled* workman, he can find employment at fair prices; if only a *cobbler*, he may frequently have to work on small pay. And in this day, when many districts are vying with each other in providing efficient schools, and when there are so many openings in which a young man or woman of good habits, good education and good teaching capacity may engage, the skilful Teacher need not long remain in an obscure place.

Just as the lawyer looks upon his cause, perusing the best authorities, planning the most convincing evidence and summing up his arguments in the most telling manner; just as the doctor studies the best works on his pet theme, and becomes acquainted with best treatments of disease; just as the jeweller works away slowly and patiently upon the precious stone until its latent beauties reveal themselves; just as the artist studies the light and shade of his landscape, the mixture and application of his colors, the touch of his brush, so should we aim to be perfect workmen, skilled in the knowledge of the past, versed in the methods of the *present*, able to understand and divine the workings of the human mind, able to sympathize with weakness, and to rejoice in strength. I repeat, the Teacher's leisure time for the most part invested within the legitimate region of his profession, pays better both to the Teachers and the country than invested any other way.

If sincere, the Teacher has more work to do than can be done in the five or six hours within the school-room. That done, he is no more than half done—there must be home preparation and home thought.

Channing says, "To educate a man is to unfold his faculties, to give him the free and full use of his powers, and especially of his best powers. It is to train the intellect, to give him a love of truth, and to instruct him in the processes by which it may be acquired. It is to train him to soundness of judgment, to teach him to weigh evidence, and guard against common sources of error. To give him a thirst for knowledge which will keep his faculties in action throughout life; to make him acquainted with his own nature; to train the conscience; to show him his true position in the world, his relation to God and his fellow beings. Further, to educate a man in this country is to train him to be a good citizen, to make him acquainted with our own history, government, laws, etc."

Now, I hold this can be done only by patient hard work both in and out of school. Our office should be no sinecure. In the second place, I would remark, that we must have more devotion to our work before our profession shall rise as we would have it. The best energies of many Teachers are not expended in school work. Every Teacher owes his first allegiance to his profession and should hold everything else in subordination. We want a devotion to the cause of education which shall manifest itself in every endeavour to improve every side of the child's nature and character. To fill so many hours a day and so many days a week, is not the Teacher's true calling, but to so deal with the possibilities that lie before every pupil, that such a life may be made the most of. If to make the cold marble take on human shape, if to form the eye and brow so that they represent thought and feeling and passion is worth the life-long toil of sculptors, surely it is worth devoted work, ye builders on human minds and human souls, to shape a human being as perfect and complete as possible.

Plato says, "A good education consists in giving to the body and the soul all the perfection of which they are susceptible." And Richter further affirms that "the art of education ought to aim at a standard of elevation superior to what may happen to be the spirit of the time, for the child is to be educated not for the present merely."

We should train first for pursuits, second for manhood.

Morally, lofty purpose, courage to do right, scorn of deceit and baseness, charity, pleasure in helping others, respect for good laws and the officers who justly execute them, respect for the name of God and for his requirements, all these may be inculcated at school, and our system will then contribute still more largely to the wealth, happiness and true prosperity of our people.

Now I am aware it is often said that before our profession will attain that position we all would desire it, some inducement in the form of more liberal salaries must be offered in order (a) to secure the services of talent and education, and (b) to retain those of culture we now may have.

No one could herald the approach of men of culture and talent more gladly than I, no one would complain less if a messenger should arrive this minute with the tidings that my salary was doubled, yet I must be true to my convictions and say I feel that we are in part to blame for low salaries. I know Districts in this County able to afford far more, which have offered fifty dollars and sixty dollars to 2nd Class Teachers for six months; and I have heard of Teachers who, when a fellow Teacher was willing to engage for sixty dollars, have offered to take five dollars less. That appears to me like putting the matter up at auction and selling to the *lowest bidder*. At the present no efficient Teacher need have the fear of remaining idle if he is willing to work at fair salary, and when Teachers come to such an appreciation of their own work as to say "I will work at such a price," and not strive, by petty connivance, to be a little cheaper than another, then will Trustees meet the necessity of recognizing our claims. I have in my mind a district in this County, of which the Trustees have boasted how cheaply their Teachers have worked.

Such the called cleverness and ability on their part, but such I call stupidity on the part of Teachers. A devoted Teacher, who aims at filling every school hour with solid work, who studies the comfort of his pupils, whose mind is employed at home in looking up advice and guidance in this or that respect, is worth *far more* than the majority of our Teachers get, but the one whose work is bounded by the school-room, and by the hours between nine and four, whose entire time outside is spent in gratification of self-care, never visiting a home, and never by walks and talks striving to catch an insight into some mysterious character with which he has to deal, such an one is worth far less than the least gets, for he is consuming uselessly the golden opportunity of youthful years. I repeat, make your work worth something, and demand it.

I have read of a distinguished professor who gave up his College Class to teach a Primary School. He had seen the result of improper, and the need of proper training, and neither the dignity of his more elevated position, nor its tolerable ease compared with his assumed task, could restrain him from going in that direction which his devotion pointed out. You may say that his was an excep-

honorable nature, that he had the ability to go down to that simple level where child knowledge lies, but I feel that in addition to this he was consecrated to his work. Again, and briefly, *Teachers should be loyal to each other*, bound together as a joint stock company in which each one has something invested and some interest at stake.

We want an esprit-de-corps in our body and such a spirit, I think these Institutes properly conducted, will develop and foster. This thought brings me to the discussion of the last division of my subject.

Just as advancement is being made in every department of science, just as manual labour is giving place to machinery and that in turn to machinery improved, just so advance is day by day being made by those whose life-long energies have been employed in the educational world, and unless we continually keep elevating ourselves above old methods and routine, unless we keep ascending a plane which leads out of the unhappy methods of the past, upward in a still more natural and quickening way, unless we keep ourselves refreshed in our work, daily devoted anew and daily increasing in regard for our work, unless we acquire ideas from each other and from leading minds, our profession can not stand high up in public esteem and usefulness.

Our profession is advancing. To-day we have a liberty we never had before, and to-day we Teachers of the Province, stand as a part in our organized school system. We have powers placed in our hands which Teachers of last year had not, and so on unfolding and developing our profession goes.

Now these Institutes may be made a means of incalculable good. I have come here with the hope of learning something. We cannot come together acknowledging our weakness and candidly striving to assist each other without deriving a benefit.

When we talk in an honest way of our success or defeat in this or that respect, of how we conduct this or that subject, how can it be but new light shall shine upon us, and soon instead of feeling it a hardship to attend an Institute, we will find it so much to our advantage as to feel it a hardship to stay away. Of course I am talking to those who are in sympathy with their work, to such as seldom find a day too long for the amount of work they would like to crowd into it. I have little respect for that Teacher as such, to whom each hour drags heavily and to whom the only pleasure of the day is closing school. We have boards of trade for our merchants, conferences and conventions for our doctors, leagues for our farmers, and, in fact, associations for nearly every calling and profession. The interchange of ideas does good. And so in our Institutes profit must be derived. But for the full benefit which may result, this is a required condition, that each one be ready to teach and ready to be taught. Kindly criticism does a world of good. In all that I have said I have supposed sound morals to underlie the Teacher's character. The best book-drill imaginable is unfit to shape human character unless his own is truthful and pure. Our lives, at best, are copies for the most part, this trait and that habit being in large measure something which we have admired in some one whom we knew or of whom we have read. Thus our lives and characters grow. And who more than children watch the habits and actions of men. True, 'tis the Teacher's duty to educate the intellect, to develop the intelligence, but the value that development will be to our schoolboys and society, depends in a large measure on the development of *moral character* as the base. I will put it briefly thus.—to make scholars of our pupils we need to be scholars ourselves, to make *men* and *women* of them, a purpose far higher and loftier, we need to be *men* and *women* ourselves. And to be *men* and *women* we must make a sound morality the bottom fact of character. In conclusion let me exhort every Teacher to let Faith, Hope and Charity abound. *Faith* in the ultimate triumphs of our system, faith in work we do day after day, faith in the boys and girls about us, and faith that our work is approved; *Hope* that what now lies hidden may yet be reached, and that work now of little promise may disappoint us in its returns; and *Charity* for those who bred under home disadvantages manifest little or no appreciation of our kindness, charity for the wayward, every form of weakness and frailty we find about us. I know that we all feel desponding at times, and wish we were engaged in almost anything else, so thankless and fruitless seem many of our best efforts, but no sooner does that cloud pass away, than a bright sky appears in the revelation of some fresh effort made and some new germs bursting into leaf.

Take courage my fellow-teachers. Your work is not in vain. If health and circumstances permit, make teaching the profession of your lives, in which each year shall witness some advance in your own growth, and some improvement in your method. From tasteless water and odourless air and dampened soil the rose eliminates its freshest beauties and its richest perfumes, and so in the dull prosaic life of a common school, sentiments of beauty and joy may be found. It is not all drudgery, it is not all cheerless work, for if devoted, we have this assurance that seeds must drop that will result in an everlasting fruition.

Next followed a discussion on *How can Teachers best promote regularity of School attendance?* Messrs. Day, Gunter, Meagher, Gaunce, Yandall and Belyea took part in the same, and their suggestions may be briefly summed thus:—

1. Make the School-room pleasant.
2. Make the Play-ground attractive.
3. Enlist the sympathy and co-operation of parents.
4. Show the child his personal loss by being absent.
5. Discover the *cause*, then remove it.

In the evening Session a valuable Reading Exercise, conducted by Miss M. A. Clark, the Teachers being treated as a class, awakened new interest in this branch of School work. During the exercise the following, among other points, were made:—

1. All new essential facts are emphatic. 2. All repetitions and all sequences are unemphatic. 3. Force, time and inflection are methods of execution of emphatic phrases. 4. When any thing wonderful is recorded read with a retarded movement.

FRIDAY MORNING.—Discussion: *The Teacher's duty upon the discovery of an infectious disease in the School and neighborhood.* Dr. Rand opened the discussion. Mr. James Fowler, M. A., continued it. In addition to the mere duty of the Teacher to bring the matter before the minds of the School Trustees or Secretary, these points were effectively made:—

1. Ignorance is a fertile source of disease. 2. Uncleanly habits are fatal to health. 3. The conditions of health are, that certain natural laws be observed. 4. Children should be taught the sacredness of human life. 5. Ventilation (not draughts) is essential to health.

A Drawing Exercise by Mr. Creed, and a *History, and how to teach it*, a paper by Mr. Meagher, completed the morning's work.

In the valuable paper read on history, and the suggestions offered by Messrs. Creed, Gaunce, Fowler, and Dr. Rand, which followed, these thoughts were enforced:—

1. Invest History with interest, by taking your class in imagination to the date and place. 2. Place a central truth and locate others around it. 3. Given an event. What led to it—what resulted from it? 4. Go from the known to the unknown—from present to past. 5. Make history an intelligent study and not simply an exercise of memory. 6. To this end an historic imagination should be developed by the Teacher in his pupils.

The order of the day for the afternoon Session was *Oral Lessons.* On account of the sudden illness of Miss E. A. Minard, who was expected to teach a class of children orally, before the Institute, Dr. Rand treated the Institute to an extempore address of forty-five minutes, in which he referred to the absolute and relative values of study and teaching, and showed that the primary aim of the Teacher was to awaken thought and activity in the pupil, to teach him to teach himself, to discover truth for himself; the secondary aim being to afford him a certain complement of truths and facts. He considered the human voice as a far more effective means of conveying truth than the printed page and showed how that many subjects impossible of treatment in the Text-Books of a Common School, could be profitably taught by oral lessons and made to act as a stimulus upon the child, urging him to read and explore for himself. Practical knowledge was best taught in this way. The speaker also alluded to some of the errors of oral lesson-giving—telling instead of teaching. He enforced the idea, that ample preparation and thorough understanding of the subject to be taught was the basis of competence to successfully teach it. These ideas were enforced by Messrs. Creed, Fowler and Summers.

Discussion: *The necessity of neatness and cleanliness of the School premises.* Messrs. Freeze, Meagher, Belyca, Gaunce, Day, Creed, and Mrs. Peake, engaged in the discussion, and referred to the educating influence of pictures and maps, of trees and flowers; to the imperative duty that the Teacher be clean and tidy in appearance and in his habits

of work in and around the School-ground; to the propriety of having a place for brushes and pointers, and of keeping them in place; to the necessity of pen-wipers and blotters: to the appearance of the Teacher's desk, and to the after value of habits of neatness and regularity acquired in youth.

In the evening, by request of the Institute, Dr. Rand devoted an hour to answering the professional questions deposited during the Sessions in the Question-Box. The Institute then adjourned to meet May 22nd and 23rd, 1879, at Fredericton.

GLOUCESTER COUNTY.

The first meeting of the Teachers' Institute for the Inspectoral District of Gloucester County was held in the Masons' Hall, Bathurst, on 13th and 14th June, 1878. James Smith, Esq., Inspector, took the Chair, and read a most carefully considered paper, explaining the objects of the Institute. This paper was fully endorsed by Dr. Rand, Chief Superintendent, who then proceeded to show how he expected the County Institutes and the Educational Institute would co-operatively promote the prosperity of the Educational System of the Province.

Organization.—The organization of the Institute was then proceeded with, the following office-bearers being appointed for the ensuing year:—James Smith, Esq., Inspector, *President*; G. W. Mersereau, B. A., High School, Bathurst, *Vice-President*; P. Girdwood, F. E. I. S., Superior School, Bathurst, *Secretary-Treasurer*; Misses Meahan and Smith, members of Committee of Management.

Fee and Enrolment.—The fee having been fixed at fifty cents for males and twenty-five cents for females, the members were enrolled.

Address.—School Management, Mr. G. W. Mersereau. This address was in two parts: 1st, Organization, subdivided into Classification, Time-Tables, Apparatus and Discipline. The ideas brought forward were as follows:—

Classification: basis. Reading, English Grammar and Arithmetic. In case of scholars neglected in youth would recommend pushing into advanced classes to secure sympathy: *too fine* a classification, not advisable.

Time-Tables: Principles to be attended to are, 1st, Relative importance of Subjects, and 2nd, Time that may be devoted to each.

Apparatus: Absolute necessity for such. Requisites of younger scholars—wise provisions of School Law to meet difficulty of obtaining such.

Discipline: In securing discipline, would recommend taking advantage of scholar's love of activity; 2nd, Curiosity—proper questions to be encouraged; and 3rd, Love of esteem. By careful cultivation these would secure a successful state of discipline, with a faithful Teacher in charge.

The second part of the address was on the Art of Teaching. The following principles were enunciated and enforced. The Teacher should—

1st. Place scholar in position of discoverer. 2nd. Find out what is known by scholar. 3rd. Proceed to give information and at same time aim at developing pupil's mind. 4th. In questioning, should insist on *complete answers*. 5th. Mr. Mersereau strongly insisted upon every Teacher being a student.

Mr. W. A. Andrew, Superior School, Clifton, then followed with an elaborate paper on Classification and Construction of Time-Tables. As the basis of Classification, he contended that Reading should be the starting point, and that the other branches of study should be arranged to fit in; that in a miscellaneous School (which nine-tenths of those in the County are) some average must be struck in order to classification, and that reading, while the most convenient, is at the same time as true a test as any.

In construction of Time-Tables, Mr. Andrew insisted on the following principles:—

1st. Nature of School (Primary, Advanced or High—graded or miscellaneous). 2nd. Time allotted to each subject. 3rd. Order of studies. 4th. Length of School day.

He insisted on the 2nd principle as the most important, and stated that in constructing a Time-Table he would feel inclined to give three-fifths of the time to the three R's (Reading, 'Riting, 'Rithmetic). Mr. Andrew showed at this and subsequent stages a model Time-Table, fitted for a miscellaneous School.

The forenoon Session was closed by a motion, by the Secretary, to have the meetings open to the public. Carried unanimously.

The afternoon Session was devoted to hearing of papers by Miss Smith, of Tracadie, on *Physical Culture*; by Mr. Andrew, on *Physical and Vocal Exercises*; and by a discussion on School discipline, participated in by Dr. Rand, Messrs. Mersereau, Morrison and Girdwood. Miss Smith's paper is given in full:—

It is only within the last few years that the necessity for physical in connection with mental development in our Public Schools has been taken into serious consideration. Nor is it entirely the fault of the Teacher, though many grave charges are laid at his door, that even yet in many schools, little or no attention is being paid to Physical Culture.

It will, I fear, be some time before public opinion will become convinced that the Teacher is employed for other purposes than for the teaching of the famous three R's, and for the burdening of children's memories with historical events, and dates, which are generally dry bones, into which no life has ever been breathed, geographical information concerning Siberia, Patagonia or some other outskirt of Creation, and grammatical rules, power over which often renders the students rulers of very empty realms! Whether, in accomplishing his mission, the Teacher lay the foundation for confirmed invalidism, imbecility or insanity,—or whether he consign his victims to untimely graves (which may upon the whole be preferable) is seldom taken into consideration.

We have all heard, and in a passive sort of way, we all believe that a sound mind requires a sound body, yet we seldom associate high physical health with great mental capacity. Indeed, I think we have all observed the physical characteristics of a scholar: stooping shoulders, drooping heads, impaired eyesight, a cadaverous complexion, contracted chest, lax muscles, a shuffling gait, a hacking cough, and a voice, in comparison with which the sound of filing a saw, or the scream of a guinea hen is sweet music. Added to these attractions, when in company an embarrassing uncertainty regarding the proper place to locate arms and legs, which gives very decided evidence that, though our wise man may have learned the Greek for a chair, he has never learned how to sit upon one.

We do not often hear the personal beauty of such a man descanted upon, yet we often hear the exclamation in tones of warm admiration: "Oh, he is so intellectual looking."

Does it not cast a sort of stigma upon mental attainment, this suggestion that it precludes the possibility of grace, comeliness, and even bodily health?

So accustomed have people become to associate physical weakness and plainness with mental capacity that it is not unusual for parents to set aside to mental pursuits those children who give early indications of delicacy of frame, never dreaming that in so doing they are condemning them to suffering that is often worse than death, besides imposing upon society a set of incapable practitioners whose incompetency brings a stigma upon the noblest professions. It is a lamentable fact that many such are to be found filling the offices of physicians, preachers, and teachers. "Only fit for a Teacher" is an expression that has often come to my ears in connection with children physically weak. Not a year ago, I had in my school a lad, whose mother urged me to keep him closely at his books in school and to assign him heavy home tasks, that he would have no time for play, resigning as a reason, that, as he seemed weakly, and sickly, and good for nothing, she thought she would make a Teacher of him, and she wanted to get him through as soon as possible. Had I acted upon her suggestions, I do not know but I might have got him through the cares of this life sooner than she intended. I knew another, who, as a boy, possessed every condition of a sound constitution, and naturally speaking, had every prospect to a long and useful life. As he gave evidence of considerable

mental capacity, his parents consigned him to a course of instruction, where from childhood, the mental faculties were strained to the utmost, while he was carefully kept from participating in physical recreations, his father declaring that it was waste of time, and took his mind from his work. A year ago, after a brilliant course of study, in which he delighted the hearts of his parents and instructors, he succeeded in carrying off the highest honors of his classes; but before he had entered upon the practice of the profession for which he had prepared, outraged nature gave way, and the victim died, not as people said, from hard study, but from want of physical development.

With such evidences of public opinion before us we can understand the difficulties which meet and hinder the Teacher in his attempts to make his school a school for the *body* as well as for the mind.

The time spent by the Teacher in promoting the physical health of his pupils, is in many cases, regarded by the parents as a willful waste of the hours, the Teacher being in their opinion, ready and willing to shirk his duties upon every possible occasion, and I have known them in consequence of this fancied neglect on his part institute a series of annoyances, which might be compared to the stings of wasps, so small as to be scarcely perceptible, but, at the same time, so extremely exasperating and tiresome, that one can scarcely wonder that the Teacher becomes discouraged, and resigning all attempts to do more than keep within the conditions of his contract, fills the hours in any way calculated to secure to himself the least interference and annoyance.

But, when we remember that we are working, not so much for the gratification of the caprices and prejudices of a few, as for the advancement of humanity, not so much for the present as for the future, not so much for time as for eternity;—when we reflect that in every right impulse we impart we enjoy a glorious immortality, I am sure that we will not only acknowledge but rejoice that the duty of developing the interest which has recently been awakened in physical culture devolves upon the Teachers of Public Schools. I do not know that it is in the power of the Teachers of our Province to reanimate the spirit of the Olympian days, but I do think they may do much towards changing from a truth to an untruth, or towards rendering altogether obsolete, the saying that "every generation grows wiser and weaker."

It does appear that intellectual excellence is purchased at a very high price when its possession implies the forfeiture of all that renders life enjoyable or even endurable.

"A sound mind requires a sound body."

It is sometimes objected that the enjoyment of high physical health disciplines one to intellectual pursuits, as it involves an amount of bodily action, that hinders mental application. The man who neglects his bodily health in order to arouse action of mind, cannot exercise a healthful influence upon his fellow creatures. At one time he is in a state of ecstasy which, if his attention be turned to religious subjects develops into fanaticism, and the next hour, he is plunged into the very slough of despond where gloom, horror, and desolation reign on every hand; and this state of mind is not unfrequently mistaken for genius, from which it appears that authors, particularly poets, have a license to be as morose, as uncivil, as selfish, and altogether as disagreeable as possible, under the impression that they are influenced by this gleam of Divine Intelligence, when in reality, it is the disarrangement of the physical system which affects them thus peculiarly.

Not long since I was favored with the perusal of a letter written by a gentleman who has established a claim to more than ordinary intellectual capacity. The whole epistle was considered rather a superior bit of composition, and among other passages I was struck with the following:—"I am dissatisfied, dull, and unhappy. On every hand I am checked and thwarted by some cursed fatality that pursues me like a fiend. I see only falsehood and treachery in my fellow-creatures, and the sad underlying life oppresses me almost beyond endurance." A few days after, I was not surprised to learn that the writer was prostrated by a severe attack of neuralgia, caused by exposure (without sufficient wrappings) to a snow storm. Any person who has been tortured by the same fiend will readily understand the emotions which influenced the sufferer.

That genius which owes its power to beget, to a sort of hysteria caused by bodily ill health, just as certain atmospheric lights are caused by a commingling of bad gases, is certainly a doubtful blessing to society, as well as to the possessor.

I sometimes think that three-fourths of the literature of the present day (especially the poetry) owes its existence to dyspepsia or—tight boots.

But it is not only in the literary world that soundness of body is required. In every calling and position in life, a man's success and happiness are dependent upon his physical condition. It is health which renders the hardest labor endurable, and the hardest fare enjoyable. The conditions of physical health are the foundation of a nation's civilization, prosperity, and morality, and I may add, that the means of health formed no unimportant part of the Jewish religion.

Before the age of mental power in Greece was the age of animal life, when the first care was to make man a magnificent animal, when physical weakness was considered a positive disgrace, and physical deformity was not allowed to exist; and when physical strength and endurance were regarded as the noblest virtues! After this came an age of intellect such as has never been equalled, and though, according to our teachings those wise men were heathens, and by our plan of salvation are excluded from the joys of Heaven, who shall say that they have not an enviable immortality inasmuch as we have heard their voices that have come down the ages in tones that shall re-echo to all eternity.

Conditions of physical health, as far as we can promote it in the school room, and for which the Teacher is in a measure responsible—

First, Frequent change of position.

In some schools, it is the custom to keep children standing during a recitation of half an hour, three quarters or even an hour's length. This brings a fatigue that is really painful to a strong and positively injurious to a delicate child. I do not think that children or even grown people can stand in one position without fatigue longer than ten or fifteen minutes. A lengthy recitation with pupils in a sitting position is also ill advised, especially if the pupils be small. If the pupil's position be lounging and careless, the recitation is very apt to be the same, and yet if a child is obliged to sit upright for any length of time, the weariness of body brings on weariness of mind, which results in nervousness and often severe headache.

Second, Position in sitting, standing, and walking.

We know the inclination which pupils have to lean upon the desks in front of them, and we know also, the rounded shoulders and contracted chests which are the results of such leaning; the cramped

position rendering impossible waist breathing which is so necessary to sound lungs; and the neglect of which is almost certain, sooner or later, to bring on heart disease, dyspepsia, or consumption.

Fatigue from standing shows itself in drooping heads and rounded shoulders, or in one shoulder elevated above the other. Continuance in these positions will at length produce positive deformity, and I think you will agree with me, that physical deformity is apt to bring on mental deformity in proportion.

In walking, we have to guard against moping along, with eyes on the ground, shuffling feet, arms akimbo, and, if our pupils be boys, hands in pockets. We must strive to secure uprightness of head and chest. The body should by its muscles be moved, and our pupils must sit, walk, and stand erect. The head, the lodging of the brain, may be regarded as the seat of mental capacity, and the chest, the lodging of the heart, as the seat of moral power. Is it strange that great attention to these two should be considered necessary?

For the securing of a proper position and carriage of the head and body Professor Monroe has prescribed a set of drill exercises, which are intended to impart elasticity and strength to the muscles, while the result is ease, dignity, and grace to the limbs whether in motion or repose.

Third, Avoiding of draughts.

Children play violently, and it not unfrequently happens that they enter the school-room when very warm, and are exposed to currents of air, by which perspiration is suddenly checked, and the result has been known to be death. Also, when overheated, they are apt to seek coolness in immense draughts of cold water, than which nothing can be more injurious.

Another cause of much suffering is cold feet, and in country school-houses this is an evil very difficult to remedy. The physician's counsel to keep the head cool and the feet warm is generally obeyed in inverse order, for while the brain is rendered dizzy and almost inactive by the heat, the feet appear to be congealing.

Besides the very uncomfortable sensation this is very dangerous, and if, as often happens, the shoes and stockings are wet the danger is immeasurably increased. Neglect of these trifles is often the cause of illness, sometimes of death, which is laid at the door of hard study.

Fourth, Temperance.

During the past five or six months one has heard so much of Temperance Clubs, Temperance Concerts, Temperance Soirees, and Temperance Reforms, that one is almost inclined to think that the good people of our Province have, in their zeal, become intemperately temperate. Just at present it is difficult to attach other signification to the word than abstinence from the wine cup, and one has hardly the assurance to wonder whether the very immoderate imbibing of the cup which cheers but not inebriates, and the partaking at most unseasonable hours, and at those very temperance celebrations, by those zealous devotees of temperance, of food in astonishing quantities, and of a quality sufficient to try the digestion of an ostrich, are not indicative of certain characters who are somewhere represented as "straining at gnats and swallowing camels."

We have seen women leaving what appeared the broad open path of duty, and going into lanes and by-ways earnestly seeking temperance and striving to institute reforms in the homes of others, when, if advice would have been heeded, one would have been inclined to urge, that at least before their departure they should set their own houses in order.

It does seem a pity that so much well-intended effort should be lost, but it is doubtful whether the victory will be gained, and whether the Angel Temperance will consent to fold her white wings and dwell among us, until a principle of her sister-spirit, Moderation, shall be developed in the minds of our people.

It is a question whether the great shout of reform which has been resounding far and wide is not the rallying cry of Satan, and whether, when the knaves shall gather in their never failing harvest of dupes, the result will not be a more than usually abundant yield.

"Every man that striveth for the mastery is temperate in all things," was a maxim inculcated in the training for the Olympic races, wrestling, etc., and we know that to-day it will apply equally well to aspirants for success on the race-course of life, and in the struggle with the world.

"Let your moderation be known to all men." It is our work to develop in the minds of our pupils these two principles, Temperance and Moderation; thus giving them self-restraint, self-command and self-government, in all they think and in all they do, in sleeping, in eating, in drinking, and in exercise, and we place within their grasp the conditions of health, happiness and prosperity.

Fifth, Cleanliness.

If the Jewish Law were worthless upon other accounts, its injunctions regarding personal cleanliness would render it invaluable. Not only was cleanliness considered next to godliness, but there appears to have existed a belief that without being cleanly it was almost impossible to be godly. And it is a fact worthy of observation, that the Jews, the world over, have less tendency to contagious or infectious diseases, less scrofula, less insanity, and altogether less physical weakness than any other people. Even in plague-stricken districts, and in the foul and unhealthy back streets of cities, where these people most do congregate, we find the parents strong and healthy, and their chubby, rosy children bearing charmed lives, and, mentally, we find those people inferior to none: generally they are intellectually superior to Christians in the same position in life. There is little doubt that this health of body and mind is owing to the careful observance of the laws of cleanliness of person, clothing, and habitation, so strictly enjoined in the Mosaic Dispensation.

Perhaps not many, possibly none of you, have been situated where you could gain a positive knowledge of the loathsome diseases and the terrible evils arising from want of cleanliness, which in these days is generally considered injurious to the health, unpleasant to the eye, offensive to every one, and, upon the whole, exceedingly disgraceful. Yet, I regret to say, that there are localities where the evil may be observed in all its ugliness, and where the effects will continue for generations to come.

That cleanliness is a beautifier, I think will be admitted by any one who has observed the improved change which an application of soap and water and a suit of clean clothes can work in a Jack Tar or a Railway Navy, to whom Sunday is a physical and moral blessing if it never be to him anything more than a "Clean shirt day."

But it is to be regretted that, though people are generally sufficiently clean to keep within the limits of respectability, many do not maintain the conditions of physical health, and many more

fevers and skin diseases are generated by neglect of clothing, person, or habitation than a casual observer would believe possible.

Now while it is hardly necessary for us to aim to make our pupils editions of those painfully neat people to whom a soil upon hand or garment is a source of agony, while we need not seek to develop a spirit similar to that which animated Sam Slick, denominated by her son, a *tidy Devil*, which prompted the good woman to wage ceaseless warfare upon spiders and blue-bottle flies, I do believe that the Teacher who convinces his pupils that, while clean clothing is an adornment, it is at the same time a saving of expense and suffering, that the poorest home may be made attractive and its comforts enhanced by keeping it tidy and clean, that there is no danger but safety in the free use of soap and water, that there is really no credit in adding to the numbers of the great unwashed, that cleanliness is a preventive of many of the ills to which flesh is heir, that there is beauty, health, and comfort within the reach of those who observe the command "Wash you, make you clean," and that, since mind and matter are so closely connected, attention to outward cleanliness may be regarded as a type of that inner purity of thought and action, which are the conditions of a higher and a better life, does a greater service for humanity than he who leads his pupils through the intricate windings of scientific paths into broad fields of speculation upon the "origin and the end of man."

Whence we come and whither we go do not appear so much subjects for our attention as the thought, that, while we are here, it is incumbent upon us to make the most of the capabilities with which we are endowed; that the foundation of the power to do is physical health, one of the most important conditions of which is personal cleanliness.

Sixth, Suitable clothing.

It is a little humiliating to admit that the excess of folly lies with the weak sex, yet I am obliged to acknowledge that the want indicated, under this head, affects most fatally the female portion of our schools and of the country.

Since the day the apple was eaten in the Garden of Eden I believe no one, excepting perhaps Carlyle, has with impunity meddled with the subject of clothing, which has been and still is under the absolute sway of fashion, whose dictates I am sorry to say do sometimes appear strongly opposed to the sensations of comfort, to the conditions of physical health, and to the teachings of common sense.

It is true that a protest against the rule or misuse of the despotic Goddess has been entered, and an intention to limit her wide-spread influence has been manifested in the cry for Dress Reform which has arisen in the distance, and the echo of which has been borne to us on the western wind; but Mrs. Grundy, with elevated nose and compressed lips, has with a wave of the hand haughtily consigned the rioters to the Chamber of Horrors set apart for strong minded women who vociferously contend for universal suffrage, from the manly indulgence in a cigar, to the privilege of gracing the Presidential Chair.

Now, I should like to believe that a woman may have a full conviction that the ship of State is safe with the Lords of Creation in command, may have no yearnings towards the ballot-box, and yet, may have an instinctive desire to preserve, at least, such physical health as shall save the expense of a physician's fees, and insure a certain amount of personal comfort, which cannot be realized if she yield unquestioning obedience to the commands of fashion.

Hitherto, retrenchment has appeared to be the governing principle in the economy of dress, hence we see hands encased in gloves that were only induced to go on after hours of patient persuasion, boots smaller than the feet they cover, and the wearing of which involves an intensity of suffering sufficient to distract the attention of the greatest enthusiast from the consideration of his pet subjects, a suffering that overcomes all impressions of the good and the beautiful, and leaves only a sense of the sadness and the misery of human life;—but it is useless to harrow your feelings by a repetition of well-remembered sensations, as there are few people who have not at some period of their lives been willing martyrs to tight boots.

And last, though by no means least, we see the chests and waists of women encased in bodices, which upon measurement may be found to be several inches less than the actual dimensions they enclose.

As an illustration of the compressibility of matter the use of this strait-jacket is excellent, but as the habitual wearing of it involves the displacement of the vital organs of the body, and renders exertion of any kind, even that of breathing painful, preventing anything more than surface breathing from the top of the lungs, it must be considered directly opposed to the laws of comfort and health.

In the length of time that the victims continue to endure the ills resulting from this system of dress we have conclusive evidence of the truth of that proposition. "There is a sight of wear in human nature."

Until very recently, a Teacher must be possessed of more than ordinary courage who would venture to suggest to his pupils, that a forcible compression of any part of the body is in opposition to the laws of natural development, that woollen stockings are more healthful than cotton, though they make the feet look larger, and possibly involve the necessity of larger shoes, that flannel garments, during the greater part of the year, are much superior to either cotton or linen, that children, as well as grown people, may generally, with impunity, brave cold or storm if the feet are protected and the body and throat properly covered with warm wrappings, and that insufficient clothing, tight gloves, tight boots, and tight bodices are abominations, the results of which are dwarfed bodies, impaired vitality, and weak intellect to the people of America.

So universal has been the devotion to the beauty supposed to result from the style of dress mentioned, that one is not surprised to see that however much they may condemn the pinched feet, the halting gait, the hollow chest, the faded cheek, the drooping head, the elevated shoulders, and, worse than all, the wasp waists which characterize the female portion of almost every locality, the majority of Teachers have not only witnessed without a protest the Slaughter of the Innocents, but have themselves joined the ranks of votaries, and, without a murmur, immolated themselves upon the altar of the Goddess of Fashion.

But now, that our attention has been turned to this subject, and we realize that we are in a measure morally responsible for the physical health of our pupils, we hope for better things, and I believe we may also hope to hear of fewer Teachers breaking down after two or three years of service, and of

either being obliged to cease from labor or compelled to drag out an existence which has all the misery of death, without its release.

Seventh, Pure Air.

We have learned that plants derive their nourishment from mineral substances taken through the roots, and from carbonic acid gas, part of which is taken in through the leaves. But neither mineral substance, nor carbonic acid gas can give life. Life depends upon respiration, and as oxygen is necessary to respiration, so oxygen is the life-giving principle of the plant.

We have seen an engine prepared for work. The furnace was filled with fuel; the boilers were supplied with water, the wheels, bands and straps were all in order; but nothing could be done until a change was produced. The fuel must be changed to heat, and the water must be transformed into steam. This change could only be effected by means of oxygen. Oxygen is the element necessary to support combustion.

The animal derives its food from vegetable and organic mineral substances taken into the stomach; but before this food can be of service in supplying the waste of blood, bone and muscle, it must undergo a change. This change is produced by the agency of oxygen.

Now, as there is a constant consumption going on, a constant supply of oxygen is in demand. God in His wisdom created the demand, and in His infinite goodness He has provided a supply. Oxygen, His best gift to the world, He has created, He has placed in the air we breathe. Like many of His best blessings, it is invisible but none the less are we sensible of its existence.

In this air are carbonic acid, water vapor, nitrogen and oxygen; but the presence of the two former in appreciable quantity is due to locality and season, and as nitrogen is only useful in moderating the power of oxygen, the latter is the blessing God gave us when he breathed into man's nostrils "the breath of life." That air is so abundant, and so completely within our reach, is a sufficient proof of the necessity for it in nature. Plants cannot live without it. Combustion cannot be supported without it. Animals cannot live where it is not. Briefly, Air is Life, and oxygen is the governing principle of that life. But as something more than life or mere existence is desirable, it would be well to notice the effect of air in order to decide as to the kind required.

Pure air is charged with twenty-one parts of oxygen, seventy-nine of nitrogen, a small quantity of water vapor, and carbonic acid gas. When taken into the system, the oxygen unites with the carbon and hydrogen, forming carbonic acid gas. The demand for these two gases is but little while the supply is great, therefore they must be eliminated. The air we expel is charged with these and with deleterious matter from the lungs, more poisonous than either of the others. Carbonic acid gas is not strictly poisonous, but it induces a smothering sensation, and will cause death from its poverty of the life-giving principle. The oxygen breathed in is retained in the system, and we can easily understand that air respired is unfit to be breathed a second time. It possesses really poisonous properties besides the quantity of carbonic acid and water it contains. Birnan tells us that air charged with three per cent. of carbonic acid gas is unfit to be breathed. When we know that air respired contains more than eight per cent. of this gas, we will be careful that it be not breathed. If it is, we must expect to experience the sensations of depression, languor, dizziness and faintness.

Life with these sensations is not very desirable, and when we are thus afflicted we are accustomed to consider ourselves out of health, which means that the machinery of the system is not in good working order. Then, to support life, give us air, and to make that life enjoyable and worth having give us pure air.

Authorities differ as to the amount required by each individual. None give less than seven, while many give more than ten cubic feet per minute where needed.

Some people appear to have an idea that air is well enough in its place, and that place out of doors. They will close windows and blinds carefully lest a breath should touch them. They shun it as they would a plague. We have all been in houses tenanted by such people. A palace would be an abode of misery if they inhabited it. The whole house is pervaded with an odour denominated *misty* Gloom and carbonic acid have taken possession. The mistress of such a house is a harassed, anxious body, depressed in spirits, if she be not really sick. She is careful and troubled about many things. She is nervous, she has headache, she is tired, she has a poor appetite, in short, she has all the ills of life, because she has not oxygen.

We have been in sick rooms where the nurse made it a matter of conscience to keep the vitiated air intact. All the poisonous gases attending disease confined in a space sixteen feet square. If it were not so serious, it would be entertaining to observe the zeal she manifests in keeping her patients free from a contraband breath of pure air that may effect a passage into the room.

The patient is weary, nervous, and discouraged. The effort to maintain life against the host of invisible enemies is too great, and forced by stress of circumstances he yields to the Pale Messenger, whose promise of rest is indeed more agreeable than the prospects of a struggle for life with the bad gases in the room.

If we let oxygen have its way there, nurse is transformed from a stern dragon into a kind sympathizing friend, and the patient begins to think that, after all, there is something in life worth living for, so makes an extra effort to regain his health. By all means let us have pure air in the sick room.

In a badly ventilated church we find children restless and weary. Old people either asleep or else nervous and irritable, thinking that the minister was never so stupid, that he grows more and more tiresome, that their neighbours never were so disagreeable, and that the road to Heaven never seems so long and so hard to travel as it does in church.

The minister, poor man, is working against the wind; his head throbs, and he is weary and depressed; the people were never so careless and inattentive. He tries to be earnest and impressive, and becomes ill-natured. He strives to exhort and he actually scolds. He feels deserted by all good angels, and he is, for oxygen is fastened out.

We have been in churches blessed with an abundant supply of oxygen. The children were interested and happy, and thought church a nice place, the old people were wide awake, thinking what a good faithful man the minister was, how comfortable it was to have one's neighbours around one, and how thankful one ought to be to have a church where one could go and learn about Heaven. The minister, with that pure air, a breath straight from God fanning his face, thought there never was a work so holy as his, his heart was full of love for his fellow-men, and Heaven never seemed so near. We would plead for pure air in church.

In railway cars, in cabins of steamboats, every where, where there is a roof above, and walls around, we would admit it pure, and clear, and free, that it might give us life, and strength, and health!

Some people appear to think that if a room is aired for a few minutes in the morning all has been done that is required. At best we can only fill it. In a room sixteen feet square and ten feet high, we have two thousand five hundred and sixty cubic feet of air. Allowing ten cubic feet per minute, one person will exhaust the pure air in four hours; put a half dozen people in the room and the atmosphere will be vitiated in forty minutes. Supposing those people spent three hours in that room, what will be the state of the air?

There be those, whop, intent upon fastening out a possible enemy, at night carefully bolt their doors and bar their windows, forgetting that they are confining within a positive foe, a thousand times more deadly than any that could enter by two or three inches between the window and the sill. Suppose a sleeping room, twelve or fourteen feet square and eight or nine feet high, with two, or perhaps three people in it be thus secured. Are we surprised, that in the morning, instead of a comfortable sense of being alive, cheerful, and a good appetite for a plain healthful breakfast, there are headaches, coughs, nervous affection, complainings, and a desire, not for food that may give strength, but for that which shall tempt the appetite.

Some other people appear to be willing to admit air into their dwellings in summer, while in winter they keep it out by every device in their power. Now, we know that animal heat is increased by pure air, therefore it is, if possible, more needed in winter than in summer.

We notice, that in a large audience, if the stay be prolonged, the lights burn but feebly or perhaps die out. Cause—inadequate supply of oxygen. Now we know how important it is that those lights, so necessary to our every step in the dark, be kept in action. God has given us our lamps of life, fuel for consumption, material to support the flame. Can we do less than keep them trimmed and burning?

Pure air is needed everywhere, and nowhere more than in the school-room, and nowhere is it more neglected. In every other place there is at least a modification of suffering. In a dwelling-house one is constantly moving from one room to another, doors are always being opened and shut. If the air is bad in church, one can stay at home, but to school the pupil is obliged to go, and there obliged to stay. It is true, that recently much has been done to ventilate school-rooms, but only a step has been taken in the right direction. In many schools ventilators have been placed, and some of them work very well, but in my experience I have never known the supply of free air afforded by them equal to the demand. Some appear to think that if the arrangements for ventilating are completed, nothing more need be done, and they will continue existing in a vitiated atmosphere sublimely unconscious of the ills they are suffering. Is not the ventilator there, and was it not made to do the work? Then why trouble one's self about it?

Those who are in authority should attend to it, that school-rooms are sufficiently provided with conveniences for ventilating, and they should see that Teachers are sufficiently impressed with the importance of a free circulation of pure air, to warrant their closest attention to this matter. Some Teachers plead that becoming occupied with school duties they forget. Do they forget that they themselves are weary, irritable and impatient, while the children become weary and listless, languid and unhappy. The children are more to be pitied, for I think the Teacher who forgets deserves to suffer. The Teacher who, in the work of his school, forgets the physical comfort and well-being of his pupils, must be, I think, either grossly careless or wilfully negligent. If temporary discomfort were the only result one might be silent, but when we reflect that constitutional ill-temper, consumption and many fatal diseases are in consequence of this forgetfulness entailed upon generations, then I would make the petition of the pupils in a voice that could be heard far and wide—"Give us pure air, or we perish!" Is the air pure? A city missionary who would impress upon the occupants of those wretched homes in filthy back streets the importance of this question, would, I think, do more for suffering humanity than if he scattered reams of tracts for "Unconverted Sinners."

Is the air pure? I would print it in phosphorus on the walls of every sleeping room, that, should the slumberer happen to awake at midnight, he might have it before him! Is the air pure? Were it possible, I would have it painted upon the walls of every school-room, where it would meet the eye of the Teacher every time he turned. I would paint it in such attractive characters that the children would love to look upon it. I would teach them that "Cleanliness is next to godliness," and that without pure air no one can be clean! I would teach them that pure air is a gift straight from God, and that he who deprives them of it is guilty of as great a wrong as if he kept from them their meat and drink!

Best means of developing in the minds of our pupils a knowledge and an appreciation of the conditions of health:—

In order to develop a knowledge of the conditions of health, I think we must first teach the pupil that he has a *body*. There are spiritual advisers and mental instructors, but very few teachers of physiology.

The spiritual Teachers instruct the pupil that he has a *soul*, and sometimes they attempt to explain to him its nature, and they tell him a good deal about the *etic dust* of the earthly frame, which is for a season its habitation. They warn him against carnal appetites, and strive to impress him with a sense of the sinfulness of thinking too much about the adornment, the comforts, or even the necessities of perishable matter.

The Mentors, whose sole duty it is to develop the faculties of the mind, to cultivate intellect, urge upon him the necessity of continually exercising and strengthening the faculties which go to make up that intellect, but they do not mention any connection between it and the body, which would appear to be, by the merest accident, the habitation of the mind, a something *with* it; but not of it. The pupil himself may possibly infer a close connection between mind and matter from a lively consciousness of the impression that may be effected upon at least one faculty of the mind, through the medium of a birch rod, operating actively upon the muscular integuments.

It is our work to instruct the pupil in the laws underlying his physical organization, and to lead him to see that mind and matter are inseparable, and if we abuse one the other must suffer. That, as steam is the result of the combined action of air, fire, and water, so a vigorous mind is the result of the healthy action of the organs of the physical system; and that a willful waste of physical power will not fail to produce a woful want of mental force. That the perfect education consists in the development of the powers of the hand, the head, and the heart; which implies the cultivation of the physical, the mental and the moral natures, and that the results are the three essential principles of the perfect life, strength, wisdom and love.

In order to secure an appreciation of the conditions of physical health in the minds of our pupils; we are generally told that, to make any teaching effective, the Teacher must practice what he preaches, and must favor the pupil with quite as much example as precept. I think in this subject as well as in any other he must be in earnest. It would be hardly possible to impress a pupil with a sense of the importance of cleanliness and tidiness if the Teacher habitually presented himself in an untidy dress, with soiled collar and cuffs, a paper in his mouth, while he punctuated his paragraphs by copious and skillful ejections of saliva to the right and left of his desk. Nor would he be very apt to convince him of the saving qualities of Pure Air if he left the ventilating registers closed for weeks at a time, or failing these, if he neglected opening windows and doors and, if he added, during at least half of the day, to the already objectionable atmosphere, the fumes of tobacco.

Now, I am sensible that a Teacher, be he ever so earnest and enthusiastic, sometimes secures little or no appreciation, or else that a consideration the very reverse of what he intended is awarded him, for unfortunately there are parents who endure the very erratic notions (as they consider them) of the Teacher only under protest, and would upon no account allow them to have weight in the regulations of the home government. Therefore however persuasive he may be in his invitations to others to mount and ride his favorite hobbies he often receives a decided refusal, or if they accept he has never the satisfaction of seeing his hobby-horse exhibit his best points, as the rider holds the reins in fear and trembling, and will only consent to be carried at the slowest pace.

Just here, I should like to give you the results of some of my teachings in which I believed very earnestly. At the time that Professor Monroe made his first visit to the Province, when, I believe, the subject of physical culture was first brought under the notice of the Teachers of Public Schools, I was so fortunate as to share in the three days instructions that were given in the Mechanics' Institute in St. John, and I think there could scarcely be a more thorough convert to any teachings than I was to his. I determined to convince others as I had been convinced, and to that end began operations at once. That year I removed to a school in Duke street, St. John, and had given instructions in the vocal and physical exercises with considerable delight to myself and considerable amusement to my pupils, when on the last afternoon of the first week my school-room was invaded by an irate mother, who had been informed of my doings by her offspring, five of whom graced my classes. She furiously demanded my reasons for marring the countenances of her children, exclaiming vehemently: "The Lord knows my children's mouths are ugly enough naturally (which was true), and here are you come to make them ten times worse." I tried to convince her that my intentions were not malicious but she refused to listen to reason, declaring that she would have a stop put to such work or she would make the Trustees shake in their shoes, and she took her departure in a state of excitement somewhat resembling that of an anxious hen when she believes that a hovering hawk has intentions in regard to her brood. Failing to receive from the Trustees the sympathy her case warranted, she next addressed a letter to the Lieutenant Governor, setting forth the double names of her five hopefuls, together with a statement of the indignities to which they had been subjected, and closing with an insinuation regarding his fitness to fill the elevated position to which he had been appointed unless he met her views upon the subject under consideration. His Honor not very clearly comprehending what was required of him forwarded the epistle to the Trustees in St. John, who preserved it until the fire of last June, when I presume it met the fate of the other valuable documents. At another time, when I was attempting to secure an appreciation of the benefit to be derived from the practice of the physical and vocal exercises prescribed in Monroe's Manual, my intentions were frustrated by the impression getting abroad that I was an emissary in the employ of a set called MacDonaddites, familiarly known as *Jerkers*, and was instilling the doctrines of their religion by means of bodily and facial contortions. And again, when I was striving to develop an increased volume of voice in my school, I was accredited with the power to recall the shades of those who had gone before, by means of the inhuman sounds that were said to issue from my sanctum, and somewhat to my embarrassment, appreciative though slightly horror-stricken audiences were not unfrequently found outside the windows. And, only a short time ago, when I was striving to develop an admiration for a pleasant tone of voice, I was one evening waited upon by my head pupil, a man of nearly thirty years, who rejoiced in the harshest tones it has ever been my privilege to endure, and who informed me in a patronizing sort of way, that he didn't want to find fault or make a fuss, and he didn't believe that I meant any harm, in fact he believed that my intentions were good, but he couldn't stand all that nonsense about a pleasant voice. People liked him, voice and all, just about as well as he wanted. He reckoned his voice would never get him a living anyway, so if I would just help him through the severe words in the reading lessons he would be much obliged, and he would feel that he was doing something with some sense to it. I did not suggest that a cultured tone of voice would be more of an ornament than the very elaborate pin in his tie. In fact, I didn't suggest any thing. Not being able to do what I would, I contented myself with doing what I could. I helped him through the severe words.

But failures in our attempts are not always to be classed among the ills of life, and from these I have mentioned I have, I think, learned several lessons, viz., the necessity of tempering enthusiasm with judgment, the necessity of patience at all times, and the necessity of at all times entertaining very moderate expectations of success in every undertaking. There are cases where, do what we will, we cannot gain the appreciation we desire, and in such cases I would suggest that we do what we can do what we ought, trusting and believing that the "bread cast upon the waters will be found after many days."

On THURSDAY evening Dr. Rand delivered in the Masons' Hall an able address on educational matters to a crowded audience, who responded by an enthusiastic vote of thanks.

FRIDAY.—The forenoon Session was devoted to illustrations of the most approved methods of teaching Elementary Reading, Geography and Arithmetic. Miss Meahan, Bathurst Intermediate School, conducted the Exercise in Reading; Miss Hickson, that in Geography, followed by a

paper on the same by Miss Lizzie Brown; and Miss Rainey, Bathurst Superior School, that in Arithmetic. Mr. Boudreau, of Beresford, gave a very able illustration of practical Arithmetical Teaching in French.

Mr. D. Morrison, Caraquet Superior School, closed the forenoon Session by an address on the importance of teaching *Industrial Drawing*; his remarks being fully indorsed by Dr. Rand and the President.

The P. M. Session was occupied by Mr. Morrison with a paper on *Earnestness in the Teachers work*.

Mr. Morrison's line of thought was somewhat thus:—

Earnestness is important: 1st. To produce effects on the Scholar's mind. 2nd. Because Teacher's work is not for time but for eternity. 3rd. Earnestness enforced by examples: Monks, Missionaries, "Captain Anderson finding the Cable in Great Eastern." 4th. Successful men all earnest men, both in the world of business and in the realm of thought. 5th. Teachers ought to be specially earnest as they deal with impressible minds.

Mr. Girdwood then followed with a paper on *Inducements to Study and the means of Mental Culture*, which is here given:—

The subject allotted to me on this occasion is one of a very comprehensive nature. Volumes might be written, nay, have been written upon it. The best fruits of the best intellects have been crystallized, as it were, on the discussion of this subject. It has to do with the higher part of human nature, embracing the development of the intellectual and moral powers, those powers that raise us above the lower creation, and the most profitable means of such development. I feel very confident upon entering on the discussion of such a subject, feeling that I ought not to meddle with things too great for me, and would assuredly on any other occasion than this have declined doing so. But feeling that we are here assembled members of one profession, and a great profession it is, and knowing likewise that what we expect of each other is only a plain contribution of each for the benefit of the others, I have penned a few thoughts, and in doing so have endeavoured to make them as practical, as short, and as much to the point, as possible. Whatever vagueness may remain, notwithstanding my best endeavours to guard against it, must be by you set down to the largeness of the subject, and to no wish on my part to spin out this paper to an undue length. I wish to indulge in no grandiloquence, have tried to guard against it, and may thus have made this paper somewhat dry.

With this brief introduction, allow me at once to enter on the consideration of my subject; and in doing so I would, to avoid all misunderstanding, seek first to consider what *Study* is.

Somewhat vague ideas prevail in some minds as to what study is. Taking our own profession to furnish an illustration of what I mean. Certain subjects are proposed to us in which we must of necessity, in order to obtain a license, exhibit a certain proficiency. We sit down, and with Text-books before us go over more or less carefully the subjects appointed; the object before our minds being the acquirement of such a fund of information as will enable us to make a sufficiency of marks in the examination to get the desired license. It naturally occurs to most, if not to all, to try and find out what is the style of questions propounded, and so on what part of the subject we are to bestow most of our time. To the getting up of these subjects in this manner we are accustomed to apply the term study, and to a certain extent it is legitimate to do so; but only to a certain and a very limited extent. We set before our minds a certain object to be attained, and leaving out of account all else, we for the time bend the best powers of our minds to the attainment of that object. But I submit that though so far as it goes this furnishes a fair idea of study, it is only a very imperfect, partial idea.

It is correct, inasmuch as it sets out with the idea of certain facts to be ascertained, certain principles to be recognized as established; certain developments of these principles to be mastered; but since it aims at the ascertainment of these facts, the recognition of these principles, and the development of these principles as final when the ordeal has been passed, just in that proportion does it fall short of the idea of what true study is.

True study involves in its very conception the earnest bending of the mind with its utmost powers to the pursuit of a certain department of knowledge, and the pushing of that inquiry to the furthest limits attainable, irrespective of the immediate material advantage accruing to the student. No one can be said to be studying in fact and in reality who does not, without consideration of future advantage, lose himself entirely in the subject before him, and hence I would draw my definition of study, viz., an utter absorption of all the mental faculties and powers in the pursuit of one specific aim, branch of knowledge and conclusion.

I know that to some of those present this will sound high-flown and transcendental, but I know also that it is essentially true and practical.

Let us take it for granted then that we understand the study of a subject to mean not merely the reading more or less indolently what others say about it, not merely our understanding of what others may have said; not merely the ability of being able to repeat with more or less fidelity the thoughts of others on any subject, but the weighing of these sayings, the judging of these thoughts, the making of certain conclusions and judgments our own, in the sense of their having passed through and bearing on them the stamp of our own minds, and then we are prepared to enter upon the real subject of this paper, viz., the inducements to study.

Bearing in mind what we have already said of study, it may not be out of place for me now to say that I am somewhat nonplussed in considering this second part of my subject, not by reason of paucity of inducements, but by reason of their multitude. But restricting myself to a few, I shall, as shortly and concisely as possible enumerate; and at the outset let me mention one that may influence men and women generally as such.

I There is the enjoyment derived from the possession of knowledge, as a distinguished essayist says, and I can add nothing to the truth of his observations:—

"It is noble to seek Truth and it is beautiful to find it. It is the ancient feeling of the human heart, that knowledge is better than riches; and it is deeply and sacredly true. To mark the course of human passions as they have flowed on in the ages that are past; to see why nations have risen and why they have fallen; to speak of heat and light and the winds; to know what man has discovered in the heavens above and in the earth beneath; to hear the chemist unfold the marvellous properties that the Creator has locked up in a speck of earth; to be told that there are worlds so distant from our own that the quickness of light, travelling from the world's creation, has never yet reached us; to wander in the creations of poetry and grow warm again with that eloquence which swayed the democracies of the Old World; to go up with great reasoners to the First Cause of all, and to perceive, in the midst of all this dissolution and decay and cruel separation, that there is one thing unchangeable, indestructible and everlasting; it is worth while, in the days of our youth, to strive hard for this great discipline; to pass sleepless nights for it; to give up for it laborious days; to spurn for it present pleasures; to endure for it afflictive poverty; to wade for it through darkness and sorrow and contempt, as the great spirits of the world have done in all ages and all times.

"I appeal to the experience of any man who is in the habit of exercising his mind vigorously and well, whether there is not a satisfaction in it, which tells him he has been acting up to one of the great objects of his existence? The end of nature has been answered; his faculties have done that which they were created to do—not languidly occupied upon trifles, not enervated by sensual gratification, but exercised in that toil which is so congenial to their nature and so worthy of their strength."

II. Professional inducements to study.

1. The certainty of advancement in the profession. There cannot be the shadow of a doubt, that almost invariably the most thoroughly equipped man is the one who gets the highest position. Of course we know that there are instances when a highly cultured, ably gifted individual may remain in the obscure vales of life, holding on the even tenure of his way, unenvied and unknown except by passing strangers; for it is a fact that his immediate associates, though to some extent recognizing his abilities, do by the very fact of his familiar appearance and intercourse, by-and-by become blunted in their appreciation of his qualities, still as a rule we say the highly cultured man rises to his true position, and attains that end which is a legitimate object of ambition to all, the rich endowments and cushioned chairs of *otium cum dignitate*.

2. The good effect of study in giving breadth of view. It is a misfortune incidental to members of all professions that their lines of thought do to a great extent, from the very nature of the case, get settled down into fixed grooves. By exclusive concentration of attention on one series of facts, or one round of thought, and one routine of duty, there is a certain conservatism of mind, there arises an inability to grasp new ideas, to understand matters out of the beaten track. And notably so is this the case in the teaching profession. I am sure that all Teachers of any length of standing will bear me out in this. Many excellent, hard-working Teachers have been known to me, who could talk shop most intelligently, but who had so stunted their minds so far as regarded other matters, that their ideas thereon were the most puerile imaginable. Therefore I say, in self defence, and to guard against this narrowing, fossilizing influence, let us study. And that suggests another, viz:

3. Greater fitness for discharge of duty. And that is, or ought to be, the inducement of every Teacher *par excellence*. No matter what branch of study one may adopt as a specialty—in the daily practice of teaching and lesson hearing—it will be found of advantage. Not only is truth in general many sided, but all truths are so. Each department of knowledge fits in somehow to every other. And only consider the vast range of truths which the teacher of any, even the most ordinary mixed country school, is supposed to be conversant with. English, with its branches of Pronunciation and Etymology, Grammatical Construction, Derivation or Philology or Orthoepy.

As the result of physical exercises and notably of physical training is to produce a fully developed system, to give fullness and vigour to all the muscles, to increase the energy and endurance of all the corporal powers, and so to bring to its fullest developments the human form. So by study, sheer, hard, earnest, persevering study the powers of the intellect are invigorated, sharpened, and made more readily usable.

And since, in our profession, we claim not merely to be explaining machines, and that only to a very small degree, but to be motive powers by reason of our intellectual and moral superiority to our pupils, surely that Teacher is the most fitted to influence and impress his pupils whose intellect is the brightest, who commands their respect by the variety, extent and thoroughness of his attainments. I think no one will deny that the influence of the Teacher upon the scholar is even indirectly very great, that consciously or unconsciously they do mould themselves after him. If then the Teacher himself be an ardent student this soon becomes evident to his scholars, and all more or less will follow him.

If, then, it be true that the pursuit of knowledge brings happiness of the purest nature to the student; if by study we qualify ourselves for and may hope to reach the highest positions in our profession; if by study we make ourselves more and more fit for the daily practice of our profession; if study be a good thing for any man, and if youth is the period when such a habit is most likely to be formed and if by our example we may induce those under our charge to form and carry out such a habit, then is it not clear to all that we all should study.

The means of mental culture. This part of my subject is very comprehensive, so comprehensive that I will not do more than hint at a few of the general principles by which any special subject may be made a means of mental culture.

Let me lay down one distinction at the very outset, viz., that any study may be pursued with one of two objects in view, (1) the direct acquisition of a certain amount of specific knowledge and that knowledge being attained, going no further. That in itself, of course, is so far a means of mental culture, but is by its very nature, limited in extent. It is mental culture in so far as it supplies a

new stock of facts or a new group of ideas. But I would submit that it only is culture in so far as it affects one and only one of the class of powers of the mind, namely, the receptive or passive, and just so far as it leaves untouched the active faculties, in so much is it defective. The mind, thus cultured, is likely to be on-sided, overloaded with an accumulation of facts, with the memory improved, but the judging and reasoning powers untouched. But (2) the study may be pursued not only for the acquisition of knowledge but with the design of making the knowledge thus acquired the means of acquiring further. Hence, not only the receptive faculties, such as memory, are improved, but the active, such as the judgment, is called into play, and just in proportion, as both the receptive and perceptive, are called into play, just so far is the mind truly cultivated.

With these preliminary remarks, then, I should say, that in order to make any study of permanent benefit as a means of mental culture, we require to have

1. A careful accumulation of facts.
2. A comparison of facts, one with another.
3. An examination into the sequence of results from causes.

Any branch of study may thus become a means of mental culture. Allow me to mention one or two, and I shall do so, always endeavouring to make the remarks as practical as possible. And in carrying out this idea I will limit myself to such as are within the reach of all.

Let us consider language, and particularly our own language, meaning thereby the English, as such a means. I claim that the study of language may be made a very fruitful means of mental culture in these ways among others :

By tracing the words back to their Roots in the parent stock of Old English, Greek, Latin, French, etc. ; and how these Roots have become modified by the prefixing in some instances of certain particles, and the affixing in others of national terminations, and in other cases again by being added to at both ends, sometimes by doubled prefixes or affixes. And in thus hunting back and unearthing the long forgotten forefathers of some words of our present English vocabulary we find unexpected light thrown, by the contemplation of their uncouth forms, upon some of those apparent anomalies in spelling our modern English that are puzzling enough even to Teachers sometimes, and much more so, of course, to scholars.

And this brings me to another particular - namely, the study of synonyms, or of words so called. It is a fascinating branch of the subject, and one that well deserves the name of means of mental culture, as it demands careful weighing of the different shades of meaning expressed by words that have some central idea in common. The tracing out of these different shades, and clearly marking off their almost invisible partitions, requires the closest attention, and thus in itself tends to that most essential part of mental polish, namely, accuracy of thought as evidenced by accuracy of expression. But not to dwell on this, for I thoroughly believe in the old Greek proverb that half is better than the whole, I would pass on to another point or two, merely mentioning them.

Language may be studied with regard to its changes of construction, as shown in the dropping of inflections in nouns, pronouns, verbs, etc. ; as also in our now apportioning significations that were originally common to a whole group, among the different members of that group as used by us, notably in the use of the relatives.

And again, language may be made a means of mental culture in studying its idioms, endeavouring to trace how they have arisen, comparing our idiomatic expressions with those of other languages. I might mention other points, but as my paper is only one on the means of mental culture, and not on language as one of these means, I shall forbear, having thus briefly and imperfectly indicated some few of the methods by which study might be made subservient to that end.

I shall only ask your patient hearing while I, even more briefly, indicate some points by which another branch of study may be made available to the same end : viz, History.

Now by History, I do not mean now what I remember I did in my younger days. Oh, in my school-boy days how I did hate with a perfect hatred that study, with what revulsion of feeling I turned from those long tables of kings, with their brotherly filial, paternal, maternal or sisterly connection with each other, how the date of the accession of one, the beheading or deposing of another, and the peaceful deaths of others, would get mixed up in my whirling brain ; and how this king fought and gained such a battle on such a month of such a year, how another was lost at such another date. I positively used to do what we Scotch call "scunner" at the very sight of a History containing these ungainly skeletons of dead, departed dates, and how they used to avenge themselves on me for my neglect of them.

By History, as a branch of study, I do not mean any such rib and backbone arrangement as that. The skeleton is all very good, but let it be as the framework and the framework only, and when the ungainly, gaunt, grinning skull, the long, lank limbs, the thin ribs, are all clothed upon with living flesh and fair skin without, and enclose within the ever beating heart, then, and then only, the contemplation begets a pleasure and not disgust.

There is no lack of historical works dealing not with these mere dry skeletons, but entering upon the subject in a rational way. Let one of these be studied, and studied intelligently with due exercise of reasoning powers, and it cannot fail to prove a means of mental culture. More especially so, if, as I claim every true Teacher will do, viz, make the History of by-gone ages a test by which the growth of certain events is seen to arise from the previous existence of certain causes, and thus enable him to form an intelligent opinion of the working of the principles permeating modern society.

Thus, then I have only briefly hinted how this branch of study may be made an aid in the development of the culture of the mind. I will not enter at all upon the mechanical means by which these and other studies may be pursued to best advantage, further than this : that no better test can be applied by us to ourselves than the writing down the reproducing of what we have studied. This is not merely a test of memory, but if properly applied becomes a test of how far also we have used our reasoning and judging powers. As Bacon says, in words familiar I doubt not to all, but words whose truth will ever ensure a patient hearing : reading maketh a full man ; conference a ready man ; and writing an exact man ; and therefore if a man write little, he had need have a great memory ; if he confer little, he had need have a present wit ; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise ; poets witty ; mathematics, subtle ; natural philosophy, deep ; moral, grave ; logic, able to contend ; nay, there is no stand or impediment in the wit but may be wrought out by fit studies.

To these weighty words I add nothing more.

After reading of this paper, Mr. Belliveau moved, seconded by Miss M. F. Hachey, a cordial vote of thanks to the Teachers who had contributed to their instruction.

The time of next meeting was then fixed to begin at 10 a. m., on the second Thursday in July, 1879, at Bathurst.

An extra evening Session was held, fully occupied by illustrations of vocal exercises, most ably conducted by Miss Smith, of Tracadie.

At the conclusion, Mr. Morrison moved, seconded by Mr. Girdwood, a hearty vote of thanks to Dr. Rand, for his presence and cordial co-operation, that had tended so much to the success of the meetings.

ST. JOHN COUNTY.

The first meeting of the Teachers' Institute of St. John County and City was held in the Assembly Hall of Victoria School House, St. John, on the 27th and 28th of June, 1878. Among those present were T. H. Rand, Esq., D. C. L., Chief Superintendent of Education, E. H. Duval, Esq., Inspector of Schools for the County, John Boyd, Esq., Chairman Board School Trustees of St. John City, John Bennet, Esq., Ph. D., City Superintendent, A. Lockhart, Esq., E. J. Wetmore, Esq., Trustees, and J. March, Esq., Secretary to Trustees. The attendance of Teachers was large, numbering about one hundred and fifty.

Mr. Duval took the Chair at 10 o'clock, a. m., and formally opened the Institute; after which addresses were delivered by John Boyd, Esq., and by Dr. Rand. Mr. Boyd dwelt upon the severe loss to the City Schools by the great fire of June 20th, and the efforts put forth to restore the buildings destroyed and render the Schools even more efficiently equipped in regard to buildings, etc., than before. He alluded in warm terms to the kindness and interest shown in their behalf by Dr. Rand in their calamity. Dr. Rand made a strong appeal to the Teachers, and urged them to regard the aims that should animate them and the methods that should be employed to secure results: as the study of the nature of children, the laws that govern the imparting of instruction, the physical, mental and moral characteristics of youth, and such development of them as would mould their pupils into cultivated men and women. He referred to the aims and uses of Teachers' Institutes: his address occupying nearly an hour, and receiving the entire interest and attention of his auditors.

The Institute was then organized, the members enrolled, and the following officers elected:—C. G. Coster, Ph. D., *President*; Arthur J. Trueman, A. M., *Vice-President*; George W. Day, *Secretary-Treasurer*. Miss Janet P. Robertson, and Mrs. J. Parkin were elected to act with the officers above named as the Committee of Management. In the absence of Dr. Coster, Vice-President Trueman presided at the Sessions of the Institute, conducting affairs with tact and judgment.

At the afternoon Session congratulatory telegrams were exchanged with the Charlotte County Teachers' Institute assembled at St. Stephen. The following subject was discussed: *The best means of securing greater regularity and punctuality of attendance at Schools*; opened by Mr. John Montgomery, followed by addresses by Dr. Rand, Messrs. W. P. Dole,

John March, W. C. Simpson, Coyngraham, E. H. Duval and William Parlee. The subject was very fully discussed by these gentlemen, and the following may be summed up as the points elicited:—

That the Teacher, to enforce punctuality, must set an example by being in his place at the appointed time; care in assigning home lessons and holding pupils to strict account for them; securing the hearty co-operation of parents, in this as in other means of securing efficiency in the School-room, by frequent visitation; distribution of prizes for School standing, based on prompt attendance, unexceptionable conduct, industrious application in the discharge of all School duties, and excellence of scholarship in the subjects of prescribed study; making the pupils feel on re-entering School after an absence that they have suffered loss, not only in standing, but also in intellectual advance.

At the evening Session Mr. Thomas O'Reilly read an instructive paper on *School Management*, which is here inserted at the request of the Chief Superintendent:—

There is no work that can be brought to our notice so important as the education of youth, and whatever in any way concerns us in reference to this subject should receive our most special consideration. We are all engaged in the important task of training up the youth of our land, and teaching them the way in which they can do everything to advance the prosperity and happiness of our country. The example of a good Teacher will never depart from the mind of a child in after years; it will loom up before him even if he should be led away by evil, in which case it will cause him to think over his evil course. We should leave no means untried to perfect the work we are engaged in—the instruction of youth. For this purpose we form ourselves into associations in order that we may be able to discuss all questions coming before our notice in this important affair. By each Teacher doing his or her part in making the work of the Institute instructive, we will all then feel we have done something to advance our skill in professional work, and that we have left no means untried to further the cause of Education.

The points of School Management to which I would call your attention are the following:—The qualifications of the Teacher and Corporal Punishment.

The first, and perhaps the most important one, is the power of the Teacher showing a good example in everything. Example is more powerful in inducing persons to pursue a right course than precept, and children being pre-eminently imitative the application of this to the Teacher is, that whatever he wishes his pupils to be or do he must be and do himself. In short, example is the first, the most far reaching and the most powerful means of instruction, in the education of the heart it is almost sufficient of itself, while nothing can supply its place. The Teacher should always constantly keep in view that he is ever under the watchful eyes of his scholars, who observe his every movement, passing judgment upon his acts and words, and making them a subject of remark with their parents; while he has to act upon natures which at all times require a great amount of skill and precaution, whether we view them in the physical, intellectual, or moral relations. If his school is to be orderly and without tumult, he must himself be orderly in person and habits, in all his arrangements and operations. In order to check rudeness amongst pupils, to suppress envious or malicious feelings, he must show them that he is courteous, amiable, and gentle, that he is of a forgiving disposition, and when necessary of a forbearing spirit. If he expects to secure regularity and punctuality of attendance on the part of the children, he must himself be regular and punctual. In order to induce pupils to hearken to the dictates of conscience, he must awaken within them a desire of performing their duty; he must convince them by his acts that he never wavers in the performance of the duties of his station, he must arouse them to the fact that, although, he is engaged by the Trustees as their Teacher, he has to render to God an account of the trust committed to his care, Him to whom he is amenable for every word and act.

Supervision. The next point to which I call your attention is Supervision. The Teacher must be vigilant, as vigilance produces the happiest effects, not only in suppressing disorder upon its first appearance before having aimed much strength, but still more in preventing it altogether. How many faults might be avoided by proper vigilance. Before attempting to commit one, scholars usually satisfy themselves whether or not they are likely to be seen by the Teacher; and if they have reason to fear a glance of his eye they will be at once deterred. The Teacher may be a good supervisor so long as he has no other business on hand, but when his mind is engrossed by a class with which he is engaged, and he is absorbed in his work, and so earnest that he is apt to lose sight of his office as supervisor of the whole school, then the mischief-makers, who are not in class, quickly discover that the Teacher's eye is off them, and they take advantage of it, to indulge in a little by-play, which in a short time throws the school into disorder and attracts the Teacher's attention. The Teacher, therefore, who is so earnest and pains-taking with the class before him will also find it necessary to be strictly attentive to everything which actually takes place in the school because it is much better to prevent a fault than to punish it when committed. He should act in such a way as to induce the belief that every one in school is under continual inspection, and that *no one* can commit any irregularity without his knowledge.

As you are aware, the Teachers of this city keep a registration of progress and of conduct, and this is another accessory which tends to promote the cause of good order. In the estimation of some, this is a means of immense importance and they consider it all-sufficient for the government of schools. Monthly reports drawn from these registers are submitted to the inspection of parents or

guardians, and likewise rolls of honor are compiled, which are suspended in a conspicuous place in the school room, that all may see and mark and admire the memorial of the school-life of those scholars whose merit entitles them to be placed on those lists.

The Teacher's ability to govern.— I will next direct your attention to the Teacher's ability to govern. Everybody who has written or spoken on the subject of school management, has conceded the necessity of obedience on the part of the pupils. "Order is Heaven's first law," and it is scarcely more essential to the harmony of heaven, than it is to the happiness and success of the school. If such be the necessity of order in the school, then the ability to secure and maintain it is no mean part of the *qualification* of the good Teacher. Why some Teachers fail in this particular can, in most cases, be traced to some infirmity in his constitutional temperament or some deficiency in his mental or moral culture.

It has frequently been said, that no man can govern others till he has learned to govern himself. We see therefore that if an individual is not perfectly self-possessed his decisions must fail to command respect.

The exhibition of anger always detracts from the weight of authority. A man under its influence is not capable of doing strict justice to his pupils. The Teacher must know that his patience will often be severely tried. He need not expect, indeed, that the current of affairs in school will, for a single day, run perfectly smooth. He should therefore prepare for the worst, and firmly resolve that whatever unpleasant thing may occur it shall not take him entirely by surprise. Such forethought will give him self-command. A man who has not acquired, through ascendancy over his own passions is an unsafe man to be intrusted with the government of children.

A Teacher also needs to have confidence in his ability to govern. We can generally do what we firmly believe we can do. At any rate a man is more likely to succeed in any enterprise when he has the feeling of self reliance. The Teacher, by reflecting on the importance of good government to his success, should, by a careful study of the means to be employed and the motives to be presented, be able to bring himself to the determination of having good order in his school, and so fully to believe he *can* have it that his pupils shall detect no misgivings in him on this point. Whenever they discover that he has doubts of his success in governing, they will be far more ready to put his skill to the test. I would not wish to be understood by these remarks to be encouraging an unreasonable and blind presumption.

A confidence in one's ability should be founded upon a careful estimate of his powers, compared with the difficulty to be overcome. What I recommend is, that the Teacher should carefully weigh the difficulties and candidly judge of his own resources, and then undertake nothing which he thinks is beyond his ability. If after this he *believes* he can succeed, other things being equal, success is almost certain. The teacher should see the necessity of making the government of his school uniform; that is, the same from day to day. If he punishes to-day what he tolerates to-morrow he cannot expect the cordial respect of his pupils. Some Teachers not having learned the art of self government take council too much of their own *feelings*. On one day they are in good health, their spirits are buoyant, their faces are beaming with cheerfulness, they can smile at anything. On the next day from want of sleep, or suffering from bad digestion, or want of exercise, the thunder-storm hovers about their brow ready to burst upon the first offender. Woe to the luckless wretch, who does not seasonably discover this change in the aspect of the Teacher. A Teacher cannot respect himself who is thus capricious; and he may be sure his scholars will not long respect him.

Decision and Firmness are also important points in a Teacher's character. By decision I mean a readiness to determine and to act in any event just as duty seems to dictate, a willingness to take the responsibility just as soon as the way is plain, and by firmness that fixedness of purpose which resolutely carries out a righteous decision. Both of these qualities are essential to good government in the Teacher. Much time is often lost by a Teacher's vacillating, when action is more important. Besides, if the pupils discover that the Teacher hesitates and dreads to take any responsibility, they very soon lose their respect for him. I would not urge that a Teacher should act hastily. He should never decide till he is confident he decides right, any delay is better than hasty error. But his delay in all matters of government should have reference to a thorough knowledge of his duty; when that is clearly known he should be decided. Some Teachers err in the government of their schools for want of firmness. They act upon the principle of personal convenience. How often has been heard something like this in the school-room: "Please sir, may I go and get a drink!" says John in a peculiarly imploring tone, "No," says the Teacher promptly and evidently without any reflection as to the decision he has made. John very composurely sits down eyeing the countenance of the Teacher, expressively, as much as to say, I'll try you again soon. Before long he observes the Teacher quite busy with a class, and he again pops the question, "May I go and get a drink, sir!" Stung at the moment with impatience at the interruption the Teacher answers instantly and emphatically, "No, no, sit down sir!" John still watches his Teacher's expression and cannot discover any signs of a mind seeking the path of duty, and he silently thinks to himself, "the third time never fails," so after a minute or two, when the Teacher is again employed, "May I go and take a drink, sir," again rings upon the Teacher's ear, "Yes, yes, yes! do go along, I suppose you'll keep asking till you get it." Now John goes to drink, and returns to philosophize upon the matter, perhaps as follows:—

"I don't believe he stopped to think whether I needed a drink or not; therefore, hereafter I shall never believe he really means no when he says it. He acts without thought. I have also found that if I ask several times, I do get it, so I will know how to proceed next time." I do not know that any child would express his thoughts in so many words; but the impression on his mind is none the less distinct. Now, the Teacher should carefully consider the question addressed to him. How long since this child had water? Can it be necessary for him to drink so often! Then let the answer be given mildly, but decidedly, "No, John." The very manner, quite likely, will settle the question, so that John will not ask again. The answer once given should be firmly adhered to. It would be better that John should be inconvenienced for want of drink until recess than that he should doubt his Teacher's firmness. In this way the Teacher establishes his word with the school, and his pupils very soon learn that with him, "no, means no," and "yes, means yes," a matter of no small importance to the Teacher of a school.

Just view of the governed.—Notwithstanding the imperfection of human nature, as developed in the young, they have many redeeming qualities. They are intelligent and reasonable beings. They,

like older persons, have more or less the love of approbation; they have affection, and above all, they have a moral sense. All these qualities are considerably developed before they enter school. The Teacher should remember this and prepare himself to address, as far as may be, all these. Love of approbation is not an unworthy motive to be addressed, and it is well known, that many children are very easily controlled by it. The affection for a Teacher, which many children will exercise, is one of the most powerful instrumentalities in governing them with ease. The conscience early trained is all powerful. The peculiar character of each child should be well studied by the Teacher. He should understand the human mind so well as to be able to find the avenues to these better parts of the child's nature, remembering whenever several ways are presented of doing the same thing, it is always wise to choose the best.

Moral principle.—The Teacher should ever be a conscientious man; and in nothing is this more necessary than in the exercise of good government. In this matter the Teacher can never respect himself when he acts from caprice or selfishness. His inquiry should be:—What is right? What is justice?—justice to my pupils—to myself. Then he would seldom err in the discharge of his trust. His pupils, seeing that he acted from fixed and deep principles, would respect his honesty even if he should cross their desires.

Corporal Punishment.—As to corporal punishment, the question of its desirability has been to a certain extent prejudged by the order of the Trustees of this City, forbidding its use in the schools under their control. Whether schools, especially those attended by the children of the lower classes, can be efficiently governed without, at least, an occasional resort to physical force is a question which seems to me, at least, to be beyond dispute. Take the case of the ordinary working man or working woman. Do they, as a rule, perform the duties incumbent on them from pure love of their work, or is it not rather from a dread of the material evils which may result from their neglect? If this be so in the case of adults, who have had at least some opportunities of considering the consequences which proceed from the performance or neglect of what they have to do, how can we expect that children, whose minds are so easily swayed by the impulses of the moment, to be controlled aright by a love for their work or a desire for approbation? A love of work, a desire for approbation, and a wish to excel, all these are powerful incentives to good conduct; but in many cases even these are not sufficient, and it seems to me that the Teacher ought to have, as a last resort, the power of inflicting corporal punishment. The dispositions the children inherit from their parents, the government to which they are ordinarily subjected at home, and the treatment they receive from each other, all render well nigh impossible the abolition of the rod. How does society treat its criminals? How does our worthy police magistrate treat those who come before him on Monday morning? Does he give them fatherly admonition? Does he warn them of the error of their ways? Does he say, young man go and sin no more? Yes, sometimes he does for a first offence. But in what manner does he treat the incorrigible offender? Eight dollars or two months in the Penitentiary!

Now, let me not be misunderstood, corporal punishment is an evil, and as an evil is to be avoided as much as possible, but of the two evils a disorderly school, and the use of the rod, choose the latter. However, Teachers should ever keep before their minds the truth that the best means of governing is by moral suasion, and that "when by generations of culture the lives of men in society have become harmonious," we may be able to govern our schools in a manner in which it is impossible now to do, when men profess one thing and do another without betraying even a consciousness of inconsistency. Let us all, then, by always appealing to the moral sense of our pupils, and by guiding our conduct towards them on right principles, endeavor to hasten the day when the rod may be completely abandoned, and the government of our schools may be founded on that sublime principle of christianity, "God is Love."

At the conclusion of Mr. O'Reilly's address, on which there was no discussion, Dr. Bennet delivered an oral address on the subject of *Home Lessons*, in which he favored the giving of lessons to be studied at home. Dr. Bennet was followed by Messrs. Dole, Montgomery, Coyngraham, March, Duval, Hay, Baxter, and by Dr. Rand. The weight of opinion, after a pretty thorough and full discussion, seemed to incline to the side that home lessons were valuable to the pupil and necessary to thorough mastery of subjects taught in School. To make these lessons advantageous they should be carefully assigned to the scholar beforehand, the scholar taught *how* to master the difficult points, an exact account required of him, and the parents interest enlisted in these lessons as far as possible.

At the conclusion of this discussion a vote of thanks was passed to Dr. Rand for his presence, and his active co-operation in the first day's proceedings of the Institute.

SECOND DAY'S PROCEEDINGS.—The first subject, *Reading*, was taken up by Mr. John March. He elucidated the principles that should be applied in teaching reading, as a thorough acquisition of the sounds of vowels and consonants, constant practice in vocalization, a thorough knowledge of the subject matter of the lesson, and other matters in connection with it, as the proper grouping of words, etc. Mr. March gave numerous examples, showing the manner in which he would render cer-

tain passages, and concluded with reading Byron's "Waterloo." Addresses followed by Messrs. Dole, Baskin, Corbett, Wm. Bennet, Geo. E. Baxter, Coyngrahame, Montgomery, and others.

Dr. Bennet then opened the subject of *Spelling*. He favored the teaching of this branch from dictation as the rational method and the one best suited to insure correctness. The proposed *Spelling Reform* was touched upon briefly but pointedly by Mr. W. P. Dole. He showed that if the phonetic system were adopted much of our language would become meaningless verbiage, and in the end the spelling would become more complicated. But a short time being allowed for the last two subjects, there was no discussion upon them.

In the afternoon a lesson in *Arithmetic* was conducted with much energy and skill by Mr. Philip Cox, A. B., a number of Teachers acting as "class."

A paper on *The best means of Teaching Writing* was read by Mr. Wm. Parlee, followed by a discussion, in which Messrs. Chisholm, Montgomery and others took part.

It was decided to hold the next Institute on the second Thursday and Friday of July, 1879, in the Assembly Hall of the Victoria School. The members of the Institute conveyed their thanks, in a suitable resolution, to the Board of Trustees for the use of the Hall.

The evening Session was of a social character, during which there were readings and addresses. Dr. Jack, of the University, was present and made some remarks having reference to *Female Education*. Mr. G. U. Hay, of the Albert School, read a paper on *Natural Science as a part of School Education*, and exhibited his Herbarium, which contains nearly all the plants found in New Brunswick. This is here inserted:—

The question how far natural science should form a part of common school education is daily receiving more earnest attention. Our common school course has already a liberal sprinkling of subjects, such as Chemistry, Botany, Geology, Animal Physiology, &c. It is undeniable that an elementary knowledge at least of these natural sciences should be possessed by every scholar before he or she leaves our common schools. And here, as in every department of education, knowledge is power; and to pursue these subjects advantageously very many Teachers require to be instructed in what they may earnestly desire to communicate to their pupils. Science has rapidly enlarged its borders since many of us left the common school, seminary or college, years ago; and not only that, but many of its principles have been so simplified that they can be grasped now by the child as soon as he enters school. If the Teacher has been too much absorbed in his school-room work to keep pace with this advance, the knowledge of the natural sciences that he gained a dozen years ago is about as useful to him as the note which he may have laid by of a defunct banking institution. The domain of the natural sciences is an extensive one, and it may well seem a Herculean task for the Teacher to attempt to gain even sufficient knowledge to teach the elements of those scientific subjects which are laid down in the common school course. But I have no hesitation in declaring that we as Teachers are behind the age if we neglect to learn at least the A, B, C of the sciences, and to acquaint ourselves fairly or thoroughly, according to our advantages and means, with at least one department of natural science.

And no class of workers can study natural science and receive more direct benefits therefrom than Teachers. Going from the exhausting labors of the school room to the fields to study nature—"That elder Scripture, writ by God's own hand"—the Teacher can in an hour or two add much to his educational resources; and he can lay up an amount of mental energy that will be a power to him in his labors for the next day.

But as to the method of teaching one or more branches of natural science, the instruction must be thoroughly practical, or the time of Teacher and pupil is thrown away. How mightily is a pupil's mind enlightened if, for instance, you tell him that air is composed mainly of nitrogen and oxygen, in the proportions of four to one, and then relate to him the effects of these separate gases! But manufacture them in the presence of the school, illustrate their effects, and you appeal to the intelligence of your pupils, and create a stimulus that no mere oral teaching could accomplish. Looking back on our school times, how many days are there of which we have preserved no recollection—days in which we received the same stereotyped lessons; but how vivid is the recollection of a certain day, perhaps, when intelligence was suddenly aroused when a truth was presented to us having the stamp of originality!

Make teaching in science real. Ask nature questions. Teach your pupils to ask her too. She has her answers to give to all—that is to all who ask questions in earnest, at the right time and in the

right way. To be sure, experiments are attended with some trouble and expense, and they need careful practice before attempting them in the school-room. Faraday was accustomed to practice his experiments in his laboratory until assured of success, before attempting them in presence of his classes. It is by attending thoroughly and carefully to minor details that some of the most difficult problems in education are solved. An omission of an experiment in illustration of a scientific truth because it is too much trouble, may destroy the effect of a whole lesson; while with the skillful use of a few simple materials the Teacher might have cultivated the observing powers and have quickened the intelligence of his pupils. How many graduates from our common schools are in complete ignorance of the simplest elements of geology, botany and zoology. They know that stones, plants and animals exist, and that is about all; but no attempt at a classification of these have entered their minds. How many pupils attending our schools can classify rocks and soils—can give you an account of the nature and uses of plants, or can describe the habits of the wild animals of New Brunswick? No; a visit to the beautiful country beyond Lily Lake will convince one that the street Arab I hope not the average school-boy—has visited those woods not to study the habits of birds, but to stone them and shoot them. These woods, I may say, are almost destitute of birds on account of the cruel warfare that has been carried on against them by large and small boys. The average boy is by nature an enemy to all small animals. He seems to have a grudge against birds and squirrels, which he feels bound to pay at sight. Now, you may tell a boy that it is wrong to kill birds; but will that cure the propensity? Not in all cases. But teach the boy to reason; explain to him and teach him the admirable structure of birds; teach him to study bird life, to observe their habits, uses, varieties of form and plumage, and ten chances to one he will be satisfied with a more rational enjoyment in future than that of killing them.

I would enumerate the following means to secure interest in natural science in schools. First, the less of formal instruction in the school-room the better. A short lesson, say fifteen or twenty minutes' duration, in which certain points may be touched upon that will be valuable in the field lesson that is to follow, would be all that I would advise in the school-room, in summer at least.

In the second place, if there is a school library—and there should be one, large or small, in every school—it should embrace as many works as possible on natural history and science; and the children should be stimulated to read these instead of the fiction that is poisoning and polluting the minds of youth.

In the third place, every school that would successfully prosecute the study of natural science should have a collection embracing as far as possible the minerals and plants found in the neighborhood. Let every boy and girl in the school be led to feel that he or she, as an individual, has an interest in preserving and enlarging that collection, and that when something rare and valuable is added to the museum, the products and resources of the neighborhood are being developed. Give the child to understand that he is doing some good, and he will work with enthusiasm. He will lay the foundation for future usefulness in life at the same time he is educating himself. Remember that I expect this will not be done during school hours, but that the work in natural science will be a part of the play, and such a healthful play too that the student will be mentally and physically better fitted to pursue and enjoy his other studies.

Lastly, in getting the student to describe specimens in his own words, aided by such technical terms as have been taught him, you give him a power of language, the power to make a statement. And have you ever noticed in your own school, and possibly in every school you go into, the want of ability in almost every pupil "to make a clear oral statement, one of the most useful powers which an educated man can possess, no matter what his profession?" These are the words of President Eliot in his late report of Harvard University; and the words should be borne in mind as well by the professor in a college. When the pupil has the power in answering your questions on a given subject to present his ideas in good shape, using just enough of words to express his meaning clearly and intelligently in correct and well chosen English, that pupil has a power which you cannot over-estimate. Now, I think that if you teach children to describe natural objects, as plants, minerals, or animals, you cultivate their powers of expression—powers which they can utilize in after life, perhaps, with the greatest possible advantage to themselves.

CHARLOTTE COUNTY.

The Charlotte County Teachers' Institute met for the first time on Thursday, the 27th June, 1878, and continued in Session two days. The Marks Street School had been placed at the disposal of the Teachers by the Board of Trustees of St. Stephen, who afforded the Institute every facility for bringing the important proceedings to a successful termination. It had been expected that the Chief Superintendent would be present, but in consequence of the indisposition of Mr. Duval, the St. John County Institute claimed his supervision. To James Mitchell, Esq., Inspector for Charlotte County, therefore, the lot of inaugurating the Institute fell, and he fulfilled this arduous duty with his accustomed urbanity and ability.

The proceedings commenced with a piano solo by Miss Georgie Rose.

James Mitchell, Esq., then addressed the Teachers, who had assembled to the number of fifty-seven. He very much regretted the absence of the Chief Superintendent, whose presence would have been such a stimu-

lus to them all. He was delighted to see such a numerous attendance, and congratulated the Teachers on the desire exhibited by all to take advantage of this means of self-improvement that had been put within their reach by the Board of Education. Such Institutes were to be found in all countries claiming intellectual superiority. In Great Britain and the United States they were part of the educational machinery, and were found of eminent service. All professions, law, medicine, divinity, had their societies, at whose meetings questions affecting their several interests were discussed, and mutual interchange of sentiments made; trades had their guilds, the better to effect their own solidity; and why should not Teachers have their Institutes for mutual improvement and the better promotion of that *esprit de corps* so valuable to members of all collective bodies. He then proceeded, in an elaborate manner, to define the object for which these Institutes were established. This was to take the School Law and Regulations as they were contained in the Manual, and, by discussing methods of teaching and modes of management, to enable one another to give due effect to them in the daily work of the School. Questions of Educational polity could not come within the scope of discussion. Such questions might be considered in the Educational Institute, at which representatives from all the Institutes in the Province met. This was very right and proper, as it would afford them a much better opportunity, during the limited time at their disposal, of confining their attention to the practical details of their legitimate work.

The names of the fifty-seven members were then enrolled, Wm. Noble, of St. Stephen, being appointed Secretary *pro tem*.

The following officers were then elected, in accordance with the provisions of Regulation 23:—*President*, J. M. McDowall, A. B., of St. Stephen; *Vice-President*, J. F. Covey, A. B., of St. Andrews; *Secretary-Treasurer*, R. S. Nicholson, of St. Stephen. Additional members of Committee of Management: Rebecca Logan of St. Stephen, Arthur M. Smith of West Isles.

The annual subscription was fixed at one dollar for male and fifty cents for female Teachers.

AFTERNOON SESSION.—Mr. Fred. Welling, of Milltown, read a very instructive paper on *Health, with its relation to Physical exercises in School*. He minutely described the muscular structure of the human body, with especial reference to the Exercises in Monroe's Manual, the prescribed Text-Book.

A lively discussion followed. Mr. Covey, of St. Andrews, although he had not had the privilege of attending the Normal School to see the practical working of the system, was fully impressed with the value of such exercises.

Mr. A. M. Smith, of West Isles, had been at Training School and had become proficient in this department; but he found that in practice there was no time for these exercises during School sessions. During recess he had taught them to his scholars. He thought the subject of great importance.

Mr. James Vroom, of St. Andrews, had found a decided prejudice

against the introduction of such exercises on the part of parents, but in future would give the subject his attention.

Mr. Adams, of Pennfield, was in favor of progress in all matters relating to the profession, and cordially gave his adhesion to Monroe's Manual.

James Mitchell, Esq., said it was new to him to hear that physical exercises in School were a novelty. The Greeks and Romans had paid great attention to them. Their idea of perfect manhood or womanhood was *mens sana in corpore sano*. He pleaded earnestly for a more complete attention, on the part of the Teachers, to this vital part of School work—vital in respect of the health of their pupils.

Miss Harvey, of St. Stephen, then introduced a class of children in the Primary Grade, and taught them a first reading lesson, showing the method. Afterwards this class read lessons already learnt, exemplified the manner of phonic spelling, and concluded with an exhibition of their proficiency in physical exercises.

A discussion on the results of this mode of teaching followed, in which Messrs. King, Adams, Buzzell, Vroom, and Miss Dowling, took part.

Just at the close of the afternoon Session a telegram was received from one hundred and fifty Teachers of the St. John County Institute, assembled in St. John, conveying a kind greeting to the Charlotte County Institute. A suitable reply, reciprocating this attention, was dispatched.

FRIDAY MORNING SESSION.—The order of business was at once taken up. The Session opened with a paper from Mr. I. M. McDowall, A. B., Principal of St. Stephen Schools, on *The importance of Time-Tables*. He entered very fully into the subject, showing the absolute necessity of dividing and subdividing the time at the Teacher's disposal on some regular plan, and pointed out to all present the benefits that would arise from an intelligent division of labour. Specimen Time-Tables were displayed on the blackboards.

Appropriate remarks were also made on this subject by Messrs. Adams, Smith, Vroom, Clarke and Covey.

The President then introduced Mr. Eastty, of London, the reader and elocutionist, who favoured the Institute with readings from Dickens and Artemas Ward.

Mr. R. S. Nicholson, of St. Stephen, then read a paper on *The Teaching of Composition in our Elementary Schools* :—

To read and understand the thoughts of others, expressed in language, is a very useful accomplishment, but it by no means includes the power of expressing our own thoughts, either in oral or written language. It is comparatively an easy matter to stumble from a dead language into a living one, but the converse is a much more difficult operation. The boy, who has just translated a Latin sentence into decent English, is still a long way from possessing the ability to change an English sentence into decent Latin. The aim of an English education should be to acquire such a mastery and control over our powers of expression as shall enable us, at all times, to present to another, either orally or in writing, *just what we mean*. To say exactly what we mean in the vernacular tongue is to speak grammatically, for grammar as a science or an art does not institute laws for language. Bacon says, that reading maketh a full man, speaking or *conference* a ready man, and writing an exact man. By speaking and writing, we understand oral and written composition respectively. Oral composition, of course, precedes written, but when written composition has been entered upon, the easier and simpler should not be left behind. They should be carried on side by side, through a pupil's whole course, if he is to receive the full benefit that the study is capable of conferring upon him. During the first two years of school-life, corresponding to our Primary Grade, ending with the eighth year of the pupil's age—in general terms—nothing can be attempted but gradual training in the proper oral collocation of words, in the manufacture of simple sentences. For this purpose the questions appended to the lessons in Second Book form an admirable ground-

work for the Teacher. It is at this period of a pupil's life, more especially, that habits, correct or otherwise, are formed: that *help or hinder* him in all the higher grades; so it is of the greatest importance that no answer that is not in the form of a complete sentence, and as far as possible in the terms of the question, should be accepted from any pupil who has advanced to the Second Book. Perseverance in this practice is the very best preparation the pupil can have for Written Composition, and for the study of Analysis at the proper time. It accustoms him to the use of correct and idiomatic language from the very beginning. The subject-matter of the lesson provides him with a certain amount of material to work upon, and his attention is limited to the process of building this material into shape. He thus commences to compose sentences in an easy and natural method, and by a process of imitation. *At the outset, composition is essentially an imitative art.* This ought to impress us with the necessity of placing good models before the pupil, calling his attention to graceful expressions of thought occurring either in the poetry or prose of his daily lesson, and frequently appealing to his memory or judgment to supply ellipses made while addressing the class or while reading from some standard author. The method of elliptical interrogation is one of the best expedients for sustaining the attention of a class, and for really training out of the individual pupil the fitting word, phrase or clause, required. The earlier exercises should begin with the supplying of subjects to intransitive verbs, then the contrary, and so on to the transitive verb and object. In this way children can soon catch the spirit of correct speech, and advantage can thus be taken of that empirical power of producing sentences which is always far in advance of their knowledge of the *rationale* of composition. The complicated details of rhetorical theory should be denied a place in the curriculum of an elementary school. That pupils must first be taught how to compose at all before they can compose well, is a maxim that should never be out of our minds. In this exercise the great danger to avoid is too much teaching. It has been truly said, that it is everywhere found that the most successful schools are those in which the pupils have done the most of the work and the Teachers apparently the least of it.

In passing to Written Composition the instrumentary branch of writing comes into play. The more practice the pupil has in this at the beginning, the better for all his future progress in composition. Indeed, when any new branch of instruction is introduced to a class the more fully its salient points are dwelt upon at first the better. If writing be properly introduced the pupil will have acquired a proper position in sitting, and a proper method of holding the pen before the novelty has quite worn off. The primary and intermediate grades are where writing should be taught. Before a pupil leaves the intermediate school, say at the beginning of his eleventh year, he should have mastered all the details of Copy Books No. 1, 2, and 3, in such a manner that the use of his pencil or pen has become so easy to him that writing has been robbed of all its mechanical difficulties. During the last six months of his primary course or his second year at school, the correct form and proportion of the script letters should be learnt from Payson, Dutton & Scribner's Wall Charts. The slates should be ruled closely and uniformly, and on no account should the pupil be allowed to write on any other scale than a scale of thirds, nor to make capital letters in any other way than that displayed on the charts. He will thus be prepared for his first step in Written Composition, which he should take on entering the intermediate grade. He should begin with transcription, and this will serve two ends—help him to learn to spell and accustom his eye to the appearance of written language. After some practice at this, the matter of the lessons themselves should be taken up, and every question at the end of each answered on the slate. If this exercise be continued through the Third Reader, to the end, the *pons asinorum* will have been passed, and his future progress in written language in a great measure assured. The useful knowledge lessons in this book can be utilized as lessons in Oral Composition, for although the answers to the questions are not given in the form of sentences, the pupil may be required to throw them into this form. This will be comparatively easy to him if due care be taken that the written answers to the questions on the Reading Lessons are given, when practicable, in the terms of the questions. The useful Knowledge Lessons in the Second and Third Readers, can also be made use of as Object Lessons, indeed, they supply nearly all the material that is needed for them during the first three or four years of a child's school career. Specimens of the objects mentioned, should, as far as practicable, be supplied to the Teacher, and used in illustration of the oral explanations given in the text; thus awakening the intelligence, and helping to form those habits of close observation, that lie at the bottom of all true scientific research. During school life this is a disciplinary, not a utilitarian process; the information it gives is a means, not an end. Before leaving the Third Reader the pupil can also learn how to classify all the words he uses in his lessons, and give his reasons for such classification; and this acquisition will be very valuable not only for the mental discipline it affords but also as an easy introduction to the systematic study of Grammar. This is not so difficult as may be imagined if we substitute for the ordinary definitions of the parts of speech something more on a level with his understanding, such as defining a noun as a *name word*, a verb as an *action word*, and so on. I have noticed that pupils trained in this manner have very little difficulty in writing *what they think* in good English, probably because they do not require to *think what they write* so much as those who have not been subjected to such discipline.

With the Fourth Reader this system of writing out formal answers to the questions at the end of each lesson can be continued, while at the same time an important step in advance is made. The pupil can now *throw these separate answers* into the form of a *continued narrative*. Some oral teaching on the use of connectives will here be necessary, for the pupil thinks in compound and complex sentences. The copulative compound sentence is the most natural form for him to use, hence a *typical narrative* is full of *ands*, in and out of place. This stage of his progress presents a fine opportunity for correcting a blemish that is found in the exercises of a majority of young compositors. The difference between the compound and the complex sentence need not be explained just yet, as this belongs to a more advanced grade. A few examples of the use of the relative and the conjunction will give him the idea, and he will group his statements after the given models without being distracted with abstruse definitions. After a little practice in this he will be prepared to put his exercise into the form of a letter without difficulty, on being shown on the blackboard the proper arrangement of the different parts, viz., (1) the date and place where it is written, (2) the form of address, (3) the narrative or letter proper, (4) the subscription, (5) the name of the recipient, not forgetting the proper manner of folding and addressing. He can also have his attention called to the division of his matter into paragraphs, after the manner of the printed lessons in the Reader, and

shown intelligently that these are not arbitrary divisions to please the eye, but rather logical divisions to separate one part of the subject from another.

In all these exercises, of course the pupil derives great assistance from his book, but there is another method of encouraging his constructive power over language that places him more on his own resources, and a few trials of this will discover to the Teacher the extent of his observing power. Take any common object, a knife, a book, or anything that a pupil can easily place on his desk before him. Direct him to write on his slate (1) all that he can tell about the object by his sense of sight, then all he can tell about it from his sense of touch and so on through all the senses. It will be found that this exercise is not only a useful exercise in composition but also in *observation*. It is a capital test of his knowledge of form, colour, size, weight, and the obvious or known uses of the object. It will help him to realize the meaning of the technical terms he has learnt in the primary school, inasmuch that he must write them down as well as talk them. The exercise will cause him to gather all the strands of his previous training into one thread, and when he has completed it he will have some glimmering of one of the most important uses to which he can apply his already somewhat varied knowledge. He will be able to compose *easily*, and then it is easy for him to do so *well*.

The study of systematic composition will begin when the pupil is prepared to enter upon Dalgleish's Introductory Text Book, and either before doing so or at the same time it would be of great advantage to him if the Teacher would give him from the blackboard a few lessons illustrating Dalgleish's method of Analysis. The step from Robertson's Grammar and Analysis to Dalgleish's Composition is too wide to be undertaken by the pupil. The terminology and notation of the one do not correspond with those of the other, so that to understand fully the authorized composition it is also necessary to have some knowledge of the corresponding analysis. This can be readily given by a few lessons on the blackboard, as I have already suggested. The Synthesis of Dalgleish is perhaps the most valuable text we can put in the hands of our pupils. It is philosophical, thorough, and terse in its definitions, and not encumbered with too many of them. A pupil who has mastered the Introductory Text-Book is prepared, so far as his English education is concerned, to fill respectably any position in ordinary civil life that is not absolutely professional. In Part II. of this text the subject of Narrative Composition is treated of very fully, divided into Incidental Narration, Letter Writing, Historical Narration and Biographical Narration, and the single law of narration laid down is, *that the events be narrated in the order of their occurrence*.

If the student has absorbed the principles enunciated in this text, and faithfully written out all the exercises, he ought to be able to write good idiomatic English, free from redundancy, preserving the essential qualities of unity, continuity and variety, and conveying the *maximum* of thought in the *minimum* of words.

A conversation followed on *The best means of preventing Irregularity of Attendance*, in which Messrs. Covey, Smith, Vroom, Buzzel, McDowall and Nicholson took part.

AFTERNOON SESSION.—A vote of thanks to the Trustees of St. Stephen for the use of the Marks Street School was passed unanimously.

Mr. Covey, Principal of the St. Andrews Schools, read an elaborate paper on *How to Study and how to Teach our Pupils to Study*, which was followed by appropriate remarks from Messrs. Adams, Hamilton, Mitchell, and Misses McAllister, Dowling and Hanson.

Miss Dowling, of St. Stephen, then introduced a class from her Primary School, for the purpose of showing the first steps in teaching Number. This was exemplified in a very forcible manner. Then a class from the same School, with a two years' drilling in the elementary processes in Number, was exhibited, showing the very satisfactory results of her training.

The Trustees of St. Andrews having extended an invitation to the Institute to meet in the Shire Town, it was unanimously accepted, and the second Thursday of July, 1879, appointed as the date of next meeting.

Just as the day's proceedings were being brought to a close, the Chief Superintendent entered the room, having just arrived from St. John. The Institute received him warmly. He delivered a very stirring address to the Teachers, and in the evening he advocated the claims of Pupils and Teachers in a public address delivered in Chipman's Hall, Inspector Mitchell presiding. Members of the Boards of Trustees of St. Stephen, Milltown, and St. Andrews, occupied seats upon the platform with the officers of the Institute.

PROCEEDINGS OF THE EDUCATIONAL INSTITUTE.

AUGUST 13-15, 1878.

REPORT BY HERBERT C. CREED, M. A., SECRETARY.

First Session, Tuesday, 2.30 p. m.

The second annual meeting of the EDUCATIONAL INSTITUTE OF NEW BRUNSWICK convened in the Assembly Hall of the Normal School.

The CHIEF SUPERINTENDENT OF EDUCATION, having called the meeting to order, read a portion of 95th Psalm, after which, at his request, the REV. JOSEPH MCLEOD, Chaplain of the House of Assembly, offered prayer. The Doxology, "Praise God from whom all blessings flow," was then sung, and the Student-Teachers of the Normal School chanted their customary opening hymn, followed by a patriotic song.

Enrolment Slips were distributed, filled up by those persons present intending to become members of the Institute, and collected.

The Secretary read a Report from the Executive Committee, making the following recommendations, viz. :—

- (1) That the annual fee to be paid by members be fixed at one dollar.
- (2) That the Secretary and Assistant Secretary of the Institute be elected at the first Session, and the members of the Executive Committee at the closing Session.
- (3) That the Secretary of the Institute be allowed a salary of fifty dollars.
- (4) That the Assistant Secretary be elected to serve only during the continuance of the meeting; and that it be a part of his duty to receive from members the annual fee; and, previous to the close of the meeting, to pay over the total receipts to the Secretary-Treasurer of the Executive Committee, who shall give him a receipt therefor.

On motion, the recommendations of the Report were adopted.

The Institute at once proceeded to the election of Secretaries, and the following gentlemen were chosen without opposition :—*Secretary*, HERBERT C. CREED, M. A., of Fredericton; *Assistant Secretary*, JOHN LAWSON, of Campbellton.

At the suggestion of the Chief Superintendent, a Committee of three was appointed to answer such questions as might be deposited in the box. The gentlemen appointed were Mr. Crocket, Dr. Rand and Mr. E. C. Freeze.

These matters of routine being disposed of, THEODORE H. RAND, D. C. L., Chief Superintendent, addressed the Institute. After a few words of welcome, and expressions of pleasure at seeing so large a number of Teachers and others present, he spoke of the aims and objects of the Teachers' Institutes, now established in thirteen out of fifteen Counties of the Province. In order to indicate the character of the work done

at these Institutes, of which he said he was proud, Dr. Rand read the following list of subjects discussed at the first meetings:—

Best methods of teaching—

Reading,	Number and Arithmetic,	Narrative Composition,
Spelling,	Canadian History,	English Literature,
Writing,	British History,	Colour,
Geography,	Industrial Drawing,	Object Lessons.
English Grammar,	Geometry,	

Methods of securing order in the School-room and Play-ground.

“ “ “ neatness and cleanliness of School premises.

“ “ “ a larger and more regular attendance.

Importance of School Recitation in Prose and Verse.

“ “ the Elements of Geology being taught to advanced classes.

“ “ Teachers qualifying themselves to train their pupils in Physical and Vocal Exercises.

The scope and method of Lessons on Health.

Duty of Teachers on the appearance of contagious or infectious Diseases in the School District.

School Discipline, Home Lessons, Classification of Pupils.

Corporal Punishment, Physical and Vocal Exercises, Time-Tables.

Method and management in mixed Schools.

Earnestness in the Teacher's work.

How to Study, and how to teach our Pupils to Study.

Means of Mental and Moral Culture.

Inducements to Study.

Means of elevating the Profession.

The Chief Superintendent spoke of the dignity and importance of the profession of teaching; and showed that, in respect of professional organization, the Teachers of New Brunswick occupied a position not held by the Teachers of any other country on this continent, being organically connected through the "Teachers' Institutes" and especially through the "Educational Institute" with the Educational Department of the Province. Great were the responsibilities of the members of the Educational Institute, and especially of those who should here give utterance to their opinions and sentiments on educational subjects. It was his desire that the deliberations of this body should be characterized by earnestness and wisdom. In this way only could it secure the full confidence of the public. Referring to the fact that two members of the Board of Education are *ex officio* members of this Institute and of its Executive Committee, Dr. Rand described the composition of the Board of Education. In addition to the Lieutenant Governor and the members of the Executive Council, there were the President of the University and the Chief Superintendent, who might be regarded as permanent members of the Board. Some might say there was not a sufficient number of professional men at the Board, that its complexion was too largely political. But he believed it could never be otherwise. The very large amount of money to be expended, in the public interest, by the Board of Education, made it necessary that the Board should be composed largely of men who were officially responsible for the proper administration of the public affairs.

Some time was occupied in the enrolment of members and the payment of fees; during which time Dr. Rand exhibited and explained to the Institute the MERIT BOOK prepared under the direction of the Department.

There were seventy-four persons enrolled at the first Session.

Second Session, Tuesday, 7.30 p. m.

The Chief Superintendent having taken the Chair, MR. CROCKET gave notice of his intention to move, at the Session on Wednesday evening, the following Resolution:—

Resolved, That this Institute, while recording its high appreciation of the efforts of the Legislature in behalf of the education of all the people, and of the great educational activity and progress which have characterized the past six years, would hereby express its sense of the vital importance to the School System of the adoption by the Legislature of the Chief Superintendent's recommendations in reference to *School Inspection*, a *Reserve Aid-Fund for Teachers*, and *Secondary Education*, as contained in his official reports for 1872, 1874, 1875, 1876 and 1877.

The following paper was then read by THOMAS HARRISON, LL. D., Professor of English Literature, Mental and Moral Science in the Provincial University:—

How to Study English Literature.—The student of our English Literature is in no little danger of being discouraged at the outset by the seeming magnitude of the task before him. The seventy years of man's life are all too short to read any but a comparatively small number of the literary works that have been printed in English since the time of William Caxton. "May the books that I read be the books that are worth reading" should be the daily prayer of every student. A vast array of authors must necessarily be left unread. There are many bye-ways in English Literature that need not be explored. At all events it is safer to keep on the main road until that road is thoroughly known.

Perhaps the great highway of our Literature is well enough marked by these eight names:—Chaucer, Spenser, Shakspeare, Milton, Dryden, Pope, Cowper, and Wordsworth. There are many great names besides these that will readily occur to every one; but the problem before us resolves itself into one of selection and concentration. These are all representative authors.

Our English Literature begins with *Chaucer*. He saw upon the throne of England Edward III., Richard II. and Henry IV. He was a man of affairs, who had experience of the camp and of the court, who had travelled abroad, and who was honored at home. In him the fusion of Saxon and Norman is exemplified. From his time there are no longer in England two distinct races and two distinct languages, Saxon and Norman,—all are *Englishmen* in feeling, in thought and in speech. He is head and shoulders above every other writer in the fourteenth century; so that here there is no difficulty of selection. His fame rests upon his "Canterbury Tales." It would take a long time to read them all. In laying the ground work of the study of our Literature, it will suffice to make use of the Prologue; a piece complete in itself and an instructive specimen of our author's power of describing persons and characters. In this Prologue Chaucer introduces us to our forefathers of the fourteenth century of all sorts and conditions. A knight, a squire, a yeoman, a merchant, an Oxford student, a sergeant of law, a country gentleman, a shipman, a doctor of physic, a parson, a ploughman, a miller: these twelve and twenty others including Chaucer himself, and Harry Bailey the keeper of the Inn called the Tabard, are the world-famous Canterbury Pilgrims.

After staying a night at the Inn they ride on horseback towards Canterbury to visit the Shrine of Thomas a Becket. At Harry Bailey's suggestion each of the pilgrims is to tell two tales as they go forward and two more as they return, for the purpose of enlivening the journey. Before giving us the tales Chaucer describes minutely the looks and the dress of the Pilgrims, and gives a lively and humorous account of their mental qualities and also of their manners. For this reason the Prologue has been called "The National Portrait Gallery of the fourteenth century." Let us look at the portrait of the Oxford Student of five hundred years ago:—

"A Clerk ther was of Oxenford also,
That unto logik hadde longe i-go
As lone was his hors as is a rake
And he was not right fat, I undertake;
But lokede holwe, and therto soberly
Ful thredbare was his overeste courtepy,
For he hadde geten him yit no benefice,
He was so worldly for to have office.
For him was lever have at his beddes hecde
Twenty bookes, clad in blak or reede,
Of Aristotle and his philosophie,
Than robes riche or fithel or gay sawtrie.
But al be that he was a philosophre,
Yet hadde he but litel gold in cofre;
But al that he mighte of his frendes hente
On bookes and on lernyng he it spente
And buisly gan for the soules preyr
Of hom that yaf him wherwith to scoleye
Of studie took he most cure and most heede.
Not oo word spak he more than was neede
And that was seid in forme and reverence
And schort and quyk, and ful of high sentence
Sownynge in moral vertu was his speche,
And gladly wolde he lerne, and gladly teche."

The moment the heart begins to grow warm over such a picture, that moment the student is coming under the influence of letters—there begins the formation of literary taste. How is the Prologue to be studied; the task is made easy by the editor of the Clarendon Press Edition, who has appended

a glossary and whatever notes are necessary. As for the rest, aim at being able to say with Dryden "I can see all the Pilgrims in the 'Canterbury Tales,' their humours, their features, and their very dress as plainly as if I had supped with them at the Tabard at Southwark."

Chaucer was buried in Westminster Abbey in the year 1400, and two hundred years later Edmund Spenser was buried beside him in the Poet's Corner. The fifteenth century may be regarded as a blank in English Literature. Not until the reign of Elizabeth do we find a poet as great as Chaucer.

EDMUND SPENSER'S natural love for poetry was strengthened by his studies at Cambridge and quickened by contact with such men as Sir Philip Sidney and Sir Walter Raleigh. The last years of his life were full of disappointments and crushing calamities, and he died in the midst of his days either of a broken heart or from actual want of bread. Pure, refined, chivalrous, imaginative, religious, perhaps the epithet "gentle" best characterises him. His greatest work is the "Fairy Queen." It is a book that has made poets. Dr. Johnson in his life of the poet Cowley says, "In the window of his mother's apartment lay Spenser's "Fairy Queen," in which he very early took delight to read, till by feeling the charms of verse he became, as he relates, irrecoverably a poet." Milton also acknowledged himself to be the poetical child of Spenser. The "Fairy Queen," says Hallam, "became at once the delight of every accomplished gentleman, the model of every poet, the solace of every scholar."

How is Spenser to be read? Not hurriedly; not with a determination to go over a given portion within a given time. Read in this way the "Fairy Queen" would seem monotonous and tiresome. To feel the poet's power let the student confine his attention to one at a time of his wonderful word-paintings. For example, let him try the effect of committing to memory three stanzas in which despair is pictured as a wicked old man sitting in a hollow cave:—

"Ere long they come where that same wicked wight
His dwelling lias, low in an hollow cave
Far underneath a craggy cliff yplight,
Darke, dolefull, dreary, like a greedy grave
That still for carrion carcases doth crave:
On top whereof aye dwelt the ghastly owle,
Shrleking his balfull note, which ere drave
Far from that haunt all other chearefull fowle;
And all about it wandring ghostes did waile and howle.

That darke some cave they enter, where they find
That cursed man low sitting on the ground
Musing full sadly in his sullein mind:
His grieslie lockes, long growen and unbound
Disordred hang about his shoulders round,
And hid his face: through which his hollow eyne
Lookt deadly dull, and stared as astound;
His raw-bone cheekes, through penurie and pine,
Were shronke into his jawes, as he did never dine.

His garment, nought but many ragged clouts
With thornes together pind and patched was,
The which his naked sides he wrapt abouts:
And him beside there lay upon the gras
A dreary corse, whose life away did pas,
All wallowed in his own yet luke-warme blood,
That from his wound yet welled fresh, alas;
In which a rusty knife fast fixed stood,
And made an open passage for the gushing flood.

Is there any where else in any language such an impersonation of despair?

As a specimen of a very different kind, take but one stanza describing the surroundings of the god of sleep:—

"And more, to lulle him in his slumber soft,
A trickling streame from high rock tumbling downe
And ever-drizzling raine upon the loft
Mixt with a murmuring winde, much like the sowne
Of swarming bees, did cast him in a swowne;
No other noyse, nor peoples troublous cryes,
As still are wont t' annoy the walled towne,
Might there be heard; but carelesse quiet lyes
Wrapt in eternal silence farre from enemies."

I know of no description more sweet and calm. If the earnest student will read either the first or the second book of the "Fairy Queen," not as a task but with a lively play of the fancy directed upon one at a time of the numerous word pictures to be found in every canto, he will perceive the greatness of Spenser; and to do this is to make a decided step in the higher education of the imagination and of the heart.

Spenser was enough to make the reign of Elizabeth for ever glorious in the history of our Literature, but a greater name than Spenser's gives a lustre to this period which distinguishes it from all others earlier or later. WILLIAM SHAKESPEARE was probably among the brother-poets that attended the hearse of Spenser to Westminster Abbey. Stratford-on-Avon is known all over the world because the house of Shakspeare's birth and the grave of his rest are there. The year of his death, 1616, happens to be one very easy to remember, and it is essential to fix early in the memory the dates of our eight representative authors. Chaucer died in 1400, Spenser in 1599, Shakespeare in 1616. Shakspeare's name is the greatest in our Literature. All his plays should be read, but at first it would be well to pursue the plan of selection and concentration; for one play thoroughly known is worth more as an educator than all the plays carelessly read.

The play of "Macbeth" has been thought by some of those who are well qualified to judge to be the greatest effort of Shakspeare's genius. Whether this be true or not, it is a master-piece exhibiting development and contrast of character and well suited to make one feel the power and the greatness of its author. Besides a tragedy, it would be well to read one of the comedies of which perhaps the Merchant of Venice is the most popular. As for hints on the method of study, it is a good exercise and also a good help towards knowledge to write out the plot in one's own words; to trace one or more of the principal characters from the beginning to the end of the play; to contrast such different characters as those of Macbeth and Banquo; to note the different effects upon man and upon woman of ambition, crime, and a belief in witchcraft as shown by Shakspeare in his development of the characters of Macbeth and Lady Macbeth; to note the general belief in witchcraft in Shakspeare's time, enough to cause the witch scenes in the play to be awe-inspiring to the spectators of that period instead of ridiculous as they appear to us; to note the belief in the efficacy of the royal touch to cure the King's Evil, a belief acted upon by Elizabeth, by James I., by Charles II., and by Queen Anne; to note the change of meaning words have undergone since Shakspeare's time; to commit to memory favorite passages. If it is borne in mind that the date of the authorized version of the English Bible is the year 1611, the language of Shakspeare becomes all the more interesting, for we find everywhere in the plays usages of words which are parallel to their Bible usage. The study of Shakspeare therefore throws light upon many scriptural words that are not to be understood in their modern sense. Let it be remembered too that familiarity with the Bible and with Shakspeare is one of the very best qualifications for becoming a good writer. Further, the student of Mental Philosophy who is a Shakspearian scholar has a great advantage over one who is not, for the plays abound with happy illustrations of the laws of human thought. Take an instance from the play of "Macbeth." When Ross is about to tell Macduff of the ruthless murder of his wife and children he began thus, "Let not your ears despise my tongue for ever which shall possess them of the heaviest sound that ever yet they heard." Ross is innocent. Why should he fear that Macduff would hate the sound of his voice ever after? It is on account of the mental law of association. The pain felt on hearing the sad news becomes inseparably associated with the sight of the bearer and even with the sound of his voice.

So in the play of "Henry III."—"Yet the first bringer of unwelcome news hath but a losing office and his tongue sounds ever after as the surly sullen bell remembered knolling a departed friend;" and in "King John" Constance says, "Fellow, begone, I cannot brook thy sight, this news hath made thee a most ugly man." Shakspeare has laid bare to our view the workings of the human heart, and seems to have known by intuition the laws which regulate our thoughts.

Second only to that of Shakspeare is the name of JOHN MILTON. He was eight years old when Shakspeare died. The limits of his life are 1608-1674. In his college days he was so beautiful in person and so pure in his life that he was nick-named "the Lady." His "Ode on the Morning of Christ's Nativity" is pronounced by Hallam to be the finest in the language. It was first thought of by Milton at day-break on a Christmas morning when he was but twenty-one years of age. Our great Puritan poet lived through the civil war—a stormy period which is reflected in his life and writings. He was quite blind when he composed his greatest work—"Paradise Lost." The first two books are enough if carefully studied to bring the reader under the influence of his mighty genius. "Paradise Lost" was first made popular by Addison in the pages of the "Spectator." The papers of the "Spectator" which speak of the beauties of the first and second books are numbers 303 and 309. The student will find them helpful. It is desirable to read also the Life of Milton in Johnson's "Lives of the Poets," although many of Johnson's criticisms are now universally acknowledged to be unjust. Several students in the University have been able to repeat the first book of "Paradise Lost" from memory. Lord Macaulay knew all the twelve books by heart. Bring the student face to face with the first and second books, but do not tell him which he must admire and what he should find fault with. Let him drink according to his own liking. Let him see with his own eyes. * * * If John Milton shows the moulding influence of the civil war period, JOHN DRYDEN shows that of the Restoration. He was personally acquainted with Milton. His life closed with the seventeenth century. Like Spenser and Milton he was college-bred, but unlike them he wrote much of which he was afterwards ashamed. When re-asked for some of his writings by the Rev. Jeremy Collier, Dryden acknowledged his guilt, professed repentance and wished to retract. He is the author of the most vigorous satire in our language, the "Absalom and Achitophel." In this satire King David is Charles II., Absalom is the Duke of Monmouth, Achitophel is the Earl of Shaftesbury, Timri is the Duke of Buckingham, and Korah designates Titus Oates. These are men about whom every student of English History has read something, but how few have studied the portraits drawn by Dryden's vigorous hand. The dry-bones of our English Histories can only be made to live by covering them with the sinews and the flesh and breathing upon them the spirit of the literature of the period. Along with the "Absalom and Achitophel," it is profitable to read Johnson's "Life of Dryden," which is all the more interesting from the fact that Johnson was so near him in point of time that he was able to find two men living to whom Dryden was personally known. Not long before the death of Dryden, ALEXANDER POPE, then a boy under twelve, was filled with such admiration of Dryden's verses that by the kindness of some friends he contrived to have the pleasure of seeing the great man as he sat in his arm-chair at Will's Coffee-house.

"Who does not wish," says Johnson, "that Dryden could have known the value of the homage paid him, and foreseen the greatness of his young admirer." Pope died in 1744. Born in the year of the great Revolution which placed William III. upon the throne, he lived through the reigns of Queen Anne and the first King George, and half-way through the reign of George II. Pope's quarrel with Addison is well known. It led to the production of that portrait of Addison, which though unjust in some features, every one should have in the storehouse of his memory:—

"But were there one whose fires
True genius kindles and fair fame inspires
Blest with each talent and each art to please
And born to write, converse, and live with ease
Should such a one, too fond to rule alone
Bear, like the Turk, no brother near the throne
View him with scornful yet with jealous eyes
And hate for arts that caused himself to rise

Damn with faint praise assent with civil leer
 And without sneering teach the rest to sneer
 Willing to wound and yet afraid to strike
 Just hint a fault, and hesitate dislike
 Alike reserved to blame, or to command
 A timorous foe and a suspicious friend
 Dreading even fools by flatterers besieged
 And so obliging that he ne'er obliged
 Like Cato, give his little senate laws
 And sit attentive to his own applause
 While wits and templars every sentence raise
 And wonder with a foolish face of praise
 Who but must laugh if such a man there be
 Who would not weep if Atticus were he."

This passage, which was first written as a fragment, reappears in the epistle to Dr. Arbuthnot. Of course it put an end to all friendship between Pope and Addison. Pope's "Essay on Man," no matter what has been said by Dr. Johnson and other critics against it, has the great advantage of having the popular verdict in its favour and may safely be taken as a master-piece to be carefully studied. I have found several students with whom it was an especial favorite. One member of our last Junior Class took the floor at the beginning of the lecture hour and repeated from memory the whole of the fourth epistle, some four hundred lines, to the great delight of his fellow-students and myself. For an account of Pope's Life and writings the student is again referred to Johnson's "Lives of the Poets."

WILLIAM COWPER is as different from Pope as the country is from the town, as nature is from art. He is the founder of our modern school of poets. As a prose writer his skill is shown in his letters, which approach perfection. His mind was always averse to the ways of this rough, rude world, of which he had too early experience at school from the hands of a heartless tormentor, a bully of fifteen, who singled out this delicate, sensitive, motherless boy as his fag. "I had such a dread," says Cowper, "of his figure, that I well remember being afraid to lift my eyes higher than his knees, and that I knew him better by his shoe buckles than by any other part of his dress." Who does not wish there had been some one in that English school noble enough to protect the young poet? Cowper would doubtless have afterwards immortalized him in verse. From the time he was nine years of age to the year of his death in 1800, Cowper was subject to fits of dejection, gloom and despair. Though one of the worthiest of christians, he lived and died under the belief that he was a castaway. His last poem bears the title "The Castaway." Cowper's greatest work is "The Task." Of the six books, the student would do well to select the second, which contains many well known lines and noble passages. In it occurs the celebrated description of the true minister and preacher of the Gospel, which should be compared with Chaucer's good Parson in the "Canterbury Pilgrims." Cowper's lines on receipt of his mother's picture, and his Sonnet to Mary Unwin show the deep tenderness of his nature. He is, says Mr. Palgrave, our greatest master of simple paths.

WILLIAM WORDSWORTH has been called "a new Cowper," an "interior man," "engrossed with the concerns of the soul." Every one should read Dr. Quincey's account of him in his "Recollections of the Lake School poets." His life was long, fortunate, and tranquil; his outward circumstances being eminently favorable to his inner development. After his death in 1850 Tennyson was made Poet Laureate. He pays Wordsworth a noble compliment when he speaks of the laurel as "greener from the brows of him that uttered nothing base." The first book of "The Excursion," which is of convenient length, and has been published in separate form with good notes, will serve very well to show the reader Wordsworth's "human-heartedness" and why he has been characterized as the poet of all that is "thoughtful and tender in the spirit of common life."

Wordsworth excelled as a Lyric poet. The best examples of English Lyric Poetry from the early part of the sixteenth century down to 1850, the year of Wordsworth's death, are to be found in Mr. Palgrave's collection, which is in truth a Treasury of Gold.

Here, at length, our plan of study is developed. It is necessary however to make a more direct reference to the study of English prose. Our modern prose begins with the Restoration. Addison, Swift, Johnson, Charles Lamb, Macaulay, and De Quincey mark the road down to the middle of our own century.

Addison's "Sir Roger de Coverley" papers in the Spectator; Swift's "Gulliver's Travels"; Johnson's Lives of Milton, Dryden, Pope, Swift, Addison, and Gray; Lamb's "Essay of Elia"; Macaulay's Essays on Addison, Bunyan, Johnson, and the Restoration Dramatists; and De Quincey's Recollections of Wordsworth, Coleridge, and Southey; these selections from the works of six of our great prose writers would, if carefully read, give a good amount of that experience in reading which, as Johnson says, "forces judgment upon us."

Our plan then, is one of selection and concentration. Our eight representative authors furnish central points around which we can arrange our reading. From these points he can set out and to them we can return without the risk of losing our way. Chaucer represents the national life of the fourteenth century; Spenser and Shakespeare show the glory of the Elizabethan era; Milton is the exponent of the Civil War period; Dryden of the Restoration; and Cowper and Wordsworth show the love of nature, the widening sympathies, the deeper "human-heartedness" of our own age. These men had all of them the "vision and the faculty divine." Though dead they have left "their souls on earth." He who drinks deeply of their spirit will feel that it is true also of Literature "that no man having drunk of the old straightway desireth new, for he saith the old is better."

Dr. Rand introduced the subject placed on the programme for discussion at this Session, viz., *The importance of Cultivating a Taste for Healthful Reading*:—

MR. W. P. DOLE, A. B., of St. John, who had been invited to open the discussion, not being present, INSPECTOR NICHOLSON, of Restigouche, was called upon. He

spoke briefly, expressing his approval of the views advanced by Professor Harrison. He thought Teachers should not only teach their scholars to read, but also direct them what to read. He had been astonished, on visiting book-stores, to find such great numbers of books that were altogether worthless. He held that one reason why many persons were given to reading useless or injurious books was to be found in the fact that they were not acquainted with a better class of literature.

DR. JACK, President of the University, being called on, spoke of the great quantity of unwholesome literature which he had observed upon the counters of booksellers in this country and elsewhere. He believed that school-teachers might do much, and should do all in their power, to form correct tastes in their pupils in reference to this matter. He also spoke of the value of more solid reading, and claimed that every person should have some special subject of study, whether it were history or language, or natural science or mathematics.

MR. R. SPIERS NICHOLSON, of St. Stephen, next addressed the Institute, detailing his own mode of forming the tastes of the children under his care.

MR. J. MEAGHER, of Fredericton, was strongly impressed with the great importance of this subject, and particularly urged upon Teachers the necessity of directing their attention to the question, "What shall we read?"

MR. COLLINS, of Fredericton, thought the real question had not been touched by some of the speakers. He understood it to be, "What may be done towards forming in the youthful mind a taste for general reading, through which a certain mental power may be acquired?" In addressing himself to this question he introduced several happy illustrations.

MR. JOHN LAWSON, of Campbellton, gave a practical address, describing the mode of procedure adopted by himself in endeavouring to create in his pupils a desire for greater acquaintance with the literature of our language. His practice was to direct attention, in his reading classes, to the context of the various extracts contained in the Readers, giving such information as would be likely to awaken an interest in the works of the authors quoted. He had succeeded in obtaining for the use of his scholars a considerable number of books which would form the nucleus of a valuable school library. He referred to the provisions of the Law and the Regulations in this behalf.

MR. CROCKET followed, referring particularly to some points in Dr. Harrison's paper. He thought that the course of reading marked out by the Professor was too extensive for our ordinary schools and not arranged in the most natural way. Young persons should have their attention directed first to something with which they could sympathize. Afterwards they might take up a variety of older and more difficult authors. They should be led to gain first a general acquaintance with a book or an author, and then go into a more detailed study.

MR. DOLE having just arrived, and being called upon, came forward and addressed the Institute at some length. He regretted that he had not heard the paper read by Dr. Harrison, and the subsequent discussion. The subject, as he understood it, was the importance of cultivating a taste for reading the literature of our own language. Among the cultured Greeks in early times no literature was read but their own. Subsequently to these grew up the Latin literature. These had in former days constituted the sole subject of literary study. That day had passed. We had a literature of our own, not inferior to that of any other nation. He held that under the designation "healthful reading" were to be included the works of Shakspeare, Milton, Addison, Macaulay, and other standard authors, whom he named. The tone of English literature of the present day was elevated notwithstanding the great mass of frivolous and unwholesome literature that prevailed. It was desirable to read reviews of books, both in order to save time to ourselves and in order to acquire the ability to judge correctly of what was good and what was otherwise. In the field of reviews and essays, he held that the "Spectator" and the publications that followed it—the "Rambler," the "Guardian," and others, though old fashioned, were unsurpassed as models of style and as means of forming a critical taste. Mr. Dole instanced a large number of authors and of writings, which he considered worthy to be read by all, especially because they contained nothing that would outrage the true moral sense. The importance of directing the attention of the young to the study of our noble literature was not to be over-estimated.

DR. RAND referred to a remark that had been made with regard to the frag-

mentary character of modern Reading Books. He thought young children required a fragmentary presentation of knowledge. At a later stage in education we should present finished wholes. These were supplied now for the schools of New Brunswick in the works authorized for the study of English literature. Children should be led to master the thoughts presented in the pieces inserted in their Reading Books. In closing the discussion, Dr. Rand described the character of the literature to be avoided and of that which was to be sought after.

The SECRETARY, in a few remarks, moved that the thanks of the Institute be tendered to Dr. Harrison for his admirable, instructive and stimulating paper read this evening. The motion having been seconded was carried unanimously, and the vote having been communicated to the Professor by the Chief Superintendent, was suitably acknowledged.

Third Session, Wednesday, 9.30 a. m.

This Session was wholly devoted to the consideration of one subject, which was first presented in a written paper and afterwards freely discussed by members of the Institute.

A COURSE OF INSTRUCTION.—WILLIAM CROCKET, M. A., Principal of the Normal School:—

The conflict that has so long raged respecting curriculums and courses of instruction will only be settled when an agreement has been reached respecting the ends and aims of education. With respect to curriculums for secondary or superior instruction the battle has waxed hot between two great classes—the partisans of the old classical studies and the partisans of what are known as the real or useful studies. Both classes admit that intellectual life should be awakened and cherished—the humanists or former class by a study of human forces, as manifested in Greek and Latin literature, and the realists or latter class by a study of nature's forces, as exhibited in her works. The one holds that the study of the achievements of the human spirit will tend in a far higher degree to stimulate the student to activity, and fit him for the battle of life, than any scientific training. The other contends that the intellect is best developed by bringing it into direct relation with fact and enabling it, by a strict form of induction, to determine those great laws which the Creator has stamped upon His works. There is, no doubt, much truth on both sides. The demand that the curriculum shall represent in a far greater degree than it has hitherto done, the wants and wishes, the active energies, and in short the spirit of the age, cannot be and ought not to be set aside. Science teaches better than any other study how to observe, how to arrange and classify, how to connect causes with effects, how to comprehend details under general laws, how to estimate the practical value of facts, and whatever difficulties may lie in the way of attaining these valuable results, science should have a place in the curriculum. But these results, valuable as they are, do not develop the whole man, nay, I do not believe they develop the better part of man.

There is an inner world of human experience which man needs to know in order to know himself. He needs to know the achievements of the human spirit; he needs to know the aims, the hopes and affections of man. He can only know this from a study of the poetry, the philosophy and the history which man's spirit has created. Should these two subjects be kept separate, the man of science may find himself beaten in the government of human affairs. The study of classical literature, if properly conducted, is the study of human forces, of human activity and human freedom. The contemplation of such forces put forth by men of like passions with ourselves naturally evokes our forces and activities. The study of nature is the study of forces so far beyond human possibilities that their contemplation is rather calculated to make man passive and to stand in awe and adore. It is the men who have been trained in the humanities or classical learning who have played and to-day play so prominent a part in human affairs. It must be conceded, however, that the man of classical culture alone suffers much from his ignorance of physical facts, and his conduct of human affairs must in the present day suffer to a corresponding extent. From these reflections the idea of a liberal training would then seem to be—a knowledge of the outer world or nature and a knowledge of the inner world or experience of human nature. Men, however, differ in their aptitudes. One man has a special aptitude for the one kind of knowledge, another man for the other. One man's aptitude is for knowing men, another's is for knowing the world or the works of nature. The work of instruction is to seize and develop these aptitudes. The minds which have aptitudes for both roads are rare. But much might be done on both, and the circle of knowledge comprehends both, and as we come to know the relations of the human spirit to knowledge we shall find it necessary for the basis of complete development to have some acquaintance with the entire circle. The man whose aptitudes would carry him to the study of nature, should have some knowledge of the achievements and experiences of the human spirit, and the man whose aptitudes would carry him to the study of human nature, should have some notion of external nature. The course of instruction should therefore be the same for all pupils as a basis for the higher culture. In the higher learning the study of man or of nature may predominate according to the special aptitudes of the student. It is here that a cast iron course might prove injurious. The student according to his aptitudes should be allowed to follow the one or the other of the great lines of study.

If the aim of the higher education then is to fit man to know himself and the world, primary education, so far as it goes, should be a preparation to this end—the instruction of the intellect in men and their ways, in things and their forces. It is not information in men and in things that will meet the wants of the human mind or bear on the human character, but intellectual instruction. It is only when instruction partakes of this character that our educational appliances are of value. The

powers of the mind must be exercised on the knowledge which is presented before it can be assimilated or be the means of preparing us for the activities of life.

We have then two great subjects of instruction to deal with in primary schools—the *inner* and the *outer* worlds.

LANGUAGE—The child must be led to know himself. To know himself he must know others. His activities will be stirred up by the activities of others. He must become acquainted with the medium of communication between man and man. Hence the study of language should be the principal study in school instruction. At our common schools where so many end their school instruction at such an early age the pupil must be content with a knowledge of his own language. In leaving it, he should be making progress in real knowledge. Words must always convey to him definite ideas. Many of the terms which are often used but ill-understood, such as hope, mercy, justice, truth—may be all made intelligible even to the very young if their meaning is reached through concrete examples; in fact, in no other way can a pupil have a clear idea of such terms. But a knowledge of spoken language alone would be insufficient to give the pupil a knowledge of human experience. The best thought, and the best manifestations of the achievements of the human spirit, are recorded in written language. Hence the pupil must be taught *Reading*, and for the communication of his thoughts, *Expression*.

Reading—Reading may be prescribed in any course of instruction and taught without accomplishing the end in view. It is regarded as one of the most valuable instruments of instruction, as an acquaintance with it furnishes the key to unlock the treasures of knowledge; but it will be of little service to a pupil unless he is taught to understand what he reads. The ability to repeat words at sight does not imply that an idea is conveyed or that the pupil has been furnished with the means of gathering information from books. Nay, it is even possible for persons to have acquired habits of reading, and yet to find that what they read often glides through their minds and leaves no deposit of knowledge or power or feeling. Unless pupils are trained to take a firm hold of what they read, they may read much with little profit. If they are accustomed at school to give outlines of their reading lessons, to fill up in their own words these outlines, and to be drilled upon the exact meaning of the words and phrases used by themselves or in their books, they will gain a power which, if directed and encouraged by the Teacher, will be likely to lead to a taste for reading. To encourage them the Teacher might occasionally read interesting narratives suitable to his classes, and invite them to enter upon a course of reading fitted for their age. Let the school library contain such books. A short examination, sometimes oral and sometimes written, or partly both, as convenience may determine, might occasionally take place to ascertain if the books have been read with a fair amount of attention, and to prevent the pupils from acquiring a habit of reading which leaves no power or substantial knowledge. There is all the difference in the world between the thoughtless reading of a book for pleasure, which leaves the pupil with less power than it found him, and the thoughtful perusal of a book under a sense of responsibility. Let such a plan be carried out and our school libraries contain suitable books, and our pupils will be removed from the dismal region of rote-learning, and acquire knowledge and an interest which will remain with them all their lives.

Composition—The pupil besides being able to read to get at the thoughts of others ought to possess the power of expressing his own thoughts clearly and accurately. He will seek expression for whatever he can understand and feel a living interest in, and this power ought to be developed by intelligently guided practice. He ought to be accustomed to give a vivid account of what he has seen or heard. He ought to be accustomed to, oral and written abstracts of lessons, reproductions of vivid descriptions of natural scenery, reproductions orally or in writing of clear explanations of natural phenomena, or, in short, he ought to be taught to express in good English his thoughts on any subject not out of the range of his knowledge or mental power.

Spelling and Writing—If the child must be taught to express his thoughts in writing, he must necessarily be taught spelling and writing as a means. These subjects are taught in every school and their utility has never been questioned. With respect to spelling Teachers sometimes err in confining it to oral exercises. As the object of learning to spell is to enable us to write our own words correctly, it follows that it should be mainly taught through writing when the pupils are sufficiently advanced in writing to profit by the exercise. Hence a scheme of lessons should provide for dictation exercises. The importance of a neat and legible style of penmanship is not I think sufficiently estimated by us. We must endeavour to raise and keep up a higher standard than we have yet done. Results in good reading are not reached by merely teaching the reading lesson well, but by insisting upon good and clear articulation throughout the day, so good writing will not be attained by insisting upon neatness only during the writing hour, but by taking care that every piece of work, that every exercise on the slate, that every scrap of paper written on shall be written with the greatest neatness and clearness. In this way writing though a mere mechanical branch of instruction may be made serviceable in influencing in certain respects our whole character.

Drawing—Ideas are sometimes most forcibly expressed not in words either spoken or written but in drawings. How frequently have we all found the necessity of illustrating our ideas by representing the form of the object we wished to describe, or by embodying them in a plan without which words would fail to convey our meaning. As an instrument in the expression of thought alone, provision should be made for teaching it in our common schools. It will not be used to the same extent as writing, nor should the same amount of time be devoted to it at the stages we are considering. There are however other benefits arising from a study of it which would justify its place in a school course. The reproduction of forms through drawing demands minute and close attention to the form itself, in fact we do not really know the form until we can reproduce it. The efforts made to accomplish this task train the eye to see and communicate to the hand a power which will be serviceable in every position in life. It is not intended that drawing shall be taught as an "accomplishment" or with a view of imparting artistic excellence. This is no more possible in our schools than it is possible to impart to our pupils literary refinement in the ordinary sense of that expression. All that can be aimed at is the intelligent appreciation and reproduction of common forms. If a pupil has a special taste in this direction, he has an opportunity of having it developed.

Singing—Singing is another form of expression, though I shall not argue its introduction on this basis. It is unnecessary for me to utter a single word in favour of its practice in schools. Do we not all acknowledge its influence on school and home life and on individual and social character? There is a great want in an elementary school when the sweet, soothing and elevating influence of

song does not pervade it. How often may a Teacher be seen putting forth great efforts to secure attention but with little effect. The reason is the minds of the pupils are fatigued—they have been kept too long on the stretch and desire a change of employment. In such cases a few minutes devoted to the singing of some favorite song will enliven them and rouse their flagging interest. Again, do we not all know that truths and sentiments of the highest importance may find a lodgment in the heart from being associated with some pleasing tune. In many of the common schools it might not be practicable to teach the theory of music, but every effort should be made to have the practice. Where the Teacher cannot sing himself it may be possible to find one in the district both willing and able to teach a few songs, which could be used by the Teacher with great advantage when occasion required. Teachers who have a knowledge of the theory as well as the practice have a great influence at their command, and they should not fail to employ it. They should not be in too much haste however to introduce the pupil to the theory. If it is wrong anywhere to begin with children a theory before practice it is eminently so in music.

Grammar.—A knowledge of this subject is not essential to the understanding of language nor is it necessary to enable us to speak correctly. Indeed the pupil ought to speak correctly before he begin the study at all. But the fact that the language we speak is the daily companion of our lives, and the very instrument of our thought should secure for it serious study. If the pupils are led, as those who study the subject ought to be, to find out for themselves the common inflections and forms, and some of the important laws of expression which lie in the very nature of the language itself, he will not only be able to test the correctness of expression, and get at the precise thought conveyed in language, but be fitted to convey his own thoughts with precision and accuracy. Each pupil who remains long enough at school to begin such a study ought to have an opportunity of doing so. Should it be made the intellectual exercise which it is in itself so well fitted to be, instead of a mechanical memorizing of definitions and rules, it will prove one of the most highly educative instruments employed in schools.

Literature.—This is a subject so well fitted to exert a refining influence on character, that pupils who have made a fair acquaintance with such of the preceding subjects as are necessary to enter intelligently upon the study should have an opportunity of doing so. Even though small progress may be made in it, if it has been rightly directed they may be able after school days are ended to take delight in bringing their minds into contact with the spirit and energies of the best and wisest who have lived.

If by the study of literature in schools is meant a survey of the field of English writing, with an attempt at critical estimates of the style and positions of the different authors, such a course is impracticable in our schools. If it mean a summary of the English authors and their works, with examples of style from each, it will be of little more service to a pupil than memorizing the directory of a town which he is not to visit. If it mean the reading of some essay or poem and spending the time on parsing, analyzing and patterning of conjugations and declensions, and even derivation of words, without directing attention to the beauties or excellencies of thought or style, there should be no room for it in school curriculums.

If it means a careful reading under proper guidance of some of the best works of our English authors, the Teacher leading the pupils so far as their actual state of progress can appreciate into direct contact with the thought, it will become an interesting and stimulating subject. One author taken as the central figure of the literary period, and one or two of his best works so studied as to apprehend the thought and become familiar with the style, will quicken the pupil's own thought and induce him to seek the best modes of expression for it. Now, that he is acquainted with the author, his attention might be directed to some of the critical estimates that have been formed of him, thus he may be stimulated to examine for himself and led to form habits of independent judgment.

History.—This subject belongs to the inner world of experience as well as language. Language is the expression of thought, and so is history, but in a different form. It is here that thought embodies itself in action. The actions of others have a mighty influence on the young. As they see acts they will repeat them, and these repeated acts will become habits. As they hear and read of the acts of great men they are likely to cherish a love for all that is good and great. The course of instruction should embrace two divisions—Biography, with interesting narratives, and History proper. I believe the Bible puts before us the best historical model narratives for the young. The history there is always connected with a central man, and there is no attempt to give the whole history. The young think first of individuals and their actions before nations and their deeds, and if we once get a child interested in a great man we have taught him some history, and not that only, but we have given him a valuable acquaintance for life. It is, as I have said, from the particular actions of men as observed by themselves or as related by others that children first form their moral standard. Good biographical sketches of men, men of action, but of action guided by enlightened principles, would be likely to produce profound moral effects on the pupils. Vital knowledge thus lodged in the mind will like a fire spread of its own accord. From the history of the individual to the history of the nation the step would be natural and inviting. Let every lesson be studied with a purpose. Let the pupils be led to see the growth of the institutions of their country, the value of patriotism, the value of industry, the value of strong and earnest conviction from many accumulated examples, and their character cannot remain uninfluenced for good.

Geography.—I think this subject may be classed as belonging to both the outer and the inner world. It is by treating it as such that we can best influence the character and awaken an interest in a subject which so readily connects itself with almost every thing we read and talk about. Instead of confining it to bald topography, which will only crush natural healthy curiosity, let us have vivid accounts of arctic and tropical scenery; let our attention be frequently called to the important productions of different countries, which will lead us to see their mutual dependence and give us an interest in the commerce of the world. Let us take voyages with the great discoverers in our own and in other days. Let us travel sometimes with a Livingstone, a Speke, and a Stanley, and sometimes with McGregor in his Rob Roy career, and sometimes in company with the rapid Jules Verne. Again, may profitable reflections not be excited and valuable lessons given in connection with our imaginary journeys through countries. As we lead the pupil over the country he may be brought to think of the rise and fall of towns, of the origin and progress of manufactures, of the influence of situation upon the various industries, and may we not benefit the pupil and the community by embracing the various opportunities afforded us of showing the effects of strikes upon particular trades?

I believe such lessons will meet a want in child-nature—their love of the marvellous and their love of adventure will be gratified while their intelligence is constantly appealed to.

Natural Science.—The external world furnishes materials out of which grow the physical sciences. Increased attention is daily being given to this subject, increased facilities and appliances in the higher institutions of learning in most countries are being supplied for its thorough teaching. Are such subjects suitable to the young?—if they are presented in a proper way and in proper measure. They are fitted to supply endless materials for arousing and sustaining the interest of children and systematically training their observing powers. At a more advanced stage, when instances of similarities have been presented in sufficient number, the pupils powers of reflection are called into exercise by arranging and classifying their observations, by connecting cause with effect and by gaining in this way for themselves, so far as their observations extend, a knowledge of those laws which are stamped upon nature's works. If excursions were sometimes taken with the pupils to put the knowledge gained to a practical use, such as in botany and geology, opportunities would be presented of fostering any aptitudes in this direction. Where schools are so constituted as render such instruction impossible, those subjects known as "Common Things" should certainly be taught, but always so that the eye shall be trained to see and all the avenues to knowledge opened up, and that what the pupil learns he knows of his own knowledge. In connection with this subject I should not omit to allude to the necessity of placing on the curriculum *Hygiene* or the general principles of Health. One would have thought that health being so essential to our personal happiness and comfort, the subject would always have had a place in a school course. Wherever physiology is taught that subject should be taught in connection with it; but whether physiology is taught or not, the subject of health, though one of little educative value, is one of such universal interest that children should receive some instruction in it. Ought we not all to know something of the indications and early treatment of common diseases, especially of infectious diseases, such as measles, ringworm, and skin diseases? We should at least know the signs of illness in its first stage. Every one ought to know how to treat bruises, burns, broken bones, cuts, sprains, faintings and other ills occurring among children, the immediate treatment of which is most important and prevents worse consequences. When people come to understand that fresh air, good water, wholesome food and cleanly habits are necessary for health, our rate of mortality will be much diminished.

Physiology and Hygiene are now prescribed subjects for the Normal School, and due attention will be given to them. I presume many of you are fairly acquainted with the prescribed text-book on health. I might just say that you will also find much information that will be useful and interesting to you and given in the shape of simple lectures to children, in Mrs. Buxton's "Health in the House." (Adam Miller & Co. Toronto.)

ARITHMETIC AND MATHEMATICS, which may be regarded as the abstract of the external world, have always occupied a prominent place in schools. A knowledge of arithmetic is useful in the affairs of life, and a knowledge of Mathematics is necessary for the prosecution of most of the exact sciences. They have however an educative value, and if taught aright will furnish the pupils with models of clearness, precision and certainty.

In addition to the subjects which I have named and which appeal more particularly to the intellect, there are three others which I think should receive more attention than we have yet bestowed upon them, viz., *Physical Education, Morals and Esthetics*. If the true conception of education is the fitting man for acting his part in life by training all his faculties, we have been slow to recognize it. *Esthetic* and moral education are not by any means general; the intellectual has been partial and one-sided, and physical training has been almost totally ignored. It is beginning to be recognized, though not yet very fully acted on, that mental and moral vigour is much more dependent on bodily vigour than has been generally supposed. Many evils are prevalent among us from neglect of physical education, such as the bent form, the slovenly gait, the curved and deformed spine, the general absence of an erect and manly bearing which lead to much debility and serious consequences. Physical education should begin from the first day of entering school and extend over the whole period of the school course. It is not military drill that is needed in our schools, though this produces excellent effects in many ways. The drill in schools should include the attitude of the children at all times, movements in and out of seats and on the floor, class arrangements, marching, walking, position at reading, writing, singing, and the general bearing of the pupil. Military drill is artificial, school drill should be governed by the natural law of action and taste, and seek to produce the style and gait of good breeding and good society. We should aim not at military constraint and unnaturalness, but at naturalness and ease of manner and movement.

More attention will be given to systematic physical training in the Normal School.

There are several excellent publications on this subject: Dr. Caldwell's *Physical Education* (MacLachlan and Stewart, Edinburgh); *A System of Physical Education* by A. MacLaren (Macnuthan & Co.); *A sketch of a Physical course for Common Schools* (T. Laurie, Edinburgh).

Morals. Though much may be done and should be done in the daily course of the lessons at school to inculcate the principles of morality, the subject is so closely connected with our well-being that it ought to be systematically provided for in our course of instruction. We have a moral nature as well as an intellectual and a physical nature, and it is as incumbent on us to provide for the right direction of the one as for the strength and vigour of the others. Moral education for our schools is not moral philosophy and should in no degree be formal in matter or manner, but there should be a plan and that plan suited to the child's intelligence. Virtues and vices and their consequences can be understood by the very young, when their observations are directed to the actions of men and led to see this or that good or bad quality in their practice. If suitable examples are given they will be led to understand the relations they bear to themselves and others, the duties arising out of these, the principles to guide them in performing these duties, and the manner in which they can best be done. They will be led to see that there lies in the nature of things a reason for every moral law as cogent as that which underlies every physical law; that stealing and lying are just as certainly to be followed by evil consequences as putting their hands into the fire or knocking their heads against a stone wall. Let such moral actions and habits as are specified in the Regulations of the Board of Education and any other duties which we may be called upon to perform be classified, and let systematic instruction be given therein in the manner I have indicated and in a truly christian spirit, then with God's blessing may we reasonably expect to see in our pupils a conscious morality of heart based upon principles.

Esthetic.—The important subject of the training of pupils in taste has to a very great extent been

neglected. As a people we are wanting in æsthetic culture. We have taken scarcely any means to educate ourselves in this important direction; our school-rooms as a rule are wanting in æsthetic influences, and we have paid little attention to any training in this the sweetest part of our own nature. If our pupils are to be raised in this important social and moral element, we must make our school-rooms as attractive, tasteful and as pleasant as they can be made. At very little cost abundant material can be had for æsthetic purposes. Many of the diagrams and pictures used for teaching purposes will serve in some degree for adornment, and wall maps, which should be tasteful and bright in colour as well as correct, should be suspended during school hours where practicable. Portraits of great and good men as well as photographs of scenes and buildings should be hung on the walls. The drawings and writings also of the pupils who have attained excellence in these subjects should be used for æsthetic purposes, which will also create a pleasant incentive to effort and study. Festoons of leaves might also properly adorn the walls. In addition to adornment on the walls there should be pictures specially intended for æsthetic purposes, *e. g.*, illustrated journals, free however from those grotesque figures which violate every principle of correct taste: London Illustrated News, Frank Leslie's Illustrated Newspaper, Canadian Illustrated News, and such pictures as are found in the British Workman, which are reproductions of the works of Landseer and the first artists. Flowers in pots might also be seen in the school window and shed their sweet influence and perfume on the daily work of the school. Let the school grounds also be ornamented with trees, and flower-beds, where practicable, around the fences, and the children taught to attend to them. All these are some of the silent influences which should surround our pupils, and if they do so they will not fail to introduce into our domestic and social life much of the sweetness and grace that should pervade it. There might be in addition a little active training in taste. The Teacher will of course see to it that the school-room is kept clean and tidy, and that there is a place for everything and everything in its place. The pupil should be furnished with a sponge or a proper substitute for it for cleaning his slate, a pen-wiper, and he should be trained to keep his desk free from litter and ink blotches. Let cleanliness, tidiness, neatness in person and dress, be insisted on where necessary. Let attention be given to attitude and bearing, habits, speech and manners. Some will say that they have not time to attend to all these matters, but this is no objection, for taste is more the spirit that should pervade all school work than the special teaching of a special subject. Though the subject of æsthetics may not be specially named on a school course, and though I have not treated it as requiring separate and distinct training, I consider it of too much importance to omit it in speaking of a school course. I believe if each of us were imbued with the importance of the subject and exerted our influence in this direction, that we could effect a revolution in the tastes, manners, speech and habits of the next generation.

To sum up, man, to know himself and the world, the two subjects of human knowledge which are the only sure basis for action, requires as far as his opportunities permit to be instructed on such branches as will lay the foundation for this knowledge. School cannot give this knowledge, but it can lay the foundation for it and this is its proper sphere. The pupil must be taught language as the expression of the inner world, and natural science as the expression of the outer world. Whatever subjects are essential to the successful study of language and natural science must be embraced in a school course. If the mother tongue is all the pupil has an opportunity of studying, he must be taught reading, composition and grammar; this cannot be done without a knowledge of writing and spelling. Singing and drawing, though not essential, are deemed valuable auxiliaries in school work; the former especially in primary schools.

History and geography are so intimately related to human affairs that they must be embraced in a course of instruction. Under the head, Natural Science, are included arithmetic and mathematics as essential to a successful study of many of the divisions of this subject. Physical, moral and æsthetic training have special claims.

The subjects embraced in the course are to be taught as means to an end—the drawing forth the activities of the human soul. When once we have got the firm conviction that our task consists in a benevolent superintendence of the activities of those committed to our care, we shall cease to be mere hearers of lessons and rigid exactors of exercises. We shall feel that there is no part of the pupil's life with which we are not concerned. Wherever their activities, whether of body or mind, are exercised, we shall consider the end; always on the out-look to evoke power to shield our pupils from bad influences and to bring good influences to bear upon them. Our love and sympathy will be felt by them both in their work and in their play. And when we find how much we are to our pupils, how much they form themselves after our examples, adopt our judgment, our opinions, our very likes and dislikes, we ourselves will desire increase in wisdom and goodness for the sake of those who will benefit by the good qualities in us. We need wisdom to see our task aright. We need goodness to devote ourselves heart and soul to its accomplishment.

You may say that the aim I have set before you is too high. Throughout life we ought to aim high. We ought to have high ideals. It is true that high ideals are unattainable, and yet we are none the less bound to set them before us. "Above all," says T. Carlyle, "let us keep the ideal ever in our eye for thereby alone have we even a chance to reach it," or as we may truly add, even a chance to get nearer to it than we now are. Indeed the very essence of the Christian life is the effort to approach an unattainable ideal—divine perfection. Let us not then be afraid to adopt a high ideal, and we shall find that this ideal far from being useless to us as practical men will have a powerful effect on our work and compel us to make our instruction bear on the character and entire development of those we seek to educate.

The discussion upon the subject of the foregoing paper was to have been opened by INGRAM B. OAKES, A. B., of Chatham, but as that gentleman had not yet arrived, Dr. Rand placed the subject in the hands of the Institute.

THE SECRETARY made a few remarks in reference to the different aspects in which certain subjects might be viewed as proper components of a school course. Reading, for example, was unquestionably a necessary part of the course. But some

persons seemed to suppose that the principal object to be aimed at in teaching reading was to enable the pupils to read aloud in a correct, pleasing and expressive manner; whereas the chief practical use which most persons require to make of the art of reading was to gather readily the full and exact meaning of what is written or printed. Perhaps Teachers need to give more attention to this. And all that was accomplished in the way of forming a habit of intelligent, thoughtful, appreciative reading to one's self, was just so much done towards making the pupils better readers in the ordinary sense. Grammar and other subjects were also referred to.

MR. OAKES, having entered the Hall in the meantime now took the platform. He spoke at a disadvantage in not having heard Mr. Crocket's lecture, and not knowing therefore in what way the subject had been viewed. In a very lucid manner, however, he proceeded to argue the importance of having a prescribed course of instruction, and especially in the higher schools. It was desirable, he said, to have one's way clearly marked out in advance. The man who had some definite object before him worked with earnestness and spirit to attain that object. Mr. Oakes enforced this point by familiar illustrations. To have a course of instruction prescribed and placed before the pupils would make their study more systematic. There would be a stimulus in seeing what is ahead to be attained. Again, a regular course extending over a fixed period, at the conclusion of which a certificate was awarded to those who have taken the full course, afforded an inducement to many to continue at school, when without this they would drop out much sooner. Mr. Oakes thought that a suitable diploma, to be issued by the Board of Education, would be a valuable adjunct to a course of instruction. Other advantages of a prescribed course, both to Teachers and Pupils, were pointed out. The speaker held that the Board of Education should prepare a course of instruction to be followed, wherever possible, in all schools. There were, he thought, great difficulties in the way of adhering to such a course with the younger pupils; but all should have the opportunity of pursuing it regularly and of obtaining a diploma at the end.

INSPECTOR NICHOLSON differed in some points with Mr. Oakes. He believed that a judicious course, embracing all the subjects named in the paper just read, should be followed in every school. The same subjects might be introduced in the common schools as were pursued in the grammar schools.

MR. DOLE thought the course outlined by Mr. Crocket was, if any thing, too comprehensive, and not applicable to the ordinary common schools. He supposed, however, it was intended to cover the whole series of schools. He referred to modes of teaching certain subjects, as suggested by Mr. Crocket,—particularly *Spelling*, which had been taught heretofore too much as a mere mechanical process. Spelling should, he believed, be based upon *derivation*. The right way was to begin at the root. The instruction should be radical. The meanings of words should be learned from etymology. Mr. Dole described the process he had adopted in teaching from Manning's Speller,—classifying and grouping words, tracing roots, etc. He thought there was a tendency of late years to depreciate the value of language study.

Referring to lessons on *Morals*, he said they should consist not so much in showing the evil effects of doing wrong as in leading pupils to do right for the sake of it. They should be taught the right no matter what the consequences.

In respect to *Physical Training*, he would follow the English models,—encourage boys to be good runners, vaulters, cricketers, etc. Exercise ought to be natural and free.

Esthetic Culture could be had at home, and began at a very early age. In order to carry it on in the school room the walls might be adorned with pictures, etc. In this connection Mr. Dole spoke of the value of certain classes of books as means of cultivating the taste, and would include some works of fiction as well as poetry. Three novels which he regarded as valuable were Scott's "Ivanhoe," Charles Kingsley's "Hereward," and Bulwer's "Harold." He also referred to the works of distinguished poets, dramatists, essayists and orators.

PRESIDENT JACK, who occupied a seat upon the platform, here addressed the Institute. He acknowledged the importance of all the subjects suggested, but held that there was not time to deal with all of them in the ordinary schools. There were too many subjects introduced in some schools. The real object in view was not so much to impart knowledge as to put the pupils in the way to acquire

knowledge for themselves. Natural science, literature, etc., were all very well; but was there time to devote to these and other subjects? The simple elements of botany might properly be taught. Physical geography should by all means receive attention because of its wide range, touching as it does upon geology, meteorology, chemistry and other sciences.

MR. R. S. NICOLSON, of St. Stephen, maintained that the difficulty of introducing all these subjects was not so great as might be supposed. It was well to do a little at all of these. He dissented from the position taken by Mr. Dole in reference to derivation as a means of teaching spelling. Derivation should be studied, but rather as a means of getting at the meanings of words. The study of etymology was exceedingly important. His opinion was that the course of instruction in the elementary schools ought to be a miniature copy of that in the University.

Mr. Nicolson made some excellent suggestions in reference to the mode of teaching history; affirming among other things that we should proceed "from the front to the rear"—from the rear to the remote; also that much should be introduced in the form of episodes.

INSPECTOR SHAW, of Cambridge, Queens County, said he did not believe in teaching spelling by derivation. The best system was to write out the words in common use. He deprecated over-attention to classical study, and doubted the practicability of carrying out so varied and extensive a course as had been indicated in our common schools. He did not agree with Mr. Dole as to physical training, holding that there should not be less but more of the military order and discipline. In conclusion, Mr. Shaw paid a tribute to the beneficial effects of the instruction received at the Normal School, as observed by himself in the case of Teachers who had studied there.

MR. DOLE briefly explained his position in regard to the study of the classics, and as to the value of studying the derivations of words.

DR. RAND offered a few observations in the line of some of the remarks made in the course of the discussion. The aim or object in view should control the methods of work and the means used. Was it our object, he asked, to make boys geologists, botanists, and so forth? No, but to teach the method pursued in these studies—the experimental or inductive method. One branch of science might be taken, the knowledge of which would be especially valuable. The method of one was the method of all.

In reference to spelling,—it was not to be learned altogether by single words. Words must be taken in their connection. The importance of learning the right use of words must not be overlooked.

Concerning English literature in schools, Dr. Rand said most Teachers could not overtake the whole course of study implied in such instruction. They might, however, study specimens of the works of leading authors, and might direct and guide the reading of their scholars. The Teacher could point out the way in which they might afterwards carry on those studies for which they were individually adapted.

MR. CROCKET closed the discussion by a short recapitulation of the position taken by himself, by way of explanation, in view of the remarks made by some of the speakers.

On motion of Inspector Nicholson, the thanks of the Institute were tendered to Principal Crocket for his excellent paper.

Before closing the Session, the Chief Superintendent made specific announcements respecting the work for the afternoon and evening.

Wednesday Afternoon.

Instead of a Session of the Institute on this afternoon, arrangements had been made whereby the members might visit the *Library and Museum of the University* and the *Legislative Library*. Through the kindness of Messrs. S. W. Babbitt and his sons John and George N. Babbitt, of Fredericton, whose residences were in communication by *telephone*, the members of the Institute were also enabled to witness the operation of

that remarkable invention. A large number availed themselves of these opportunities.

Fourth Session, Wednesday, 7.30 p. m.

The Institute having been called to order, WM. CROCKET, A. M., Principal of the Normal School, moved the *Resolution* of which he had given notice at the second Session. In doing so he presented the arguments in favour of the recommendations made from time to time by the Chief Superintendent in relation to (1) *School Inspection*, (2) a *Reserve Aid Fund for Teachers*, and (3) *Secondary Education*; reading copiously from the Education Reports with reference to those subjects.

The Resolution was seconded by Mr. S. C. Wilbur, of Moncton, and passed unanimously.

The Chief Superintendent then introduced to the Institute LORING W. BAILEY, PH. D., Professor of Chemistry and Natural Science in the Provincial University, who delivered a highly instructive lecture on *Forms of Energy*. This lecture will be published in a future number of the EDUCATIONAL CIRCULAR. It was illustrated by a great variety of interesting experiments, showing the effects of chemical, magnetic, electric and other agencies. At the close, Mr. John Babbitt, who had rendered valuable assistance to the Professor, exhibited to the audience the wonderful powers of the *Phonograph*, using an instrument of his own construction.

A vote of thanks to the learned lecturer was moved by Mr. Crocket, seconded by Mr. Dole, and carried unanimously.

Fifth Session, Thursday, 9 a. m.

This Session was devoted to observation of the work of the *Normal School*. At nine o'clock the Student-Teachers, numbering about one hundred and twenty, marched into the Hall to the sound of music and took their accustomed seats, the members of the Institute occupying for the time the seats at the end of the Hall. The work of the day was commenced, as is the custom of the School, with devotional exercises and music. Then the Student-Teachers, in four classes, returned to their respective class-rooms, each followed by a portion of the members of the Institute, who had been told off into five sections for the purpose. The fifth section was conducted to one of the Model School Departments. Nearly three hours were occupied in observing the work, a change from room to room being made at the end of each half hour, both on the part of the classes and the observers. Each section of the Institute saw four lessons given in the Normal Department, and one in the Model Department. The number and subjects of the lessons given by the several Instructors were as follows:—

PRINCIPAL CROCKET,—four: Principles of Education, Methods of Teaching, Number, Geography and First Steps in Reading.

MR. CREED,—five: Geometry, Natural Philosophy, Industrial Drawing, History and Geography.

MR. FOWLER,—four: Meteorology (rise and progress of a storm), and Botany (analysis of flower, description of leaves).

MISS GREGORY,—four: English Grammar and Arithmetic.

MISS CLARK,—three: Reading and Vocal Culture.

The lessons given by MISS MINARD in her department (which was the only one of the Model Departments in session), were in the ordinary subjects taught in the first four grades.

When the School was dismissed at noon the members of the Institute dispersed without re-assembling in the Hall.

Sixth Session, Thursday, 2.30 p. m.

The topic under consideration was *The Conduct of Miscellaneous Schools.*

H. C. CREED, M. A., Instructor in the Normal School, introduced the subject in a half hour's address, partly written and partly oral. He said the great practical question with which he was called upon to grapple was this—"How can a miscellaneous School, with one Teacher, be so conducted as to give profitable employment to all the pupils?" Perhaps no subject could be found more interesting, professionally, to the majority of our Teachers than this one. A very large proportion of them were in charge of miscellaneous schools. Very many of these, in their earnest endeavors to do the best possible for their pupils and themselves, were every day brought face to face with the difficulties of the question. A few there had been, no doubt—educational geniuses,—whose schools exhibited a practical solution of the problem, arrived at perhaps by a sort of intuition, and not by any process of careful elaboration. But the many had gone on from year to year suffering consciously or unconsciously a daily defeat. Great expectations had no doubt been raised in the minds of the assembled Teachers when this theme was announced for discussion. It would, however, be inexpedient to attempt at present any thing like a detailed scheme or programme whereby the required work might be performed within the allotted hours, in a systematic way and without loss of time and energy. The most that could be accomplished to-day was to agree upon some general principle, such as should guide the Teachers of mixed schools in laying out their work.

What were the conditions of the question?

1. A school of some forty or fifty boys and girls, under one Teacher, shut up in one room for five or six hours every day.

2. These boys and girls of all ages, from five to seventeen, with perhaps some younger or older.

3. A great variety of subjects to be taught, say: Reading, Spelling, Writing, Number, Arithmetic, Grammar, Geography, History, Book-keeping, Geometry, Algebra, Practical Mathematics, besides English Composition, Drawing, Oral and Object Lessons, etc.

4. The attainments in these various subjects almost as varied as the subjects themselves: in Reading, all the stages, from the child who does not know a word, nor a letter except "round O," to the big boys and girls who won't be satisfied with any other than the Sixth Book; in Arithmetic, two or three young men anxious to work through Stocks and Logarithms and so forth, and then some who have gone as far as—every rule in the book,—besides the dear little ones whose mathematical knowledge stops with "two and one are free."

And the problem to be solved was, in the first place, to find constant employment for each and every one of these, so as to satisfy their desire for knowledge and to keep them out of mischief; in the second place, to develop their mental and moral natures, without forgetting the physical; and in the third place, all the while, by precept and example, to promote habits of order and attention.

Mr. Creed then undertook to point out more exactly wherein the difficulties of the case consisted.

The Teacher could personally instruct only one class, or hear only one lesson, at a time. Supposing each lesson or recitation to occupy no more than twenty minutes on an average, and allowing one hour out of the six for recesses, roll-call, singing, physical exercises, etc., we shall have fifteen lessons each day to be divided among say five classes, giving an average of three lessons a day to each class. This is practically about the same thing as one hour a day to each pupil. What then are the pupils to do during the other four hours? Here was one practical problem for each Teacher to solve. Some never really tried to solve it. They called up

one class after another, whether according to circumstances or in accordance with a pre-arranged plan, and allowed the remainder of the school to study or work at whatever suggested itself at the moment, or else at nothing at all. The result was an indefinite amount of disorder and mischief. Other Teachers conscientiously aimed to find suitable employment for all the pupils during the whole of the school hours, but were continually disheartened by their want of success, and driven well nigh to distraction, perhaps, by the manifold difficulties that surrounded them.

Now it was clearly possible to remove or lessen some of the causes of these difficulties. One cause was the absence of orderly arrangement and system. An antidote to the evil in this case was a good time-table and working programme. Another cause of confusion and trouble consisted in forming too many classes. Mistakes were made upon this point which a little wisdom, patience and determination might remedy. Pupils should be classified in such a way as to serve the general interests best, not so much in view of the wants or wishes of individuals. After adducing cases in illustration of this, the speaker referred to the remarks of Mr. Crocket on the subject of time-tables at the Institute of 1875, as reported in No. 2 of the EDUCATIONAL CIRCULAR, (p. 55).

To these statements and suggestions he believed nearly all present would agree. They were exemplified most fully and clearly in the construction of the tables given on the succeeding pages of the same publication, and especially in the daily programmes of school work for a miscellaneous school of four classes, to be found on page 60 of that CIRCULAR. In order to show more fully what might be accomplished by means of such well-conceived arrangements properly carried out, Mr. Creed described the progress of the work during the day as therein indicated.

But after all was done in this way, difficulties would still remain. Four classes were not always enough, and suitable monitorial assistance could not always be had.

It was a question whether the fundamental difficulty did not consist in an erroneous conception of the Teacher's work. What was it to teach? In answering this question, Mr. Creed again referred to the "Circular" in his hand, and quoted the following passage:—

The highest and the best teaching is not that which consists in communicating or giving knowledge, but that which guides and encourages the pupil to work and think for himself. The Teacher can no more think for the pupil than he can see for him. The pupil must owe every thing to his own exertions, which it is the function of the Master to encourage and direct.

If teaching were simply imparting information, or showing how something should be done, then such a school as had been described would tax the energies of the ablest Teacher. But if we were to understand by it "causing to learn," then it was evident that just in proportion as pupils advanced in age, knowledge and discipline, the Teacher's hand and eye might be withdrawn from them and directed more to the younger and less self-dependent pupils. This general suggestion was left to be taken up by the gentlemen who should engage in the discussion.

The CHIEF SUPERINTENDENT made a few remarks, approving in the main of the suggestions made by Mr. Creed, and calling for frank and free expressions of opinion upon the subject.

JOHN MARCH, Esq., of St. John, expressed himself as interested in the question, although for many years past not connected with miscellaneous schools. Even from city Teachers, however, he had heard the same complaint,—that they had great difficulty in giving personal attention to all the pupils. He gave some of the results of his own experience in teaching mixed schools in England and in this Province.

MR. CROCKET referred to one of the difficulties mentioned by the last speaker,—that if pupils were taken from their class to teach or drill a lower class, they must lose a portion of the Teacher's instruction. He said it was not necessary that the pupil appointed to drill a class should be taken from a more advanced class: an intelligent boy or girl might be entrusted with the task of hearing a lesson or conducting a drill in his own class and would be benefited by the exercise.

MR. W. T. DAY, of Marysville, pointed out the value of written examinations for the older pupils, the work to be examined by the Teacher after school hours.

[At the request of the Chief Superintendent, DR. JACK occupied the Chair during the remainder of the Session.]

DR. RAND said he wished to give expression to a certain aspect of the question.

That four classes could be satisfactorily dealt with was generally admitted. A satisfactory plan had been clearly set forth by Mr. Crocket at the Institute held three years ago, repeated from time to time in the instructions given at the Normal School, and now forcibly presented by Mr. Creed. He regretted to say that a large number of Teachers in the Province never had seen these time-tables and programmes, because they did not read the EDUCATIONAL CIRCULAR. But it was found that many schools could not be worked properly with only four classes. His idea was that the Teacher should gradually withdraw instruction from the scholars, particularly the older and more advanced scholars, and leave them more to their own resources, while maintaining a proper supervision over their work. There should also be more written work. In this way time would be saved.

MR. J. MEAGHER, of Fredericton, thought that the plan proposed for four classes was excellent; and that a similar plan could without any great difficulty be extended to five or more classes. There were some compensations in mixed schools, such as the fact that the younger pupils learn from the older ones.

INSPECTOR NICHOLSON spoke briefly of the great importance of keeping all the scholars employed.

MR. DOLE considered this one of the most important of all the subjects under discussion. He knew something of miscellaneous schools from having been Inspector of Schools in the County of St. John many years ago. Even graded schools were necessarily more or less mixed, from a variety of causes. Pupils might very properly be allowed to give attention to the lessons of other classes.

MR. R. S. NICOLSON believed that nothing could be done well in any school without a time-table, and the difficulties were not to be avoided, as some Teachers seemed to think, by doing away with time-tables. In the course of a rapid review of the alleged difficulties, he threw out many valuable practical suggestions. He agreed with Dr. Rand, that the Teacher should be chiefly the stimulator and director. There was often too much talking by Teachers, and talking was not teaching.

MR. S. C. WILBUR, A. B., of Moncton, said the first thing requisite, in order to succeed, was to have a love for your work; then to maintain your health, be cheerful and lay aside anxious care on leaving the school-room. It was quite impossible in some schools to bring all the pupils into four classes. Some were preparing for College or for the Normal School, some just beginning to read, and so on. The "happy medium" must be maintained. Teachers should not spend much time in talking.

MR. JOHN LAWSON (Assistant Secretary-Treasurer) made a very practical speech, which cannot be even outlined here. He said that in the division of classes, the basis should be reading. A small number of classes could be managed better in reading than in any other subject. Where there were four or five classes in reading, two in geography and history, and also two in grammar, would be found sufficient. The lowest reading class would not be capable of learning grammar: of the others, supposing there were five in all, the two senior classes might be united, and the two intermediate classes also. In writing, all might very properly work together. Mr. Lawson gave an outline of his school work during one day.

MR. J. B. OAKES, A. B., was pleased at the practical turn the discussion had now taken. If we were to derive any practical advantage from this Session's work, it was necessary to come down to details and present the result of our varied experiences. It should be borne in mind that every study was not necessarily carried on continuously. Some, as geometry or algebra, might be taken up during one term and dropped for the next term. In carrying on some studies but little supervision was required from the Teacher. Illustrations of this were given. The Teacher's time should, as Dr. Rand had said, be given mainly to the younger pupils. Let the older ones help themselves. Arithmetic need not be carried on through all the years of a pupil's attendance at school. Five years would suffice for all that was necessary.

DR. JACK closed the discussion by summarizing the points that had been made. He quoted from a writer on schools in the United States, to the effect that too much time and attention were generally given to the older pupils. It was not well to lay down a rule requiring any particular number of classes. The great difficulty was in the fact that pupils come in at different times in the year (or term), remain for a short period, and many of them wish to take up certain special subjects.

There was one advantage that country schools had over those in the towns and cities; in the latter there was a tendency or temptation to idleness; while in the country there were incitements to diligence in the short time usually at command, and the great amount of work to be done. No schools were free from difficulties. Even in graded schools there were varieties of abilities and attainments. Teachers should not be over-anxious to have the charge of graded schools.

Seventh Session, Thursday, 7.30 p. m.

The Secretary read a Report from the Executive Committee, recommending the presentation of the following Address to the Lieutenant Governor:—

TO THE HONORABLE EDWARD BARRON CHANDLER,

Lieutenant Governor of the Province of New Brunswick.

MAY IT PLEASE YOUR HONOR.—We the members of the Educational Institute of New Brunswick, now in session, beg to offer to Your Honor respectful and hearty congratulations on your elevation to the Lieutenant Governorship of your native Province. We recognise in such an appointment a fitting tribute to the services rendered during a long and honourable public life.

Some have witnessed the changes which nearly three quarters of a century have wrought in our Province—changes which have made it a home with equal privileges for all, and in many of the most important of which you have taken an active part.

We feel that the Educational Interest of our Province will find in your Honor, as Chairman of the Board of Education, a worthy patron, and we are assured that the school privileges of to-day, so far exceeding those enjoyed in the early years of this century, will ever find in you a powerful and steady friend.

The best wishes of the Teachers, now assembled in Fredericton from all parts of the Province, are hereby respectfully tendered to Your Honor and to Mrs. Chandler, with the confident hope that while your residence at Government House may be attended with all happiness, it will also conduce to the general welfare of the Province.

Inspector Freeze moved that the Report be adopted, that the Address be engrossed, and that a Committee be appointed for the purpose of conveying the same to His Honor upon his return to Fredericton. The motion was seconded by Inspector Ramsay, and carried unanimously.

Dr. Rand, Dr. Bailey and Dr. Jack were appointed a Committee in accordance with the foregoing resolution.

At the recommendation of the Chief Superintendent, a Committee of five was appointed for the purpose of naming twelve members, from among whom the Institute might afterwards select six to be members of the Executive Committee. The following gentlemen composed the *Nominating Committee*: viz., Messrs. W. G. Gaunce, H. C. Creed, W. P. Dole, Charles J. Ramsay and R. S. Nicolson.

While the Committee was preparing a Report the Chief Superintendent invited HIS HONOR JUDGE FISHER to address the Institute. In a very entertaining manner the Judge accordingly related several incidents in the earlier educational history of New Brunswick.

The Committee having returned, reported the following names: James Fowler, A. M., John March, S. C. Wilbur, A. B., Ingram B. Oakes, A. B., R. Spiers Nicolson, Jeremiah Meagher, G. W. Mersefeau, A. B., W. Grant Gaunce, A. B., James F. Covey, A. M., W. P. Dole, A. B., Wm. H. Parlee, E. M. S. Fenety, A. M.

A ballot was then taken for the election of six of these gentlemen.

The Secretary, Inspector Robinson and Mr. C. T. Hendry were appointed a Committee to count the votes, and retired for the purpose.

At the request of the Institute, the questions which had been deposited in the box were answered by the Chief Superintendent. This was an exceedingly interesting and instructive part of the proceedings.

At the conclusion of this exercise the Committee reported the result of the ballot, and the following gentlemen were declared duly elected members of the Executive Committee for the ensuing year, viz. :—

SAMUEL C. WILBUR, A. B., of Moncton; R. SPIERS NICOLSON, of St. Stephen; JOHN MARCH, of St. John; WM. P. DOLE, A. B., of St. John; W. GRANT GAUNCE, A. B., of Fredericton; INGRAM B. OAKES, A. B., of Chatham.

The Chief Superintendent took occasion to express the pleasure and satisfaction he had felt in the manner in which the work of the Institute had gone forward, in the conduct of the members and the spirit of the discussions. He again said he felt proud of the position held by the Teachers in this Province.

On motion of Mr. W. T. Day, seconded by Mr. Crocket, it was resolved—That the thanks of this Institute be conveyed to the Messrs. Babbitt for their kindness in opening their houses to members of the Institute for the purpose of communicating by telephone; also to G. E. Fenety, Esq., who had kindly invited the members to visit his gardens.

A vote of thanks was passed to Mr. Creed for his paper read at the afternoon Session.

The Chief Superintendent having left the Chair, and Professor Bailey having taken his place, it was moved by Inspector Nicholson, seconded, and voted unanimously,—That the hearty thanks of this Institute be tendered to Dr. Rand for the able and interesting manner in which he had conducted the proceedings. The Chairman conveyed the expression of the meeting, and Dr. Rand briefly responded.

On motion, the Institute adjourned.

Closed with the singing of the Doxology.

The whole number of members enrolled was nearly one hundred.

HERBERT C. CREED, *Secretary.*

ADDENDUM.

On Saturday, the 7th of September, the Lieutenant Governor having signified to the Chief Superintendent his readiness to receive the deputation from the Educational Institute, Dr. Rand, accompanied by the Principal of the Normal School and the Secretary of the Institute (in the absence of the other gentlemen appointed on the Committee), proceeded to Government House and presented the Address, which had been engrossed on parchment.

His Honor was pleased to make the following reply:—

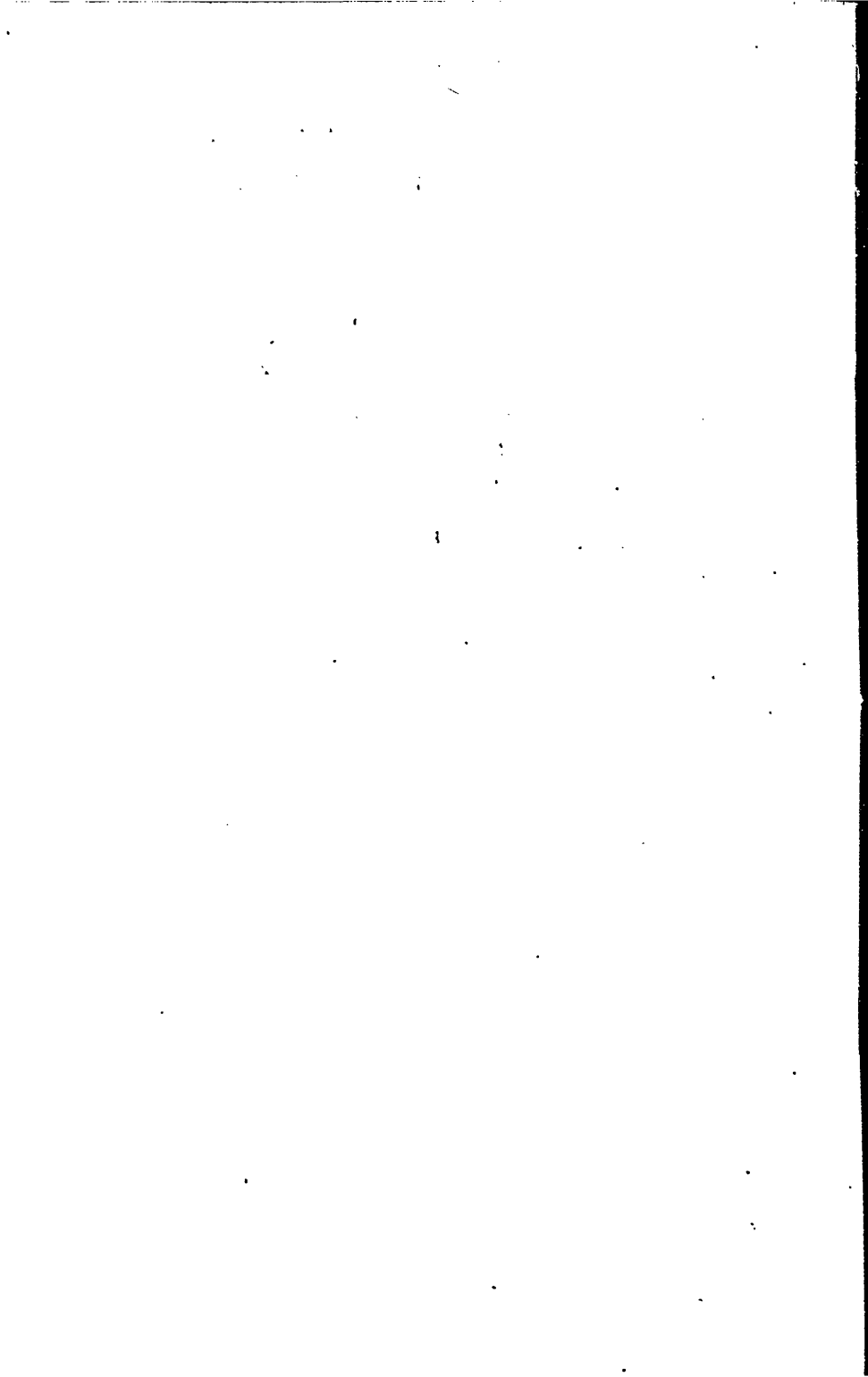
To the President and Members of the Educational Institute of New Brunswick.

I thank you for your congratulations on my appointment as Lieutenant Governor of this Province, and for the flattering terms in which you allude to my long public services; and you may be assured that it will be my pleasing duty, as Chairman of the Board of Education and otherwise, to extend to the educational interests of this Province my ready and constant support.

I have most cordially to thank you and the Teachers from the different parts of the Province recently assembled at Fredericton, for your united wishes so kindly tendered to Mrs. Chandler and myself for our future happiness.

ED. B. CHANDLER.

Government House, Fredericton, Sept. 7th, 1878.





OFFICIAL NOTICES.

No. 1.

ANNO QUADRAGESIMO PRIMO VICTORIÆ REGINÆ.

CAP. XXXV.

An Act relating to the Constitution of Boards of School Trustees in Cities and Corporated Towns, and in amendment of and in addition to the Law relating to Schools.

Passed 18th April, 1878.

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

1. The Governor in Council is hereby empowered, if he shall see fit, to appoint an additional Member of the Board of School Trustees of any City or Town to which the provisions of Section ninety-five of Chapter 65 of The Consolidated Statutes extend or may be extended, and in case of such appointment the City or Town Council shall also have power to appoint an additional Member of such Board.
2. The Board of School Trustees in Cities and Incorporated Towns, under the provisions of said Section ninety-five, shall on or before the first day of November next after the passage hereof, determine by lot the order in which the then existing members of such Board appointed by the City or Town Council shall retire, and shall certify to the Council the names of the said members in the order so fixed for their retirement.
3. Such members shall in the order so certified annually retire from office on the first day of November, beginning with the first day of November next after the passage hereof; and every member of a Board appointed by the City or Town Council, in office at the time of the passage hereof, shall continue in office until his office becomes vacant by his death, resignation or retirement under the provisions of this Act.
4. The City or Town Council shall thereupon appoint a person to fill such vacancy, but the person retiring shall be eligible for reappointment.
5. Provided that if in any year any additional Trustee be appointed by the City or Town Council under any law providing for such increase, no retirement according to the order so as above fixed shall take place in such year, but the same shall take place in the next succeeding year, and so on thereafter according to such order.
6. Subject to such retirement as aforesaid, the Trustees so from time to time appointed shall severally continue in office for a number of years, equal to the number of Trustees whom the City or Town Council may have power to appoint.
7. In case of a vacancy arising otherwise than as herein provided, the City or Town Council shall appoint a Trustee, who shall continue in office for the unexpired portion of the term of office of the person whose place he is appointed to fill.
8. In case the provisions of Section ninety-five are hereafter adopted by any Town, the Town Council shall at the time of making the appointment of School Trustees determine the order of their retirement, and the retirement and appointment of Trustees shall thereafter be subject to the provisions of this Act.
9. The Chamberlain or Treasurer of any City or Town to which the provisions of Section ninety-five of said Chapter extend, or may be extended, shall upon the receipt of any moneys from time to time paid into his hands on account of the rates and taxes of such City or Town, set apart and keep to a separate Account, to be called "The Board of School Trustees' Account," so much and such proportion of such moneys as the amount ordered to be assessed and levied for District School purposes bears to the whole amount ordered to be assessed and levied for all purposes in such City and Town, and shall forthwith, upon the request of the Board of School Trustees, and so from time to time as such request is made, pay over such moneys so set apart to the said Board, and shall whenever requested exhibit to the said Board the state of such Account; and such moneys so set apart, or that ought to be so set apart, shall not be by the Chamberlain or Treasurer applied to any other purpose whatsoever.
10. The Board of Trustees of any School District is hereby empowered to provide from the School funds under its control, prizes not exceeding a first, second, and third prize, in any School Term, for each School or department, and according to such conditions and regulations as may be prescribed by the Board of Education, provided that no such prize shall be awarded in respect of proficiency in particular subjects of the School course or the discharge of particular School duties.

11. The provisions of Section eighty-one of the said Chapter shall not extend to actions upon contract.

12. The words "six and" shall be inserted and read between the word "sub-section" and the word "seven" in the fourth line of Section ninety-seven, and the word "eight" shall be inserted and read in lieu of the word "seven" in the third line of the thirteenth Section of the said Chapter.

13. The Trustees of School District number ten in the Parish of Shediac, in the County of Westmorland, in addition to any debentures they are authorized to issue under the Act of Assembly thirty-eighth Victoria, Chapter 52, are hereby authorized to issue debentures on the credit of the School District for such amount, not exceeding the further sum of nineteen hundred dollars, as the Trustees may deem necessary, for the purpose of finishing and furnishing the School-house lately erected in the District. The money raised by the issue of such debentures shall be applied solely for the purposes aforesaid, and the provisions of the fourth, fifth, eighth, and ninth Sections of the said Act thirty-eighth Victoria, Chapter 52, shall be also applicable to the debentures issued hereunder to the same extent as if herein specially re-enacted.

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

SCHOOL PRIZES.

In pursuance of the above enactment of the Legislature, as contained in Section 10, the Board of Education has been pleased to prescribe the following conditions and regulations—which are to be carefully observed by Boards of Trustees and Teachers—respecting the offering and awarding of the School Prizes therein authorized:—

1. The offer of the Prizes and the conditions of their award set forth below (2 and 3) shall be announced to the School, or department, on or before the first day on which it may be in Session in any Term.

2. The following shall be regarded as the STANDARD for every member of the School:—Prompt attendance at each School sitting; unexceptionable conduct while subject to the Teacher's supervision, whether in the School-room or elsewhere; industrious application in the discharge of every School duty; and excellence of Scholarship in the subjects of prescribed study, according to the pupil's assignments in the course of instruction pursued in the School.

3. The Teacher shall assign a fixed numerical value to the above Standard (say 5 or 10) for each half-day (or for each day) to be available in respect of those pupils only who are present; and the Teacher shall according to his best judgment determine and record at the time what abatement is to be made for any half-day (or day) from this standard figure on account of tardiness, improper conduct, want of application, or imperfect scholarship. At the close of the calendar month the Teacher shall make entry in the School Register (page 6 or 10) of the sum of the standard figures (or parts of them) retained for the month by each pupil, and the aggregate of these monthly entries shall be regarded as the pupil's School Standing for the Term.

4. At the close of the Term the Teacher shall present a written Report, under his signature, to the Secretary of the Board of Trustees, stating (1) the names, with the School Standing for the Term annexed to each, of the pupils having first, second and third positions; and (2) the name of any pupil who, while a member of the School or department, was unavoidably absent, and whose actual average daily standing being allowed for such days of absence, not exceeding five in any case, would make his School Standing for the Term equal to that of a pupil whose name shall have been reported in the foregoing statement (1). The Secretary of the Trustees shall keep the Teacher's Report on file for a period of at least two years.

5. The Board of Trustees shall award the Prizes to the pupils having the highest School Standing for the Term; and in making the awards the Trustees may, in their discretion, take into consideration, but only within the limitations specified in Section 4, the case of any pupil unavoidably absent from School.

6. The Board of Trustees shall determine the nature and value of all Prizes, and shall exercise a responsible care that no Prize be of a character excluded by the Provisions of Regulation 33, or by Section 102 of the Schools Act.

7. The Prizes shall be publicly presented through the Board of Trustees at, or subsequent to, the close of the Term, at such time and place as the Trustees shall determine; and the Trustees may invite, in their discretion, gentlemen resident or non-resident to present the Prizes to the winners on behalf of the Board of Trustees and the District.

8. The foregoing conditions and regulations are applicable exclusively to Schools, or departments, conducted by Teachers holding valid Licenses under the provisions of Regulation 29 or 30.

No. 2.

SPECIAL AID TO POOR DISTRICTS, 1879.

On the recommendation of the Inspectors, and under the authority of the provisions of Sections 10 (5) and 47 of Chapter 65 of the Consolidated Statutes relating to Schools, the School Districts named below are hereby informed that if they support and conduct Schools under and in conformity with the provisions of the said Chapter satisfactorily to the Inspectors, they will receive from the Chief Superintendent special, Provincial, and County aid within the current School Year—i. e., from November 1st, 1878 to October 31st, 1879—as follows:—

1. The TEACHER whom the Board of Trustees employ in conformity with Regulation 2 of the Board of Education will be paid *one-third more* Provincial grant than if he or she were employed in a District not named in the following List, in order that the Board of Trustees may be able to contract with the Teacher at a less rate of local salary.

The following exceptions are to be noted, however. (1) Teachers employed in the Districts marked with an asterisk (*) will receive but *one-quarter more* Provincial grant: and (2) whatever the class of Teachers employed in the Districts marked with a dagger (†) the *extra* Provincial allowance will be reckoned on the grant provided by law for Teachers of the *third class*.

2. The BOARD OF TRUSTEES will be paid *one-third more* from the County Fund to aid them in paying the local salary of the Teacher, than they would otherwise be entitled to, except as follows:— In Districts in which the Teacher is to receive, as above, but *one-quarter* increase of grant, the Board of Trustees will not be allowed from the County Fund any consideration over the ordinary Districts of the County in respect of the average attendance of pupils, but in respect of the Teacher they will be allowed from this Fund at the *rate* of \$40 for the School year.

Some of the Districts included in the List have never been organized.

ALBERT COUNTY.

- Parish of* *St. John*: Goose River, No. 1; Hastings, No. 3; Bennet Road, No. 4; Sinclair Hill, No. 6; New Ireland, No. 7; Hebron, No. 8.
Parish of Coverdale: Niagara, No. 7; Turtle Creek, No. 8; Leeman's, No. 10; Nixon Settlement, No. 15.
Parish of Elgin: Pollet River, No. 1; Swift's Settlement, No. 4; Mechanic Settlement, No. 5; Lake, No. 7; Highland, No. 17.
Parish of Harvey: Shepody Road, No. 6; Doran, No. 7; Brookville, No. 8; Tingleytown, No. 9; West River, No. 10; Lumsden, No. 11.
Parish of Hillsboro: Osborne, No. 8; South Hillsboro, No. 15.
Parish of Hopewell: Memel, No. 4; Ridge, No. 9.

CARLETON COUNTY.

- Parish of Aberdeen*: Mill, No. 10; Northfield, No. 12.
Parish of Brighton: Upper Coldstream, No. 6; Havelock, No. 11; Upper Carlisle, No. 15; Mapleton, No. 14.
Parish of Kent: Moose Mountain, No. 5; Wharton, No. 7; Holmesville, No. 8; Upper Munquart, No. 9; Chapel, No. 11; North Johnville, No. 12; Gordonsville, No. 14; Branch, No. 17; De Marchant, No. 16.
Parish of Northampton: South Newburgh, No. 7; East Newburg, No. 8.
Parish of Peel: Lower Gordonsville, No. 4; Oak Mountain, No. 5; Victoria, No. 6.
Parish of Richmond: Knowlton, No. 17.
Parish of Wakefield: Bell, No. 13.
Parish of Wicklow: Upper Knoxford, No. 6; Tweedie, No. 8.
Parish of Wilmot: Mount Delight, No. 3; Lake, No. 14; Weston, No. 15.
Parish of Woodstock: McElroy, No. 9.

CHARLOTTE COUNTY.

- Parish of Clarendon*: McLeod Road, No. 1; Western District, No. 2.
Parish of Dufferin: Oak Point, No. 3.
Parish of Dunbarton: Tryon, No. 4.
Parish of Grand Manan: Two Islands, No. 7.
Parish of Lepreau: Little Lepreau, No. 1; New River, No. 4; New River Mills, No. 5; Pocologan, No. 6.
Parish of Pennfield: Blacks Harbour, No. 5; Bay Side, No. 6.
Parish of St. David: Dickie Settlement, No. 2; Smith, No. 7.
Parish of St. George: Beadabane, No. 3; Lee, No. 7; Somerville, No. 8; Red Rock, No. 9; Piscachagan, No. 10; L'Etang, No. 15; Bliss Island, No. 17, (and *Gladstone*); Renwick, No. 18.
Parish of St. James: Anderson, No. 4; Barbour Dam, No. 6; Basswood Ridge Road, No. 8; Canoose, No. 11; Little Falls, No. 12; Gleeson Road, No. 13; Bowery, No. 17.
Parish of St. Patrick: Linton, No. 3, (and *St. George*); Roix, No. 9.
Parish of St. Stephen: (and *St. David*) Valley Park, No. 8; Burnt Hill, No. 4.
Parish of West Isles: Indian Island, No. 1; Northern Harbour, No. 8.

GLOUCESTER COUNTY.

- Parish of Bathurst*: Tide Head, No. 3; Upper Tettarouche, No. 4; St. Anns, No. 7; Kinsale, No. 10; Miramichi Road, No. 11; Bass River, No. 18.
Parish of Beresford: (and *Bathurst*) Dumfries South, No. 7; St. Louise, No. 8; Dumfries North, No. 8; Nigadoo, No. 9; Rosette, No. 11; St. Jerome, No. 12; Little Elm Tree, No. 13; St. Lawrence, No. 14.
Parish of New Brandon: North Mizonet, No. 1; South Mizonet, No. 2; Waterloo, No. 3; St. Joseph, No. 5; Black Rock, No. 7.
Parish of Caraquet: Little Pass, No. 1; Caraquet Portage, No. 3; St. Simon, No. 4. Upper Caraquet 2nd concession, No. 8.
Parish of Inkerman: The Creek, No. 1; Green Point, No. 8.
Parish of Saumarez: Seal Brook, No. 5.
Parish of Shippegan: Grand Lake, No. 4; Pidgeon Hill, No. 5; Little Shippegan, No. 8; Miscou South, No. 9; Miscou North, No. 10.

KENT COUNTY.

- Parish of Acadiaville*: Acadiaville, No. 4 A; Acadiaville, No. 4; Railway Bridge, No. 5.
Parish of Carleton: Mouth of Kouchibouguac, No. 2; Kouchibouguac above Mills, No. 4; Lake, No. 6; Portage River, No. 7.
Parish of Dundas: Landry, No. 2; Hay's Settlement, No. 5; Trafalgar, No. 10 A.
Parish of Harcourt: Little Forks, No. 3; Dunn's, No. 4; Trout Brook, No. 6; Coal Branch, No. 7; Birch Ridge, No. 8.
Parish of St. Louis: Mouth of Kouchibouguasis, No. 1; Cameron's Mill, No. 5; Lake Road, No. 9; Eabinou, No. 11; Butler's Brook, No. 12.
Parish of St. Marys: Trout Brook, No. 3; Dollard Settlement, No. 4; Collet Settlement, No. 5; McLean Settlement, No. 6; Pelerin Settlement, No. 7; Bishop's Land, No. 8; Bishop's Land, No. 9; Rhomboid, No. 11; Rhomboid, No. 12; Girouard Settlement, No. 16.
Parish of Weldford: East Branch, No. 1; Main River, No. 4; Louisburgh, No. 6; McLachlan Road, No. 18; Canaan, No. 20; Colebrook, No. 21; Culvert, No. 22.

Parish of Wellington: Noel Creek, No. 6; Bar District, No. 9; Bay District, No. 11; Thibideau, No. 12.

KINGS COUNTY.

Parish of Cardwell: Pollet Lake, No. * 5; Upper Sussex, No. 2.
Parish of Hammond: Shepody Road, No. 2; Saddleback, No. 5; Martin's Head Road, No. 7.
Parish of Hampton: Upper Golden Grove, No. * 4.
Parish of Hawdock: Perry Settlement, No. * 3; Creek Road, No. 6; Salem, No. * 11; Thorne Settlement, No. 14.
Parish of Kars: Eastern Kars, No. * 4.
Parish of Kingston: Belleisle Bay Shore, No. * 2; Midland, No. 9; Long Island, No. 8; Walton's Lake, No. 14.
Parish of Norton: Bloomfield, No. * 6; Guthrie Road, No. 10; Middleton, No. † 11.
Parish of Rothesay: Westmoreland Road, No. 1; Forrester's Cove, No. * 6.
Parish of Springfield: Bull Moose Hill, No. * 4; West Scotch Settlement, No. * 11; Sprague's Brook, No. † 13; Old Kingston Road, No. † 14.
Parish of Studholm: Dingly Couche, No. 1; Northrup, No. 2; Summerfield, No. 5; Keohan, No. * 6; Isaac Sharp, No. * 14; Bunnell, No. 22; Queensville, No. 24.
Parish of Sussex: Erb Settlement, No. * 12; Mill Brook, No. † 14; McCain, No. 15.
Parish of Upham: Primrose, No. 2; Connor's Settlement, No. 25.
Parish of Waterford: Philmunro, No. 1; Wolf Lake, No. 3; Donegal, No. * 4; Shannon, No. * 6; Cedar Camp, No. 7.
Parish of Westfield: Grand Bay, No. * 1; Cheanie, No. 5; Land's End, No. † 8; Kennebecasis Island, No. 9; Sea-Dog Cove, No. * 11; Milkish, No. † 10.

MADAWASKA COUNTY.

Parish of Madawaska: Lower Madawaska, No. 3.
Parish of St. Ann: Upper St. Leonard, No. 2.
Parish of St. Francis: Upper St. Francis, No. 5; Middle St. Francis, No. 1.
Parish of St. Hilaire: Gagnon, No. 6.
Parish of St. Jacques: Upper Madawaska, No. 2; Bosse, No. 4; Flatlands, No. 5.
Parish of St. Leonard: Byram, No. 3; King, No. 9;

NORTHUMBERLAND COUNTY.

Parish of Aitwick: Morrison's, No. 1½; Neguac, No. † 5; S. S. Tabusintac, No. 7; N. S. Tabusintac No. —; McRobbie Road, No. † 8; Johnston, No. † 8½; French Cove, No. 9; Portage, No. 11; Fair Isle, No. 12.
Parish of Blackville: Keenan's, No. 8; The Forks, No. 9; Otter Brook, No. 10.
Parish of Blissfield: (and Blackville) Cain's River, No. 1½; Moran's, No. † 1; Bamford, No. 3.
Parish of Derby: Elm Tree, No. † 2.
Parish of Hardwicke: Hardwood, No. 2; Eel River, No. 3; Village, No. 4; New Dominion, No. 5½; Bay du Vin River, No. 6.
Parish of Glenely: R. Road, No. † 2; Weldfield, No. 3; Point Au Car, No. 6; Powers, No. 10.
Parish of Ludlow: McNamee, No. 1; Ludlow, No. 4.
Parish of Nelson: Semewogan, No. 4; Upper Barnaby River, No. 6.
Parish of Newcastle: Little Bartibogue, No. 2½; Meadow Brook, No. 4.
Parish of Northesk: C. I. Road, No. 1; E. Settlement, No. 2; Three Islands, No. 3; U. L. South West, No. 8.

QUEENS COUNTY.

Parish of Brunswick: Never's Rapid, No. 4; Berry Vale, No. 6.
Parish of Cambridge: Mill Cove, No. 6; Den District, No. 7.
Parish of Canning: Baltimore, No. † 3; Sypher's Cove, No. 4; Bailey's Point, No. † 6.
Parish of Chipman: Iron Bound Cove, No. 2; Salmon River, No. 3; Stevenson Road, No. 9; Head Grand Lake, No. † 12; Coal Creek, No. 13; Dufferin Settlement, No. 14; Brown Settlement, No. 15.
Parish of Hampstead: Otnabog, No. 3.
Parish of Johnston: Lower Rapids, No. 6; Upper Rapids, No. 7; Bagdad, No. † 8.
Parish of Petersville: Mill District, No. 2; Lower Clones, No. 13; Speight Settlement, No. 16; Golden Ridge, No. 19.
Parish of Waterborough: Cox's Point, No. 2; Cumberland Bay Stream, No. 3; Cumberland Bay, No. † 5; Young's Creek, No. 8; Union Settlement, No. 9; Wiggan's Cove, No. † 10.
Parish of Wickham: Lewis' Cove, No. 8; Akerly Settlement, No. † 11.

RESTIGOUCHE COUNTY.

Parish of Addington: Rafting Ground, No. 6.
Parish of Dalhousie: Mountain Brook, No. 1½; Cove, No. 4; Eel River Cove, No. 9; Blair Athole, No. 10.
Parish of Colborne: Heron Island, No. 4.
Parish of Durham: Summerside, No. 10.

ST. JOHN COUNTY.

Parish of St. John: Partridge Island.
Parish of Lancaster: Spruce Lake, No. 4; Prince of Wales, No. 5; Dipper Harbor, No. 7; Chance Harbor, No. 8; Cranberry Head, No. 9; South Side Musquash, No. 10; Pisarinco West, No. 11; Pisarinco, No. 12; Western District, No. 17.
Parish of St. Martins: Bayne's Corner, No. † 1; Grier Settlement, No. 4; Bayfield, No. 5; Mount Theobald, No. 6; Martin's Head, No. 7; Goose Creek, No. 8; Wood Lake, No. 9; Patterson's Settlement, No. 12; Salmon River, No. 13; Long Beach, No. 14, (and Upham); Little Salmon River, No. 15; Cormar Settlement, No. 25; Mountain District, No. 30.
Parish of Simonds: Lattimore Lake, No. 6; Loch Lomond, No. 7; West Beach, No. 11; Bloomsbury, No. 15; Hibernia, No. 17; Lake District, No. 20; Grove Hill, No. 21; Church Hill, No. 22.

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No. 6.

TEACHERS' INSTITUTES.

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 Manual"—Illustrative exercises. Paper: "Familiar lessons on the general conditions of Health." Business: Time and place of next meeting.

W. F. DIBBLEE, *President.*

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 22 (1). 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. Freze, 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 10 and 11, 1879.

THURSDAY.

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

10.10	Opening Address by President.
10.10 to 10.40	Fce. 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 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, Gaagetown, 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 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 Westmoreland County.*

The Westmoreland County Teachers' Institute will hold its second meeting at Shediac on February 13th and 14th, 1879. A full and prompt attendance is desired.

THURSDAY.

Forenoon Session, 10 a. m. to 12 m.

- 10 A. M. Reading Report of last meeting by Secretary-Treasurer, election of Officers and Committee of Management.
Paper—"Drawing," by Mr. Levinge.
Paper—"Reading," by Mr. Barnes.

Afternoon Session, 2 to 5 p. m.

- 2 P. M. *Paper*—"How best to secure the elevation and dignity of the Teacher's office," by Mr. Wilbur.
Address—"How to study and teach pupils to study," by Mr. White.

FRIDAY.

Forenoon Session, 9 to 12 a. m.

- Paper*—"Penmanship," by Mr. Keenan. *Paper*—"Narrative Composition," by Mr. Lund.

Afternoon Session, 2 to 5 p. m.

- Paper*—"How best to secure regularity of attendance," by Mr. Waddel.
Paper—"Importance of having the co-operation of Trustees in school work," by Mr. Bishop.
 Object Lessons, conversation and discussion on all the subjects.

S. C. WILBUR, *President.*

To the Teachers of Northumberland County.

In accordance with the Provisions of the 23rd Regulation of the Board of Education, notice is 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, 1870. 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. Physica. 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 A. M. Penmanship, how to teach it.
 10 A. M. Elementary Algebra, to page twenty-five Todhunter.
 11.30 "Natural Philosophy (Elementary) with illustrations.

Fifth Session, 2.30 p. m.

- 2.30 P. M. Analysis of sentences and its relation to parsing.
 4 "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.	}	<i>Committee of Management.</i>
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To the Teachers of York County.

The Second Meeting of the York County Teachers' Institute will be held at Fredericton, May 22nd and 23rd, 1870. 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."
 2 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.
 2 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, W. T. DAY, W. G. GAUNCE, C. A. YANDALL, M. ALICE CLARK,	}	<i>Committee of Management.</i>
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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 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. McIntyre. Algebra, J. Lawson.

THOMAS NICHOLSON, *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.

- 7.00 A. M. Address by Thos. W. Wood, Esq., Inspector.
7.30 " Election of Officers for ensuing year.
7.00 " Lesson on Arithmetic, Miss Ellen Chrystal.
1.30 " Discussion.
7.45 " "Industrial Drawing and Penmanship," Mr. S. C. Wilbur.
7.30 " 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.
5.00 " 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. COWPERTHWAITHE

Secretary-Treasurer.