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No. 12.

THE 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. REG. 17 OF THE BOARD OF EDUCATION, NEW BRUNSWICK.

The Secretary is requested immediately to inform the Teacher of the receipt of *The Educational Circular*.

CONTENTS.

FREDERICTON, N. B.

PRINTED FOR THE EDUCATION DEPARTMENT BY BARNES & CO.

1880.

TO BOARDS OF SCHOOL TRUSTEES.

MERIT BOOK—Approved by the Board of Education.

Patent Applied for Sept. 9, 1878.

"Every member of a well-ordered School must become acquainted with a variety of subjects of study, and have varied duties to perform. Every subject and duty is equally important to the pupil, *as a member of the School*; and the regularity, promptness, good spirit and devotion with which every school obligation is discharged, are of much moment. If it is unsound to emphasize the importance of one prescribed intellectual task to the indirect disparagement of another, it is no less unsound to emphasize intellectual attainments to the virtual exclusion of other elements of a successful school life. The converse is equally true. There should be brought clearly before every pupil, day by day, *the judgment of the Teacher as to the manner in which the pupil has discharged his school obligations*; and this judgment should be daily reported to the parent. . . . *The several elements of school life should not be divorced from each other*, but regarded as parts of one whole—*character*."—THEODORE H. RAND, D. C. L.

"However much we may covet scholarship, we have always to remember that there is something beyond, and to strive so to make the scholar as not to unmake the man."—S. S. NELLES, LL. D.

THE MERIT BOOK is designed as a simple and effective means by which the Teacher may keep as "ONE WHOLE" and DAILY REPORT TO PUPILS AND PARENTS, the SCHOOL STANDING of the pupil under the following STANDARD of obligation: *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.

By means of the Merit Book the Teacher can utilize the advantages afforded by school cards, while he is enabled entirely to eliminate the many and serious disadvantages hitherto inseparably connected with their use. The traffic among pupils in school cards has led Teachers having an intelligent concern for the moral welfare of their children to forego the use of cards. Experience also shows that records of school standing where each pupil keeps his own book are unsatisfactory. The amount of care required in working the Merit Book properly is only that which should be daily exercised by every Teacher. Since (as will be seen) every pupil's account with the Teacher is a "cash account," no pupil can successfully traffic in school cards, and every incentive to cheating in the matter of School Standing, is removed. The same sorts of cards, therefore, can be used with perfect safety in all schools, or departments. These cards daily report to the parent the pupil's School Standing. They are an attractive and persistent means of securing the co-operation of parents with the work of the Teacher, while they relieve him from the necessity of keeping permanent records daily, in this behalf, for weekly or monthly reports. The School Standing of each pupil can readily be found for permanent entry in the School Register at the close of each calendar month, by an inspection of the Merit Book.

EXPLANATIONS.—1. The numbers denote the same pupils as the corresponding numbers of the Register for the term. A set of five pockets is alloted to each pupil.

2. On the opening of the school, or department, in any term, each set of pockets is to be filled by the same quantity of each denomination of cards; viz., (beginning directly under the printed number), in the first pocket, two *halves*, two *ones*, and two *twos*; in the second, five *fives*; in the third, five *tens*; in the fourth, four *twenty-fives*; and in the fifth, four *one hundreds* and two *five hundreds*—twenty-six cards, in all, for each pupil for the term (or that portion of it during which the school is in operation). *The Book must be accurately filled.*

3. In schools where any of the pupils go home at noon, 5 should be assigned as the numerical value of the standard of obligation for each half-day, or 10 for each day.

4. The Teacher having in order the names with Register numbers of all the pupils on a slate at his desk notes thereon at the time what abatements are to be made for the half-day (or day) from the standard figure on account of *tardiness*, *improper conduct*, *want of application*, or *imperfect scholarship*; and on dismissing the school for the half-day (or day) gives to each pupil, from the stock alloted to him in the Merit Book, the card (or cards) he is entitled to receive under the STANDARD, according to the Teacher's best judgment. The cards of lower values are to be regularly exchanged with the pupil for those of equivalent higher values. *The cards thus received by the Teacher are to be inserted, at the moment, in their proper pockets.* Any cards held by the pupils at the close of the term are, of course, to be taken up by the Teacher. [The insertion of cards in the pockets is most readily done by placing them *behind* one or more already there.]

5. Whenever a Pupil loses a Card or Cards, no matter what the value may be, an abatement, say of 5, should be made from his standing. By informing the School of this at the beginning of a Term and punctually carrying it into effect, necessary training in carefulness will be ensured. New Cards are to be inserted in the proper pockets in the place of lost ones, and the abatement from the Pupil's standing *made at the time.*

6. At noon and at night the Book is to be locked up in the Teacher's desk. *No person but the Teacher must be permitted to handle or have access to the Merit Book throughout the Term.* The rubber bands which accompany the Book will close it securely, and the Teacher should carry it home at night if there is not complete security in the School-room,—as is generally the case in country Districts.

*** Where Prizes are given for the best School Standing, the Merit Book will indicate at the close of the Term the pupils who have earned them.

☞ The Cards of each denomination are supplied in packets, so that the Merit Book may be refilled when the Cards are soiled.

PRICE, *(filled with Cards for sixty pupils)*, $6.00.

MANUFACTURED BY

ROBERT SUTHERLAND, Jr., Fredericton, N. B.

No. 12.

THE EDUCATIONAL CIRCULAR.

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

THEODORE H. RAND,
Chief Supt. Education.

EDUCATION OFFICE,
Fredericton, N. B., October 1, 1880.

DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY FUND FOR THE WINTER TERM ENDED APRIL 30, 1880.

There were 116 teaching days in this Term in St. John, Portland, Fredericton, Woodstock, Andover, St. Stephen, Milltown, St. Andrews, North Head, Moncton, Dorchester, Shediac, Salisbury, Elgin, Sussex Station, Newcastle, Chatham, Bathurst, Bathurst Village, Tracadie, Caraquet, Dalhousie, Campbellton, Buctouche, Richibucto, Lakeville. In distributing the Provincial Grants and apportioning the County Fund to the Districts above named, the time the Schools were open and the attendance made, were raised to the basis of 117 days—the full Term required of the Schools in the country.

In the following statement, names in *Italics* indicate the Teachers who taught in poor Districts, and whose Grants, and those to the Trustees from the County Fund, were increased beyond the ordinary amounts. The Grants to licensed 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* were, as provided by Sec. 13 of Chap. 65 of the Consolidated Statutes, as follows:—

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

COUNTY OF ALBERT.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Deborah Irving	2	117	$45 00	Alma	2	117	30	2037½	$15 00	$12 03	$27 03
Tea. pd. in Kings Co.	..	....	.....	Alma, Waterford & Cardwell	3	....	6	276	.....	1 72	1 72
Thomas E. Colpitts	1	117	55 00	Alma	5	234	54	4097	30 00	25 38	55 38
Marilla Strong	2	117	25 00								
Selina E. Brewster	2	77	39 48	"	6	77	30	1783	13 10	11 08	24 24
Francis Doherty	3	98	33 51	"	7	98	35	2231	16 75	13 83	30 58
Annie J. Moore	2	106	54 35	"	8	106	20	1709	18 12	10 96	29 08
Josephine M. Kinnie	2	113	43 46	Coverdale	2	113	22	1733	14 49	10 74	25 53
Alice M. M. Charters	2	117	45 00	"	3	117	23	1612	15 00	10 04	25 04
Henry C. Charters	2	117	52 50	"	4	117	24	1703	15 00	10 56	25 56
Annie A. Duffy	2	117	50 00	"	6	117	34	2724½	20 00	16 88	36 88
Dora E. Smith	2	117	60 00	"	7	117	25	1940½	20 00	12 03	32 03
Reverdy Steeves	2	117	60 00	"	10	117	32	2060½	15 00	12 76	27 76
Roberta McLatchey	3	15	2 56	"	13	94	15	1079½	12 05	6 68	18 73
Eunice J. Bennett	2	79	30 37								
Alberta Steeves	2	59	22 68	" & Hillsboro	14	59	18	607	7 56	3 76	11 32
Geo. Smith, A. B.	1	32	15 17								
Jas. T. Horseman	1	81	38 40	Elgin	2	230	82	5645½	29 74	34 98	64 72
Mary J. Steeves	2	117	25 00								
Kate E. Carroll	2	110	56 40	"	5	110	38	2572½	18 80	15 93	34 73
James T. Horseman	1	36	23 07	"	6	110	33	1947	14 10	12 06	26 16
Howard D. Stevens	3	74	31 62								
Balance due Trustees, October, 1870	..	.....	.....	" & Cardwell	6A	....	....	194	.....	1 20	1 20
John Forbes Peters	3	117	56 07	"	7	117	23	1060	20 00	6 56	26 56
Martha Blakney	3	53	9 06	"	8	53	33	815	6 79	5 05	12 84
Maud E. Copeland	2	98	31 39	"	11	98	24	1499	12 56	9 28	21 84
Sarah E. Bock	1	112	45 40	"	12	112	41	2259	14 30	14 00	28 30
Alice M. Annetto	2	116	44 01	Harvey	1	116	45	2861½	14 87	17 73	32 60
Beverley N. Nobles	1	116	54 52								
Milford W. Downie	3	115½	34 55	"	3	330½	106	5417	42 37	33 56	75 93
Lelia J. Turner	3	99	27 49								
Roswell Wilbur	1	117	75 00	"	4	117	46	2330½	15 00	14 44	29 44
Annie J. Godfrey	2	117	45 00	"	5	117	21	1412	15 00	8 75	23 75
John Cairnes	3	98	47 45	"	7	98	40	3431	16 75	21 26	38 01
Mary L. Daley	3	117	53 33	"	8	117	13	1225	20 00	7 58	27 58
Annie Wilbur	3	117	43 33	"	9	117	17	1565	20 00	9 70	29 70
Roe A. Carpenter	3	116	42 96	" & Hopewell	11	116	29	2176	19 83	13 48	33 31
Jennie Moore	1	117	55 00	"	12	117	27	2188	15 00	13 55	28 55
Nettie McLatchey	3	114½	39 10	Hillsboro	1	114½	34	1059	14 00	10 28	24 90
Joshua Thompson	1	117	55 00								
Lavinia Barnett	2	117	45 00	"	2	234	121	6870½	30 00	42 60	72 60
Chipman Bishop	1	117	55 00								
Isabella S. Gross	2	117	25 60	"	3	234	91	5842	30 00	36 20	66 20
John C. Beatty	2	117	60 00	"	4	117	59	3634	15 00	22 52	37 52
Henry F. McLatchey	2	117	60 00	"	5	117	58	2493½	15 00	15 45	30 45
James W. Bishop	2	117	60 00								
Edna A. Gorham	2	117	45 00	"	6	234	82	6150½	30 00	38 10	68 10
Emma L. Bishop	3	53	9 06	"	7	53	22	518	6 79	3 21	10 00
Mona Milton	3	80½	29 81	"	8	80½	35	1806	13 79	11 19	24 98
Jennetta O. Steeves	3	114	25 98	" & Elgin	13	114	20	1764	10 48	10 93	30 41
Howard Steeves	1	117	100 00	"	15	117	29	2389	20 00	14 80	34 80
Alex. Smith	2	115	58 97	Hopewell	1	232	110	7817	29 74	48 43	78 17
Ada Russell	2	117	45 00								
Nathaniel Duffy	1	110	70 50	"	2	223	102	6493½	28 59	40 23	68 82
Martha E. Bray	2	113	43 46								

COUNTY OF ALBERT.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Ed. S. Godfrey	2	117	$15 00	Hopewell	3	117	35	1937½	$15 00	$12 02	$27 02
Mary E. Bray	2	116	44 01	"	5	116	31	1823½	14 87	11 33	26 20
J. Trueman Steeves	2	117	60 00	"	7	234	96	6674½	30 00	41 35	71 35
Mary E. Carnwath	3	117	40 00								
Esther Russell	1	79	37 13	"	8	79	50	2142	10 13	13 27	23 40
			$2528 07				1931	124,348	$830 37	$770 43	$1600 80

COUNTY OF CARLETON.

Annie A. Cogswell	2	117	$25 00	Aberdeen	1	117	53	2038½	$15 00	$13 28	$28 28
Gussie F. Crawford	2	80½	17 20	"	3	115½	54	3051	14 74	13 33	28 57
Annie L. Flemming	3	35	5 08	"							
Annie Snider	2	112	23 92	"	4	112	32	1749	14 30	7 91	22 27
Neh. J. Sipprell	3	117	30 00	"	5	117	48	2214	15 00	10 11	25 11
Isabella R. Joyner	2	108	23 07	"	6	108	36	1206	13 85	5 46	19 31
Eliza Ackerson	2	103	22 00	"	7	103	20	1217	13 20	5 50	18 70
Hannah Cogswell	3	88	20 05	"	10	88	36	1664½	15 04	7 07	22 11
Sarah Smith	2	20½	8 40	"	13	20½	18	419½	5 05	1 90	6 95
William H. Anderson	2	117	40 00	Brighton	2	117	50	3422	15 00	15 47	30 47
Samuel A. Couillard	1	117	55 00	"	3	117	75	4259½	15 00	19 25	34 25
Hugh T. Parlee	1	108	50 76	"	4	108	65	3449	13 85	15 59	29 44
Wm. McIntosh	1	113	53 11	"	5	113	49	2380	14 49	13 02	27 51
John Wallace	3	117	30 00	"	8	117	30	1322	15 00	5 88	20 88
Alex. McLean	2	104	35 55	"	9	104	41	1196	13 33	5 13	18 46
William Taylor	1	33	23 31	"	11	33	14	201	6 49	1 18	7 67
Mary L. Brittain	3	116	19 83	"	12	116	41	2634	14 87	11 91	26 78
Charles Rogers	3	107	27 43	" & Aberdeen	17	107	27	1107	13 72	5 00	18 72
D. S. Jones	2	91	40 82	Kent & Peel	1	91	83	4021	11 67	18 17	29 84
Alice M. Patterson	3	60	20 52	"	2	60	44	1597	7 69	7 22	14 91
Hepsey A. Gregg	2	117	45 00	"	4	117	34	2185	15 00	9 87	24 87
Daniel McAuliffe	3	97	38 69	"	5	97	45	2033	16 59	11 90	28 49
F. Janie Miller	3	114	42 23	"	7	114	24	1787½	19 48	8 08	27 56
L. J. Brown	3	24	5 47	"	8	24	23	459½	4 11	2 08	6 19
Thomas O'Brien	3	100	39 88	"	9	100	30	1750	17 00	7 91	25 00
Lillie B. Miles	3	38	6 40	"	10	38	48	1023	4 87	4 64	9 51
Mary Corbett	3	114	32 48	"	11	114	25	1621	19 48	7 33	26 81
Helen Murphy	3	110	24 79	"	13	116	44	2163½	14 87	9 77	24 64
William Taylor	1	73	56 13	" & Peel	14	73	24	1299	12 48	5 87	18 35
Donald McDonald	3	81	32 31	"	17	81	44	1651	13 84	7 46	21 30
Maria Sharpe	2	114	43 84	Northampton	1	114	30	2056½	14 61	9 30	23 91
G. Lee S. Jameson	2	115	53 97	"	2	115	29	2011½	14 74	9 00	23 83
Almira J. McDonald	2	117	37 50	"	3	117	44	2605	15 00	11 77	26 77
Emma E. Milbery	2	113	43 46	"	4	113	48	3089	14 49	13 96	28 45
Eva E. Hovey	2	117	37 50	" & Brighton	5	117	44	2373	15 00	10 73	25 73
Lydia Sincock	2	117	50 00	"	7	117	28	2303½	20 00	10 41	30 41
James H. Harper	2	117	40 00	Peel	1	117	47	3009½	15 00	17 67	32 67
Mary E. Boyer	2	117	25 00	"	2	117	35	2000	15 00	9 32	24 32
Weyman A. Smith	1	115	54 05	"	3	115	44	3141	14 74	14 20	28 94
George Stickney	1	117	73 33	"	4	117	40	3259	20 00	14 73	34 73
Mary C. H. Flemming	2	117	45 00	Richm'd & Woods'k	1	117	38	2437½	15 00	11 03	26 03
Nellie C. Price	2	117	30 00	"	2	117	00	3029	15 00	13 09	28 09
Susie V. Henderson	2	117	30 00	"	3	117	47	3376	15 00	15 26	30 26
Annie L. Flemming	2	60	12 83	" & Woods'k	4	60	11	454	7 60	2 06	9 75

COUNTY OF CARLETON.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
									AMOUNT.			
NAME.	Class.	Legally authorized & actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Pauline Kilburn	2	114½	$36 70	Richmond	5	114½	29	1575	$14 68	$7 13	$21 81
Matilda E. Campbell	3	116	22 22	"	6	116	39	2393	14 87	10 83	25 70
J. H. Hoyt, A. B.	1	113	72 43	"	7	113	43	2908	14 49	12 15	27 64
S. Irene Kirkpatrick	1	94	38 16	"	8	94	31	1758	12 65	7 04	19 00
Edwin E. Sinnie	2	93	49 22	"	9	93	37	2340½	12 31	10 58	22 89
Lizzie S. Laverty	2	114	19 49	"	10	114	36	1876½	14 61	8 49	23 10
Mary M. Yerxa	3	106	18 12	"	12	106	17	781	13 59	3 53	17 12
Alice A. Lawrence	2	111	35 55	"	13	111	39	2586	14 23	11 69	25 92
Ada J. Kirkpatrick	2	116½	24 89	"	14	116½	28	1881	14 94	8 50	23 44
John Geddes	3	64	16 41	"	16	117	31	1518½	15 00	6 86	21 86
Isabella McKilligan	3	53	9 00								
Catharine Givan	2	100	28 48	"	17	100	24	2012	17 09	9 09	26 18
L. J. Sherwood	2	117	60 00	Simonds	1	117	46	3002½	15 00	13 50	28 50
Wilmont E. Sipprell	3	106	22 65	"	2	106	33	1674½	13 59	7 57	21 16
Annie A. Taylor	2	116½	29 87	"	3	116½	44	2223½	14 94	10 05	24 99
Counsel T. Hendry	1	117	75 00								
Kate A. McKay	3	116	39 66								
Ida E. Williams	2	117	50 00	"	4	350	100	6505	64 02	20 41	93 43
Balance due Trustees on April, 1879											
Joanna M. Ring	2	117	25 00	"	6	117	23	1734	15 00	7 83	22 83
Allison W. Clark	3	115½	41 00	Wakefield	1	115½	22	1455	14 81	6 58	21 39
A. McM. Taylor	1	105	49 35	"	2	105	53	3360	13 46	15 19	28 65
Alder B. Boyer	2	117	52 50	"	3	117	57	4382	15 00	19 80	34 80
Mary Miller	1	117	55 00	"	4	117	31	2177	15 00	9 84	24 84
Frank B. Carvell	2	116½	50 73	"	5	116½	44		Return too late.		
Jennie Getchill	2	115½	44 42	"	6	115½	31	2566½	14 81	11 61	26 42
W. B. Wiggins	1	117	75 00	"	7	224	89	7782	30 00	32 46	62 46
Henrietta G. Simonson	3	117	32 50								
Amasa Plummer	2	109	37 26	"	8	109	31	2264	13 97	10 23	24 20
W. Sherman Hannah	2	117	40 00	"	9	117	31	2080½	15 00	9 40	24 40
Elide J. Alexander	3	117	32 50	"	10	117	43	2707	15 00	12 51	27 51
Fred. W. Thompson	3	117	35 00	" & Woodst'k	11	117	24	1801	15 00	8 14	23 14
Maud B. Kilburn	3	51½	11 75	" & Richmond	13	51½	9	375½	8 81	1 70	10 51
John L. Bacon	3	116	42 13	Wicklow	2	116	48	3500	14 87	15 86	30 73
Wm. E. Summers	3	114	29 23	"	4	114	27	1691½	14 61	7 65	22 26
Minnie A. DeWolfe	3	117	40 00	" & Andover	5	117	40	2513	15 00	11 36	26 36
A. Judson Clark	3	115	55 69	"	6	115	25	1656	19 65	7 48	27 13
Alice Giberson	2	116	59 48	"	8	116	35	3054	19 83	13 80	33 60
Alex. Caldwell	2	115	39 31	"	9	115	49	2341½	14 74	10 58	25 32
Annie B. Boyer	2	117	37 50	Wicklow, Wilmot & Simonds	10	117	47	2262	15 00	10 68	25 68
Lizzie M. Silcock	2	116½	44 81	Wicklow	12	116½	58	3467½	14 94	15 54	30 48
Agnes L. White	2	117	37 50	"	13	117	49	2503½	15 00	11 32	26 32
Wm. J. McKilligan	2	116	59 48	"	14	116	72	4422½	14 87	10 99	34 86
Phebe Adams, c. r. a.	3	60	10 26								
Judson C. Manzer	2	117	60 00	"	15	117	52	3381	15 00	17 54	32 54
Georgia Fox	2	117	25 00	Wilmot & Simonds	2	117	20	1387½	15 00	6 27	21 27
Ada F. Turner	3	116	10 83	"	3	116	39	2194	14 87	9 91	24 78
Albina C. Tracey	2	115	41 22	"	4	115	93	5946	14 74	26 88	41 62
Wm. Johnston, c. r. a.	3	40	7 26								
Amelia J. Simonds	2	79	16 87	"	5	79	57	2436	10 13	11 00	21 13
Florence J. Carvell	2	117	25 06	"	6	117	51	3519½	15 00	15 92	30 92
Annie A. True	2	116	24 78	"	7	116	44	3220	14 87	14 60	29 47
Alice M. Reid	3	116	10 83	"	8	116	26	1543½	14 87	7 00	21 87
Alice A. Good	2	117	25 00	"	9	117	41	2582½	15 00	11 68	26 68
Mary M. Penney	1	117	35 00	"	10	117	50	3041	15 00	17 81	32 81
Lizzie May Owens	2	84½	18 05	"	11	84½	29	1118	10 84	5 05	15 89

COUNTY OF CARLETON—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Flora E. Dunn	3	117	$20 00	Wilmot	12	117	27	1313½	$15 00	$5 93	$20 93
Louisa J. Merrithew	2	117	25 00	"	13	117	28	2206½	15 00	9 97	24 97
R. S. Bowser	1	117	73 33	"	14	117	20	1758½	15 00	7 95	22 95
Merab S. McGuire	3	115	19 66	"	15	115	14	853	14 74	3 86	18 60
Georgia A. Wheeler	2	115	24 56	"	16	115	30	1646	14 74	7 44	22 18
Andrew G. Lounsbury	3	104	37 77	Woodstock	1	102	35	1454	13 63	6 57	19 65
Alice J. Lundon	2	116	44 61	"	2	116	36	1950	14 87	8 81	23 68
Ford C. Taylor	2	105	47 11	"	3	105	25	1244½	13 46	5 63	19 09
Minnie J. Carman	2	117	45 00	"	4	117	20	1389½	15 00	6 28	21 28
James McCoy	1	116	75 00								
Isaiah J. McCoy, c. r. a.	1	111	35 88								
Charles McLean	1	116	75 00								
Charles N. Scott	1	114½	74 05								
Charles O'Donnell	1	114½	74 05	"	5	924	470	37362	119 48	168 88	288 36
Elizabeth J. Cupples	1	115	54 53								
Susan Price	2	116	45 00								
Lizzie H. Corbett	1	116	55 00								
Angelina Faulkner	1	116	55 00								
William T. Kerr	2	116	39 65	"	6	232	92	6313½	29 74	28 55	58 29
Minnie E. Wiley	2	116	24 78								
Georgia Miller	3	116	32 22	"	7	116	42	2910	14 87	13 16	28 03
Mary E. Moore	3	117	25 30	"	8	117	24	1495½	15 00	6 76	21 76
Catharine E. Garity	2	115	49 12	"	9	115	30	2316½	19 65	10 47	30 12
Teas. pd. in York Co.				" & Canterb'y	23A		47	3080		16 67	16 67
			$1554 84			4693	287,501		$1091 16	$1299 54	$2390 70

COUNTY OF CHARLOTTE.

Robert Limond, M. D.	1	116	$54 52								
Alex. Murray	2	53	19 82								
Sarah Macartney	3	117	20 00	Campobello	1	468	150	7875	$52 31	$58 00	110 31
Louisa V. Rees	3	117	20 00								
Ed. J. Byron, c. r. a.	3	109½	21 24	Ap. '70.							
Maria Roop	2	115	44 22	Dufferin	1	115	37	2646½	14 74	19 40	34 23
Marjory McCann	2	95	39 13	"	3	95	17	1326	16 24	9 76	26 00
Julia E. Thompson	2	116	24 78	Dumbarton	2½	116	43	2806	14 87	20 66	35 53
Katharine F. Brown	3	104½	29 03	"	3	104½	32	12333½	13 40	9 08	22 48
Martha Rideout	2	117	37 50	"	6	117	47	3007	15 00	22 14	37 14
Mary E. Currie	2	117	45 00	"	7	117	42	2540½	15 00	18 71	33 71
Lizzie A. Roulston	2	103	33 00	" & St. David	7½	103	50	2950½	13 20	21 79	34 99
Samuel W. Irons	1	117	55 00	Grand Manan	1	231	103	10259½	30 00	75 55	105 55
Cornelia Watt	2	117	25 00								
Jos. H. Atkinson	1	112	52 64	"	2	112	81	4364	14 36	32 14	46 50
Susie E. Perley	1	113	33 80	"	3	113	80	4735½	14 49	34 87	49 36
J. A. Dunham	1	115	54 05								
Tillie Lawrence	2	115	24 56	"	4	230	119	7425	29 48	54 68	84 16
H. V. McKiel	2	114	38 97	"	5	114	55	2822½	14 61	20 79	35 40
L. S. Pickett	2	111	37 94	"	6	111	71	3480½	14 23	25 08	39 31
Jane G. Wilson	1	29	10 82	"	7	29	8	272½	4 06	2 01	6 07
John Gillespie	3	115	29 49	Lepreaux	15	115	40	1552	14 74	11 44	26 18
Tea. pd. in St. John Co.				" & Musquash	1		9	808½		5 95	5 95
Annie Daley	3	116	26 44	"	5	116	31	3204	19 83	23 60	43 43
L. D. Jackson	2	22	4 68	Pennfield	1	22	16	1014½	2 81	1 42	4 23

COUNTY OF CHARLOTTE.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Eliza A. Perley	2	117	825 00	Pennfield	3	117	43	2056	$15 00	$15 14	30 14
Samuel L. Bogle	2	112	33 23	"	4	112	38	2064	14 36	15 20	29 56
Agnes R. Crickard	2	117	31 68	"	5	117	26	2099	20 00	15 46	35 46
Catharine Condle	2	117	33 33	" & St. George	9	117	14	1500	15 00	11 05	26 05
James F. Covey	1	116	67 50								
Addie Hanson	1	116	55 00								
Mary E. Hanson	1	116	55 00								
S. Agnes Algar	2	116	45 00	St. Andrews	1	696	236	23935 raised	90 00	175 00	265 00
Augusta B. Wade	2	116	45 00								
Maggie G. Jones	3	116	40 00								
Geo. M. Johnston	2	115	51 59	"	6	115	49	2207½	14 74	16 26	31 00
Ida A. Mitchell	2	114	36 53	St. Croix and St. Andrews	2	114	23	1233½	14 01	9 08	23 09
Thomas A. Hartt	2	116½	50 74	St. Croix	3	116½	56	3572½	14 04	26 31	41 25
Mary S. B. Maguire	1	116	34 70	"	4	116	32	2062	14 87	15 19	30 06
Agnes E. Keay	2	117	45 00	"	5	117	52	2746	15 00	20 22	35 22
Ida M. Markee	2	116½	44 81	St. David	1	116½	67	3900	14 04	29 16	44 10
Thomson Laver	3	115	41 77	"	3	115	43	3505	14 74	25 81	40 55
Barbara A. Mitchell	2	117	37 50	"	4	117	18	1081	15 00	7 98	22 98
Fannie J. Thompson	2	117	30 00	"	5	117	45	2453	15 00	18 06	33 06
Victoria Vroom	2	116	44 61	"	5½	116	26	1607½	14 87	12 30	27 17
Ellen Rogers	1	108	43 33	"	6	108	46	2443	13 85	17 99	31 84
Lelia M. DeWolfe	2	24	9 87	"	7	83	30	2512½	14 19	18 50	32 69
Louis E. Young	2	59	33 61	"							
Mary McK. Mabee	3	93½	25 97	"	8	93½	22	1483½	11 99	10 91	22 90
Mary A. Horan	2	110	36 25	"	9	110	46	.....	Returns too late.		
Isabel Black	3	61	20 86	"	10	76	40	2088	9 74	15 38	25 12
Georgia Thompson	2	15	8 32								
Wellington Camp	1	117	75 00								
Thos. O'Malley	2	117	52 50								
Eliza H. McKnight	1	117	47 50	St. George	1	467½	216	14089½	59 93	103 76	163 69
Eliza Magowan	1	116½	54 77								
Georgia Kelly	2	117	25 00	"	2	117	30	1783	15 00	13 13	28 13
Josephine Hanson	3	115	52 42	"	3	115	25	2003½	19 65	14 76	34 41
Hugh Copley	2	90	30 76	"	4	90	35	1793	11 54	13 20	24 74
George Allen	3	115	20 49	"	5	115	10	1208	14 74	9 56	24 30
Annie Gillmor	2	117	25 00	"	6	117	40	2436	15 00	17 94	32 94
Wm Rommel	2	117	60 00	"	12	117	31	2151	15 00	15 84	30 84
Thomas F. Dwyer	2	116	59 48	"	13	116	77	4382	14 87	32 27	47 14
James Doherty	3	117	42 50	"	14	117	62	5112	15 00	37 65	52 65
Parker Alward	3	100	36 32	"	16	100	27	1402½	12 82	10 69	23 81
Isabel Jenkins	2	93	19 86	St. James	1	93	54	2694	11 92	19 84	31 76
Mary D. Dibblee	1	94	44 19	" & St. David	1½	94	53	3233	12 05	23 81	35 86
R. J. Love	2	116	39 65	"	2	116	57	3400½	14 87	25 09	39 96
Abner Gaskill	2	117	60 00	"	3	117	31	1565½	15 00	11 53	26 53
Emma J. McLaughlin	3	110	25 07	"	4	110	18	1485	18 80	10 94	29 74
Minnie G. McKay	2	103	22 00	"	7	103	43	2997	13 20	22 07	35 27
Emma T. McCann	3	117	43 33	"	8	117	22	1877	20 00	13 82	33 82
Lydia Maxwell	2	78	24 99	"	9	78	41	1699½	10 00	12 52	22 52
Lizzie A. McCann	3	32	7 20	"	13	32	19	628½	5 47	4 62	10 09
Rachel M. Turner	2	78	29 99	"	14	78	58	2302½	10 00	16 90	26 90
Eva T. McCann	2	67	25 76	"	15	67	29	851½	8 59	6 49	15 08
A. E. Milligan	2	109	55 89	"	16	109	27	1409½	13 97	10 38	24 35
Emma Powers	2	115½	31 25	"	17	115½	9	1081	19 75	7 96	27 71
Charlotte Thompson	2	81	25 95	" & St. Stephen	18	81	25	1265½	10 38	9 31	19 69
Annie P. Hanson	2	116	37 17	St. Patrick	1	116	49	3416	14 87	25 15	40 02
Mary J. Monahan	2	116	24 78	"	2	116	50	2548	14 87	18 70	33 63
Sarah E. Gilley	2	116	37 17	Do., Dumbarton & St. Croix	4½	116	27	1694	14 87	12 48	27 35

COUNTY OF CHARLOTTE.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Eliza M. Pettigrove....	2	63½	$13 57	St. Patrick.....	5	63½	20	986	$8 15	$7 26	$15 41
Patrick Casey.....	1	117	75 00	"	6	117	33	2237	15 00	16 47	31 47
Teresa C. McAleenan..	2	115½	24 67	"	3	115½	36	1093	14 81	14 68	29 49
Sarah A. Joyce.....	2	117	20 00	St. Stephen.....	1	117	39	2046	15 00	19 49	34 49
J. A. Freeze, A. B.....	1	113	173 06								
Charles B. Wathen.....	1	116	75 00								
George J. Clarke.....	1	116	75 00								
James D. Lawson.....	1	116	75 00								
John B. Bogart.....	1	116	75 00	"	2	1041	510	44874½ raised	134 60	330 46	465 06
Alice M. Robinson.....	2	116	45 00								
Annie M. Harvey.....	1	116	55 00								
Eleanor S. Dowling....	1	116	55 00								
Emma S. Morrison.....	1	116	55 00								
George A. Inch.....	1	116	75 00								
E. L. McAllister.....	1	116	55 00								
Rolland H. Lyle.....	2	116	52 50								
Joanna T. Johnston....	2	97	37 62	"	3	703	363	28970 raised	102 53	213 34	315 87
Tillie S. Kirk.....	2	116	45 00								
Charlotte M. Caswell...	2	116	45 00								
Lydia M. Randall.....	3	116	40 00								
Alice M. Murray.....	3	88	24 44	" & St. James	3½	88	20	995	11 28	7 33	18 61
Zena J. Wathen.....	2	112	43 28	"	4	112	39	2448½	14 36	18 03	32 39
William Noble.....	2	77	39 48	"	5	154	87	4978	19 74	36 66	56 40
Charlotte Robinson....	3	77	21 39								
Eva J. Moore.....	3	97	26 94	"	6½	97	39	1848	12 44	13 61	26 05
Fred. O. Sullivan.....	2	117	60 00	"	7	117	47	3227½	15 00	23 77	38 77
Annie L. Chase.....	3	114	31 67	" & St. James	7½	114	26	1884½	14 61	13 88	28 49
Fred. H. Irving.....	2	95	54 12	" & St. David	8	95	27	1795	16 22	14 25	30 49
Fred. A. Holmes.....	2	111	47 43	West Isles.....	1	111	25	2056	18 97	15 15	34 12
Arthur M. Smith.....	1	111	52 17	"	2	111	53	3690	14 23	27 18	41 41
Melvin L. Young.....	2	114½	39 14	"	3	114½	70	5020½	14 68	37 05	51 73
Alonzo B. Calder.....	3	116	29 74	"	4	116	35	2127½	14 87	15 68	30 55
William Wetmore.....	1	107	51 23	"	5	107	78	4618	13 72	34 02	47 74
Lottie Lord, c. r. a....	3	80	6 84								
			$4547 60				4819	315,414	$1550 50	$2322 80	$3832 30

COUNTY OF GLOUCESTER.

Geo. W. Mersereau, A. B.	1	116	$55 00	Bathurst	2	232	115	9535½	$30 00	109 15	139 15
Helen Meahan.....	1	116	35 00								
Jane D. Pussey.....	2	106	30 19	"	3	100	29	1081	18 12	22 08	40 80
Lucy White.....	3	37	8 42	"	4	37	42	1276½	6 32	14 61	20 93
Mary Kerr.....	2	117	25 00	"	4½	117	33	2092	15 00	23 95	38 95
Fannie Hornibrook....	2	117	25 00	"	5	117	41	3278½	15 00	37 53	52 53
James D. Skelly.....	3	117	30 00	"	6	117	25	1179½	15 00	13 50	28 50
Tharsille Hachey.....	3	113	25 76	"	7	113	20	2537	19 32	29 04	48 36
Lizzie Donnelly.....	3	102	17 44	"	8	102	13	505	13 08	5 78	18 86
Mary DesBrisay.....	2	117	25 00	"	9	117	18	1322½	15 00	15 14	30 14
Annie Reardon.....	3	117	20 66	"	10	117	16	1091	20 00	12 40	32 40
Margaret Burke.....	3	110	25 07	"	11	110	34	2783	18 80	31 91	50 71
Mary A. Hackey.....	3	97	16 58	"	12	97	44	1902½	12 44	21 78	34 22
Elizabeth J. Buttimer..	2	117	25 00	"	13	117	34	1916½	15 00	21 94	36 94
Wm. M'Innis, B. A....	1	108	51 20								
Jennie Rainey.....	2	116	25 00	"	16	338	98	6749	43 70	77 25	120 95
Ellen Burns.....	2	114	24 57								

COUNTY OF GLOUCESTER.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount fr... County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Clara Welsh	3	116	19 83	Bathurst	14	116	22	1415½	$24 87	$16 55	$31 42
Peter P. Hachey	3	97	24 87	"	15	97	53	2392	12 44	28 51	40 95
Grace Hillock	3	117	26 66	"	17	117	19	1455	20 00	16 65	36 65
William B. Welsh	2	114	38 97	Beresford	1A	114	36	2117½	14 61	24 24	38 85
Janet Ferguson	2	117	25 00	"	2	117	24	1484	15 69	17 00	32 69
Jerome Boudreau	1	117	55 00								
Philomene Boudreau	3	94	16 07	"	4	211	87	7454	27 07	$5 31	112 38
Stanislaus Doucet, c.r.a.	3	94	12 05								
Agnes Hachey	3	117	20 00								
Elizabeth Hachey	3	106	18 12	"	5	288	99	6013½	30 92	68 83	105 75
Olga Boudreau	3	65	11 11								
Frances Aubé	3	116	19 83	"	6	116	33	2727½	14 87	31 22	46 09
Mary Annie Ross	2	116½	24 89	"	7	116½	32	1456	14 94	16 67	31 61
Eliza Payne	3	99	22 56	"	7½	99	18	1620½	16 92	18 55	35 47
Louisa Doucet	3	79	18 00	"	8	79	28	1454	13 51	16 64	30 15
Joseph Lejeune	3	100	34 19	"	8½	100	26	2264	17 09	25 91	43 00
Mary A. Decrecaux	3	79	18 00	"	9	79	23	1804½	13 51	20 67	34 18
Philomene Aubé	3	117	20 00	" & Bathurst	10	117	38	2680½	15 00	30 68	45 68
Mary Arseneau	3	75	17 09	"	11	75	27	1512	12 83	17 31	30 14
Marceline Godin	3	94	21 43	"	12	94	25	1780½	16 07	20 38	36 45
Philip Boudreau	3	93	31 80	"	13	93	21	1663	15 89	19 09	34 98
Louis Pelletier	3	106½	27 31	Caraquet	2	267½	107	5759	26 61	65 92	92 53
Jos. E. Poirrier	3	101	25 90								
Jane Doucett	3	92	20 97	"	3	92	30	2278	15 72	26 07	41 79
Sylvain Cormier	3	97	24 87	"	6	97	52	2694½	12 44	30 50	42 94
Juste Haché	3	98	25 13	"	7	98	33	1705½	12 56	13 36	25 92
Jas. A. E. Blackhall	3	94	24 31	"	10	199	101	5425	25 73	62 10	87 83
Joseph E. Lanteigne	3	105	27 16								
Annie E. Rivers	3	110	25 07	Inkerman	1	110	17	628	18 80	7 19	25 99
Essie M. Rivers	3	101½	17 35	"	2	101½	12	681	13 02	7 79	20 81
B. P. Ferguson	3	116	29 74	"	4	116	35	2510	14 87	28 84	43 70
Ed. J. Sullivan	3	102	26 15	"	7	102	24	1530	13 08	17 51	30 59
Onesime Blanchard	3	116	29 74	New Bandon	4	116	73	4549½	14 87	52 07	66 94
Mary S. Theriault, c.r.a.	3	89	7 60								
Mary U. Landry	3	81	18 47	"	5	81	45	2523½	13 82	28 94	42 76
Estella Daye	2	101	21 57	"	5½	101	40	2260	12 95	29 41	42 36
Agnes E. Doucett	3	116	19 83	"	6	116	28	1012	14 87	11 58	26 45
Mrs. Elizabeth Sisk	3	116	26 44	"	7	116	24	1196	19 83	13 69	33 52
Katie S. McLean	2	117	25 00	"	8	117	43	2337½	15 00	26 76	41 76
James McIntosh	1	117	55 00	"	9	211	75	4923½	27 65	56 36	83 41
Mary Dempsey	3	94	16 07	"							
Annie E. Smith	2	117	33 33	"	10	117	44	3507	20 00	40 14	60 14
Ellen J. Murphy	3	117	20 00	" & Bathurst	10A	117	25	1540½	15 00	17 63	32 63
T. A. P. Plamondon	3	116	29 74	Saumarez	2	116	31	1561	14 87	17 86	32 73
Wm. A. Andrews	1	110	52 16	"	3	225	52	2939	29 10	33 64	62 74
Oliver Robicheau	3	115	29 74								
P. W. Landry	3	115	29 49	"	6	115	50	2103½	14 74	25 11	39 85
Charles F. Brison	3	100	25 64	"	7	100	23	1500	12 82	17 18	30 00
Theophile Goguin	3	116	29 74	Shippegan	1	116	54	4037½	14 87	53 08	67 95
Arthemise Saindon	3	110	19 83	"	2	116	50	5152	14 87	78 97	93 84
L. M. L'Huillier	3	85	21 79	"	3	85	33	2365	10 90	27 08	37 98
Pierre P. Frenette	3	97	33 16	"	4	97	40	4109	16 59	47 03	63 62
Thursille P. Hachey	3	102	17 44	"	5	102	41	2292	13 08	29 67	42 75
Victoria T. Ellis	3	99	29 51	"	8	99	27	1673	15 39	19 15	34 54
Katie J. Wiseman	3	112	25 52	"	9	112	15	1390	19 15	15 98	35 13
			$1348 13				2403	156,513	$1030 94	$701 56	$2332 50

COUNTY OF KENT.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.					
								AMOUNT.		
NAME.	Class.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Barbe Maillet	3	111	$13 97	Acadieville	3	111	10	820	$14 22½	$10 72	$24 95
J. W. Harnett	2	80	27 34	Carleton	1	80	60	3494	10 26	45 21	55 47
Frank D. Cullen	3	70½	22 00	"	2	70½	17	583	12 04	7 54	19 58
John McMinn	3	50	12 82	"	3	50	25	638	6 41	9 03	15 44
George Clark	3	56	19 15	"	4	56	22	1085	9 57	14 04	23 61
Mary McDonald	1	112	52 04	Dundas	1	112	49	3113	14 36	40 28	54 64
Andrew J. LeBlanc	3	105	26 92	"	2	105	34	1962	13 40	25 39	38 85
Wm. Thurrott	2	117	52 50	"	3	117	42	2352	15 00	30 44	45 44
D. Bourgeois	2	117	52 50	"	4	117	56	3758	15 00	48 03	63 03
Jos. B. Williams	3	114	41 41	" & Moncton	6A	114	13	746½	14 61	9 66	24 27
Justine Gallant	3	116	24 79	"	7	116	38	1014½	14 87	20 89	35 76
William Bourque	3	106	27 18	"	8	106	35	1411	13 59	18 26	31 85
A. Bonneau	3	117	42 50	"	11½	117	65	3552	15 00	45 90	60 90
Dophine Surette	3	64	13 63	"	12	64	38	1426½	8 20	18 40	26 60
Pierre Belleveau	3	115	41 77	"	13	115	40	2194	14 74	28 39	43 13
Peter H. Leger	3	117	42 50	" & Shediac	17A	117	18	915½	15 00	11 85	26 85
Margaret Wellwood	3	116	24 79	Harcourt	4	116	10	1052	19 83	13 61	33 44
G. Howe Allen	2	117	60 00	"	5	117	54	3253	15 00	42 09	57 09
C.H.Cowperthwaite,AB	1	115	54 53	Richibucto	1	345	186	13317½	44 61	172 33	216 94
Daniel Gillis	1	115	54 53								
Sarah Forster	1	115	34 70								
Geo. A. Coates	1	117	55 00								
Annie L. Chrystal	2	117	25 00	"	2	351	153	10975	45 00	142 03	187 03
Lillias J. Wilson	2	117	25 00								
Henrietta Leger	3	74	16 87	"	3	74	21	1085	12 65	14 04	26 69
Celeste Richard	2	110	24 78	"	6	110	35	3352	14 37	43 38	58 25
Marie C. Bourque	3	64	10 24	"	7	64	34	1648	8 20	21 33	29 53
Marie B. Bourque	3	117	20 00	"	8	117	43	3727	15 00	48 23	63 23
Peter Richard	3	117	30 00	"	11	117	38	3064	15 00	39 65	54 65
Urbain Babineau	3	116	29 74	"	12	116	42	1913	14 87	24 75	39 62
Catharine Gray	3	114	24 36	St. Louis	1	114	12	902	14 61	11 67	26 28
Mary C. Daigle	3	116	24 79	"	4	116	30	1427	14 87	18 47	33 34
Appoline Richard	3	80	17 09	" & Richibucto	6	80	26	1214	10 26	15 71	25 97
Margt. Maillett	1	117	35 00	" "	7	117	34	2773	15 00	35 62	50 62
Monique Barrisault	3	116	24 79	" "	8	116	13	1335	14 87	17 28	32 15
Joseph De Grace	3	110	37 60	"	10	110	13	1090	18 80	14 10	32 90
Selina Baker	3	110	30 55	St. Marys	1	110	46	2576	14 10	33 33	47 43
Janet P. McKay	2	117	37 50	"	2	117	35	2128	15 00	27 53	42 53
Joseph Roussey	3	59	15 13	"	3	59	42	1490	7 56	19 36	26 92
John LeBlanc	3	95	30 45	"	7	95	35	1677	16 24	21 70	37 94
Leony Peters	3	90½	36 11	"	9	90½	41	2619	15 47	33 89	49 36
Pacifique A. Belliveau	3	116	52 66	"	11	116	32	1372	19 83	17 74	37 57
Philip P. Legere	3	103	38 51	"	12	103	34	1985	17 60	25 70	43 30
Cyrille Cormier	3	115	41 77	"	13	115	36	2251	14 74	29 12	43 86
Ellen Chrystall	2	104	22 21	Weldford	1	104	43	1294½	13 33	16 75	30 08
Mary A. Wathen	2	90½	20 61	"	2	90½	33	1400	12 37	18 11	30 48
Flora McKendrick	3	117	26 66	"	2½	117	26	1985	20 00	25 70	45 70
Caroline L. Warman	2	90	19 22	"	3	90	19	801	11 54	10 36	21 90
Mary Chrystal	2	89	19 01	"	3½	89	33	1799	11 41	23 28	34 69
Joanna Atkinson	2	116½	24 88	"	5½	116½	19	1062½	14 93	13 76	28 68
Premilite Johnson	3	88	22 56	"	6	88	52	2434	11 28	31 50	42 78
J. F. Dorothy	1	116	74 35	"	9	116	67	3890½	14 87	50 34	65 21
Annie Brown, c. r. a.	3	45	7 68								
Mosely T. Wathen	3	117	30 00	"	10	117	31	1402	15 00	18 14	33 14
Amelia Dobson	3	117	26 66	"	11	117	16	1340	20 00	17 34	37 34
Mary Morton	2	105	33 65	"	12	105	50	1700	13 40	23 16	36 62
Isabella Whelan	3	113	31 39	"	14	113	37	1543	14 49	20 04	34 53
Flora A. Powell	2	108	34 60	"	16	108	45	2526½	13 85	32 69	46 54

COUNTY OF KENT.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Robert Sutherland	3	70	$17 95	Weldford	17	70	12	750	$8 97	$9 72	18 69
Althea Sherwood	3	30	6 15	"	10	30	32	523	4 62	6 76	11 38
Joseph P. Grogan	3	100	37 27	"	21	109	18	1080	18 03	13 98	32 01
Charles Lee Barnes	1	112	53 10	Wellington	1	218½	82	5296½	28 25	68 54	96 79
Grace Orr	2	100½	22 95								
Maggie A. Graham	2	116	24 78	"	2	116	55	3019	14 87	39 07	53 94
Mary Alma Carter	2	115	24 56	"	3½	115	22	1576	14 74	20 39	35 13
Kate L. McDonald	3	112	19 14	"	4	112	35	1927	14 36	24 94	39 30
Odile LeBlanc	3	115	19 60	"	9	115	50	4397	14 74	56 91	71 65
Jerome Bellivreau	3	116	29 74	"	10	116	33	2143½	14 87	27 74	42 61
Odilon M. Cormier	3	101	25 90	"	11	101	42	2481	12 95	32 10	45 05
Hypolyte L. Gaudet	3	115	29 49	Do. & Richibucto	12½	115	45	2228	14 74	28 84	43 58
			$2135 03				2510	140,630½	$363 50	$1307 66	$2366 15

COUNTY OF KINGS.

Wm. E. Hornibrook	1	116	$74 35	Cardwell	1	232	89	6560½	$29 74	41 43	$71 17
Ella Kennedy	2	116	44 61								
Rachel Baskin	2	59	12 00	"	3	59	22	646	7 50	4 08	11 64
Amelia A. Nason	3	101	26 90	"&Waterford	5	101	29	1403½	17 27	8 89	26 16
Thomas Morrisay	2	45	15 38	"	9	45	53	1587	5 77	10 02	15 79
Frances A. Green	1	115½	24 07	Greenwich	1	115½	37	2471	14 81	15 60	30 41
A. W. Crabb	2	80	30 42	"	2	80	23	755½	11 41	4 70	16 20
Jacob N. Pitt	3	78	20 00	"	5	78	25	1212	10 00	7 65	17 65
Edmund H. Fowler	3	114	29 23	Hammond	4	114	43	1413½	14 61	8 93	23 54
Wm. J. Virtue	3	111	37 95	"	5	111	34	1823	18 97	11 55	30 52
Wellington Jenkins	2	90	32 81	" & Upham	6	90	37	2237½	12 31	14 76	27 07
Laura A. Purves	2	114	36 53	Hampton	1	114	22	1000½	14 61	6 70	21 31
Wm. Lovinge	1	103	60 02								
Alma L. Sproul	2	97½	37 47	"	2	200½	86	5089	25 70	35 92	61 62
Percy H. Warnford	2	117	60 00	"	3	117	47	2657½	15 00	16 78	31 78
Bertha Brittain	2	115	36 84	" & Rothesay	4	115	7	477	14 74	3 00	17 74
Hattie C Fowler	2	113½	36 39	"	5	113½	27	1575½	14 56	11 84	26 40
Jane C. Sharp	2	117	30 00	"	6	117	53	3201	15 00	20 20	35 20
Alice Charlton	3	117	20 00	" & Rothesay	7	117	21	1078½	15 00	6 80	21 80
Nellie Crawford	3	101	34 52	"	8	101	26	1100½	12 95	6 95	19 90
Mary J. DeVoe	2	113	24 14	"	9	113	24	1709½	14 49	10 79	25 28
Rebecca J. Nelll	2	117	25 00	" & Simonds	20	117	20	833	15 00	5 26	20 26
Charles W. Belyea	2	115	39 31	Havelock	1	115	38	1186	14 74	7 49	22 23
Calvin F. Alward	2	117	40 00	"	2		37		Returns too late.		
Elizabeth J. Parlee	2	115	40 05	"	3	115	12	540½	19 05	3 40	23 05
Andrew Sprague	2	117	45 00	"	4	117	23	1522	15 00	9 09	24 09
Abram S. Atkinson	3	115	20 49	"	7	115	75	4022½	14 74	25 40	40 14
W. C. Burnham	1	117	75 00	"	8	224	110	7335	30 00	46 32	76 32
Hanford C. Keith	2	117	40 00								
Havelock F. Price	2	115	51 59	"	9	115	48	2708½	14 74	17 67	32 41
Zephie Saunders	3	110½	29 37	"	10	110½	44	2978½	14 94	18 81	33 75
Amasa Ryder	3	117	40 00	"	11	117	25	1512	20 00	9 53	29 53
Jane Brown	1	117	55 00	"	13		41		Returns too late.		
Nathan D. Fowler	2	117	53 33	"	14	117	41	2419	20 09	15 27	35 27
Tea. pd. in Westm'd Co.				" & Salisbury	22		4	166½		1 05	1 05
Lizzie A. McCready	2	115	36 84	Kars	2	115	36	1717	14 74	10 84	25 58
Malcolm D. Brown	2	117	00 00	"	3	117	39	2702	15 00	17 44	32 44

COUNTY OF KINGS.—*Continued.*

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.					
								AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Sarah M. Daley	3	108	$23 07	Kars	4	108	28	1480	$18 47	89 38	$27 85
George W. Foster	3	112	28 72	"	5	112	17	905	14 36	5 71	20 07
John R. Flewelling	2	115	58 97	Kingston	1	115	60	4452	14 74	28 11	42 85
Sarah Picket, c. r. a.	1	89	20 91								
M. Amelia Ganong	3	117	20 00	"	3	117	23	1172½	15 00	7 40	22 40
Annie E. Kierstead	3	116	24 79	"	4	116	15	881	14 87	5 56	20 43
James E. Wetmore	1	112	71 78	"	5	220	61	4513	29 36	28 50	57 86
Rebecca Bennett	2	117	45 00	"							
Celia E. Gray	2	116½	44 80	"	6	116½	45	2309½	14 94	14 96	29 90
Amelia T. Theal	3	110	18 80	"	7	110	30	1306½	14 10	8 25	22 35
Sarah E. Watters	2	50½	12 07	"	10	56½	33	1299½	7 25	8 21	15 46
Augusta E. Crawford	2	117	25 00	"	11	117	30	2416	15 00	15 26	30 26
George H. Laskey	2	117	60 00	" & Westfield	12	117	35	2201½	15 00	13 90	28 90
H. D. McDonald	3	116	34 70	"	13	116	34	1653	14 87	10 47	25 34
Edwin C. Hayes	2	117	60 00	Norton	1	234	98	5739	30 00	36 24	66 24
Annie A. Herrington	2	117	25 00								
Frank H. Hayes	1	117	75 00	"	2	231	72	4191	29 61	26 46	56 07
Theo. H. Hayes	3	114	29 23								
Charles Warnford	2	117	60 00	"	3	117	36	1722	15 00	10 87	25 87
Jessie A. Fairweather	2	117	45 00	" & Studholm	5	117	41	2425½	15 00	15 32	30 32
Edwin A. Hayes	2	110½	39 82	"	7	110½	47	2279½	14 94	14 39	29 33
Mary A. Ryan	3	54	12 31	" & Sussex	11	54	20	910	8 69	5 75	14 44
J. Leo Flewelling	2	115½	39 48	Rothesay	3	115½	38	2495	14 81	15 76	30 57
Annie A. Jackson	3	61	10 43	"	4	61	11	396½	7 82	2 50	10 32
Edith Darling	2	115	24 56	"	5	115	25	1906½	14 74	12 42	27 16
Peter Brennen	2	117	53 33	" & Simonds	10	117	22	2432	20 00	15 36	35 36
Maggie A. Bates	2	116	37 17	Springfield	1	116	32	2203	14 87	13 91	28 78
James R. Mace, A. B.	1	117	75 00	"	2	117	51	3534½	15 00	22 32	37 32
Emma Gunter, c. r. a.	3	55	9 40								
Robert J. Kincaid	2	114	58 46	"	3	114	35	2225	14 61	14 05	28 66
Bessie Keay	2	116	44 61	"	5	116	21	1654	14 87	10 44	25 31
Agnes D. Gray	2	117	45 00	"	7	117	47	2501	15 00	15 79	30 79
Wilhelmina A. Stout	2	99	21 15	"	8	99	23	1505½	12 69	9 51	22 20
Adelaide A. Ganong	2	114½	24 46	"	9	114½	39	2054	14 68	12 97	27 65
Wm. Somerville	2	117	75 00	" & Wickham	11	117	24	1559	20 00	9 85	29 85
Eliza E. Johnson	2	116	44 61	"	12	116	46	2126½	14 87	13 43	28 30
George M. Wetmore	2	112	76 56	"	13	112	20	1928	19 15	12 17	31 32
John D. Wetmore	3	112	63 81	" & Kingston	14	112	15	1412½	19 15	8 92	28 07
Geo. O. Melvin	2	117	60 00	"	15	117	32	2210½	15 00	14 00	29 00
Debbie A. Rood	2	117	30 00	"	16	117	22	1504½	15 00	9 50	24 50
Frankie Parlee	2	116	59 48	Studholm	2	116	15	1733	19 83	10 88	30 71
Geo. N. Pearson	2	24	8 20	" & Norton	2	24	19	336	3 08	2 06	5 14
Eliza M. Fenwick	2	117	30 00	"	4	117	28	1904	15 00	12 02	27 02
Hiram W. Folkins	2	107	43 76	"	5	107	27	2207	13 29	13 29	26 58
Annette M. Parlee	2	98	39 24	"	6	98	27	1725	16 75	10 89	27 64
Clara E. Burridge	1	44	20 08								
Frances A. Hamlyn	2	61	23 46	"	8	105	52	3420	13 46	21 59	35 05
J. Everett Gosline, c.r.a.	3	40	8 55								
Gavin Hamilton	1	116	54 52	"	10	116	34	2320	14 87	14 65	29 52
Geo. W. Fowler	2	116	59 48	" & Sussex	11	116	53	3344½	14 87	21 12	35 99
Annie F. Bonnell, c. r. a.	3	70	11 98								
Margt. E. Ryan	2	107	27 43	"	12	107	43	2000	13 72	16 45	30 17
John F. Rogers	1	116	74 35	"	13	116	36	3125	14 87	19 73	34 60
Selina Crawford	3	102	35 41	"	14	102	14	962½	17 44	6 08	23 52
Bradbury N. Northrup	1	116	74 35	"	15	116	64	3774½	14 87	23 83	38 70
Lizzie Gibbon, c. r. a.	3	116	19 84								
J Adelia Kierstead	2	117	45 00	"	16	117	36	2658	15 00	16 78	31 78
Perley J. Kierstead	3	74	26 87	"	17	74	25	740	9 49	4 67	14 16

COUNTY OF KINGS.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6.	7
Athelina E. Sharp.....	2	77	$16 45	Studholm.....	19	77	26	1452	$9 87	$9 17	$19 04
Julia E. Chapman.....	3	62	13 25	"	20	62	13	690	7 95	4 36	12 31
Isa B. Richardson.....	2	112	23 92	" & Springfield	21	112	33	1592	14 36	10 05	24 41
Ezra C. Kierstead.....	3	117	56 07	Studholm, Johnston & Brunswick	22	117	34	2503½	20 00	15 82	35 82
Sarah A. Sharp.....	2	117	25 00	Studholm.....	23	117	29	1555	15 00	9 82	24 82
Edwin V. King.....	2	117	60 00	" & Sussex	25	224	90	7025½	30 00	44 36	74 36
Bessie A. Pearson	2	117	37 50								
George H. Raymond...	1	114	53 58	Sussex	1	231	93	7190½	29 62	45 40	75 02
Louisa M. Nowlan.....	2	117	25 00								
S. F. Wilson, M. A.....	1	114	54 05								
J. Clarence Sharp.....	1	115	54 52								
Jeannie E. Murray.....	1	114	34 39	"	2	456½	240	17133½	59 03	108 19	167 22
Annie E. Buchanan....	2	113½	24 46								
Wm. Ed. Conley.....	2	102	34 86								
				"	5	102	50	2032	13 03	2 83	25 91
Ella G. Parlee.....	2	117	45 00	Sussex, Waterf'd & Cardwell....	6	117	41	2744	15 00	17 33	32 33
Geo. H. Jonah,.....	3	108	27 60	Sussex	7	108	40	2387	13 85	15 07	28 92
Chas. G. Tabor.....	2	100	34 16	"	8	100	27	1223½	12 82	7 76	20 58
Sarah M. Sharp.....	2	117	25 00	" & Hammond	9	117	32	2117½	15 00	13 37	28 37
Alfred S. Baxter.....	2	113½	33 79	Sussex, Upham & Norton.....	10	113½	56	2847	14 56	17 98	32 54
Maggie M. Cunningham	3	116	19 93	Sussex.....	11	116	42	2563½	14 87	16 19	31 06
Mary L. Frost.....	1	62½	24 92								
Celia Frost.....	2	18	5 12	"	12	80½	23	1136	13 77	7 17	20 94
Herbert G. Burgess....	2	117	40 00	"	13	44	18	473	5 64	2 99	8 63
Catharine Donovan...	3	117	43 33	"	14	117	30	1424	20 00	8 99	28 99
Rosanna Dunn.....	2	113	32 18	"	15	113	25	1543	10 32	9 74	20 06
Peter Girdwood.....	1	117	55 00	Upham.....	1	117	53	3155	15 00	10 93	34 93
Hattie Lawson.....	2	117	33 33	" & Simonds	2	117	21	2003	20 00	12 64	32 64
Annie M. Smith.....	2	112	23 92	"	3	112	64	3161½	14 36	19 96	34 32
Maggie E. Ellsworth...	2	117	25 00	" & Hammond	5	117	47	2580½	15 00	10 29	31 29
Henry A. Perkins.....	3	115	29 49	"	6	115	39	2572½	14 74	16 24	30 98
Florence Vail.....	2	117	25 00	"	7	115	35	1070½	14 74	12 44	27 18
Tea. pd. in St. John Co.	....	....	.....	" & St. Martins	10	....	5	212½	.....	1 34	1 34
Tea. pd. in St. John Co.	....	....	.....	" "	25	....	3	274	.....	1 74	1 74
Ettie M. Armstrong...	2	117	45 00	Waterford.....	2	117	53	3103	15 00	19 59	34 59
Cath. J. Lockhart.....	3	116	26 44	Do. Alma & Elgin..	3	116	11	1364	19 83	8 61	28 44
Sarah J. Lockhart....	3	117	25 00	Waterford.....	6	117	36	2638	20 00	16 66	36 66
Celia A. Wetmore.....	2	117	45 00	"	8	117	36	2114	15 00	13 35	28 35
John W. Caulfield.....	1	117	75 00	Westfield.....	2	117	23	3224	15 00	20 36	35 36
Fannie A. Carpenter...	2	33	7 05	"	3	33	26	614½	4 23	3 88	8 11
Maggie Henderson.....	2	117	45 00	"	4	117	26	1763	15 00	11 16	26 16
James S. Clark.....	2	114	33 97	"	6	114	34	2233½	14 61	14 42	29 03
Bertha Lane.....	2	73	15 59	"	7	73	22	955	9 36	6 03	15 39
Geo. B. B. Wetmore....	2	117	50 00	"	8	117	21	1307	20 00	8 25	28 25
Hattie M. Nugent.....	3	116	29 44	"	9	116	17	1433	19 83	9 08	28 91
Julia F. Bates.....	2	117	33 33	"	10	117	20	1301	20 00	8 59	28 59
Wm. McRae	3	117	37 50	"	11	117	22	1103	20 00	7 56	27 56
Amanda S. Scott.....	3	117	19 66	"	12	115	24	1350	14 74	8 53	23 27
Hannah V. Monahan...	3	117	20 00	"	13	117	23	1731½	15 00	10 93	25 93
			$5244 33			4022		278,061½	$1033 23	$1755 72	$3083 05

COUNTY OF MADAWASKA.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Elizabeth Hebert	3	116	$19 83	Madawaska	1	116	50	4102	$14 87	$37 88	$52 75
Nora Costello	3	116	26 44	"	2	116	34	2825½	19 83		
Bal. to Trustees, Oct. 79				"					9 06	26 10	55 05
Josephine Duperry	3	116	26 44	"	3	116	33	2235	19 83	20 20	40 03
Flavia Albert	3	115	19 66	"	4	115	39	2763	14 74	25 01	39 75
Abraham Perron	3	117	40 00	St. Ann	2	117	45	3495	20 00	31 58	51 58
Frances Morehouse	3	112	25 52	St. Basil	3	112	36	3531	19 15	31 91	60 86
Bal. o Trustees, Oct. 79				"					9 89		
Sophia Martin	3	117	20 00	"	2	117	32	2106	15 00	19 03	34 03
Sophia J. Pelletier	3	116	19 83	"	3	116	35	2673	14 87	24 16	39 03
Serephine Albert	3	116	19 83	"	4	116	35	2046	14 87	18 49	33 36
Victoria S. Gagnon	3	116	19 83	"	5	116	39	2287	14 87	20 67	35 54
Rebecca M. Proulx	3	117	20 00	"	7	117	34	2923	15 00	26 42	41 42
Julia Rossignal	3	116	19 83	"	9	116	14	1069	14 87	9 66	24 53
Magloire J. Carron	3	117	40 00	St. Francis	1	117	19	1560	20 00	14 10	34 10
Anastasie Martin	3	114	19 49	"	3	114	27	1672	14 61	15 10	29 71
Jennie F. Savage	3	75	21 36	"	5	75	23	1605	12 83	14 50	27 33
Mary E. Trudell	3	116	32 22	St. Hilaire	1	116	34	2184	14 87	19 73	34 60
Flavia Albert	3	116	24 79	"	2	116	34	2110½	14 87	19 07	33 94
Josephine Paradis	3	108	18 46	"	3	108	32	1789	13 85	16 17	30 02
F. X. Babinault	3	110	28 20	"	4	110	31	2113	14 10	19 08	33 18
Lizzie Fournier	3	85	19 37	St. Jacques	2	85	16	1672	14 53	15 10	29 63
Melvina Marquis	3	116	26 44	"	4	116	24	2888	19 83	26 69	45 92
Thomas Chasse	3	117	40 00	"	5	117	19	1815	20 00	16 40	36 40
Lea J. Fournier	3	117	20 00	St. Leonard	3	117	46	4357	15 00	39 19	54 19
Euphemia H. Soucie	3	117	20 00	"	4	117	44	3420	15 00	30 90	45 90
Ed. J. Hianveu	3	117	30 00	"	5	117	20	1068¾	15 00	9 65	24 65
Herm. A. Couillard	3	117	30 00	"	7	117	17	945½	15 00	8 54	23 54
Francis Levegne	3	117	30 00	"	8	117	14	951	15 00	8 59	23 59
Anna Corbin	3	116	19 83	"	13	116	49	2704	14 87	25 26	40 13
Euphemia Thibodeau	3	117	20 00	"	14	117	33	1697	15 00	15 34	30 34
			8717 87				917	60,841	$491 12	$603 08	$1095 10

COUNTY OF NORTHUMBERLAND.

Helen McDonald	3	54	$11 54	Ainwick	1	54	15	435	$9 23	$3 76	$12 99
Isaiah P. Savoy	3	117	30 00	"	4	117	34	2560½	15 09	22 16	37 16
Jessie McDonald	3	110	23 50	"	6	110	13	748	18 80		
Patk. Gaynor, balance October, 1879	3	....	13 02	"	....	....	....	....	5 28	6 47	30 40
Jane J. Carruthers	3	113	24 15	"	7	113	25	1731	14 49	15 06	29 55
Kate Loggie	1	107½	43 63	"	8	107½	34	1633	13 78	14 13	27 91
Maggie Perley	2	108	36 91	"	8½	108	22	1763½	18 47	15 20	33 73
Isaac Des Roche	3	117	35 00	"	13	117	33	2540½	15 00	21 98	36 98
Teresa B. Holt	2	117	30 00	Blackville	1	117	44	2714	15 00	23 48	38 48
Michael Whelan	3	97	29 02	"	2	97	33	1500	12 44	13 50	25 94
W. H. Grindley	2	117	45 00	"	6	117	39	2504	15 00	21 66	36 66
John Flanagan	2	115	58 97	"	7	115	47	2716½	14 74	23 50	38 24
John Curran	2	116	52 87	"	9	116	32	1488¾	19 83	12 88	32 71
Sarah A. Bamford	3	117	32 50	"	11	117	33	1460	15 00	12 69	27 69
Elsibet Archibald	2	117	25 00	Blissfield	2	117	30	1889	15 00	15 90	30 90
S. Charlotte Hammond	2	116	37 17	"	2½	116	23	1571	14 87	13 58	28 45

COUNTY OF NORTHUMBERLAND.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Rowland Crocker	3	117	$35 00	Blissfi'd & Ludlow.	3½	117	45	2695	$15 00	$23 31	$38 31
Hedley V. Henderson	2	117	52 50	"	4	117	28	1851½	15 00	16 01	31 01
C. G. D. Roberts, A. B.	R	111	71 77								
K. M. Williston	1	116	65 00	Chatham	1	450	199	16326 raised	58 96	145 60	204 56
Cecelia Alexander	1	113	53 58								
Minnie R. Haviland	3	116	40 00								
Marion E. Jack	2	117	37 50	"	2	117	30	1993½	15 00	17 25	32 25
H. Gilbert Huestis	1	117	67 50	"	3	117	83	5180	15 00	44 87	59 87
Allen W. Bray	2	94	32 13	"	4	114	72	3516	18 01	30 41	45 02
Lizzie McIntosh	2	20	4 27								
Helen McDonald	3	29	4 96	" & Glenelg	5½	29	32	4461	3 72	3 86	7 58
Maria C. Baldwin	2	113½	24 24	"	6	163½	50	2772½	14 55	23 99	38 54
Maggie S Gordon	2	113	28 97	" & Glenelg	6½	113	38	1954	14 49	16 91	31 40
Annie Quinlan	1	115	54 53								
Margt. Carter, c. r. a.	1	115	27 26								
Mary R. Tweedie	2	114	36 85	"	8	344	224	15952½ raised	44 48	138 04	182 52
Annie McIntosh, c. r. a.	3	114	15 97								
Margt. Dunn	3	115	21 79								
Thomas Caulfield	1	115	59 48								
Bridget Flanagan	1	110	52 15	"	9	340	213	14169 raised	43 96	122 60	166 56
John McInnis	3	115	34 70								
James N. Wathen	1	111½	71 46	Derby	1	111½	47	2405½	14 29	21 50	35 88
Helena Horgan	2	117	30 00	"	1½	117	47	2475½	15 00	21 42	36 42
Margaret R. Gray	2	115	36 84	"	2	115	11	630½	19 65	5 89	25 54
J. C. Carruthers	2	116	39 65	"	3	116	39	1888½	14 87	16 34	31 21
Letitia A. Wilson	1	112	38 29	"	4	112	37	1960½	14 36	16 96	31 32
Maggie M. McIntosh	2	117	33 33	Glenelg	1	117	38	2213	20 00	10 15	30 15
Eliza M. Adams	2	113	36 21	"	1½	113	43	3024	14 49	26 17	40 66
Ellie B. McLean	1	113	41 85	"	5	113	14	1490	19 32	12 89	32 21
Mary Carney	2	110	40 56	"	6	110	21	1700	19 83	14 76	34 59
Thomas G. McKay	2	33½	15 29	"	7	114	25	1612½	19 48	13 95	33 43
Annie J. McLeod	2	80½	22 02								
Elizabeth McLaughlan	2	113	30 18	"	7½	113	33	2051	19 32	17 75	37 07
Bridget M. Hackett	3	97	16 58	"	8	97	18	703½	12 44	6 09	18 53
Helena Rees	2	114	32 47	"	8½	....	17	.....	Returns too late.		
Christiana O'Neill	3	106	24 16	"	10	106	19	1064	18 12	9 22	27 34
Annie L. Brown	2	80½	17 10	Hardwicke	1	80½	27	1125	10 32	9 73	20 05
Mrs. Elizabeth A. Gillis	2	102	27 24	"	2	102	36	1236	17 44	10 70	28 14
Annie McEachran	3	59	12 60	"	4	59	25	563	10 08	4 87	14 95
Alexandrina Russell	2	112½	24 02	"	5	112½	17	1032½	14 42	8 93	23 35
Charles Anthony	3	116	33 98	"	5½	116	17	971	19 33	8 40	28 23
S. Grace Young	2	114	24 35	Ludlow	3	114	21	1585½	14 61	13 72	28 33
Amy Archibald	2	105	26 02	"	4	105	38	2701	13 46	23 37	36 83
Michael Flinne	2	112½	38 45	Nelson	1	112½	39	4804½	14 42	41 57	55 99
Eliza Buckley	2	117	25 09	"	2	117	26	2207	15 00	19 10	34 10
Susie Crain	3	117	20 00	"	3	117	20	1517	15 00	13 13	28 13
Maggie A. Jordon	3	116	24 78	"	5	116	35	1247	14 87	10 79	25 66
Elizabeth Atchison	3	104	17 78	"	8	112½	50	1735½	14 42	15 02	29 44
Julia Jordon	3	8½	1 45								
Clementine Robinson	3	103	17 61	"	9	103	28	906	13 20	8 36	21 56
Benjamin Parker	3	115½	29 62	Newcastle	1	115½	23	1112	14 80	9 62	24 42
P. F. Morrisay	2	114	38 97	"	2	114	36	1608	14 61	13 91	28 52
Annie P. Gilman	2	117	33 33	"	2½	117	17	1567½	20 00	13 56	33 56
Robert Moir	2	114	38 97	"	5	114	22	1029½	7 22	8 92	16 14
Donald McIntosh	1	117	65 00								
Mary J. Russell	2	115½	24 66	"	6	349½	172	10822	44 80	93 64	138 44
Helen M. Donovan	3	117	20 00								

COUNTY OF NORTHUMBERLAND.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Crawford M. Hutchison	1	115	$66 92								
Frank: A. McCully	1	116	55 00								
Eliza Hickey	1	116	47 50								
Annie M. Hanson	2	116	37 50								
Olivia Parker	1	116	47 50	Newcastle	7	983	446	33116 raised	127 10	286 55	413 65
Sarah J. Reid	2	116	25 00								
Lizzie E. Moran	3	57	9 83								
Annie Morell	2	115	24 78								
Wm. Sivewright	3	116	30 00								
John Hamilton	2	100	45 57	Northesk	1	100	31	1891	17 09	16 30	33 45
Lizzie Murphy	3	60	13 68	"	3	60	19	1051	10 25	9 09	19 34
Maggie Miller	2	110	35 25	"	6	110	46	2872	14 10	24 85	38 95
Alice M. Adams	2	117	30 00	"	11	117	37	1982½	15 00	17 15	32 15
Helen J. McLeod	2	117	37 50	"	12	117	30	1466	15 00	12 69	27 69
Rachel Watson	2	117	25 00	Southesk	9	117	35	2028	15 00	17 55	32 55
Patrick Gaynor	3	80	20 51	"	13	80	34	1198½	10 26	10 37	20 63
Maggie J. Barron	3	115	19 60	"	14	115	18	1262½	14 74	10 92	25 66
Kate E. Faulkner	3	117	20 00	"	15	117	31	1575½	15 00	13 64	28 64
			$3003 94				3324	204,270½	$1240 85	$1767 55	$3017 40

COUNTY OF QUEENS.

W. C. McKnight	3	113	$23 97	Brunswick	1	113	30	1979	$14 49	$13 26	$27 75
Amelia J. Beacom	2	115½	32 33	"	3	115½	21	1624½	19 75	10 88	30 63
H. B. Hetherington	3	113	33 63	"	4	113	12	1225	19 32	8 21	27 53
S. A. W. Baker	2	117	40 00	Cambridge	1	117	26	1953	15 00	13 12	28 12
Lemuel W. Fowler	2	111½	38 11	"	5	111½	32	2115½	14 30	14 17	28 47
Minnie E. Mott	2	110	33 04	"	7	110	24	1239	19 33	8 30	28 13
Annie A. Colwell	3	117	20 00	"	8	117	15	945½	15 00	6 33	21 33
Nettie L. Belyea	2	114½	24 45	"	9	114½	20	1245	14 63	8 34	22 97
J. W. N. Baker	2	117	40 00	"	10	117	49	3116	15 00	20 87	35 87
Judson B. Clarke	2	89½	30 59	"	12	89½	39	2227½	11 43	14 02	26 40
Augusta A. Morrell	2	83	17 73	Canning	1	83	29	1758	10 64	11 78	22 42
Tea. pd. in Sunbury Co.				" & Sheffield	1A		8	416		2 79	2 79
John O'Marr	1	85	47 21	"	4	85	6	385	14 53	2 58	17 11
Duncan Lundon	3	114½	29 36	"	7	114½	33	2060	14 63	13 80	28 43
David P. Harris	1	116	54 52	"	8	116	61	4384	14 87	20 37	44 24
James R. Barton	2	117	40 00	Chipman and Northfield	1A	117	33	2357	15 00	15 79	30 79
Annie S. Langin	1	117	35 00	Chipman	5	117	43	2633	15 00	17 98	32 98
Annie R. McDougall	2	111	23 71	"	11	111	33	2391½	14 23	16 02	30 25
Bertha L. Briggs	3	117	26 66	" & Waterboro	13	117	24	1647½	20 00	11 04	31 04
Fannie F. Fraser	2	107	30 43	" "	15	107	25	1575½	13 29	10 56	23 85
W. B. Delong	3	117	30 00	Gagetown	1	117	17	1401	15 00	9 39	24 39
David Patterson	2	88	30 08	" & Hampstead	2A	88	15	856½	11 23	5 69	16 88
Lemuel A. Currey, A.M.	1	117	55 00	"	3	234	79	5594	30 00	37 48	67 48
J. Leslie Smith	2	117	40 00								
James Barnett	2	99	33 34	"	4	99	33	1703½	12 69	11 42	24 11
Geo. W Dill	2	117	40 00	" & Canning	6	117	51	3921	15 00	26 27	41 27
Benj. Hayes	2	117	40 00	"	8	117	29	1131	15 00	7 58	22 58
Tea. pd. in Sunbury Co				" & Burton	14		4	400		2 68	2 68
S. L. T. Wiggins	2	117	40 00	Hampstead	1	117	37	2359	15 00	16 47	31 47
John B. Hayes	2	117	40 00	"	1½	117	14	976½	15 00	6 54	21 54

COUNTY OF QUEENS.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Augusta F. J. Peters...	1	36	$10 77	Hampstead.....	2	36	12	321	$4 62	$2 15	$6 77
Rezia E. Davis.....	3	117	26 66	"	3	117	23	1988	20 00	13 32	33 32
J. Wesley Smith.....	2	117	40 00	"	4	117	50	2675½	15 00	17 93	32 93
E. D. Vallis.....	2	117	40 00	"	5	117	40	2063	15 00	13 82	28 82
Robertson Gardiner...	2	117	40 00	"	7	117	35	1995	15 00	13 37	28 37
Wm. Sewell.....	2	62	21 19	"	8	62	36	1219½	7 95	8 17	16 12
Wm. J. Nickerson.....	3	117	30 00	"	9	117	25	1036½	15 00	6 94	21 94
T. Wm. Perry.....	2	117	40 00	Johnston	1	117	35	1402	15 00	9 80	24 80
A. Brunswick Foster..	2	114	38 97	"	4	114	30	1567	14 61	10 50	25 11
John H. DeLong.....	2	116	39 65	"	5	116	25	1214½	14 87	8 14	23 01
George J. D. Peters....	3	92	31 45	"	6	92	24	686	15 72	4 60	20 32
E. T. S. Austin.....	3	101	28 70	"	7	101	10	959	17 27	6 43	23 70
Le Baron Starkey.....	2	115	49 14	"	8	115	20	1488	19 65	9 97	29 62
S. J. Thorne	3	117	30 00	"	9	117	14	745½	15 00	4 99	19 99
Wm. Balmain.....	2	115½	39 48	"	10	115½	33	2262	14 81	15 16	29 97
John A. Strong.....	2	114	58 46	"	12	114	29	1593	14 61	10 67	25 28
David J. Hamilton....	3	116½	42 31	"	14	116½	36	1965½	14 94	13 17	28 11
Mary J. Long.....	2	117	45 00	"	15	117	21	1183	15 00	7 93	22 93
Mary Nisbet.....	2	115	44 22	"	16	115	22	1873½	14 74	12 55	27 29
Alice M. Johnston.....	2	117	40 00	"	17	117	35	1721	20 00	11 53	31 53
Tea. pd. in Kings Co...	..	....	.....	{ Brunswick and Studholm...	22	....	2	112	.....	0 74	0 74
Wm. Miles Craft.....	2	117	40 00	Petersville.....	1	117	49	2736	15 00	18 34	33 34
Chas. E. Webb.....	3	116	39 65	"	2	....	36	.....	Returns too late.		
Henry F. Perkins.....	2	117	40 00	"	3	117	43	2683	15 00	17 93	32 93
Annie Kerrigan.....	2	110	23 50	"	5	110	61	3492	14 10	23 41	37 51
Wm. Kerr.....	3	115	29 49	"	6	115	37	2644	14 74	17 72	32 46
Kate McCluskey.....	3	117	20 00	"	8	117	39	2374	15 00	15 92	30 92
Emma J. Fowler.....	3	103	18 46	"	9	103	18	1081½	13 85	7 25	21 10
Ernest Wall.....	2	117	40 00	"	10	117	42	2102½	15 00	14 09	29 09
Wm. Quinn.....	3	100	34 18	"	11	100	37	1629½	12 82	10 78	23 60
Ella Johnson.....	3	117	20 00	"	13	117	20	1901½	20 00	12 74	32 74
W. F. McDonald.....	3	93	25 13	"	14	93	29	1442	12 56	9 66	22 22
Walker B. Flewelling..	2	116	39 65	"	15	116	35	1276	14 87	8 56	23 43
William Tilley.....	2	117	40 00	"	17	117	40	2023	15 00	13 56	28 56
Samuel H. Moore.....	2	87	29 74	Waterboro.....	1	87	48	2189	11 15	14 67	25 82
Adelia A. Barton.....	3	115	26 21	"	3	115	22	1582	19 65	10 60	30 25
Maggie E. Taylor.....	2	93	29 93	"	4	93	47	2605½	12 56	17 46	30 02
Chas. D. Lowery	3	117	30 00	"	7	117	36	2420	15 00	16 22	31 22
Elizabeth S. Clark.....	1	117	46 67	"	8	117	27	2244	20 00	15 03	35 03
Ida M. Akerley.....	3	117	26 66	"	9	117	24	2032	20 00	13 62	33 62
L. J. Flower.....	2	116	52 87	"	10	116	34	2782	19 83	18 66	38 49
Thomas E. Ferguson...	2	103½	48 66	Wickham.....	1	103½	49	3054	13 92	20 48	34 38
Deborah M. Worden...	3	117	32 50	"	2	....	11	.....	Returns too late.		
Eva A. Smith.....	2	117	45 00	"	3	117	18	1452½	15 00	9 74	24 74
Priscilla S. Belyea.....	2	117	45 00	"	4	117	24	1747	15 00	11 71	26 71
Alfred McDonald.....	2	117	60 00	"	5	117	36	1573½	15 00	10 55	25 55
Mary A. Monteith.....	3	117	32 50	"	6	117	22	1912½	15 00	12 32	27 32
Robert J. Craft.....	3	116	39 65	"	8	116	23	2175½	19 83	14 57	34 40
Gertrude J. Akerley...	2	109	31 01	" & Johnston	11	109	16	1365	18 63	9 14	27 77
Tea. pd. in Kings Co...	..	....	.....	" & Springfi'd	11	....	14	593	.....	4 01	4 01
			$2760 47				2337	141,002	$1182 30	$944 60	$2077 05

COUNTY OF RESTIGOUCHE.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Agnes McCormack.....	2	117	$25 00	Addington.....	2	117	35	2469½	$15 00	$15 68	$30 68
John Lawson.....	1	116	55 00								
Mary Pearson, c. r. a..	2	109	11 75	"	1	229	190	13549	29 61	86 03	115 64
Susie S. Girard.....	2	113	24 35					raised			
Sarah Perry.....	2	97	20 72	"	4	97	35	1915½	12 44	12 10	24 60
Bella McTomney.....	3	96	16 41	"	5	96	23	1446	12 31	9 18	21 49
Sarah E. Sharpe.....	2	109	23 28	Colbourne.....	1	109	43	2807	13 97	17 82	31 79
Katie McMillan.....	2	117	33 33	" & Dalhousie	1½	117	18	1162	20 00	7 38	34 47
Bal. to Trustees, Oct. '79				"					7 09		
Donald McLean.....	2	117	40 00	"	2	117	53	3716½	15 00	23 60	38 60
Mary McMillan.....	2	117	25 00	"	3	117	34	2482	15 00	15 76	30 76
Rebecca J. Cook.....	2	116	33 04	"	4	116	18	1272	19 83	8 08	27 91
Alex. Ross, A. B.....	1	116	55 00								
S. C. Wilbur.....	2	116	40 00	Dalhousie	1	348	132	9738	45 00	61 83	106 83
Mary Wilkinson.....	2	116	25 00					raised			
Ada Dowling.....	2	117	25 00	"	2	117	24	1817	15 00	11 54	26 54
Lizzie A. McNair.....	2	107	22 86	"	3	107	32	1773½	13 72	11 20	24 98
Annie McIntyre.....	3	79	18 00	"	4	79	14	803½	13 51	5 10	18 61
James A. Chisholm....	2	116	39 65	"	5	116	38	1844½	14 87	11 71	26 58
Annie B. Doyle.....	3	112½	19 22	"	6	112½	28	1520	14 43	9 71	24 14
Lizzie J. Harquail.....	3	117	20 00	"	8	117	36	1411½	15 00	8 96	23 96
Flora McDonald.....	3	117	26 66	"	10	117	47	3008	20 00	19 10	39 10
Julian G. Noble.....	2	117	40 00	Durham.....	2	117	75	4485½	15 00	28 48	43 48
John Chalmers.....	3	117	30 00	"	4	117	49	2980	15 00	18 92	33 92
Catharine Doyle.....	2	113	24 14	"	6	113	32	2497	14 49	15 85	30 34
Edward Carney.....	3	86	22 05	"	7	86	44	1738½	11 03	11 04	22 07
Nannie Robinson.....	2	117	25 00	"	8	117	34	2183	15 00	13 89	28 89
Maggie McLean.....	3	115	26 21	"	10	115	30	1765	19 65	11 22	30 87
			$706 07				1069	69,393½	$401 95	$434 80	$836 25

COUNTY OF ST. JOHN.

Geo. E. Armstrong....	2	117	$40 00	Lancaster	1	234	53	3891	$30 00	$32 84	$62 84
Ada Faulkner.....	2	117	25 00								
J. M. Coyngrayhame...	1	111	52 17								
D. O'C. McGinnis.....	2	113	33 62	"	2	457½	274	18950	58 64	159 96	218 60
Robina F. Wheaton....	2	116	24 78								
Jane Chappell.....	3	117	20 00								
David Wilson.....	1	105	49 35	"	3	.....	42	.....	Returns too late.		
Rosa Rush.....	3	117	26 66	"	4	117	21	2237	20 00	19 74	39 74
Mary Sealy.....	2	117	33 33	"	11	117	35	3565	20 00	30 09	50 09
Robert Evans.....	3	116	39 65	"	12	116	71	6816½	19 83	57 55	77 38
Peter McIntyre.....	1	113½	53 35	"	13	219	79	6196½	28 08	52 30	80 38
Mary Gunn.....	2	105½	22 54								
H. M. Stramberg.....	1	117	55 00	"	14	117	60	3659½	15 00	30 89	45 89
W. H. Allingham.	2	116	39 65	"	15	116	51	2994	14 87	25 28	40 15
George R. Camp.....	1	117	55 00	"	16	117	37	2653	15 00	22 45	37 45
Lottie B. Barton.....	2	99	21 15	Musquash and Lepreaux,	1	99	12	975	12 69	8 24	20 93
Alice Perley.....	1	117	35 00	Musquash	6	117	62	4811½	15 00	40 62	55 62
Michael Kelly.....	2	114½	52 19	"	9	114½	26	1967½	19 57	16 62	36 19
Alma B. Horton.....	3	116	26 44	"	10	116	31	2437	19 83	20 57	40 40

COUNTY OF ST. JOHN.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Thomas Corbett	1	87½	$56 56								
Helen Dale	2	26	10 04								
Abraham D. Smith	2	112	50 69								
Grace Murphy	1	115	34 68								
Jessie K. Sutherland	1	116	25 00								
Helen Dale	2	89	34 56								
Hannah White	2	26	10 04								
Angelina Sanburn	2	113½	44 04								
S. J. Jenkins, B. A.	1	114	54 05								
Amelia J. Laskey	2	116	45 00								
Alicia R. Green	2	101½	39 39								
Hannah White	2	13½	5 21								
James Crawford	1	115	54 52								
Mary M. Rees	1	116	35 00								
Eliza Wetherall	3	111	38 27								
Sarah A. Armstrong	2	5	1 94								
Kate A. Kerr	1	116	35 00								
Wm. J. Roulston	1	116	55 00								
Agnes E. Livingstone	2	116	45 00								
Lillie E. Baxter	2	116	45 00								
John Brooks	2	116	60 00								
Bernard B. Smyth	2	116	40 00								
John R. McCloskey	2	116	40 00	Town of Portland		4767 raised.	2201	168,351¼ raised.	611 18	$1421 00	$2032 18
Sarah Smyth	2	116	25 00								
Mary Marry	3	116	40 00								
Ellen O'Grady	3	116	20 00								
Ellen Lawlor	3	116	32 50								
Marguerite Michaud	1	116	55 00								
Mary Routanne	2	116	25 00								
Sarah Burchill	2	116	23 00								
Wm. Parlee	1	116	55 00								
Alex. Johnston	1	116	75 00								
Sarah Taylor	1	116	35 00								
Bertie A. McLeod	1	116	35 00								
Mary W. Green	1	116	35 00								
Jennie M. Rowan	2	115½	24 89								
Maria DeW. Nelson	2	116	25 00								
Cath. Armstrong	1	116	55 00								
Amy Iddles	2	116	37 50								
Ada S. Macdonald	2	116	45 00								
Jos. A. Wetmore	2	112	38 62								
M. Annie Paul	2	116	45 00								
Philip Walsh	1	116	55 00								
John E. Dean	1	85	40 30								
S. L. Tilley Frost	1	22	10 43								
Margaret Wood	2	115	24 78								
Isabella Humphrey	2	116	37 50								
Lizzie J. Thomas	2	116	45 00								
Wm. Bennett	2	116	60 00								
Maggie A. Watts	1	116	55 00								
Lizzie S. Reid	2	116	45 00								
Lucie Currie	1	34	16 07	City of St. John							
H. Gertrude Melvin	2	82	31 86								
Wm. C. Simpson	1	116	75 00								
Maggie Stothart	2	116	45 00								
Rachel C. Howard	2	116	45 00								
Mary Shortland	1	116	35 00								

COUNTY OF ST. JOHN.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Frances McLeod	2	116	$25 00								
Frances Bourgeois	2	116	25 00								
Mary A. Collins, c. r. a.	2	116	12 50								
Elizabeth Estey	1	116	55 00								
Amelia Duval	1	116	55 00								
W. C. Vincent	2	54	18 02								
Edwin H. Frost	2	116	60 00								
Fannie L. Dienaide	2	116	45 00								
David P. Chisholm	1	116	55 00								
John Thompson	1	116	55 00								
Abigail A. Williams	1	116	55 00								
Laura A. Hughes	2	116	45 00								
Annie M. Hea	1	116	55 00								
Minnie B. Everett	2	116	45 00								
Maggie A. Nesbit	2	116	45 00								
T. E. Colman	1	116	55 00								
James R. Sugrue	2	116	40 00								
James Barry	2	116	40 00								
Helen M. Kirk	2	116	45 00								
Sarah McDermott	2	116	30 00								
Janie H. Sullivan	2	116	45 00								
Mary A. Tobin	2	116	45 00								
Agnes O'Sullivan	2	116	37 50								
Winnifred P. Hayes.	1	116	55 00								
Kate Sugrue	1	116	55 00								
Thomas Stothart	1	116	55 00								
William J. Wilson	1	116	55 00								
Catharine Barton	1	116	55 00								
Fannie L. Hanson	2	116	45 00	City of St. John							
Margt. Nealis	2	116	45 00								
Ellen McKenna	1	116	55 00								
Bridget Cosgrove	3	64	11 03								
Lizzie Lawlor	2	116	45 00								
Mary E. Walsh	2	116	45 00								
Mary J. Rodgers	3	116	40 00								
Mrs. M. M. Carr	1	116	35 00								
Janet P. Robertson	1	116	35 00								
Sarah J. Parkin	1	116	35 00								
Hannah Crawford	1	116	35 00								
Elizabeth K. Pool	1	116	35 00								
Bertha A. B. Bell	1	116	35 00								
Henrietta Taylor	2	116	25 00								
Addie Chamberlain	1	116	35 00								
Mary Cameron	1	116	35 00								
Maggie C. Sharpe	2	116	25 00								
Clara B. Peters	2	116	45 00								
Lydia E. Williams	1	116	55 00								
Henrietta M. Thompson	2	116	45 00								
Helen Adams	2	116	45 00								
Harriet D. Gregg	2	116	45 00								
Henry S. Bridges, A.M.	1	116	55 00								
Wm. M. McLean, A. B.	1	116	55 00								
Israel T. Richardson	3	116	42 50								
Andrew Nesbitt	1	116	67 50								
John Montgomery	1	116	75 00								
W. D. Baskin	1	116	67 50								
Alban F. Emery	1	116	75 00								
Kate E. Carr	2	116	45 00								

COUNTY OF ST. JOHN.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Lydia J. Fullerton	1	116	$55 00	City of St. John		0114 raised.	4155	337,483¼ raised.	$1183 53	$2848 64	$4032 17
Geo. W. Hay	1	116	75 00								
Sara E. Whipple	1	116	55 00								
Margt. Brittain	1	116	55 00								
Caroline E. Huestis	1	116	55 00								
Jeannie Bell	2	116	37 50								
Mary A. McLeod	1	116	47 50								
Thomas O'Rielly	1	112	72 42								
Mary Agnes Nannery	2	116	45 00								
Teresa O'Brien	1	115	54 52								
Isabella Burchill	3	116	40 00								
Henrietta McGrath	3	69	11 80								
Lillie Herrington	2	116	33 33								
Mrs. M. A. Watts, balance October, 1870	1	2	1 12								
Jane Brown	2	115	31 11	St. Martins	1	115	20	1243½	19 05	10 50	30 15
Henry T. Colpitts	1	117	55 00								
Maria S. Coy	2	117	25 00	"	2	468	177	11827½	60 00	99 83	159 83
Eleanor J. Patterson	1	117	35 00								
Carrie M. Melvin	2	117	25 00								
Mary McLaren	3	110	25 07	"	4	110	30	1696½	18 80	14 32	33 12
Hilary O'Keefe	2	116	52 87	"	9	116	17	1667	19 33	14 07	33 90
Bethia P. Tabor	2	117	25 00	" & Upham	10	117	15	1029½	15 00	8 69	23 69
Catharine Martin	2	110	23 50	"	11	110	10	857	14 10	7 24	21 34
David Kirkpatrick	3	117	40 00	"	12	117	14	1211	20 00	10 21	30 21
John Little	2	117	53 33	"	13	117	25	2209	20 00	18 65	38 65
Elsie M. Trimble	2	116½	33 10	" & Upham	25	116½	10	552½	19 39	4 66	24 05
Kate S. Hopkins	2	112	23 02	Simonds	1	223	110	6647	28 58	56 10	84 68
Annie M. Hopkins	3	111	8 33								
Tea. pd. in Kings Co.	.....	.....	.....	" & Upham	2	.....	14	930	.....	7 85	7 85
Florence N. D'Orsay	2	116	24 78	"	3	116	52	3932½	14 87	33 19	48 06
Emma L. Clark	2	117	25 00	"	4	.....	53	.....	Returns too late.		
Clarence L. Darrow	2	117	53 33	"	7	117	25	1679	20 00	14 17	34 17
Fred. M. Walsh	2	116	39 65	"	8	233	107	8421	29 87	71 08	100 95
Amelia H. Peatman	3	117	20 00								
Emma F. Berry	2	117	25 00	"	9	117	49	3043½	15 00	25 69	40 69
Mary E. Stiles	2	29	6 19	"	10	101	31	2395	12 95	20 22	33 17
Mary Bowes	3	72	12 31								
Maggie M. Murphy	3	117	26 66	"	11	117	17	1088	20 00	16 78	36 78
Mary McAlpine	3	106½	18 20	"	13	106½	25	1785½	13 66	15 07	28 73
Hattie O. Howard	2	86	24 49	"	15	86	25	1268	14 71	10 70	25 41
Janie M. March	2	61	13 03	"	16	61	29	983½	7 82	8 30	16 12
Mary Rossiter	2	91	25 92	"	17	91	14	892½	15 50	7 53	23 09
Mary Anderson	2	51	10 89	"	18	51	13	475	6 54	4 01	10 55
Tea. pd. in Kings Co.	.....	.....	.....	" & Rothesay	19	.....	11	829	.....	7 00	7 00
Barbara E. Kein	2	108	30 76	Do. & St. Martins	21	108	15	1174	18 47	9 92	28 39
Lillie McKay	2	117	33 33	" "	22	117	13	1244	20 00	10 50	30 50
Fannie A. Brown	2	115	24 56	" "	23	115	21	1139½	14 74	9 62	24 36
			$7019 17				8152	628,220	$2542 70	$5302 69	$7845 45

COUNTY OF SUNBURY.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Theodosia A. Hartt....	2	117	$25 00	Blissville.....	2	117	35	2414	$15 00	$12 55	$27 55
Maggie L. Alexander..	2	117	25 00	"	3	117	51	2418	15 00	12 57	27 57
J. Newton Thorne.....	3	117	30 00	"	4	117	45	2083½	15 00	10 83	25 83
Saidie J. Turner.....	2	113	30 17	"	5	113	42	2380	19 32	12 38	31 70
Janet E. McKenzie....	2	117	31 25	"	6	117	26	1329	20 00	6 91	26 91
Olive M. Smith.....	2	117	33 33	"	7	117	19	1885	20 00	9 80	29 80
Henrietta R. Hoben...	2	117	25 00	Burton.....	1	117	27	2179	15 00	11 33	26 33
Alice G. Duffy.....	2	107	22 86	"	3	107	35	1511½	13 72	7 86	21 58
W. B. Welsh.....	2	114	33 97	"	4	114	43	2962	14 61	15 40	30 01
Edith J. Bulley.....	2	117	25 00	"	5	117	31	1053½	15 00	10 16	25 16
Amanda E. Barker.....	2	117	25 00	"	6	117	25	1768½	15 00	9 20	24 20
Claud. T. McCutcheon	3	117	37 50	"	12	117	21	1650½	20 00	8 07	28 07
S. H. Estabrooks.....	2	117	53 33	" & Gagetown	14	117	13	1329	20 00	6 91	26 91
Annie J. Hartt.....	2	117	25 00	Gladstone.....	1	117	89	5697	15 00	29 62	44 62
Parker Nason, c. r. a...	3	117	15 00								
Charlotte A. Adams...	2	117	25 00	"	2	117	16	970	15 00	5 04	20 04
Mary J. McQuestion..	2	116	33 04	"	3	116	46	2360½	10 83	12 27	32 10
Chas. L. Tracey	2	117	40 00	"	4	117	37	2507½	15 00	13 04	28 04
Annie Smith.....	3	117	20 00	"	5	117	21	1376	15 00	7 15	22 15
Susie A. Yardie.....	2	106½	22 74	"	6	106½	26	1754	13 66	9 12	22 78
Chester M. Robinson...	3	117	40 00	"	7	117	11	1311½	20 00	6 82	26 82
Geo. W. Hoben, A. B...	1	114	53 58	Lincoln.....	1	114	48	3356½	14 61	17 45	32 06
Mary Jarvis.....	2	117	25 00	"	3	117	47	3703	15 00	19 73	34 73
Diana S. Dunn.....	2	115½	24 66	"	4	115½	31	1703½	14 81	8 86	23 67
Annie B. Adams.....	2	117	25 00	"	5	117	44	2433½	15 00	12 66	27 66
Mary E. McLeary.....	3	90	20 51	"	6	90	12	1071½	15 39	5 57	21 96
Geo. B. Nevers.....	2	110	37 60	Maugerville.....	1	110	34	2729	14 10	14 19	28 29
Arthur L. Belyea.....	1	116	54 52	"	2	116	31	2636½	14 87	13 71	28 58
Gertrude Barker.....	3	116	10 83	"	3	116	26	1647	14 87	8 50	23 43
Tea. pd. in Queens Co.	..	....	.....	Northfield and Chipman,	1A	....	27	1818½	.....	9 46	9 46
Wm. H. Fowler.....	3	106	27 18	Northfield.....	3	106	88	1636	13 59	8 51	22 10
John P. Stuart.....	2	116	52 87	"	5	116	29	1527	19 83	7 94	27 77
John Clark.....	3	117	40 00	"	8	117	24	2344	20 00	15 31	35 31
John Caldwell.....	2	116	39 65	Sheffield.....	1	116	20	1423	14 87	7 40	22 27
Annie E. Colwell.....	3	114	19 49	" & Canning	1A	114	11	722½	14 61	3 76	18 37
Geo. H. V. Bulyea, A.B.	1	117	55 00								
Louisa Bulyea.....	2	117	25 00	" & Maug'rville	2	351	66	5117½	45 00	26 61	71 61
Ida A. H. Barker.....	2	117	25 00								
Loverett S. Randall....	3	111	28 46	"	3	111	20	1252	14 23	6 50	20 73
Bessie A. Bridges.....	2	116	25 00	"	4	116	35	2583½ raised	15 00	13 43	28 43
			$1221 54				1202	80,134½	$306 92	$416 68	$1023 60

COUNTY OF VICTORIA.

Prov'l Grant to Teachers.				Locality.		County Grant to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Lydia J. Irvine	2	116	$24 78	Andover	1	116	55	4563	$14 87	$25 41	$40 28
Julia C. Frost	1	104	31 11	"	2	104	25	1217	13 33	6 78	20 11
Rupert W. Grover, A.B.	1	117	55 00	"	3	232	57	4943	29 87	27 53	57 40
Annie Newcombe	3	115	19 83	"				raised			
Melvina J. Hammond	2	117	25 00	"	4	117	35	2179	15 00	12 13	27 13
Melinda A. Barker	3	80	13 07	"	5	....	36	.....	Returns too late.		
Tea. pd. in Carleton Co.	..	....	.....	" & Wicklow	5	....	6	148	.....	0 82	0 82
Wm. Tomlinson	2	117	53 33	"	8	117	32	2490	20 00	13 87	33 87
Rosa Chr. Hansen	3	114	25 88	Drummond	1	114	22	1764	19 48	9 82	29 30
Mary Cox	3	76	17 32	"	2	76	19	1038	12 93	5 78	18 76
Jane D. Reed	1	117	35 00	"	14	117	47	2260	15 00	12 59	27 59
Geo. E. Baxter	1	117	35 00	Gordon	1	108	54	3345½	25 88	18 53	44 01
Lydia J. Baxter	1	81	24 23								
Alice A. Manzer	3	105	17 95	Grand Falls	1	105	31	1563	13 45	8 70	22 16
Joseph Barnes	2	117	40 00	"	2	117	36	2157	15 00	12 01	27 01
Robert Caldwell	1	64	40 11	"	7	64	60	2335	10 03	15 79	26 72
Charles Mehan	3	117	30 00	"	9	117	25	1594	15 00	8 88	23 88
Richard Ahern	1	112	52 64	Lorne	4	112	20	1147	14 36	6 39	20 75
Annie C. Sloot	3	160½	17 17	Perth	1	100½	34	1637	12 83	9 12	22 00
Mary A. Truswell	1	100	29 91	"	2	100	44	2678½	12 82	14 91	27 73
John T. Tuthill	1	117	73 33	"	3	117	28	1824½	20 00	10 16	30 16
Emma A. Brymer	3	55	12 53	"	6	55	28	562	9 40	3 13	12 53
L. B. Morehouse	3	116	19 83	"	9	116	31	2305½	14 87	13 34	28 21
James Ledingham	2	117	53 33	"	10	117	24	2473	20 00	13 77	33 77
Helen Morrison	2	117	33 32	"	11	117	37	3733	20 00	20 79	40 79
Lizzie McJ. Hunter	3	116	26 44	"	12	116	37	4712	19 83	26 24	46 07
			$826 71				823	53,250	$304 40	$296 50	$601 05

COUNTY OF WESTMORELAND.

Eva O. Goodwin	3	116	$26 44	Botsford	1	116	36	2003	$19 83	$13 45	$33 28
Ruth E. Walker	3	116	19 83	"	2	116	49	1890	14 87	12 70	27 57
David Grant	2	98	33 50	"	3	98	41	1646	12 56	11 03	23 59
John J. Mahoney	3	117	40 00	"	4	117	35	2101	20 10	14 72	34 72
Eliza A. Joyce	3	117	20 00	"	5	117	45	2123	15 00	14 26	29 26
Arthur W. Bent	3	117	30 00	"	6	117	53	2644	15 00	17 76	32 76
Wm. C. Trenholm	3	113	23 97	"	8	113	20	1303	14 49	8 75	23 24
Frank Allen	3	117	30 00	"	9	117	57	2557	15 00	17 18	32 18
Singleton Allen	3	80	20 51	"	10	80	30	1222	10 26	8 21	18 47
Wm. M. Spence	3	117	30 00	"	11	117	41	2374½	15 00	15 94	30 94
John McC. Stephens	2	117	40 00	"	13	117	44	2614	15 00	17 56	32 56
John G. Lamb	2	117	40 00	"	14	117	40	2173	15 00	14 60	29 60
Jane Jones	2	115	24 56	"	15	115	56	2961½	14 74	19 89	34 63
Henry Town	1	116	54 52								
Chas. Avard, c. t. a	3	108	13 85	"	16	233	72	5503	29 87	37 00	66 87
Emilienne Cormier	3	117	20 00								
John Friel	2	117	40 00	"	17	117	47	2147	15 00	14 42	29 42
Henry Legere	3	116	39 65	"	18	116	33	2527	19 83	16 97	36 80
Pacific E. Burke	3	116	39 65	"	19	116	41	2297	19 83	15 43	35 26
Mary Gogang	3	109	24 84	"	20	109	41	1760	18 63	11 82	30 45
Ferd. M. Cormier	3	116	29 74	" & Shediac	21	116	48	2615	14 87	17 57	32 44
Chas. J. Cole	3	102	26 15	Dorchester	1	102	23	1425	13 68	9 59	22 67
S. A. McLeod, A. B.	1	111	52 63	"	2	223	135	5942	28 83	39 92	68 75
Emily G. Blatch	2	112	24 14					raised			

COUNTY OF WESTMORELAND.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
J. F. Black	2	114	$38 97	Dorchester	5	231	82	4377	$20 01	$29 40	$59 01
Thyrza McManus	3	117	20 00	"							
Aimé M. Veinneau	3	117	30 00	"	6	117	63	2423½	15 00	16 28	31 28
Jude D. Landry	3	110	39 65	"	7	110	63	2906	19 83	20 12	39 95
Adelaide Landry	3	115	19 66	"	8	115	54	3200	14 74	21 50	36 24
Laura A. Seaman	1	111	33 20	"	9	111	39	1992	14 23	13 38	27 61
Moses M. Cormier	3	117	30 00	"	10	224	99	6341	28 72	42 59	71 31
Melaine Legeré	3	107	18 29	"							
Honore LeBlanc	2	101½	34 71	"	11	101½	64	4032	17 36	27 08	44 44
Mrs. R. G. Smith	3	117	20 00	"	14	117	41	1912	15 00	12 84	27 84
John E. McGuire	2	60½	20 68	"	15	60½	46	1203½	7 75	8 52	16 27
Lizzie V. Holto	2	111	23 71	"	16	111	60	3838	14 23	25 78	40 01
John McGowan	3	115	29 40	"	17	115	72	4903½	14 74	33 34	48 08
M. Jackson Steeves	2	106	36 23	"	18	106	40	1159	13 59	7 79	21 38
Eustache Melançon	3	114½	29 36	"	19	114½	60	3526½	14 07	23 69	38 36
Annie M. Gifford	2	104	22 21	"	20	104	31	1760	13 33	11 82	25 15
Sarah J. Price	2	117	25 00	"	22	117	33	2310	15 00	15 52	30 52
Edith LeBlanc	3	117	20 00	"	23	117	53	2943½	15 00	19 77	34 77
Dominick Leger	3	90	24 61	"	24	90	47	2603	12 31	17 48	29 79
Maurice Gaudet	3	113	38 63	"	26	113	38	2675½	19 32	17 08	37 30
Evariste LeBlanc	3	117	30 00	Moncton	3	117	57	3122	15 00	20 07	35 07
Annie Mc Kay	2	110½	42 48	"	4	110½	40	1767	14 10	11 87	26 03
Samuel C. Wilbur, A.B.	1	105	48 83								
Jas. G. McCurdy	1	109	70 48								
Delaney M. Trites	2	107	55 36								
Cath. Hennessey	1	109	51 65								
J. Maggie Harris	2	108	41 90								
Theora Fillmore	2	107	41 52	"	5	1075	686	44191 raised	139 00	296 84	435 84
Addie A McCarthy	2	108	41 90								
Anastasci F. DoVere	2	109	42 29								
Maggie P. Simpson	3	100	36 58								
Eunice J. Brown	1	109	51 69								
Tea. pd. in Kent Co.				" & Dundas	6		18	955½		6 43	6 43
James R. Sullivan	2	116	59 48	"	7	116	29	1592	14 87	10 69	25 56
Mary Weir	2	79½	40 72	"	8	79½	30	1619½	13 58	10 88	24 46
Jessie A. Collicott	2	117	52 50	"	9	117	41	2297	15 00	15 43	30 43
G. J. Dobson	3	117	50 00	"	10	117	57	3808	15 00	25 98	40 98
Annie A. Colpitts	3	105	38 93	"	12	105	13	1356	17 95	8 97	26 92
Mary E. Charman	1	34½	10 32	"	13	34½	14	286	4 42	1 92	6 34
Melbourne F. Keith	2	116	44 61	"	14	116	60	2764	14 87	18 57	33 44
Carrie A. Keith	3	110	50 13	"	15	110	29	1961	18 80	13 17	31 97
Francis L. Steeves	2	117	60 00	"	16	117	68	3011½	15 00	20 23	35 23
Mary Jonah	2	115	59 12	"	17	115	21	1225	10 65	8 23	27 88
Francis A. Gaskin	2	117	45 00	"	19	117	36	1550	15 00	10 61	25 61
Gideon Steeves	3	116	29 74	"	20	116	31	945	14 87		
Neil McDayall, Prov. tal., April, 1879			14 87	"					8 71	6 35	29 93
Ellen Walsh	3	114	24 36	"	21	114	37	1767	14 01	11 87	26 48
Neil McDougall	3	113	54 72	"	23	113	19	1644	19 32	11 64	30 96
Samuel C. Alward	2	117	80 00	"	25	117	19	2148	20 00	14 43	34 43
Mrs. Sarah A. Melnerny	3	81	24 63	April, 1877							
Annie A. Bourgeois	3	114	38 97	Moncton	26	114	30	2193	19 48	14 73	34 21
Josephine Chase	2	117	26 60	Sackville	1	117	6	463	29 00	3 11	32 11
Isadore Read	3	116½	19 91	"	2	116½	54	3333½	14 94	26 42	41 36
Mary J. Murray	2	104	29 61	"	4	104	19	1429	17 77	9 60	27 37
Clara P. Atkinson	1	116	34 70	"	5	116	40	3617	14 87	24 30	39 17
Arthur W Teed	2	112½	38 45	"	6	112½	46	2112½	14 42	14 19	28 61
Geo. B. Phelan	2	116	29 65	"	7	116	40	1044	14 87	13 06	27 93
Alice D. Bent	2	105½	29 33	"	8	103½	18	1529	17 68	10 27	27 95

COUNTY OF WESTMORELAND.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Geo. J. Oulton	1	36	$16 92								
A. W. D. Knapp	2	62	21 19								
Sophia M. Selliker, c. r. a.	3	95	8 37	Sackville	9	329½	223	12784	$42 24	$85 87	128 11
Mary A. Lyons	1	115	24 40								
Jas. S. Trueman	1	110½	54 [illegible]								
Chas. E. Lund	1	102	47 94								
Nettie Barnes, c. r. a.	1	95	14 20	"							
Theo. H. Belyea	1	116	54 52	"	11	218	150	9476½	27 94	63 65	91 59
Alice H. Fawcett, c. r. a.	3	.....	16 54	October, 1878,							
Bertha J. Cook	3	64½	11 02	Sackville:	12	64½	34	1806	8 20	12 13	20 39
Rufena G. Smith	3	115½	26 32	"	15	115½	35	1903	19 73	12 78	32 51
Thos. C. Chapman	2	113	33 62	"	16	113	50	2851	14 49	19 16	33 65
John Brittain	1	117	55 00	Salisbury	1	230½	123	9303	29 54	62 89	92 43
M. L. Ryan	1	113½	33 95								
Thos. H. DeMill	3	117	50 00	"	2	117	41	2144	15 00	14 40	29 40
Tea. pd. in King's Co.				" & Cardwell	3	....	18	407½	.....	2 74	2 74
Mary E. Trites	2	117	45 00	"	4	117	22	1579½	15 00	10 61	25 61
Gesner A. Taylor	2	115½	59 21	"	7	115½	51	2407	14 80	16 78	31 58
John Keenan	2	117	80 00	"	8	117	19	2102½	20 00	14 52	34 52
Mary Barnes	3	117	53 33	"	10	117	24	2079	20 00	13 97	33 97
W. Amasa Clark	2	114	51 15	"	11	114	44	3248½	14 61	21 82	36 43
H. Allen Scribner	3	117	50 00	"	12	117	47	2204½	15 00	15 41	30 41
Manly W. Wilson	3	113	48 20	"	16	113	63	2640	14 49	17 73	32 22
Martha McKilligan	2	112	43 06	"	17	112	41	1917	14 36	12 88	27 24
David J. Horseman	2	117	52 50	"	19	117	31	1833½	15 00	12 32	27 32
Madge D. Huestis	2	105	33 65	"	20	105	34	1920½	13 46	12 90	26 36
J. Harry Huestis	2	117	60 00	"	21	117	34	1698½	15 00	11 41	26 41
Mary E. McLeod	2	102	52 31	" & Havelock	22	102	35	2291½	17 44	15 39	32 83
Jas. E. Flaherty	2	81	36 92	Salisbury, Brunswick & Havelock	23	81	29	1545	13 84	10 38	24 22
Martha G. Barnes	1	114	53 38								
Blanch L. Smith	3	26	4 48	Salisbury	24	257	100	5043½	33 88	33 88	67 76
Mrs. Janie Wilson	3	117	32 50					raised			
Philip Belliveau	3	104	26 67	Shediac	2	104	46	2310½	13 33	15 52	28 85
Hyppolyte LeBlanc	3	117	42 50	"	4	117	40	2200½	15 00	18 80	33 80
Philomene Léger	3	116	10 83	"	5	116	38	1823	14 87	12 25	27 12
Edward T. Richard	3	117	30 00	"	6	117	65	3307	15 00	22 21	37 21
Eugene Theriault	3	84	25 13	"	7	84	40	2102½	10 77	14 12	24 89
Francois H. Leger	2	117	60 00	"	8	117	51	2773	15 00	18 63	33 63
D. B. White	1	34½	22 24								
A. J. Denton, B. A.	1	81	52 09								
Agnes Lawson	1	116	55 00								
Mary Steadman	2	116	45 00								
Pl. P. Gaudet	3	65	38 09	"	10	653½	259	20878	88 38	140 24	228 62
Julia Bourgeois	3	10	3 70					raised			
Chas. Le France	2	32	16 67								
Sophia J. Lloyd	1	117	55 00								
Sophia M. Nesbet	1	112	32 63								
Wm. A. Barnes	1	117	75 00	"	11	117	42	3107½	15 00	21 48	36 48
Philias Boudreau	2	117	57 66	"	13	117	57	4912	20 00	33 00	53 00
Narcisse Gould	3	114	38 97	"	15	114	31	2531	10 48	10 02	38 50
E. Maud M. Allen	3	84	17 93	"	16	84	32	1292½	10 77	8 62	19 39
Tea. pd. in Kent Co.				" & Dundas	17A	....	28	1024½	.....	6 88	6 88
James Doyle	2	116	39 65	Westmoreland	1	116	84	5470	14 87	36 74	51 61
Susie Goodwin, c. r. a.	3	116	9 91								
Rufus W. Goodwin	1	116	54 52	"	3	116	50	3203	14 87	21 53	36 40
Melbourne Tingley	2	112½	38 45	"	4	112½	46	1831	14 42	12 30	26 72
William W. Wells	2	97	33 15	"	5	97	63	2784	12 44	18 74	31 18
John N. Wells	1	105	40 35	"	6	105	73	4501½	13 46	30 24	43 70
Annie Bowser, c. r. a.	3	104	8 80								

COUNTY OF WESTMORELAND.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
John S. Raworth	2	117	$10 00	Westmorland	7	117	37	2465	$15 00	$16 56	$31 56
Eliza Avard	2	116	24 78	"	8	116	69	3733½	14 57	25 08	39 65
Wm. Forlow	3	163	35 21	"	10	103	21	1943	17 60	13 05	30 65
Anna J. Atkinson	3	109½	24 85	"	11	109½	18	1281	18 71	8 60	27 31
M. Allen Wall	1	117	55 00								
Allen E. Wall, c. r. a.	3	82	10 51	"	13	234	118	6896	20 00	46 32	76 32
Joseph Reade	3	117	30 00								
			$248 02				6122	358,300	$1092 83	$2407 37	$4460 25

COUNTY OF YORK.

Henry Sykes	2	116	$29 65	Bright	1	116	43	2921	$14 57	$16 62	$31 49
Henry H. McKeen	2	90	30 76	"	2	113½	26	1494½	14 55	8 49	23 04
Jennie H. Estey	3	23½	4 01	"							
Gillis H. Burnett	1	117	75 00	"	3	117	44	3828	15 00	16 09	31 09
Zachariah Nason	3	117	30 00	"	4	117	34	2950½	15 00	11 84	26 84
B. Chesley McKeen	2	116	29 65	"	5	116	38	2919	14 37	14 20	28 77
Barbara J. Cliff	3	117	26 66	"	6½	117	30	1443	20 00	8 19	28 19
Chas. H. Jacobs	2	111	50 59	"	7½	111	21	1153	18 97	6 56	25 53
Celia A. Fisher	3	84½	14 44	"	8	84½	24	2014½	10 83	5 66	16 49
C. Bertha Yerxa	3	116	19 83	" & Queensbury	10	116	39	1868	14 57	7 78	22 05
James Hartin	3	114	29 23	Canterbury	1	114	31	1507	14 61	8 57	23 18
Minnie A. Craig	3	64	10 94	"	2	64	46	1589	8 20	9 05	17 25
John W. Freeman	2	117	40 00	"	4	117	42	3295	15 00	16 47	31 47
Hannah L. S. Darling	3	116	19 83	"	5	116	38	1810	14 57	10 30	25 17
Edwin J. Miller	1	110½	54 75	"	8	233½	85	6531	29 93	37 16	67 09
Maggie Lundon	2	117	25 00								
Jacob W. Sherwood	2	115	53 97	" & Woodst'ck	23a	229	53	3654	29 35	20 79	50 14
Susie A. Hendry	2	114	30 53								
John Moser, A. B.	1	117	55 00	Douglas	1	117	71	3500	15 00	19 03	34 03
Rebecca Lahey	2	110	23 50	"	2	110	58	4026	14 10	22 92	37 02
Phebe P. Colter	1	117	35 00	"	3	117	49	3004	15 00	17 03	32 03
J. Byron Grant	2	117	40 00	"	4	117	35	2117	15 00	12 05	27 05
Annie J. Sansom	2	110	24 78	"	7	110	21	1348	14 87	7 67	22 54
Helen McAdam	3	115	19 66	"	8	115	28	800½	14 74	4 90	19 64
Letitia A. Bird	3	117	20 00	"	9	117	39	2345½	15 00	13 34	28 34
Albert Perkins	2	34	14 52								
Mary Jones	3	78	16 66		10	112	32	1340½	19 15	7 63	26 78
Addie J. Freeze	2	116	33 04	"	12	116	28	1923	19 83	11 03	30 86
Lillie A. Goodspeed	2	57½	12 28	"	13	57½	30	1101½	7 37	6 27	13 64
Alonzo Kelly	2	117	53 33	"	14	117	25	2204½	20 09	12 54	32 54
Annie Johnston	2	115½	24 66	"	15	115½	37	1950	14 80	11 27	26 07
Martha A. Bird	3	116	26 44	"	16	116	25	2025	19 83	11 52	31 35
Mary E. L. Grannon	2	117	25 00	"	17	117	54	2765	15 00	15 76	30 76
Mary C. B. Morris	2	117	33 33	"	18	117	10	803	20 09	4 94	24 94
Sarah A. Meek	3	114	25 98	"	19	114	14	1375½	19 45	7 82	27 30
Anna L. Hartley	2	117	25 00	Dumfries	1	117	35	2277½	15 00	12 92	27 92
Brunswick W. Fox	3	20½	5 26	"	2	20½	17	246	2 62	1 40	4 02
Agnes M. Gibson	3	116	19 83	"	3	116	18	1452	14 87	8 25	23 12
A. Judson Brown	3	117	30 00	"	4	117	23	1763	15 00	10 04	25 04
Sarah A. Harmer	2	104	29 61	"	8	104	16	1029	17 77	5 86	23 63
Geo. R. Parkin, A. M.	1	115½	75 00	City of Fredericton							
Geo. W. Fenwick, A. B.	1	115½	75 00								
W. Y. T. Sims, A. B.	1	115½	75 00								

COUNTY OF YORK.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME	Class.	Legally authorized days, actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
L. Jane Gregory	1	115½	$55 00								
Luther E. Wortman	1	110	71 12								
W. G. Gaunce, A. B.	1	6	3 88								
Annie A. Tucker	1	114	54 03								
Ella L. Thorne	1	115½	55 00								
Amelia Atherton	1	115½	55 00								
Louisa Pickard	1	115½	55 00								
Sarah A. Brymer	1	115½	55 00								
Robt. M. Raymond, A. B.	1	115½	75 00								
Frances J. Ross	1	113½	54 39								
Joanna Peters	1	115½	47 50								
Frances N. Seely	2	103½	42 29	City of Fredericton			1210				
Lizzie R. Dunlap	3	7	2 42								
R. Speers Nicolson	1	115½	75 00								
K. R. Bartlett	1	115½	55 00								
Julia R. Bateman	1	115½	55 00								
Eusebia E. Minard	1	115½	55 00								
Jer. Meagher	1	115½	75 00								
Sarah G. Duffy	1	115	54 76								
Elizabeth O'Regan	1	115	54 76								
Rebecca E. Gallagher	3	115	39 82								
Lizzie H. Yandell	2	106	41 28								
Ida McAdam	2	112	43 63								
Mary H. Lorring	1	115½	47 50								
S. Rosa Ruel	2	117	37 50	Kingsclear	1	117	47	2890	$15 00	$16 44	$31 44
Chas. A. Murr...s	2	117	60 00	"	2	117	51	3575	15 00	20 33	35 33
W. Egerton Everett	2	117	52 50	"	3	117	43	2594	15 00	14 76	29 76
Abram Grant	2	116½	52 26	"	4	116½	33	2057½	14 93	11 71	26 64
Ellen B. Sanders	3	117	32 50	"	6	117	40	2099	15 00	11 94	26 94
Margaret A. Moffitt	2	112½	45 04	"	7	112½	25	1471	19 23	8 37	27 60
Mary P. Macpherson	3	117	31 25	"	8	117	21	1167	20 00	6 64	26 64
Ruth Long	3	80	18 23	"	9	80	20	1361	13 68	7 74	21 42
Anna M. Gibson	3	103½	38 32	"	11	103½	15	1460	17 68	8 31	25 99
Chas. Lunnin	3	117	35 00	Manners Sutton	1	117	38	1560½	15 00	8 88	24 26
Bal. to Trustees, Oct. '79									0 38		
Alex. Heron, Jr.	2	117	52 50	"	2	117	67	4374	15 00	24 89	39 89
Michael Connelly	3	116	34 70	"	3	116	30	1712	14 87	9 74	24 61
Hannah A. Barker	3	48	10 25	"	4	48	27	699	6 15	3 98	10 13
Mary McKenzie	3	73	15 59	"	5	73	46	1320	9 36	7 54	16 90
A. H. Libbey	3	66	19 74	"	6	66	33	1054½	8 40	6 00	14 46
H. Cawler	3	117	50 00	"	8	117	37	1737½	15 00	9 89	24 89
Andrew Galloway	3	33	9 74	"	9	33	10	286	4 87	1 63	6 50
Annie C. Hartt	3	88	23 50	"	10	88	17	724½	15 04	4 12	19 16
Margt. A. Kelly	1	109	49 68	"	11	109	18	1413	13 63	8 04	26 67
Ada B. Miller	3	33	6 49	New Maryland	1	33	24	455	4 87	2 50	7 46
Marion J. Pickard	2	115	36 84	"	2	115	24	1710½	14 74	9 77	24 51
Geo. S. Inch	2	117	40 00	North Lake	14	117	44	3275	15 00	18 63	33 63
John Home	1	107	50 20	"	16	107	27	1942	13 72	11 05	24 77
Sarah Graham	3	117	20 00	"	19	117	23	1425	15 00	8 11	23 11
Sarah J. Alexander	3	100	22 78	"	19½	100	19	1093	17 02	6 25	23 34
G. Ward Merrithew	2	117	40 00	Prince William	2	117	37	2303	15 00	15 98	30 98
A. W. B. Garrison	2	116	33 65	"	3	116	25	2387	14 87	13 68	28 45
Matilda Graham	2	116	24 78	"	4	116	59	2914½	14 87	16 58	31 45
Adelaide V. Gartley	2	117	25 00	"	5	117	32	2525	15 00	14 37	29 37
Ruth M. Henry	2	117	33 33	"	6	117	16	1642	20 00	9 34	29 34
Abigail. Henry	2	117	25 00	"	7	117	38	2253½	15 00	12 85	27 85
Jennie Babbitt	3	117	20 00	"	9	....	26	.....	Returns too late.		
Amy Kelly	3	104	17 78	"	10	104	26	1834½	13 33	7 59	20 92
Helen S. Graham	3	18½	3 16	Queensbury	1	40½	22	521	5 19	2 96	8 15
Anabell Hooper	3	22	3 76								

COUNTY OF YORK.—*Continued.*

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
									AMOUNT.		
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Trustees' claim for October, '70	....	....	.....	Queensbury	1	109	....	1613½	$13 97	$9 18	$23 15
Wm. J. Burden	2	115	$51 59	"	2	115	21	1414½	14 74	8 04	22 78
John A. Atherton	2	91	34 99	"	3	91	23	874½	11 67	4 98	16 65
S. Emma Burden	2	117	30 00	"	4	117	33	1149	15 00	6 54	21 54
Liza C. Watson	2	117	45 00	"	5	117	38	2752	15 00	15 66	30 66
Agnes F. Vanbuskirk	2	35	11 96	"	6	35	24	508	4 49	3 23	7 72
Isabella A. Mitchell	3	32	5 47	"	7	32	12	238	4 10	1 35	5 45
Iva. E. Yerxa	2	115	36 84	"	8	115	43	2236½	14 74	12 73	27 47
Louisa J. Howland	3	100	17 09	"	10	100	21	823½	12 82	4 69	17 51
Annie M. Hoyt	2	44	9 40	St. Marys	1	44	20	670	5 64	3 82	9 46
Louisa J. Duffy	2	112	23 92	"	1½	112	50	2855½	14 36	16 25	30 61
Robt. H. Davis	1	114	53 58	}							
Mary C. Marsh	2	113½	24 24	"	2	340	225	13930½	43 59	79 30	122 89
Barbara Staples	3	112½	19 22	}							
W. Temple Day	1	117	75 00	}							
L. Annie Veazey	1	116	34 70	"	3	349½	133	9491½	44 81	54 01	98 82
Alice Clayton	2	116½	44 79	}							
Samuel D. Alexander	1	93	46 66	"	4	93	48	2713	12 56	15 44	28 00
John A. Gunter	2	114	33 97	"	5	114	43	2018	14 01	14 00	29 51
Manda J. Lint	2	115	24 56	"	6	115	36	2108	14 74	12 34	27 08
Ellen F. Peake	2	116½	24 88	"	7	116½	53	2257	14 93	12 84	27 77
Mary A. McBean	2	58	12 39	"	8	58	20	613	7 44	3 49	10 93
Abigail Starkey	3	117	26 66	"	9	117	13	931½	20 00	5 30	25 30
Mary E. Young	2	73	15 59	"	12	73	23	877½	9 36	4 99	14 35
Robt. M. Dennison	2	115	39 31	"	13	115	45	2457	14 74	13 98	28 72
Geo. A. Lounsbury	3	115	41 77	Southampton	1	115	48	2077½	14 74	16 94	31 68
A. B. Cronkhite	3	117	42 50	"	3	117	44	3423½	15 00	19 48	34 48
A. W. Steeves	2	115½	59 22	"	4	115½	34	2548	14 80	14 50	29 30
C. L. Brown	2	115	58 07	"	5	115	40	2812½	14 74	16 01	30 75
Wm. B. Parent	2	116	52 04	"	7	116	35	2207½	14 87	12 56	27 43
Jane Dore	3	44	9 40	"	8	44	36	1006	5 64	5 72	11 36
Louisa H. Hartley	1	103	50 76	"	9	103	49	3233½	13 85	18 40	32 25
Kate Flewelling	3	111	30 82	"	11	111	30	1410½	14 23	8 02	22 25
Irene Lint	2	115	49 12	"	12	115	26	1841	19 65	10 48	30 13
David M. Mackenzie	2	115	58 96	"	13	115	27	2725	19 65	15 51	35 16
Trustees' claim for October, '70	....	....	.....	"	....	110	....	2580	20 00	14 68	34 68
Ada J. Hartley	3	106	36 80	"	15	106	27	1795	18 12	10 20	28 32
Elspie McFarlane	3	113	31 87	"	16	113	28	1484	19 32	8 44	27 76
Celia E. Smith	3	117	20 00	Stanley	1	117	40	2451	15 00	13 95	28 95
Annie A. Young	3	9	2 05	"	1½	9	9	82	1 53	0 47	2 00
Ellen M. Sansom	2	117	33 33	"	2	117	31	2868	20 00	16 32	36 32
Louisa F. Morgan	1	85	25 42	"	3	85	52	2730½	10 90	15 54	26 44
Mary O. Wade	2	79	16 87	"	5	79	50	2277	10 13	12 90	23 03
Martha V. Gilmore	2	116	24 78	"	6	116	61	3210	14 87	18 26	33 13
Ellen C. Elliott	3	117	26 67	"	7	117	32	2597	20 00	14 78	34 78
Isabel Anderson	2	117	33 33	"	10	117	28	1977	20 00	10 03	30 03
Kate L. Smith	3	114½	19 57	"	11	114½	29	1590	14 67	9 05	23 72
Rouzel S. Stevens	3	107	27 43	" & Ludlow	12A	107	24	1303	13 72	7 40	21 12
Maggie J. Douglas	2	117	33 33	"	14	117	33	2748	20 00	15 64	35 64
Chas. A. Miles	2	117	33 33	"	15	117	42	4233	20 00	24 09	44 09
Susan Moore	2	65½	18 64	}							
Cath. Brown	3	37	8 42	"	16	102½	17	1602	17 52	9 12	26 64
			$331 87				5200	247,100	$1763 67	$1406 53	$3170 10

GRAMMAR SCHOOLS.

FOR WINTER TERM ENDED 30TH APRIL, 1880.

LOCALITY.		TEACHERS.	Legally authorized days or time Principals' Department open.	Amount of Provincial Grant.
COUNTIES.	PARISHES.			
Albert,	Elgin,	George Smith, A. B.,	117	$85 17
"	Hopewell	Nathaniel Duffy,		144 83
Carleton,	Woodstock,	James McCoy,	116	200 00
Charlotte,	Saint Andrews,	James F. Covey, A. B.,	116	200 00
Gloucester,	Bathurst,	George W. Mersereau, A. B.,	116	200 00
Kent,	Richibucto,	C. H. Cowperthwaite, A. B.	115	193 28
Kings,	Hampton,	John Raymond,	6 months.	*200 00
Northumberland,	Chatham,	Chas. G. D. Roberts, A. B.,	111	191 33
Queens.	Gagetown,	Lemuel A. Curry, A. M.,	117	200 00
Restigouche,	Dalhousie,	Alex. Ross, A. B.	116	200 00
Saint John,	City of Saint John,	H. S. Bridges, A. B.		†300 00
Sunbury,	Sheffield,	Geo. H. V. Bulyea, A. B.	117	200 00
Victoria,	Andover,	Rupert W. Grover, A. B.,	117	200 00
Westmoreland,	Shediac,	David B. White, $54 97 A. J. Denton, A. B., 139 66		199 13
York,	Fredericton,	G. R. Parkin, A. M.,		‡500 00
				$3,188 79

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

EDUCATION OFFICE,
Fredericton, July, 1880.

[REVISED, TO TAKE EFFECT NOVEMBER 1, 1880.]

INSPECTION OF SCHOOLS.

COURSE OF INSTRUCTION

FOR THE SCHOOLS OF NEW BRUNSWICK.

For Primary and Advanced Schools in Cities and Towns, Schools in Villages, and Ungraded Schools in Country Districts.

[The Course for High Schools to be issued hereafter.]

BY THE BOARD OF EDUCATION OF NEW BRUNSWICK.

It is Ordered (under the authority of Sec. 5 (5) of Chap. 65 of The Consolidated Statutes, and Sec. 1 of the Act passed in 1879 in amendment of the said Chapter), in reference to the inspection of Primary and Advanced Schools in Cities and Towns, Schools in Villages, and Ungraded Schools in Country Districts, as follows:—

1. For Quality of Instruction: as provided by Sec. 13 of Chap. 65 of The Consolidated Statutes, and Sec. 2 of the Act passed in 1879 in amendment of the said Chapter.—In determining the quality of the instruction given in any School or department, the Inspector shall require an intelligent acquaintance with the subjects of the Standards prescribed for the same in the following Course of Instruction. Wherever "OPTIONAL" subjects appear in the Course, the Board of Trustees is to determine whether these subjects shall or shall not be taught. When taught, they are to be duly recognized and examined upon by the Inspector, in accordance with the requirements of the Course.

2. For participation in the Superior Allowance of seven thousand dollars for the whole Province, one-half to be paid to Teachers and one-half to Boards of Trustees: as provided by Sec. 3 of the Act passed in 1879 in amendment of Chapter 65 aforesaid.—(1) In Cities, Towns, and Villages, departments shall participate in this allowance (the school accommodation and appliances being sufficient in the judgment of the Inspector), according to the number of pupils annually certified by the Inspector as having satisfactorily completed the work embraced in Standard VIII. of the Course. (2) In ungraded schools in Country Districts, schools shall participate in the allowance (the school accommodation and appliances being sufficient in the judgment of the Inspector), according to the number of pupils annually certified by the Inspector as having satisfactorily completed the work embraced in Standard VI. as prescribed for a District having a Teacher and a Class-room Assistant.*

The pupils so certified by the Inspector shall be entitled to receive from the Chief Superintendent, through the Board of Trustees, a certificate of their attainments.

By Order of the Board of Education.

THEODORE H. RAND,
Chief Supt. Education.

*NOTE.—Where the number of pupils enrolled is 50 or upwards, there must be a licensed Assistant and suitable Class-room, to entitle the school to present pupils for examination for the superior allowance. With such an enrolment, a licensed Class-room Assistant, regularly employed at least four hours a day, receives a Provincial grant equal to one-half that provided by Sec. 13 of Chap. 65 of the Consolidated Statutes for Teachers of the same class and a proportionate amount in addition according to the rank received by the school.

Where the enrolment is 35 and less than 50, there must be a Class-room Assistant, who may be an unlicensed person; but whether licensed or unlicensed no direct Provincial grant is provided for such Assistant. A suitable Assistant, (or two Assistants, one for the forenoon and another for the afternoon,) can generally be selected by the Trustees from among the best qualified pupils. Under the direction of an efficient Teacher, their work may be done in subjects requiring *drill*, while the cost will be small. The position is one that should be sought by those who intend entering the Normal School to qualify as Teachers.

Where the enrolment is under 35, if in the judgment of the Inspector the school is taught and conducted in a superior manner, and has adequate accommodation and appliances, pupils may be admitted to the examination for the superior allowance, even though there be no Class-room Assistant.

COURSE OF INSTRUCTION.

SCHOOLS IN CITIES AND TOWNS.

PRIMARY SCHOOLS.*

NOTE.—Under each of the Standards I. to IV., familiar lessons adapted to each Grade, to be given on the conditions of HEALTH—pure air, sunlight, good water, wholesome food, proper clothing, cleanly and temperate habits, avoidance of draughts and the sudden chuckling of perspiration, dry feet, &c.; and on MORALS and MANNERS, as specified in Regs. 11 and 22. PHYSICAL EXERCISES, as per prescribed Manual, at least twice each Session. RECESSES, as specified in Reg. 19 (6).—OPTIONAL: Plain Sewing for girls (the making of useful articles requiring simple stitches and short seams), and especially mending, patching, and darning: Knitting; but no fancy work of any kind during school hours.

STANDARD I.

(First Grade or Year.)

LANGUAGE:

Reading. Wall Cards. Primer. Sounds and names of letters. Word building from sounds. Sounds of diphthongs and double consonants. [Each story on the Wall Cards should be taught from the Blackboard, sentence by sentence, before the Cards are introduced, and special attention given to pleasantness and brightness of tones, fluency, clearness and correctness of pronunciation.]

Composition. Oral correction of wrong forms of speech used by the pupil. Repeating substance of reading or oral lesson.

Form. Common objects as wholes examined first with respect to resemblance in shape and afterwards to prominent differences. Common solids distinguished—ball, cylinder, cone, cube. Ideas of surface developed; different kinds of surfaces; line; straight and curved lines; vertical, slanting, and horizontal lines. Representing lines by combining them in various ways. Printing words or sentences in *common* print from reading lesson. Print-script as soon as pupils are able to build up words from sounds.

Rote-singing. Simple songs selected chiefly from first 14 pages of First Music Reader. [See Reg. 16 (5).]

NATURAL HISTORY OR SCIENCE:

Number. Developing ideas of Number from one to ten through the medium of objects. Fundamental operations—Addition, Subtraction, Multiplication and Division upon *these* numbers. Notation by means of dots or strokes only.

Geography. Developing ideas of Place, as right and left, front and behind, of objects in the School-room.

Minerals. Distinguishing and naming coal, slate, clay, iron, lead, &c.

Plant Life. Distinguishing and naming common garden vegetables, flowers, field crops, trees in the neighbourhood.

Animal Life. Distinguishing and naming principal parts of the human body. By means of pictures to point to and name principal parts of familiar animals.

Colour. Distinguishing and naming common colours.

Objects. Familiar objects—their form and parts.

STANDARD II.

(Second Grade or Year.)

LANGUAGE:

Reading. Reading, Spelling, Reader No. 1. Word-building continued, Recitation [see Reg. 16 (5)] from the Reader, (one-fourth of School weekly). Correct pronunciation.

Composition. Oral correction of wrong forms of speech used by the pupil. Repeating substance of reading or oral lesson, before leaving it. Answers in print-script to simple questions on reading or oral lessons.

Form. Developing ideas of an angle; right, obtuse, and acute angles; triangle, square, rectangle. Construction of figures. Print-script exercises in Reader.

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*The following allotment of time for the several subjects embraced in the Primary School Course, is *suggested* to Teachers as generally applicable. The time required for Opening exercises, Roll-call and Physical exercises is to be deducted proportionately from that assigned to the several subjects:

LANGUAGE—60 per cent.		NATURAL HISTORY—40 per cent.	
Reading and Spelling	28	Number or Arithmetic	20
Composition	10		
History	2	Geography	8
Form	15	Minerals	5
Drawing		Plant Life	
Print-Script		Animal Life	
Writing		Object Lessons	6
Singing	5	Colour	2

Rote-Singing. Simple Songs selected chiefly from pages 15 to 40 of First Music Reader. [See Reg. 16 (5).]

NATURAL HISTORY OR SCIENCE:

Number. Arabic numerals. Ideas of number from 10 to 100. Notation from 10 to 100. Multiplication Table to 10 tens constructed and memorized. Addition, Subtraction, Multiplication and Division of numbers not exceeding 100.

Geography. Points of the Compass. Location and direction of Streets and other objects from School-house. Ideas of Map developed by representation of School-room, play-ground, portions of city or district.

Minerals. Pointing out objects in School-room made in part or in whole of iron or any mineral. Names of implements made of iron, steel, &c. Cooking utensils of iron, tin, &c.

Plant Life. Distinguishing parts of plants—stem, leaves, roots, &c.

Animal Life. Familiar animals—their food, habits, uses.

Colour. Distinguishing and naming tints and shades. Naming objects of such tints and shades

Objects. Simple and common qualities. Distinctive qualities.

STANDARD III.

(Third Grade or Year.)

LANGUAGE:

Reading. Reading, Spelling, Reader No. II. Recitation as before. Meaning of Words. Correct pronunciation of all words used. Simple formal exercises for production of pure tone begun.

Composition. Oral correction of wrong forms of speech used by the pupils. Repeating substance of reading or oral lesson before leaving it. Simple slate exercises on reading lesson.

Industrial Drawing. Freehand outline on slate and blackboard. *Cards, Series No. 1 (Revised Edition). Print-script continued.

Writing. First copy-book (with pencil).

Rote-Singing. Simple Songs selected chiefly from pages 55 to 90 of First Music Reader. [See Reg. 16 (5).]

NATURAL HISTORY OR SCIENCE:

Number. Number from 100 to 1000 (the numbers employed and the results obtained not to exceed 1000). Notation. Completion of Multiplication Table. Addition, Subtraction, Multiplication and Division. Developing ideas of Fractions through the medium of objects. Constructing and memorizing the three Tables of Avoirdupois, Long Measure, and Canadian Currency. Roman numerals to M.

Geography. Conceptions of *physical features*—plain, hill, mountain, valley, brook, pond, lake, island. Construction of map of County, shewing chief natural features, with roads to the different towns, villages or prominent places (the Parish lines to be inserted where practicable). General Geography of the Province from a map. Oral lessons on the Seasons (before memorizing any lesson on the same).

Minerals. Distinguishing freestone, limestone, quartz, felspar, &c. Sands resulting from the several rocks. Distinguishing kinds of coal, &c.

Plant Life. Trees, shrubs, herbs—different ways of distinguishing one tree from another, &c., by form, colour, and size of trunk, branches, leaves, bark.

Animal Life. Organs of sense—by means of pictures to distinguish and name such animals as lion, tiger, zebra, ostrich, whale, &c., and give their prominent structural characteristics. Oral lessons on the Animals treated of in the Reader; (also before memorizing Useful Knowledge lessons on Animals).

Colour. Ideas of primary, secondary and tertiary colours developed. How these colours are produced. The pupil required to produce them by mixing colours. Hues.

Objects. Parts and qualities of objects in detail, and obvious uses arising out of those qualities. (Oral lessons on a House in "Useful Knowledge" lessons in Reader before the lesson is memorized).

STANDARD IV.

(Fourth Grade or Year.)

LANGUAGE:

Reading. Reading, Spelling. Correct pronunciation of all words used. Transcription, dictation, meaning of words. Reader No. III.† Recitation as before. Exercises for pure tone continued.

Composition. Oral correction of wrong forms of speech used by the pupils. Repeating substance of reading or oral lesson before leaving it. Written answers to questions on reading lesson. From

*As published, the revised edition of the Cards and Drawing Books are to be secured when new Cards or Books are needed in the School.

†Or, not less than Part I., where the French-English Reader No. III. is used.

the answers to make the necessary additions or alterations so as to form a connected narrative. Weekly exercise, reproducing the substance of a previous oral lesson. To write a short letter, and draw on the slate an outline of an envelope, correctly superscribed.

History. Biographical sketches of at least four eminent persons, bringing out prominently the moral principles underlying their actions.

Industrial Drawing. Freehand outline on slate and blackboard. Cards, Series No. 2 (Revised Edition). Print-script continued.

Writing. Copy-book.

Singing. By rote: Additional songs selected chiefly from First Music Reader. [See Reg. 16 (5).] OPTIONAL: *By Note;* (from the blackboard) Scales by numerals, syllables, and pitch names; notation, time, and beating time. Second Series of Charts, exercises and songs in first 10 pages.

NATURAL HISTORY AND SCIENCE:

Arithmetic. Notation, Numeration, Arabic and Roman, and the fundamental Rules, (Text-Book). Tables of Weights and Measures completed. Mental Arithmetic on the foregoing Rules, to precede each class exercise.

Geography. Constructing Map of the Province. Industries of the Province. Exports and Imports. Form of the Earth as learned from a Globe. Land and water surface of the Earth. Great Continents and Great Oceans, with relative positions. One or two important countries in each continent treated chiefly with respect to their great physical features, productions, or industries. Lessons on Motions of the Earth (of the nature of those in Useful Knowledge lessons in Reader.)

Minerals. Principal Minerals of the Province, localities and uses. Oral lessons on Metals, (similar to those in Useful Knowledge lessons in Reader).

Plant Life. Names of the principal forest trees of the Province—their uses. Agricultural productions. [Oral lessons on cotton, linen, and lace, before memorizing the lessons on these articles].

Animal Life. Domestic and wild animals of the Province. General structure of such animals as dog, elephant, lion, &c., as adapted to their habits and mode of life. Oral lessons on clothing, so far as relates to clothing derived from animals.

Colour. Develop ideas of harmony of colour. Law of harmony developed and practically illustrated.

Objects. Oral lessons on Common Things, and on articles of food; (and on "Breakfast-Table," before memorizing these lessons in Reader).

ADVANCED SCHOOLS.*

NOTE.—Under each of the Standards V. to VIII., familiar lessons, adapted to each Grade, to be given on the conditions of HEALTH—pure air, sunlight, good water, wholesome food, proper clothing, cleanly and temperate habits, avoidance of draughts and sudden checking of perspiration, dry feet, regularity in activity and rest, &c.; and on MORALS and MANNERS, as specified in Regs. 11 and 22. PHYSICAL EXERCISES of the prescribed Manual each session. RECESSES, as specified in Reg. 19 [6].—OPTIONAL: Sewing for girls, progressively from one kind of stitch and garment to another, including the several varieties of useful sewing, and especially mending, patching, and darning well, and the making of good button-holes: Knitting; but no fancy work of any kind during school hours.

STANDARD V.

(Fifth Grade or Year.)

LANGUAGE:

Reading. Reading and Spelling. Reader No. 4. Clear and correct pronunciation of all words used. Dictation. Special and general meanings of words. Derivation of words. Attention of pupils to be directed to the excellences of thought and style of the passages read. Recitation [see Reg. 16 (5)] from the Reader (one-fourth of the School weekly). Exercises in pure tone.

Composition. Written exercises in Reading lesson. Semi-monthly exercise reproducing in connected form the substance of a previous oral lesson, and a monthly exercise in simple narrative on familiar occurrences. Narrative sometimes in the form of a letter.

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*The following is *suggested* to Teachers as an approximate allotment of time for the subjects embraced in the Advanced Schools Course. It is to be carefully noted, however, that in the annexed allotment, all the subjects specified are treated as though actually taught in one department at the same time. The teacher of each of these Standards, therefore, must modify the apportionment according to the subjects *actually embraced in any particular Standard.* The time required for Opening Exercises, Roll-call, and Physical Exercises, is to be deducted from the figures here given:

LANGUAGE—50 per cent.
- Latin 5
- French 3
- Reading and Spelling 15
- Grammar, Composition } 9
- History, including Civil Government } 5
- Writing, Drawing } 11
- Singing 2

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

Grammar (Oral). Developing ideas of subject and predicate. Classification of words into eight parts of speech. Constructing and memorizing paradigms of the nouns, pronouns, a verb in the active voice, the adjective and adverb, *(blackboard).*

History. Chief events in the history of the Province *orally.* Outline of British History to the end of Norman period, (Reader).

Industrial Drawing. Drawing Books begun, (Revised Edition).

Writing. Copy-book. Print-script.

Singing. By Rote: Songs selected chiefly from Second Music Reader; [See Reg. 16 (5).] OPTIONAL: By *Note;* Exercises and Songs of Second Series Charts, including Chromatic Scale, to page 24.

NATURAL HISTORY OR SCIENCE:

Arithmetic. Reduction, Compound Rules with their applications, Bills of Parcels, Mental Arithmetic.

Geography. General Geography of the Provinces of the Dominion. Outline Map of each Province constructed. Ideas of latitude and longitude developed.

Minerals. Essential qualities of the principal metals and minerals.

Plant Life. General and special characteristics of plants.

Animal Life. General and special characteristics of animals.

Physics. Mechanical properties of the atmosphere—Common Water Pump—Siphon.

STANDARD VI.

(Sixth Grade or Year.)

LANGUAGE:

Reading, Spelling, Recitation, &c. As specified in Standard V.

Composition. As specified in Standard V.

Grammar and Analysis. Text-book to conjugation of verbs.

History. Chief events in the Dominion of Canada to A. D. 1663, (Text-book). Outline of British History completed, (Reader).

Industrial Drawing. Drawing Book No. 3, completed. (Revised Edition).

Writing. Copy-book—Print-script continued.

Singing. By Rote: Additional Songs selected chiefly from Second Music Reader; [See Reg. 16 (5)] OPTIONAL: *By note;* Second Series of Charts completed.

NATURAL HISTORY AND SCIENCE:

Arithmetic. Vulgar and Decimal Fractions, Proportion, Dr. and Cr. Accounts, Mental Arithmetic.

Geography. General Geography of North America. Map-drawing. Maritime Provinces in detail Causes of day and night. Unequal length of day. (Text-book).

Minerals, Plant Life, Animal Life. Classification of plants and animals into families and orders from general characteristics (on plan of Prang's* Natural History Series). Mineral, vegetable and animal kingdoms distinguished from each other.

Physics. Physical phenomena of liquefaction, evaporation, condensation, and congelation.

STANDARD VII.

(Seventh Grade or Year.)

LANGUAGE.

Reading. Reader No. 5. Clear and correct pronunciation of all words used. Increased attention to the excellences of thought and style of the passages read. Spelling. Systematic elocutionary exercises to secure expression, begun. Recitation as before. [See Reg. 16 (5)].

Composition. Transposing passages from the metrical to the prose form. Abstract of Reading lesson. Historical narrative.

Grammar and Analysis. Text-book to complex and compound sentences.

†*Latin* (OPTIONAL). To the pronouns, (Bryce's First Latin Book).

French (OPTIONAL). French-English Reader No. 1, and Elementary Grammar, (Duval's).

History. Chief events in the History of Canada to 1812, (Text-book). Outlines of British History, (Reader).

Industrial Drawing. Drawing Books Nos. 4 and 5. (Revised Edition).

Writing. Copy-book.

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*The pictures embraced in Prang's Natural History Series may be advantageously used for *illustrative* purposes in all the previous Standards.

†Trustees are urged to provide instruction in Latin for all pupils in Grades VII. and VIII. desirous of taking the Classical Course in High Schools.

Singing. By Rote: Songs selected chiefly from Third Music Reader; [See Reg. 16 (5)]. OPTIONAL: *By Note;* Third Series of Charts to page 20.

NATURAL HISTORY AND SCIENCE:

Mathematics. Arithmetic—Compound Proportion, Practice, Percentage, Mental Arithmetic, Mercantile Forms.

Geometry. Lines, planes, and angles, (Chapters 1 and 2 Wormell's Modern Geometry).

Algebra. Signs and Definitions. Addition and Subtraction.

Geography. The remaining Provinces of the Dominion in detail. Map-drawing. General Geography of the United States. Changes of the Seasons. (Text-book).

Minerals, Plant Life, Animal Life. Text-book Chemistry of Common Things, to end of Part First, *(Winter Term);* the matter embraced in Secs. 1 and 2, Chap. I, of Gray's *How Plants Grow, (Summer Term).*

Physics. Radiation, Reflection and Absorption of heat. The Thermometer.

STANDARD VIII.

(Eighth Grade or Year.)

LANGUAGE:

Reading. Reader No. 5 completed. Clear and correct pronunciation of all words used. Increased attention to excellences of the thought and style of the passages read. Recitation [See Reg. 16 (5)] and elocutionary exercises as before. Spelling. Exercises in Manning's Speller. Correction of all written exercises.

Composition. Principles of construction. Synthesis of sentences. Structure of paragraphs—narrative, descriptive, and expository. (Dalgleish's Introductory Text-book).

Grammar and Analysis. Text-book completed and reviewed.

**Latin* (OPTIONAL). Bryce's First Latin Book completed, omitting the Fables of Phædrus.

French (OPTIONAL). French-English Reader No. 2, and Elementary Grammar.

History. Chief events in the history of Canada. (Text-book). Outlines of British History (Reader), supplemented by Thompson's History of England.

Industrial Drawing. Drawing Books Nos. 6 and 7. (Revised Edition).

Writing. Copy-book.

Singing. By Rote: Songs selected chiefly from Campbell's School Song Book and Third Music Reader [see Reg. 16 (5)]. OPTIONAL: *By Note;* Third Series of Charts completed.

NATURAL HISTORY OR SCIENCE:

Mathematics. Arithmetic. Commission. Brokerage. Stock Insurance. Custom House Business. Assessment of Taxes. Simple and Compound Interest. Discount. Mental Arithmetic. Forms of Day Book and Ledger, and simple exercises.†

Geometry. Circles and Triangles, (Chapters 3 and 4 of Wormell's Modern Geometry).

Mensuration. Areas of plane triangles, squares, parallelograms, and circles.

Algebra. Multiplication and Division.

Geography. General Geography of Europe. Map-drawing from memory. British Isles in detail. List of British Colonies, their areas, populations, and productions. The first six problems on the terrestrial globe.

Minerals, Plant Life, Animal Life. Text-book of Chemistry of Common Things completed, *(Winter Term);* the matter embraced in Chap. I. of Gray's *How Plants Grow, (Summer Term).*

Physics. Familiarity with the principles contained in Hotze's Physics, Chaps. I. to XXII. inclusive.

Physiology. Circulation of the blood. Respiration and digestion.

SCHOOLS IN VILLAGES.

NOTE.—For outline of requirements respecting Health lessons, Morals and Manners, Physical Exercises, Recesses, and Sewing [OPTIONAL] see NOTES prefixed to the foregoing Course for Primary Schools, and for Advanced Schools.

1. *Districts having four Departments.* The foregoing Standards, I. to VIII. inclusive, to be required.

2. *Districts having three Departments.* (1) Where the departments are located centrally, the foregoing Standards, I. to VIII. inclusive, to be required. The First or lowest department to embrace Standards I. II. III.; the Second, IV. V. VI. (the industrial drawing including Book No. 2); and the Third, VII. and VIII. (2) Where the form of the District requires a Primary department at each end with the Advanced department only at the centre, the foregoing Standards, I. to IV. inclusive, to be required of each Primary, and V. to VIII. inclusive of the Advanced.

*See Note under Standard VII.

†OPTIONAL: The Text-book on Book-keeping, with blank forms, may be taken in stead.

3. *Districts having two Departments* The foregoing Standards, I. to IV. inclusive, to be required of the Primary department, and V. to VIII. inclusive of the Advanced.

NOTE.—In each of the above Districts, Industrial drawing is required only to Drawing Book No. 3 inclusive. [Revised Edition].

UNGRADED SCHOOLS IN COUNTRY DISTRICTS.

NOTE.—For outline of requirements respecting Health lessons, Morals and Manners, Physical Exercises, Recesses, and Sewing [OPTIONAL] see NOTES prefixed to the foregoing Course for Primary, and for Advanced Schools.

1. *Districts having a Teacher and a Class-room Assistant.* The foregoing Standards, I. to VI. inclusive, except in the case of Arithmetic and Grammar, which are to be completed, (Text-books on Grammar and Elementary Arithmetic); and a lesson a week to pupils of Standard VI. from Tanner's First Principles of Agriculture, and from The Chemistry of Common Things. Industrial Drawing to be required through the two series of Cards (Revised Edition), with exercises arising out of them.

NOTE.—Where pupils *who have completed Standards I. to VI., as indicated above*, continue at the School, the Teacher may select from Standard VII. and upwards, such subjects as have not been previously mastered. It shall be competent for the Inspector, if the Teacher so desire it, to admit (as one group only) any such pupils to the annual examination for the classification of the School. When not presented such pupils shall not affect, in any respect, the ranking of the School.

Remark.—See Note at foot of page 1 of this Course.

2. *Districts having a Teacher and no Class-room Assistant.* The following course of Instruction to be required of Schools in Districts having a Teacher and no Class-room Assistant, viz:—

STANDARD I.

(One Year or Two Terms.)

Reading. Wall Cards—Primer. Sounds and names of letters, and building up words. Special attention to be given to pleasantness and brightness of tones, and fluency, clearness and correctness of pronunciation.

Composition. Careful oral correction of wrong forms of speech used by the pupil. Repeating substance of Reading lesson.

Form. Developing ideas of surfaces and lines. Drawing lines on slate. Printing words in common print, and when able to build up words, in Print-script.

Rote-Singing. Simple Songs selected chiefly from the Music Readers, and the School Song Book, [See Reg. 16 (5).]

Number. Developing ideas of number from 1 to 20 inclusive, and performing operations in Addition, Subtraction, Multiplication and Division,—results not to exceed 20.

Oral Lessons. Upon familiar objects and animals.

STANDARD II.

(One Year or Two Terms.)

Reading. Reader No. I. and one-half No. II.*

Spelling. From Readers.

Composition. Oral correction of wrong forms of speech used by the pupil. Repeating substance of Reading lesson. Answering on slate questions on Reading lesson.

Form. Developing ideas of angles, triangles, squares, rectangles, and constructing on slate outline forms bounded by straight lines. Print-script and writing on slate.

Rote-Singing. As specified in Standard I. [See Reg. 16 (5).]

Number. From 20 to 1000, with Multiplication Table, Addition, Subtraction, Multiplication and Division,—results not to exceed 1000.

Oral Lessons. Minerals, plants, animals, and colour. [Oral lessons on any Useful Knowledge Lessons in Reader.]

STANDARD III.

(One Year and a half or Three Terms.)

Reading. Remaining part of Reader II. and Reader III.† Meaning of Words.

Spelling. From Readers.

Recitation. From Readers, one-fourth of division weekly, [See Reg. 16 (5).]

Composition. As before, and short letters written in Print-script, and draw on the slate an outline of an envelope, correctly superscribed.

*Where the French-English Reader is used, Reader No. I. to be required.
†Where the French-English Reader is used, Reader No. II. to be required.

Grammar (the last Term). Orally: Division of simple sentences into subject and predicate. Classification of words into the eight parts of speech.

Industrial Drawing. Cards—Series No. 1. (Revised Edition).

Writing. Practice on slate. Copy-book.

Rote-Singing. As specified in Standards I. and II. [See Reg. 16 (5).]

Arithmetic. Elementary Rules, (Text-book). Ideas of Fractions developed. The Tables of Weights and Measures constructed and memorized. Decimals as far as needed for Canadian currency. Reduction.

Oral Lessons. Geography—Conception of physical features, (plain, hill, mountain, valley, brook, pond, lake, island, &c.); constructing Map of County, indicating the roads to the towns, villages and prominent places (the Parish lines being inserted where practicable); general geography of the Province. Land and water surface of the earth, with grand divisions and relative positions. [Oral lessons on any Useful Knowledge Lessons in Reader].

STANDARD IV.

(One Year and a half or Three Terms.)

Reading. Reader IV.*—Formal exercises for production of pure tone. Meanings and derivations of words.

Spelling. From Reader, orally and from dictation.

Recitation. From Reader, one-fourth of division weekly; [See Reg. 16 (5).]

Composition. As before, with abstract of Reading lesson in Reader in letter form.

Grammar. Text-book to complex and compound sentences.

History. Outlines of Canadian History. British History in Reader.

Industrial Drawing. Cards—Series No. 2, (Revised Edition).

Writing. Copy-book.

Singing. By Rote, as specified in Standards I. to III. [See Reg. 16 (5)]. OPTIONAL: (from the blackboard) Scales by numerals, syllables, and pitch names; notation, time, and beating time. Exercises and Songs from Second Series of Charts.

Arithmetic. Compound Rules, Vulgar and Decimal Fractions, Simple and Compound Proportion Keeping of Simple Accounts.†

Geography. Voyage round the world (orally). General geography of North America; Dominion of Canada; United States; general geography of Europe; the British Isles; physical geography. (Introductory Text-book). Map drawing and study of maps.

Minerals, Animals and Plants. Principal minerals of the Province, localities and uses. Domestic and wild animals of the Province, their habits and uses. Names of the principal forest trees of the Province, and their uses. Lessons on agricultural topics from Tanner's First Principles of Agriculture.

NOTE.—Where pupils who have completed the foregoing Standards I. to IV. continue at the School, the Teacher may select, from Standard VI. and upwards, such subjects as have not been previously mastered. It shall be competent for the Inspector, if the Teacher so desire it, to admit (as one group only) any such pupils to the annual examination for the classification of the School. When not presented, such pupils shall not affect in any respect the ranking of the School.

Remark.—See Note at foot of page 1 of this Course.

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*Where the French-English Reader is used, Reader No. III is required.

†OPTIONAL: The Text-book on Book-Keeping.

EXAMINATION QUESTIONS.—SEPTEMBER, 1880.

GR. SCH. SCHOOL MANAGEMENT. *Time, 3 hrs. for papers 2 & 3 together.*

1 Draw a plan of such a School-room as you would prefer, and of the arrangement of the desks and other furniture within it, and give your reasons for each particular.

2 Which are the reasons on which you would chiefly rely to maintain order in your school? State your views respecting (1) corporal punishment, (2) "impositions," (3) "keeping in" after school hours. Give reasons.

3 Suppose you were called upon to teach any three consecutive standards of the prescribed course of instruction, shew (*a*) the amount of time per week you would devote to the several subjects taught, (*b*) the amount of time per week you would devote to each class for direct instruction, and (*c*) how each of the other classes is employed while you are immediately engaged with a class (1) in reading, and (2) afterwards with another in arithmetic.

4 How do you propose to deal with (*a*) irregularity of attendance, (*b*) faults of character as manifested in petulance and impertinence, and (*c*) with stupidity?

GR. SCH. TEACHING. *Time, 2 hrs. on papers 2 & 3 together.*

1 Give the leading principles of *one* of the following educational Reformers:—Commenius, Basedow, Pestalozzi.

2 Point out and illustrate the uses of a knowledge of mental science to the Teacher. Give your division of the mental faculties, and the function and proper mode of culture of each.

3 Write such directions to a Primary Teacher as would enable her to give suitable exercises for the cultivation of the observing powers, and illustrate your directions by a model lesson (1) on Colour as required in Standard II., and (2) on Animal Life as required in Standard III. of the prescribed course of Instruction.

4 The first steps of Reading, Standard I.: Shew how you would require your Primary Teacher to deal with each step. Justify your requirements.

5 (1) Outline a course of lessons on Physics as required by Standards v., vi., and vii., and (2) write out an illustrative lesson on Physics under any *one* of these Standards, specifying the Standard.

6 What are the leading features of Wormell's Modern Geometry? Name the principles on which they rest. Discuss these principles.

GR. SCH. THE SCHOOL SYSTEM. *Time, 1 hr.*

1 Detail (1) the mode of support provided by the Schools Act, and (2) the principles regulating the apportionment from each source.

2 State the provisions of the law whereby Trustees may be enabled to maintain a School in the event of the School meeting refusing to provide the necessary means.

3 Specify the duties of the District with respect to School accommodation.

4 For what purposes may special meetings of the District be held? By whom may they be called, and under what circumstances?

5 Specify the conditions prescribed by the Board of Education for the union of Grammar and District Schools.

6 Give a summary of the Regulations of the Board of Education respecting (1) the duties of Teachers, and (2) the requirements of pupils.

7 What is meant by the Superior allowance? State its gross amount, and the principles on which it is apportioned.

8. State in detail the Regulations respecting (1) the classification or ranking of Schools, (2) the conditions on which the Board of Trustees may offer School prizes from the District funds.

9 What is meant by the *Grand Total Days attendance*, and Grand Total Days attendance *as rectified?* Shew how each may be found.

10 Specify the conditions of eligibility for examination for each class of Teachers' license, and the principles upon which licenses are awarded.

I. [3] SCHOOL SYSTEM. *Time, 30 m.*

1 What is meant in the Schools Act by "District," "Border District," "Rate-payer"?

2 State clearly what provision is made by Law whereby regular attendance at School is encouraged.

3 Specify the purposes of District Assessment. State the several provisions by which such assessment may be ordered.

4 Describe what you consider the best arrangement for seating School-rooms.

5 What constitutes eligibility for membership of (1) A County Teachers' Institute, (2) The Educational Institute?

6 State (1) the conditions under which Schools may be examined for classification or ranking, (2) the principles upon which they are ranked.

7 What constitutes eligibility for examination for License to teach in the public schools? What principles regulate the awarding of Licenses?

I. [4] CANADIAN HISTORY. *Time, 1 hr.*

1 Give a connected account of Cartier's second voyage from the following heads:—Sailed from France in the Spring of 1535—Overtaken by a storm near the Labrador coast—The Saint Lawrence—Visit to Stadaconne—to Hochelaga—Return to Quebec and sufferings of the crew—Return to France.

2 Describe the death of Wolfe from the following outline:—

The advance of the French upon the British Light Infantry.—Wolfe's counsel to his soldiers.—The British soldiers fell fast.—Wolfe wounded.—A simultaneous volley of musketry from the British.—The French columns shattered.—Wolfe leading on the advance, again wounded, carried to the rear.—The French unable to withstand the charge.—"God be praised, I die happy," said Wolfe.

3 Describe the career of Colonel Richard Montgomery after being placed in command of General Schuyler's forces.

4 Give a brief outline of the Constitution of the Dominion as established by the "British North America Act."

I. [5] MENTAL ARITHMETIC. *Time, 8 m.*

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

1 A cord of wood costs $2.50; what would a pile three times the dimensions cost?

2 What ready money would discharge a debt of $40, due 8 mos. hence at 6 per cent. bank discount? (Days of grace need not be reckoned.)

3 Whether is the product of $2\frac{1}{2}$ and $3\frac{1}{4}$ or the product of $2\frac{1}{4}$ and $3\frac{1}{3}$ greater, and what is the difference?

4 Lost 20 per cent. by selling cloth at 50 cents a yard; at what price must I sell it to gain 10 per cent?

5 Find the difference of the squares of 84 and 76.

6 What would be the cost of carpeting a room 17 ft. by 15 ft. if the width of the carpet is 1 yd. and the price $1 a yard?

I. [6] ARITHMETIC. *Time 1 hr. 30 m.*

Answers must contain the whole operation.

1 If a person gain 8⅓ per cent. by selling cloth at the rate of 8 yards for $6.75 how much does he gain per cent. by selling it at the rate of 3 yards for $2.25?

2 Find all the possible cases in simple interest arising out of the formula A=P (1+rt). Frame an example in one of the cases and solve it.

3 For what sum must a note be drawn at three months so that if discounted at the Bank at once it would give $654?

4 Show in what way you would lead your pupils to infer the Rule for calculating the amount of taxes an individual has to pay; and solve the following question:—The assessment roll of a town shows the value of the rateable property to be $8,465,324. A tax of $211,600 is to be levied for general purposes. What amount of this tax has a person to pay whose property is valued at $20,000?

5 What is meant by the root of a number? Extract the square root of 127449. Give explanation and reason of the process.

6 Reduce ·3684 to a vulgar fraction and explain the process as if to a class.

7 What qualities would you seek to impart in teaching Arithmetic? How would you endeavour to secure them?

Value of Part I., 66; of Part II., 34=100.

I. [7] GEOGRAPHY. *Time, 1 hr. 30 m.*

PART I.

1 Germany—Its boundaries, population and area? Name and describe the mountains which divide it into Northern or Lower Germany, and Southern or Upper Germany. Describe the chief rivers of the country that flow into the Baltic; name the principal towns on these rivers and state any important facts connected with them.

2 Make a list of the British possessions in Asia and Africa, giving the exports of at least six of them.

3 Take a canoe from the head of Lake Superior to Rimouski, naming the waters through which you would pass and the principal towns on your left. From Rimouski describe your mode of travel by land till you reach Saint John, N. B., naming the chief towns through which you would pass and their principal industries and manufactures.

4 Give the latitude of the following places:—Calcutta, Pekin, Constantinople, Stockholm, London, Saint John, N. B., Toronto, New York, New Orleans, Lima, Santiago.

5 What is twilight? Whether is it longer or shorter as the latitude is higher? Why? How can you find from a globe the duration of twilight at Fredericton on the 22nd of September.

PART II.

6 Draw from memory on the paper given you an outline Map (1) of Africa, inserting the names and positions of the following towns:—Morocco, Algiers, Cairo, Zanzibar. *Or* (2) of the Province of Ontario, inserting and naming the principal mountain ranges and rivers.

I. [S] COMPOSITION. *Time, 1 hr.*

1 Make an elegant paraphrase of the following passage:—

> What would this man? Now upward will he soar,
> And little less than angel, would be more;
> Now looking downwards, just as grieved appears
> To want the strength of bulls, the fur of bears.
> Made for his use all creatures if he call,
> Say what their use, had he the powers of all;
> Nature to these, without profusion, kind,
> The proper organs, proper powers assigned;
> Each seeming want compensated of course,
> Here with degrees of swiftness, there of force;
> All in exact proportion to the state;
> Nothing to add, and nothing to abate.
> Each beast, each insect, happy in its own;
> Is Heaven unkind to man, and man alone?
> Shall he alone whom rational we call,
> Be pleased with nothing, if not blest with all?

2 Who is the author of the above passage? From what part of his works is it extracted? Name the kind of measure. Scan the 9th and 10th lines. In what lines is there a variety of measure? Point out any *allowable* rhymes, and show why they are *allowable*.

3 Expand into an animated description the following notes:—

> Compared with immensity, the earth a mere speck—if annihilated would no more be missed in the universe than a single leaf in a forest—elements exist which could destroy it—internal fire—noxious air within—a comet might cross our orbit—terrible consequences of each of these.

4 Cast the following separate propositions into a complex sentence:—

> $2a^1$ Eminence in learning is not to be gained without labour, *(subs.)*.
> a^2 The labour is at least equal to that labour, *(attv.)*.
> a^3 Any other kind of greatness requires this labour, *(attv.)*.
> *A.* It will be admitted by all.
> $1a^1$ All wish to elevate the character of a scholar, *(attv.)*.
> $3a^1$ They cannot but know, *(adv. reason)*.
> a^2 Every human acquisition is valuable in proportion to the difficulty in its attainment, *(subs.)*.

I. [9] GRAMMAR AND ANALYSIS. *Time, 1 hr.*

1 Give the general analysis of the following:—

> If nature *thunder'd* in his *opening* ears,
> And *stunned* him with the music of the *spheres*,
> *How would he wish that* heaven had left him *still*
> The whispering zephyr, and the *purling rill*?
> *Who* finds *not* Providence *all* good and *wise*,
> *Alike* in *what* it gives, and what *denies*?

2 Give the detailed analysis of the above passage 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 *italicised* words of the above passage.

FORM.

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

4 Give the past tense and past participle of all the irregular verbs in the above passage.

5 Change all the transitive verbs that occur in the passage into the Passive Voice and retain the same tense.

6 Change the construction of any of the sentences of the above passage so as to introduce a nominative absolute.

7 Form abstract nouns of such adjectives in the above passage as admit of the formation.

8 Frame a sentence containing all the parts of speech properly used.

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

1 Give the names, dates, and results of the battles of the English on French soil during the Reign of Edward III.

2 Name the Sovereigns of England since Anglo Saxon times, who got possession of the throne by right of conquest, and the dates of their accession.

3 Give a brief account of the origin of the English House of Commons.

4 Give the principal provisions of Magna Carta,—The Habeas Corpus Act,—and The Act of Settlement.

5 Describe the career of Marlborough in the following order:—
His rise,—his treachery—his victories. Describe his character.

6 Enumerate the chief events in the Reign of Queen Victoria.

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

1 Name the Books generally employed in Book-keeping and the use of each. Give an example of one of the Books you name.

2 State the Rules for Journalizing. Journalize the following:—Bought of Jabel Smith goods amounting to $1,684. Gave in payment cash $420, Cruickshank & Co's note for $240, due three months hence, less discount $3.60, my own note for $300. The balance remains on account.

3 What is meant by a Trial Balance. Name the various ways in which a trial balance may be made. How can you ascertain whether any account has been omitted in posting?

4 Explain the following:—Indorser, voucher, consignment, bill of exchange, assets.

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

1 How would you illustrate the atomic theory? Or, State your reasons for believing in the atomic theory, giving illustrations.

2 How would you proceed to show a class that air is not a simple substance?

3 Describe the metal calcium. What are its compounds? In what natural products is each of these compounds found? What are their uses?

4 What are the different kinds of glass, and of what materials is each kind made?

5 Explain the process by which *stalactites* are formed in caves. Also, the process by which metallic veins are formed in rocks

6 What do you understand by the circulation of matter? What offices do plants and animals respectively perform in this circulation?

I. [13] ALGEBRA. *Time, 1 hr. 30 m.*

Answers must contain the whole operation.

1 Show by means of examples, how *like signs produce* +, *and unlike signs* —, in Multiplication.

2 Simplify $(x+3)^3-3(x+2)^3+3(x+1)^3-x^3$

3 Find the value of $\frac{x+2a}{2b-x}+\frac{x-2a}{2b+x}-\frac{4ab}{4b^2-x^2}$ when $x=\frac{ab}{a+b}$

4 Find the value of x in the equation $\sqrt{(9x+4)}+\sqrt{(9x-1)}=3$.

5 Find the value of x and y in the following:—

$$4x=y=11$$

$$\frac{y}{5x}+\frac{7x-y}{3x}=\frac{23}{15}$$

6 A person buys a piece of land at $30 an acre, and by selling it in allotments finds the value increased three-fold, so that he clears $150, and retains 25 acres for himself: how many acres were there?

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

7 Solve $x+y=5$: $x^3+y^3=65$.

8 A certain rectangle contains 300 square feet; a second rectangle is 8 feet shorter, and 10 feet broader, and also contains 300 square feet: find the length and breadth of the first rectangle.

9 Find the sum of $1, \frac{1}{4}, \frac{1}{16}$, to infinity. Give the formula for the solution of such questions, and show how you can deduce it from the formula for finding the sum of a *given* number of terms of a geometrical progression.

I. [14] GEOMETRY. *Time, 1 hr. 30 m.*

1 Point out some of the relations of equality and inequality between the sides and angles of a triangle. What is meant by converse propositions?

2 Prove that the straight line which is drawn from the vertex of an isosceles triangle, so as to bisect the base will also bisect the angle at the vertex and be perpendicular to the base.

3 When is a line proved to be the locus of points fulfilling a given condition. Prove that the locus of points equidistant from two intersecting straight lines is the bisector of the angle between them.

4 Prove that the angle in a semicircle is a right angle; that the angle in a segment less than a semicircle is greater than a right angle, and that the angle in a segment greater than a semicircle is less than a right angle.

5 Three given points determine a circle. Specify other conditions which may replace one or more of the given points. With a given radius describe a circle which shall touch two given straight lines.

6. Prove that the square on the hypothenuse of a right angled triangle is equal to the sum of the squares on the sides. Also find the area of a square whose diagonal is 6 feet.

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

7 Prove that parallelograms and triangles between the same parallels are to one another as their bases.

8 Prove that if two triangles have the sides about each of their angles proportional they shall be similar.

I. [15] NATURAL PHILOSOPHY. *Time, 1 hr. 30 m.*

1 Define *force*. How many things have to be considered in a force? How may forces be represented? What is meant by the resultant of forces? The composition of forces? The resolution of forces.

2 State the principle of the parallelogram of forces. Also, when two forces which act at right angles are to one another as 16 to 63, and the resultant is 13 lbs; find the forces.

3 Name and define the mechanical powers. Also, find the true weight of a substance which, when placed in one scale of a balance, seems to weigh 140 grammes, and in the other appears to weigh 154.35 grammes.

4 Express in symbols the conditions of equilibrium in the inclined plane (1) When the force acts in a direction parallel to the plane, (2) When the force is horizontal. Find the weight from the following:—A vertical force of 20 lbs. and a horizontal force of 84 lbs. support a weight on an inclined plane, the height of which is 21 and the length 221.

5 Show the meaning of the symbols in the equation $s = V t \pm \frac{1}{2} f t^2$, and show by means of a diagram how it may be obtained. Find the initial velocity and the acceleration from the following:—The space passed over in 5 seconds is 105 ft. and the final velocity is 35 ft.

6 State Newton's second Law of Motion, and give some illustrations of its application.

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

1 Name the periods into which Grecian History may be divided, with the opening and closing dates of each period.

2 Trace the growth of Sparta in the following order:—Cause of her peculiarities—Object of the Laws of Lycurgus—Education of her youth—Her Constition—Her conquests.

3 *Second Punic War.*—Its cause—Hannibal's Career in the plain of Italy—His reinforcements cut off by the Roman conquests of Spain—His brother's defeat and death—His recall from Italy—The final battle of the War and its results.

4 *Chivalry.*—Its origin—Training for Knighthood—Ceremonial admission to Knighthood—Dress and Armour—Tourneys—Cause of the decline of Chivalry—Permanent effect of Chivalry.

5 *The Thirty Years' War.*—The opening and closing dates.—Chief events till the death of Gustavus Adolphus.

6 Name the Philosophers and Scientists of the Nineteenth Century, and state for what each is chiefly celebrated.

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

1 The sides of a triangle are 8 and 12 chains, and the included angle 30°; find the perpendicular let fall upon the greater side.

2 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°?

3 The radius of a circle is 10 feet: find the sum of the areas of the segments cut off by the sides of a regular inscribed hexagon.

4. How many cubic feet are contained in a ship's mast whose height is 72 feet, and the diameter of the ends 1 foot and 1 foot 6 inches?

5 How many acres are in a field whose diagonal is 4·75 chains, and the two perpendiculars falling on it from its angles 2·25 and 3·6 chains respectively?

6 What would be the cost of covering a ball 15 inches in diameter with gold leaf at the rate of $1 per square foot?

II. [3] SCHOOL SYSTEM. *Time, 30 m.*

1 What is the Constitution of the Board of Education? Specify some of its powers.

2 Name the sources from which the Salaries of Teachers are derived.

3 Specify the provisions in respect to the apportionment of the County Fund.

4 What is meant by "Superior School Allowance"? What principles regulate its apportionment?

5 How can the grand total days attended by all the pupils be found? How can the correctness of the results be tested?

6 What is the duty of Teachers with respect to (1) Enrolment of pupils, (2) pupils in the playground, (3) discipline, (4) cleanliness and neatness of the School-room, (5) health of the pupils?

II. [4] CANADIAN HISTORY. *Time, 1 hr.*

1 Martin Frobisher and Sir Humphrey Gilbert: The discoveries of the former?

What the latter accomplished, and his fate?

2 Describe the career of Villebon in New Brunswick.

3 Give an account of the battle of Lundy's Lane, embracing the following heads:—Position of the place—Commanders and numbers on each side—Duration of the battle—Chief Incidents—Results.

4 Joseph Howe, Lemuel Allan Wilmot: In what respects are their names respectively associated with the history of the Lower Provinces?

5 Dominion Parliament and Local Legislatures: Name the chief subjects of Legislation belonging to each.

II. [5] MENTAL ARITHMETIC. *Time, 8 m.*

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

1 What is the premium for insurance on $4,800 at 1⅛ per cent.?.....*Ans.*

2 Find the interest of $260 for 8 years 4 months at 6 per cent.....*Ans.*

3 Find the price of 4 dozen of eggs at the rate of 5 for 6 cents.....*Ans.*

4 How many suits of clothes, each requiring 5yds. 2qrs., can be made from a web of cloth measuring 120 yards?.....*Ans.*

5 Divide ·01664 by ·008.....*Ans.*

6 If ⅔ of a yard cost $2.36, what would ⅓ of a yard cost?.....*Ans.*

II. [6] ARITHMETIC. *Time, 1 hr. 30 m.*

1 Divide 15 ac. 3 roods, 4 per. 2 yds. by 18, and prove the correctness of your answer by multiplication.

2 Divide $\frac{4\frac{1}{2} \text{ of } 3\frac{1}{3}}{2\frac{1}{4} \text{ of } 4\frac{1}{3}}$ by the difference between the numerator and denominator.

3 Add together 3·426+·0032+·416+1·01 and divide the sum by ·00064.

4 What is the difference as respects interest between lending $40 for 6 mos. at 6 per cent. per annum, and $60 for 9 mos. at 4 per cent. per annum?

5 What is the difference between specific and ad valorem duties? What is the specific duty at $1.12 per yard on 120 yards of silk, the cost as per invoice being $3.20 per yard? Find also the ad valorem duty at the rate of 35 per cent.

6 Complex and Compound Fractions: Define each and explain as if to a class how each may be reduced to a simple fraction.

7 By means of an example show how you would lead a class to infer the Rule for reducing a vulgar fraction to a decimal.

Value of Part I., 66; of Part II., 34=100.

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

PART I.

1 Name the countries of Europe with their capitals.

2 England—Its boundaries, area, and population? Name in order the Counties from Northumberland to Kent, and from Kent to Cornwall. Name six towns noted for the manufacture of Cotton, six for the manufacture of Woollens, four for the manufacture of Silk, and four for Iron and Hardware,—also name and locate six important battle fields.

3 Name the waters through which you would pass in sailing from Saint Petersburgh to Antwerp—thence to New York.

4 Name the chief mountain ranges in Asia, giving the names and elevation of the highest peaks.

5 Explain as if to a class the cause of Dew.

6 When does the Sun rise and set at the North Pole? How can you find from the globe when the Sun rises and sets at any place on a given day?

PART II.

7. Draw from memory on the paper given you an outline map of North America, inserting and naming the principal mountain ranges and chief rivers.

II. [8] COMPOSITION. *Time, 1 hr.*

1 Make an elegant paraphrase of the following passage from Reader V.

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune.
Omitted, all the voyage of their life
Is bound in shallows, and in miseries:
And we must take the current when it serves
Or lose our ventures.

2 Point out the words of the above passage that accord with the figurative use of the word *tide*.

3 Frame the following propositions into a compound sentence:—

A. Every man should carry in his mind at once the difficulty of excellence and the force of industry.

a^1 He proposes to grow eminent by learning *(attr.)*.
$+B.$ Every man should remember.
$1b^1$ Fame is not conferred but as the recompense of labour.
$2b^1$ Labour vigorously continued has not often failed of its reward.

4 In the course of an excursion to the top of————which I made with two companions, in my last holidays, we had the misfortune to lose our way in a thick mist, and narrowly escaped spending the night upon the hill.

Specify the particulars to be successively taken up in expanding the above statement. Then expand the statement into a paragraph of from 12 to 20 lines.

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

1 Give the general analysis of the following:—

The tear *down childhood's* cheek *that* flows,
Is like the *dewdrop* on the rose;
When next the summer breeze *comes by*,
And waves the bush, the *flower* is *dry*.

2 Give the detailed analysis in the following form:—

See Form I. [9].

3 Parse in tabular form the *italicised* words of the above passage:—

See Form I. [9].

4 Give other instances of nouns used as adjectives besides those in the above passage.

5 How can you tell whether such words as *up*, *by*, *down*, are prepositions or adverbs? Give examples.

6 Give the past Indicative, Passive voice, of all the verbs in the above passage that can be so inflected.

7 What adjectives in the above passage can be compared? Compare them. Give all the rules you know for the comparison of adjectives.

8 Point out the words in the above passage that are not inflected for any purpose.

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

1 Give an account of the conquest of Britain by the Romans from the following heads: Cæsar's connection with the conquest—Invasion of the Emperor Claudius and its results—Suetonius Paulinus—his object and plans for its accomplishment—the results.

2 Name the Kingdoms of the Saxon Heptarchy and give an account of the founding of one of them. In what respects is the term *heptarchy* misleading?

3 Describe the Reign of Stephen in the following order:—His election—His wars with the Scots—His war with Matilda.

4 Give a brief account of the Wars of the Roses during the reign of Edward IV.

5 What is meant by the following:—South Sea Scheme, Septennial Act, War of the Austrian Succession. The Young Pretender. The Great Commoner. The Chartists. The Crimean War?

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

1 Bought 50 yards of cloth @ $1.13 per yd., 5½ yds. cotton @ 13 cents per yd., 27½ lbs. beef @ 8 cents, 1 cwt. sugar @ 11½ cents per lb. Paid on the account $5. E. O. Robb bought the articles of Jabel Y. Smith. Make out the account in proper form.

2 Give a specimen of a Cash Book with six entries.

3 Sold O. Smith 340 bbls. flour @ $6.50 a bbl. Write a receipt for the payment of the same.

4 What is meant by debtor, creditor, draft, assets, liabilities, invoice, note of hand?

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

1 How would you show a class that the products of combustion in our grates and in the animal body are the same?

2 Name some vegetable products which are composed of two chemical elements; some of three, and some of six.

3 State in tabular form the properties of oxygen, hydrogen, nitrogen, and carbonic acid. If you had a bottle of each of these gases, how would you find out which gas each bottle contained?

4 How may phosphorus be prepared? What are its compounds? How can it be changed into red phosphorus? How do these two kinds differ from each other?

5 State in tabular form the properties of the elements of which common salt is composed. What are the compounds of each element? What are their uses?

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

Answers must contain the whole operation.

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

1 Show that $(a+b)^2+2(a^2-b^2)+(a-b)^2=(2a)^2$

2 Demonstrate the Rule for finding the greatest common measure of two compound expressions.

3 Multiply $\frac{x(a-x)}{a^2+2ax+x^2}$ by $\frac{a(a+x)}{a^2-2ax+x^2}$

4 Simplify $\frac{a^2x+b^2y}{x+y}$ when $a=\frac{2}{3}$ and $b=\frac{2}{3}$.

5 Find the value of x in the following equation:—

$$\frac{x^2-x+1}{x-1}+\frac{x^2+x+1}{x+1}=2x.$$

6 From $\frac{x+y}{3}+x=15$, $\frac{x-y}{5}+y=6$, find the value of x and y.

7 A and B engage in trade on the same capital: A gains $100 and B loses $190, but A's money is now 8 times B's: with how much money did they begin?

8 Find that fraction which if 1 be added to its numerator its value will be ½, but if 1 be added to its denominator, its value will be ¼.

II. [14] GEOMETRY. *Time, 1 hr. 30 m.*

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

1 Prove that when one straight line meets another straight line, each of the adjacent angles is the supplement of the other; that is to say, the two adjacent angles are together equal to two right angles.

2 Prove that only one perpendicular can be drawn from a point to a straight line.

3 Prove that the line that joins the vertex to the middle point of the base of a triangle is less than half the sum of the two sides.

4 Find the locus of points which are always at the same distance from a given straight line.

5 At a given point in a given straight line make an angle equal to a given angle.

6 Prove that when two sides of a quadrilateral are equal and parallel the quadrilateral is a parallelogram.

7 Express in degrees, minutes, and seconds the angle between the hands of a watch at 8, at 5, at 4.20 and at 1.18.

8 State the various methods which may be employed in drawing a circle, and from these methods give the defining characteristics of the circle.

III. [3] SCHOOL SYSTEM. *Time, 30 m.*

1 What do you understand by the County Fund? What sum would the Fund amount to in a County whose population in 1871 was 25,000?

2 What provision is made to aid "poor districts"?

3 What is the Constitution of Boards of Trustees in (1) Cities and Towns, (2) other districts?

4 What is the Regulation respecting the capacity of the Schoolroom? Collections, Subscriptions, Presents?

5 To whom is the pupil amenable in going to and returning from School?

6 How is the daily average of pupils for the Term found?

7 What is the nature of the Teacher's agreement with the Trustees? In what form must the agreement be to make it legal?

III. [4] CANADIAN HISTORY. *Time, 1 hr.*

1 What is meant by the "British North America Act"—The Executive Authority over Canada—The Privy Council—Senate—The House of Commons—The Speaker?

2 In what year was the Dominion of Canada formed? What Provinces first composed it? Name those which have been added to it since its formation. How is the revenue of the Dominion derived? What is done with it?

3 How are laws made in New Brunswick? How is the revenue of the Province derived? What is done with it?

4 Describe the battle of Queenston Heights in the following order:—

Position of the place—Commanders on each side—Chief incidents of the battle—Results.

5 Who was Jacques Cartier—Champlain—D'Aulnay—Wolfe—Earl Durham—D'Arcy McGee?

III. [5.] MENTAL ARITHMETIC. *Time, 8 m.*

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

1 How many packages, each containing 8oz., can be made out of 25$\frac{3}{4}$lbs.?...*Ans.*

2 If 14yds. cost \$56, how many yards can be bought for \$96?.....*Ans.*

3 Sold goods at 30 cents which cost 25 cents; what was the gain per cent.?..*Ans.*

4 Which is the greater, $\frac{3}{8}$ or $\frac{5}{9}$, and what is the difference?.....*Ans.*

5 If 10 is $\frac{4}{5}$ of a number, what is $\frac{3}{4}$ of that number?.....*Ans.*

6 17 and 18 are respectively the divisor and quotient; what is the dividend?.*Ans.*

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

Answers must contain the whole operation.

1 Reduce 16 ac. 3 roods, 14 per. to ft. and prove the correctness of the result by reversing the process.

2 If 8 yds. 2 qrs. of cloth cost $13.54 how much cloth can be bought for $139.18?

3 If 14 men by working 10 hours per day can build a wall 160 ft. long and 10 ft. high in 50 days, in what time could 26 men by working 8 hours per day build a wall 100 ft. long and 12 ft. in height?

4 Find by Practice the price of 24 cwt. 3 qrs. of sugar at £3. 4s. 6d. per cwt.

5 Bought 200 bbls. of Flour at $6 per bbl. and paid $1\frac{1}{4}$ per cent. to a person who made the purchase for me, and 5 cents a bbl. for truckage. How much did the flour cost me?

6 Divide the sum of $1\frac{3}{8}+4\frac{5}{8}$ by their difference and multiply the quotient by $\frac{3}{8}$ of itself.

7 Define notation, minuend, dividend, multiple, measure, decimal fraction, ratio.

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

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

PART I.

1 Name the Great Continents and Oceans of the World, and give their relative positions.

2 Name and locate six of the chief manufacturing towns of England, and state for what manufactures they are noted.

3 Name and describe two of the chief rivers in (1) Scotland, (2) Ireland.

4 Give the area, population, industries, exports and imports of New Brunswick; also the principal minerals and forest trees.

5 Where are Londonderry, Cork, Dundee, Manchester, New Westminster, Pictou, Niagara, St. Louis, San Francisco?

6 Define, latitude, longitude, zone, ecliptic, meridian, great circle.

PART II.

7 Draw from memory on the paper given you an outline map of New Brunswick, inserting and naming the principal towns and rivers.

III. [8] COMPOSITION. *Time, 1 hr.*

1 Put into prose form the following stanza, making such changes in the words and in the construction as are necessary to bring out fully the meaning:—

Toiling, rejoicing, sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees its close;
Something attempted, something done,
That earns a night's repose.

2 Correct or justify the following expressions:—

Between him and I there exist no difference. It is difficult to say who he think blameable. There is one or two of you who has to be more careful. They have went to see what was broke. The river has been froze for this last three weeks. I ended my work when the day had finished. You will find, though you try, the attempt impracticable. The gracefulness of the structure is much admired.

3 Expand the following *simple sentences* into *complex sentences*:—

Quarrelsome persons are disagreeable. The ancients believed the earth to be in the centre of the universe. With diligence he will succeed. The manner of his escape is a profound mystery.

4 Write a letter to a friend giving an account of your birthplace or the place where you spent your early days.

III. [9] GRAMMAR AND ANALYSIS. *Time, 1 hr.*

1 Give the general analysis of the following :—

Not *far advanced was morning day*
When Marmion *did his troop* array,
To Surrey's *camp to ride*;
He had *safe-conduct for* his band
Beneath the royal *seal* and hand
And Douglas *gave* a guide.

2 Give the detailed analysis in the following form :—

See Form I. [9].

3 Parse in tabular form the *italicised* words of the above passage :—

See Form I. [9].

4 Give the past tense and past participle of ride, lay, drink, come, buy, sit, let, fall, drown.

5 Write the plural of all the nouns in the above passage, and give as many rules for forming the plural of nouns as you know.

6 What part of speech is modified by any adverbs in the above passage? What parts of speech may adverbs modify? Give examples.

7 Give the inflexions both singular and plural of any pronouns in the above passage.

8 Point out the proper nouns in the above passage, and distinguish between common and proper nouns.

EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

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

FOURTH ANNUAL MEETING, JULY 13-15, 1880.

I. OFFICIAL MINUTES.

First Session.—Tuesday Afternoon.

The fourth annual meeting of the EDUCATIONAL INSTITUTE convened in the Assembly Hall of the Provincial Normal School, Fredericton, on Tuesday, the 13th of July, 1880, at half-past two o'clock p. m.:—THEODORE H. RAND, D. C. L., Chief Superintendent of Education, in the Chair.

The enrolment of members having been effected under direction of the Secretary, it was found that about 105 members were present.

The following gentlemen were nominated and elected to compose the *Nominating Committee*, for the purposes specified in the Resolution of August 19, 1879, viz. :—Messrs. J. A. FREEZE, A. B., of St. Stephen, JOHN MONTGOMERY of Carleton, S. C. WILBUR, A. B., of Moncton, R. H. LYLE of St. Stephen, G. W. MERSEREAU, A. B., of Bathurst, G. H. BURNETT of Keswick Ridge, H. S. BRIDGES, A. M., of St. John, R. S. NICOLSON of Fredericton, and V. A. LANDRY of Shediac.

The Secretary read the following

REPORT OF THE EXECUTIVE COMMITTEE.

FREDERICTON, 12th July, 1880.

To the Educational Institute of N. B.

Your Executive Committee beg to present the following report of their transactions since the last annual meeting of the Institute.

At a meeting held at the Normal School on the 2nd of January, 1880, the time for the present annual meeting was determined upon, and a programme was drawn up, similar to that which will be placed in the hands of the members of the Institute, any necessary adjustments being left to the judgment of a special committee appointed for the purpose.

A special committee consisting of Mr. Crocket, Dr. Rand and Dr. Jack, was appointed to draw up a Course of Instruction for High Schools, to be presented to the Institute for discussion.

A special committee was also appointed for the purpose of preparing a report on the promotion of pupils in graded Schools,—the committee consisting of Mr. Daniel McIntyre, Dr. John Bennett, Mr. John March, Mr. H. S. Bridges, and Mr. Wm. Parlee, all of St. John or Portland.

Mr. G. U. Hay of Carleton was engaged to report the proceedings of this Institute for the St. John press; and the sum of $20 was voted for this service.

At a meeting of the Executive Committee held this evening, certain slight changes were made in the programme, and the hour for the evening sessions was fixed at eight o'clock instead of half-past seven.

The Accounts of the Secretary-Treasurer were presented, audited and found correct, showing the year's receipts to have been $80.00, and the expenditures $76,05, leaving a balance of $3.95 towards the Secretary's salary.

The Executive Committee recommend that the resolution adopted by the Institute, August 13, 1878, relative to salary of Secretary, be amended so as to read thus: "The sum of $50 shall be allowed for salaries of the Secretary of the Institute and Secretary-Treasurer of the Executive Committee."

HERBERT C. CREED, *Secretary-Treasurer.*

The Nominating Committee withdrew in order to proceed to the discharge of their duty.

Programmes of the work arranged by the Executive Committee for the several sessions were distributed among the members by the Secretary.

The committee appointed to draw up a Course of Instruction for High Schools, through their Chairman, placed in the hands of the members of the Institute copies of the proposed Course, as a part of their report; and copies of the Course already prescribed for Primary and Advanced Schools were also distributed.

Mr. R. S. Nicolson, Chairman of the Nominating Committee, reported that the committee had unanimously agreed upon nominating Mr. H. C. CREED, A, M., of Fredericton, for the office of *Secretary*, and Mr. JAMES D. LAWSON of St. Stephen, for the office of *Assistant-Secretary*.

On motion, the report was unanimously adopted. Mr. Creed thereupon expressed his thanks to the members of the Institute for the honor done him.

While the Assistant-Secretary was engaged in collecting the annual fee from members, several gentlemen made inquiry as to the possibility of introducing for discussion any questions not placed on the programme by the Executive Committee. The Chief Superintendent replied that any member who might desire to have any subject discussed, other than those placed on the programme, should lay such question before the Executive Committee. He subsequently informed the Institute that proposals had already been received for the introduction of certain subjects.

The following resolution was moved by Mr. A. J. Denton, seconded by Mr. John March, and adopted, viz. :—

Resolved, That, in the opinion of this Institute, it is desirable that the Executive Committee should so re-arrange the programme submitted as to admit of time for the discussion of questions relating to the Regulations of the Board of Education as to the Course of Study and Inspectoral changes promulgated on the 1st of November last.

On motion of Mr. March, seconded by Mr. Coyngrahame, the Institute adjourned to meet at eight o'clock p. m.

Second Session.—Tuesday Evening.

The Institute was called to order by the Chief Superintendent at 8 o'clock p. m.

After an organ voluntary by Mr. E. Cadwallader, A. B., Instructor in Vocal Music in the Normal School, the choir under his direction sang a sacred selection : "Cast thy burthen on the Lord."

The Rev. JOSEPH MCLEOD. Chaplain of the House of Assembly, read a portion of Scripture, and invoked the Divine Blessing.

The CHIEF SUPERINTENDENT OF EDUCATION delivered the *opening address* to the Institute, the chief topics of which were the spirit that should prompt and govern the educator, and a plea for secondary education.

The Secretary informed the Institute that the Executive Committee had considered the resolution passed at the close of the first session, and had resolved as follows:—"That in the discussion on the Course of Instruction for High Schools, it is competent to any member to discuss the existing Course of Study for Primary and Advanced Schools"; also that the committee purposed making further readjustments of the programme, with a view to allowing the discussion of the other subject referred to in the resolution.

On motion, the Institute adjourned.

Third Session.—Wednesday Morning.

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

The minutes of the first and second sessions were read and confirmed.

The Chairman, in calling upon Mr. PRINCIPAL CROCKET to introduce the subject of the day—"*A Course of Instruction for High Schools and High School Classes*"—reminded the Institute that, agreeably to announcement made last evening from the Executive Committee, the discussion this morning would be upon the Course of Instruction in general.

Mr. Crocket, as Chairman of the committee, briefly pointed out the leading features of the High School Course recommended to the Institute for examination and discussion.

Dr. Rand, in a few words, called for a frank and free expression of opinion upon the Course. The following gentlemen took part in the discussion:—J. A. FREEZE, A. B., of St. Stephen, JOHN MARCH of St. John, DANIEL MORRISON of St. John, JOHN MONTGOMERY of Carleton, ARTHUR L. BELYEA of Maugerville, GEO. A. INCH of Milltown, WM. PARLEE of Portland, J. M. COYNGRAHAME of Fairville, A. J. DENTON, A. B., of Shediac, W. P. DOLE, A. B., (Insp.) of St. John, D. P. CHISHOLM of St. John, G. U. HAY of Carleton, S. C. WILBUR, A. B., of Moncton, and G. R. PARKIN, A. M., of Fredericton, (The first and last named spoke particularly on the High School Course).

On motion of Mr. Chisholm, seconded by Mr. W. M. McLean, Jr., A. B., of St. John,—*Resolved*, That the Executive Committee be requested to set apart this evening's session for discussion of the Inspectoral Regulations.

The Institute adjourned at 1.10 p. m.

Fourth Session.—Wednesday Afternoon.

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

The Chairman suggested the appointment of a committee for the purpose of taking into consideration such suggestions as have been or may be made in reference to the existing Course of Instruction, and to report to the Institute such recommendations as they may think proper.

On motion of Mr. Denton, seconded by ——, *Resolved*, That a special committee be appointed for the purpose named.

The Chair appointed the following members as the committee:—Messrs. D. MORRISON, D. P. CHISHOLM, A. L. BELYEA. GEO. A. INCH, J. MONTGOMERY, JAS. VROOM (St. Stephen), INGRAM B. OAKES (do.), Mrs. M. BRITTAIN (St. John), Misses BERTHA A. B. BELL (do.), AMELIA ATHERTON (Fredericton), and LOUISA PICKARD (do.)

The discussion on the *Courses of Instruction* being resumed, remarks were made by Messrs. MARCH, COYNGRAHAME, CHISHOLM, CREED, H. S. BRIDGES, INSPECTOR DOLE, WILBUR, G. H. RAYMOND, A. B., of Sussex, INSPECTOR MULLIN of Fredericton, PRINCIPAL CROCKET, DENTON and Dr. RAND.

During the progress of this discussion, it was moved by Mr. Chisholm, seconded by Mr. Wilbur, and *resolved*, That the resolution adopted at the close of the morning session be reconsidered and withdrawn.

Adjourned till 8 o'clock p. m., Mr. Denton having the floor.

Fifth Session.—Wednesday Evening.

The Chair was taken at 8 o'clock p. m.

The minutes of the preceding session were read and confirmed.

Announcements with reference to travelling certificates were made by the Secretary.

The choir favored the meeting with a selection from Auber's "Masaniello,"—"The Morning freshly breaking."

The Secretary presented a report from the Executive Committee, re-adjusting the programme, as follows:—

The discussion on the High School Course to close this evening,—the time not to exceed one hour. The report on the Promotion of Pupils in Graded Schools to be then presented. The remainder of the evening to be occupied in discussing the Regulations relating to Inspection.

On Thursday morning, Principal Crocket's address on the Kindergarten System, and Inspector Oakes' address on the teaching of Physics, to be followed by exercises in the Normal School on Instruction in Natural History.

On Thursday afternoon, report of committee on the existing Course of Instruction, and report of Nominating Committee on members of Executive Committee. The question placed on the programme for discussion at 2.30 p. m. to be taken up if time permit.

The discussion on the Courses of Instruction being resumed, Mr. Denton concluded his remarks. No other member taking the floor, PRINCIPAL CROCKET closed the discussion, and moved the following resolutions, viz.:—

Resolved, (1) That, in pursuance of the resolution adopted in 1878 and re-affirmed in 1879, in favor of Secondary Education, due provision should be made for the same in our School System, and that definite pecuniary grants should be made by the Legislature.

(2) That, in view of the insufficiency of time at this meeting for the full and satisfactory discussion of the proposed Course for High Schools and High School Classes, it be laid over till the next annual meeting, and published meanwhile.

Messrs. A. J. DENTON and INSPECTOR WETMORE spoke to the question, after which the resolutions were adopted.

The Secretary read the following Report:—

To the President of the Educational Institute,

SIR,—The Committee appointed to take into consideration "*The Promotion of Pupils in graded Schools*" have given the subject their best attention.

The matter is a most important one, but as, in the opinion of the committee, any rule or set of rules for the guidance of the grading officer would only tend to hamper him in his work, it was not deemed advisable to fix either the degree of proficiency to be exacted from the pupil in the respective Standards, or the proportion which the teacher's estimate of the pupil's *standing* should bear to the result of the grading officer's examination.

These as well as other considerations that should influence the examiner are variable quantities, the value of which depends upon a variety of causes whose importance can only be determined as they arise.

A thorough knowledge of the principles of classification, as taught in the Normal School and found in all standard works on School Organization, along with some experience in the work, would seem to be the best equipment for those whose duty it is to perform the important work of grading.

The following resolution contains the finding of the committee:

Resolved, That, in the opinion of this committee, it is not advisable that a fixed formula for the grading of Schools should be prescribed for all sections of the Province, but that the times and methods of carrying on this work can be satisfactorily arranged, and the interests of the Schools be best served by leaving the question in the hands of the Boards of Trustees of the respective School Districts.

(Signed) D. McINTYRE, *Chairman of Committee.*

On motion of Mr. Denton, seconded by Mr. J. A. Freeze, the report was adopted.

The subject of existing *Regulations relating to Inspection of Schools* was then taken up for discussion, and the following gentlemen addressed the Institute:—

Messrs. HENRY TOWN of St. John, MONTGOMERY, A. L. BELYEA, WILBUR, COYNGRAHAME, W. PARLEE, JAMES R. MACE, A. M., of Fredericton, G. H. RAYMOND, E. T. MILLER of Canterbury, McLEAN, MARCH, DENTON, VROOM, JAMES D. LAWSON and Dr. RAND.

At nearly eleven o'clock an adjournment was voted.

Sixth Session.—Thursday Morning.

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

The minutes of the last session were read and confirmed.

Mr. PRINCIPAL CROCKET read a paper entitled "*The Kindergarten,—Does the System differ from the Principles of Modern Education?*"

Discussion upon the subject of Mr. Crocket's paper being waived, in accordance with the re-adjustment of the programme, the Chairman introduced Mr. INSPECTOR OAKES, A. B., who read a paper on the question—"*How the Instruction in Physics, required by the Standards of the prescribed Course, may be given in Schools without expensive Apparatus.*" Mr. Oakes exemplified the principles set forth in his paper by numerous simple experiments, illustrative of force in general, of gravity, of magnetic force, vitreous electricity, capillary attraction, elasticity of the air, atmospheric pressure including the common pump, the principle of the hydraulic press and of the steam engine, making water boil by cooling the vessel, the siphon, stable equilibrium, etc.

Mr. PRINCIPAL CROCKET was here again called upon, and proceeded to address the Institute and the student-teachers of the Normal School on the subject of *Lessons on Animal Life as required by the Course of Instruction.* Portions of his paper, as well as the practical exemplification of methods through the Normal School classes, were necessarily omitted for want of time.

Mr. Crocket exhibited specimens of Prang's Natural History Cards, and explained their value and their use.

Mr. JOHN MARCH, on behalf of the Teachers in St. John, invited the Institute to hold its next annual meeting in that city, and stated that the Chairman of the Board of School Trustees of St. John had authorized him to say that the Victoria School Building would be placed at the disposal of the Institute.

The Institute adjourned at about one o'clock p. m.

Seventh Session.—Thursday Afternoon.

The Institute being called to order at 2.30 p. m., the minutes of the morning session were read and confirmed.

The Chairman informed the meeting that the Committee appointed to report upon the existing Course of Instruction had asked for the appointment of several additional members, particularly such as represented country districts. The following persons were thereupon added to the Committee:—Mr. W. P. DAY of Marysville, Mr. ARTHUR M. SMITH of Deer Island, Miss LOUISA BULYEA, Miss MARY DIBBLEE, Miss HENDERSON and Miss LOUISA H. HARTLEY.

During the temporary absence of Dr. Rand, the Chair was occupied by Dr. JACK, President of the University.

Dr. Rand having resumed the Chair, the *Nominating Committee*, through their Chairman, reported the following twelve names from which six should be chosen by the Institute to be members of the Executive Committee; viz.—W. T. Day of Marysville, H. S. Bridges of St. John, J. A. Freeze of St. Stephen. S. C. Wilbur of Moncton, J. Montgomery of St. John, G. R. Parkin of Fredericton, G. H. Burnett of Keswick Ridge, A. J. Denton of Shediac, G. W. Mersereau of Bathurst, J. Meagher of Fredericton. C. G. D. Roberts of Chatham, and E. T. Miller of Canterbury.

The report being received, a ballot was taken for the election of members of the Executive Committee. Messrs. Dole, Mullin and Wetmore, Inspectors, were appointed tellers, and at once retired in order to count the ballots.

Referring to the invitation given through Mr. March to hold the next meeting of this Institute in St. John, the Chief Superintendent said he would be quite willing to convene the Institute at any place at which they might desire to meet.

The following resolution was thereupon moved by Mr. Wilbur, seconded by Mr. Miller, and unanimously adopted:—

Whereas the Chief Superintendent has expressed his willingness to convene the Institute at such place as may be deemed desirable; therefore *Resolved*—That we accept the invitation of the Teachers of St. John through John March, Esq., and request the Chief Superintendent to hold the Institute in St. John next year.

Mr. WILBER, with the concurrence of the Executive Committee, moved the following resolution, which was seconded by Mr. McLEAN:

Resolved, That this Institute request the Chief Superintendent to represent to the Board of Education the desirability of having some recognized mode whereby the opinions of practical teachers on the choice of text-books may be from time to time formally submitted to the Board of Education.

Remarks were made on the subject by Messrs. WILBUR, CROCKET, COYNGRAHAME, CREED, Dr. JACK and Dr. RAND. The resolution was then passed.

The tellers reported that ninety-four ballots had been cast for members of the *Executive Committee*, and that the names found to have received the largest number of votes were—S. C. WILBUR, H. S. BRIDGES, G. R. PARKIN, J. A. FREEZE, A. J. DENTON, J. MONTGOMERY.

The Chairman therefore declared these gentlemen elected.

The report of the Special Committee on proposed changes in the existing Course of Instruction was read by the Secretary of the committee, Mr. ARTHUR L. BELYEA, as follows:—

REPORT OF SPECIAL COMMITTEE TO CONSIDER SUGGESTIONS FOR CHANGES IN THE PRESENT CURRICULUM.

Your Committee beg to recommend the following changes:

SCHOOLS IN TOWNS AND CITIES.

STANDARDS I. AND II.

(a) The committee recommend no change in these Standards.

STANDARD III.

(b) Number. The committee recommend that the numbers employed in the operations and the results obtained shall not exceed 1000.

(c) That the word "and" be inserted between "Multiplication" and "Division."

(d) That the "three tables of weights and measures" be Avoirdupois, Long Measure and Canadian Currency.

(e) Geography. That the second sentence be amended so as to read "Construction of map of County, showing rivers, lakes, hills, and mountains, coast waters if any, principal roads, cities, towns and villages."

STANDARD IV.

(f) History. The committee recommend that all the words after "persons" be omitted. and the words "at least four" be inserted between "of" and "eminent."

(g) Arithmetic. That the first two sentences read "Notation, numeration, Arabic and Roman, and the fundamental rules (Text-Book)."

STANDARD V.

(h) History. The committee recommend that the "Outlines of British History" be "to the end of the Norman Period."

(i) Minerals, Plant Life and Animal Life. Read "The distinguishing characteristics of the Mineral, Vegetable and Animal Kingdoms."

STANDARD VI.

(j) Minerals, Plant Life, Animal Life. The committee recommend that there be substituted here the requirements on these subjects as now set forth in Standard V.

(k) History. That the Canadian History be to the end of the second chapter.

STANDARD VII

(l) Minerals, Plant Life, Animal Life. The committee recommend that the Text-book on Chemistry be taken to the end of Part I., and Gray's "How Plants grow" to the end of Section II., Chapter I.

(m) History. That the Canadian History be Chapters V., VIII. and XI.

STANDARD VIII.

(n) Latin. The committee recommend that the "Fables" in Bryce's First Latin Book be omitted.

(o) History. That the Canadian History be Chapters XIX., XXI., XXII. and XXVI.

(p) Geography. That the last seven problems on the terrestrial globe be omitted.

(q) Plant Life. That Gray's "How plants grow" be taken to the end of Chapter I.

(r) Physics. That the first twenty-two chapters of Hotze be required.

UNGRADED SCHOOLS IN COUNTRY DISTRICTS.

Your committee recommend that the Course of four Standards extend over seven years, three for the first and second Standards, and four years for the third and fourth.

STANDARD I.

Number. Your committee recommend the substitution of "Addition, Subtraction, Multiplication and Division" in place of "operations."

STANDARD II.

Reading. The committee recommend that Reader No. II. be completed.

STANDARD III.

Writing. Your committee recommend that the words "accompanied by exercises on slate or practice-paper" be added after "copy-book."

Number. That the word "Three" before "Tables" be omitted, and "Decimals" and "Reduction" added at the end.

Geography. That after the word "County," the words "similar to Standard III. in town Course" be inserted.

STANDARD IV.

Reading. That the words "as in Reader" be added to last sentence.

History. That the Canadian History be Chapters I., II., V., VIII. and XI.

Geography. That the word "completed" "be inserted after "Text-book,"

Chemistry of Common Things. That the Text-book be completed.

Your committee also recommend (1) That the Board of Education urge upon the Trustees the propriety of providing instruction in Latin to all pupils in Grades VII. and VIII. desirous of taking the Classical Course in High Schools.

(2) That the Board of Education at an early date prescribe improved Text-books on Canadian and British History.

(3) That all map-drawing mentioned in all the Standards be from memory.

(4) That in Canadian History, any necessary connecting links in the omitted chapters be supplied orally by the teacher.

Mr. James Vroom, by permission, presented the following as a minority report:

A minority of your Committee appointed to consider the suggestions of members of the Institute in reference to the Course of Instruction in Primary and Advanced Schools dissent from the recommendations of the committee with regard to Canadian History; and beg leave to express their opinion that, until the proposed new Text-book of Canadian History be prescribed, the Course remain as it is in that respect, but the present book be used only as a book of reference.

(Signed.) GEO. A. INCH,
J. B. OAKES,
A. M. SMITH,
J. VROOM.

Moved by Mr. Mersereau, seconded by Mr. Wilbur,—That the reports be received and laid over for consideration at the next annual meeting.

Moved in amendment by Mr. March, seconded by Mr. Creed,—That the discussion of the reports be introduced after Professor Bailey's lecture this evening.

The amendment was carried, and the Institute adjourned at about 5.40 p. m.

Eighth Session.—Thursday Evening.

The Chief Superintendent took the Chair at 8 p. m.

A large audience was present, in addition to the members of the Institute.

At the request of the Chair, a stirring chorus was sung by the choir.

Prof. LORING W. BAILEY, Ph. D., delivered a lecture on "Phases of Matter," which he illustrated by a large number of interesting and instructive experiments. In the elaborate preparation made for these and in the performance of them before the audience, the lecturer was ably assisted by Mr. John Babbitt.

The choir again favored the Institute with music—the chorus entitled "Gales are blowing," by L. O. Emerson.

The Chairman tendered the hearty thanks of the Institute to Mr. Cadwallader and the ladies and gentlemen of the choir.

A vote of thanks was passed to Professor Bailey for his interesting lecture.

The audience having withdrawn, the minutes of the preceding session were read and confirmed, with slight amendments.

Moved by Mr. Inch, seconded by Mr. Smith,—That the reports read at the close of the afternoon session be now considered section by section.

Moved by Mr. Mersereau, seconded by Mr. Principal Crocket,—That the consideration of the reports be deferred until next year.

Messrs. Morrison, Smith, Chisholm, Montgomery, Belyea, Creed, Mersereau, Crocket and the Chairman spoke to the question, after which the vote was taken, the amendment was lost and the original motion was carried in the affirmative.

The report of the committee was then taken up and considered section by section at great length.

Of the recommendations regarding the Course for Schools in Cities and Towns, the sections marked *a*, *b*, *c*, *g*, *h*. *l*, *n*, *p*, *q* and *r* were adopted; the sections marked *k*, *m* and *o* were struck out; and the remaining sections were amended as follows:

Section d. Omit the words "Weights and Measures."

Section e. In lieu of the change proposed, the words to stand as before, only omitting the word "physical" before "map."

Section f. The first part not accepted.

Sections i, j, l. In lieu of these recommendations, it was decided that in the subjects of Minerals, Plants and Animals, the classification should be deferred to the Sixth Standard.

That part of the report relating to the Course for Ungraded Schools in Country Districts was referred to the Chief Superintendent, with a request that he should consult the Inspectors in relation thereto.

Of the recommendations made at the close of the report, the first was adopted, the second and fourth were struck out, and consideration of the third was deferred.

It was moved by Mr. Montgomery, seconded by Mr. Chisholm,—That the thanks of the Institute be tendered to the Chief Superintendent for the manner in which he has conducted the business, and for the kindness and courtesy with which he has received the suggestions of the members. The motion being put to vote by Principal Crocket, was passed unanimously.

Dr. RAND appropriately acknowledged the thanks expressed, and took occasion to give utterance to his sentiments in regard to the work of the Institute and the earnestness displayed by the members.

On motion of the Secretary, seconded by Mr. March, the cordial thanks of the Institute were tendered to Mr. Crocket for his admirable services in connection with this meeting.

The Secretary also moved votes of thanks to Mr. Inspector Oakes for his valuable address, to the Committee on the Course of Instruction for their services, and to Mr. John Babbitt for the kind assistance rendered by him.

On motion of Mr. March, *Resolved*, That the thanks of the Institute be tendered to the Railroad and Steamboat Companies for their courtesy in granting the privilege of free return fares to members attending this meeting.

The Secretary read the minutes of the closing session, which were confirmed.

The Institute adjourned at one o'clock a. m.

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

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

MEMORANDUM.—ATTENDANCE.

MEMBERS OF THE EDUCATIONAL INSTITUTE.

From	Albert	County	Institute	4
"	Carleton	"	"	7
"	Charlotte	"	"	21
"	Gloucester	"	"	5
"	Kent	"	"	1
"	King's	"	"	10
"	Northumberland	"	"	2
"	Queen's	"	"	2
"	Restigouche	"	"	0
"	Saint John	"	"	26
"	Sunbury	"	"	2
"	Westmoreland	"	"	8
"	York,	"	"	28
		Total		116
		Members *ex officio*		6
		Honorary Members		1
				123

In addition to the members of the Institute there were present many Teachers from different parts of the Province not entitled to membership; and also the student-teachers of the Normal School to the number of about 120. Among the visitors present at the sessions of the Institute were Hon. Judge Fisher, Judge Steadman, the Hon. Attorney General, the Hon. Provincial Secretary, the Hon. Chief Commissioner of Public Works, A. F. Randolph, Esq., Chairman of the Board of School Trustees of Fredericton, Revds. G. G. Roberts, Joseph McLeod, E. Evans, F. D. Crawley, and other clergymen.

II. PAPERS AND DISCUSSIONS.

A.—Address of the Chief Superintendent.

[Taken from the Press Report.]

Dr. Rand, on rising, extended to all a cordial welcome, and hoped that the gathering would contribute to the advancement of education throughout the Province. The office of the educator of human beings was certainly one of the noblest on earth. The statesman might rear bulwarks round our property, watch over our interests, manage the passions and prejudices of a community, and work with rude instruments for rude ends; but the teacher calls forth the affections of those for whom property is intended, quickens the soul, studies the loftiest principles of human nature and works by refined influences on the mind and soul. He who studies the motives and appliances by which the human mind may be rendered vigorous and useful, possesses qualities which entitle him to the highest respect of his fellow countrymen; and he is the more noble because he devotes himself patiently and quietly to bringing those committed to his care to higher standards of intellectual and moral worth.

Dr. Rand alluded to some false impressions regarding the teacher's office. To suppose that in order to educate a child, its mind must be crowded with facts, or that a boy must be prepared in the mere mechanism of an art, is to lose sight of the true ideal—an ideal which assigns to education the calling forth of inward power, and directing this power so as to secure the best results in the investigation of truth in every form—in fact to teach the young so that they shall become their own teachers. Since, then, this plastic material is to be moulded for noble actions and purposes, how wise it is to give to the work the thought and labor of the best minds. Circumstances, of course, must limit the power of the teacher as well as of the parent. The minds and characters of the young cannot be operated upon at pleasure. The will of the child, the imperfections of the agents of instruction, are limiting influences. Parents must divide the work of instruction with other agents, and it is well. The child is ushered into a vast school. The universe is charged with its education. It takes lessons from nature, society, human character. It is plunged amid good and evil influences, that by yielding to the one and resisting the other it may attain a true manhood. It is on this account that the influence of parents and teachers is very great. They must guide his judgment and observation, teach him to link together cause and effect and turn his thoughts to his own mysterious nature.

Moderate ability and appliances would not do for this work of education. The best mind, the best appliances, the highest quality of sympathy are not too good for this work. I would, said Dr Rand, that this truth were believed and acted upon in every community in our Province. To squander money on dress, furniture and amusements, and economise in the instruction of children, is ruinous; it is robbing children of aid for which the treasures of the world cannot afford a compensation. Parents should do all but impoverish themselves to secure the steady employment of a true guardian and guide for their children in the school-room. Here they should be lavish, and straiten themselves in everything else if necessary. What kind of economy is that which accumulates property for a child and allows its mind to starve?

He (Dr. Rand) was not unmindful of the noble efforts already made in many parts of this Province to secure excellent teachers. The Course of Instruction recently adopted and the labors of Inspectors were potent factors to bring the means of sound and vital education to the doors of every school-room. He sympathized with any, who, through the working of this new system, had been placed at

a temporary disadvantage; and he should bring to the notice of the Board such suggestions as were calculated to secure just treatment for the claims of every faithful teacher. The new system would soon work smoothly, as its aims and methods were better understood. And he would say there was only one honorable course open by which we can secure the maximum amount of remuneration possible under the provisions of the Legislature, and that is by *compelling* it through the *quality* of our work. Never, he believed, was so much careful thought given to their work by teachers as now, and the people would respond in securing better means and appliances, if the teachers would persist in and renew their efforts to overcome every obstacle to progress.

Dr. Rand said his remarks so far had special reference to elementary education. But in every perfect system of education adequate provision must be made for the higher education. He criticized the statement of the Rev. Geo. M. Grant, D D., in concluding his article on "Canada" in *Scribner*, in which he says we are in our raw youth and can hardly afford literature and art; the rough work of building up a continent is sufficient to tax our energies. This statement, said Dr. Rand, is imperfect and in some respects harmful Superior men are a country's distinction. The material resources, soil, climate of a country, were inferior to the moral and intellectual power of its men. This has entered too little into the policy of this Canada of ours. Efforts have been expended on matter more than on mind. Our statesmen have given more attention to the development of our material resources than to the building up of a nobler order of intellect. There should be more harmony between our inward and outward improvement. The mind was made to act on matter, and in proportion as it does the material interests of a country will advance. Witness in Venice, Holland and New England the triumph of mind over matter. The only liberty worth possessing is that which enlarges the energy, intellect an l virtues of a people. We want great minds to be developed among us, minds that shall do their part in the world s great work of the development of thought and science.

However much we may have done in New Brunswick to provide elementary instruction, we fall far behind in adeqaate provision for the liberal training of the intellect, and in opening avenues to profound knowledge. Our sons and daughters are not to blame for being born in New Brunswick, and they should not therefore be punished as though they bad wittingly chosen the deprivation to which they are in danger of being exposed In an age of great intellectual activity we rely chiefly for intellectual stimulus on foreign minds, and we ourselves exercise no corresponding influence. While we protest against dependence on the foreign manufacturer, we in New Brunswick at least are in danger of making our children seek the higher education in other lands. He (Dr. Rand) had urged upon the Legislature from year to year the necessity for providing for the higher education. What we want is a ready means of access from our elementary schools, in all parts of the Province, to the college or university. No insuperable difficulty can be found to deprive us of this missing link in our educational system. Much of the means professedly applied for a secondary education is not wisely applied. We want a more vigorous circulation throughout our educational system. We have too little persevering research, too little resolute devotion to a high intellectual culture; no literary atmosphere or an accumulation of literary influence; no following out of any great subject of thought. True, we labor under disadvantages in every Province of Canada, but these can and must be overcome. There is a prevalent opinion among us that we need here useful knowledge rather than an elegant literature. But carry out this utilitarian idea in its strict sense and what would be the result? How many triumphs of the mechanic' arts, how many wonders of architecture would be levelled to the dust. How many busy trades would be set at rest, how many evidences of taste and culture would be obliterated. Human nature is too strong for the utilitarian. The idea of beauty is an indestructible principle of our nature. Useful knowledge should include all that belongs to the chief purposes of our creation, and should include a literature which calls for the highest faculties, – which communicates energy of thought,—and which creates a thirst for and a delight in the good, the beautiful, the true.

A people which has any serious purpose of taking a place among improved communities, should feel that *mind* is the great creative power by which all the resources of nature are to be turned to account. Ripeness of scholarship should be assured, means of knowledge placed at the disposal of those who can use them. Those Maritime Provinces can never retain their influence in our great confederation unless our people foster the higher education and cherish men of distinguished intellect, who will give a spring to intelligence, to liberty.

Let us complete the link between our elementary schools, in which we boast, and our colleges. It will be said that we cannot afford these. But that is not so. We are rich enough for ostentation, for intemperance, and even luxury. We can lavish on fashion and material pleasures, but we have little to spend for the mind. God has given us a magnificent heritage, in which mind should play a predominant part in expanding industries, building up our country. He indulged the hope that great men among us would assist in making our educational system what it should be, and he trusted that our education would aid in making this country great and prosperous and ensure the growth of sound minds and pure hearts. This is the product that includes all other good, material and spiritual, and which, like mercy, blesses him that gives and him that takes. In the eloquent words of Geo. Herbert:

> "Oh mighty Love!
> For us the wind doth blow,
> The earth doth rest, the heavens move and fountains flow."

Dr. Rand's address (of which the above is an outline) was received with loud applause and warm encomiums from all who listened to it.

B.—Report of the Committee on a Course of Instruction for High Schools and High School Classes, with remarks of the Chairman on introducing the Report.

PRINCIPAL CROCKET, the Chairman of the Committee, spoke as follows:—

In introducing this Course it is not necessary to make any lengthened remarks. The subject of a course of Instruction has on former occasions been very fully dealt with by the Institute. Two years ago the principles which should govern the construction of a Course were discussed, and last year a

practical Course for Primary and Advanced Schools based upon these principles was submitted, and after a careful discussion, during which many valuable suggestions were made and agreed to, was unanimously adopted and has since been prescribed.

The proposed Course for High Schools is the complement of that Course. It is the connecting link between the Common School and enterance upon the activities of life or upon a University Curriculum. It was the aim of the committee to adapt it as far as possible to our existing circumstances, to popular opinion among us, and to the wants and tendencies of the times, while keeping steadily in view the great end of all education—the harmonious development of the pupil's powers—and what he can and should do by instruction.

The Report includes two Courses; the one for High Schools in cities and towns, and for High School departments in villages; and the other for High School classes in country districts. There are two courses provided for in each School—a modern and a classical—either of which a pupil may take at option of his parents. This arrangement it was thought would meet the case of those who wish to have a higher culture than the Common School can give, and at the same time to be relieved from the study of the classical languages.

The modern Course embraces three standards or a period of three years for all Schools. The subjects, it will be seen are eminently practical, in their character, and such as pupils who are designed for a commercial or practical life require to know, while they are fitted at the same time to secure that kind of mental discipline which is needed in every sphere.

The classical course is embraced in three standards (IX., X, XI.) in cities, towns and villages, and in four (VII., VIII., IX., X.) in country districts. The allotment of four standards in country districts is rendered necessary from the fact that no provision is made (and properly so) in the prescribed course for instruction in Latin till the pupil enters upon Standard VII., which is not *required* to be taught in country schools. It will be seen that the subjects of the classical Course meet the requirements for matriculation at any College or University in the Maritime Provinces—thus making for the average pupil from the beginning to the end of his school career a period of 11 years, and for the country boy a period of 10 years, to prepare him fully for entering on all the subjects of a University Curriculum.

A supplementary standard is added to the classical Course in cities, called Standard XII. It was thought by the committee that this supplementary standard would meet the case of those who may not see their way to enter upon a University training, but who wish, before entering upon their special sphere in life, to have that additional culture which the extended Course is fitted to impart. It meets also the case of those whose parents may consider them too young for entering a University, and wish to make the Course easy for them when they do enter. But besides these there exist other strong reasons why some provision should be made for their higher training, than is required for entering a University. Women are not admitted to classes in the University, and our Province is not yet prepared to equip separate Institutions for their higher training; but it is practicable to give them some of that training by making provision in our High School course for some portion of a University Curriculum. The recent action of the Senate of our University in proposing to grant certificates to women who pass a satisfactory examination in the subjects of the Freshmen year, should, I think meet with some response from this Institute. We should seek to have some provision made whereby women shall have an opportunity of preparing themselves, should they deserve it, of University honours. In this connection I might state that although the Course does not and cannot, according to the organization of all our Schools, with one exception—the Girls' High School of St. John—distinguish between the instruction given to boys and girls, the Committee are of opinion that girls should be allowed to substitute French or some other subject for Greek.

Copies of the Course having been distributed to the Institute yesterday and to teachers connected with High School work some weeks ago, you will be prepared to give it a thorough sifting. I do not think it is for us to discuss whether there should be a High School Course or not—the Legislature has enacted that there shall be High Schools and has empowered the Board of Education to prescribe the Course of Instruction. But it is for us, the Teachers of the Country, when thus assembled, to discuss fully and freely any subject brought before us by our Executive Committee, and to urge our views upon the Legislature and upon the Board of Education. The committee who prepared this Course did so at the direction of the Executive Committee. They believe it will fairly meet our wants.—But they invite a full and frank discussion, free and honest criticism. The views given forth may very much modify theirs, but in whatever way the discussion may turn, they hope that it will issue in the adoption of the very best practicable Course that can be devised.

I.—Proposed Course for High Schools in Cities and Towns, and for High School Departments in Villages.

STANDARD IX.

(Ninth Grade or Year.)

Classical Course.	**Modern Course.**
LANGUAGE:	LANGUAGE:
Reading.—Reader VI. Special vocal and elocutionary exercises to secure just expression. Word Lessons in Reader. Spelling incidentally. Occasional Dictation exercises and correct practice required in all written exercises.	*Reading.*—The same.
Literature.—Repeating from memory poetry and rhetorical selections from Reader, with clear knowledge of meaning and allusions. Short sketches of the Authors.	*Literature.*—The same.

STANDARD IX.—*Continued.*

Classical Course.	Modern Course.
Composition.—An elegant written translation from the Classics semi-monthly.	*Composition.*—Narrative Composition, as illustrated by the example appended to the first lesson in Reader. Review of the principles of Construction and of the structure of Paragraphs as contained in the Introductory Text-book, with their practical application to original exercises semi-monthly.
Latin—Nepos and Cæsar from Bryce's Second Book. Parsing and Syntax. Imitative Exercises. A special exercise in Composition prescribed by the Teacher monthly.	*Grammar and Analysis.*—Bi-weekly exercises from the Reader.
Greek.—Bryce's First Book to the verb.	
French.—(Optional). French-English Reader No. 3 or Two books of Telemaque.	*French* or *German.*
History.—Greek and Roman History (Collier).	*History.*—Ancient Oriental Monarchies, (*Swinton's Text-book*). Constitutional History of Britain and Canada, as contained in Reader VI.
*Industrial Drawing.**—(Optional). Drawing Books Nos. 8 and 9, (Revised Edition).	*Industrial Drawing.**—Drawing Books Nos. 8 and 9, (Revised Edition).
Writing.—Neatness and legibility required in all written exercises.	*Writing.*—Copy Book. Also neatness and legibility required in all written exercises.
Singing.—(Optional).	*Singing.*—The same.
NATURAL HISTORY OR SCIENCE:	NATURAL HISTORY OR SCIENCE:
Arithmetic.—Extraction of Square and Cube Roots, with applications. Mental Arithmetic.	*Arithmetic.*—Equation of payments. Profit and Loss. Exchange. Extraction of Square and Cube Roots. Mental Arithmetic. Lesson on the Metric System.
	Book-Keeping.—Single Entry.
Geometry.—Parallel Quadrilaterals, Logical relations of Propositions, Loci Problems, (Chaps. 5, 6, 7 and 8 of Wormell's Modern Geometry).	*Geometry.*—The same.
Algebra.—General Results in Multiplication. Factors. G. C. M. and L. C. M. Fractions. (Text-book).	*Algebra.*—The same.
	Mensuration.—Of Surfaces, as given in Wormell, completed.
Geography.—Ancient Geography in connection with Classics and History. (Bryce). Problems on the Terrestrial Globe.	*Geography.*—General Geography of Asia, South America, and Africa. Map drawing. Geography in connection with the requirement in History. Problems on the Terrestrial Globe. (A general knowledge of the Geography in foregoing Standards to be kept up, more particulary that of the Eighth.) *Text-book.*
Plant Life.—How Plants Grow, (Text-book). (Summer Term).	*Plant Life.*—The same.
Animal Life.—Physiology and Hygiene, (Text-book). (Winter Term).	*Animal Life.*—The same.
Physics.—Review of the Principles of Hotze's Physics. Useful Knowledge Lessons and Great Inventions in Reader VI.	*Physics.*—The same.

STANDARD X.

(Tenth Grade or Year.)

LANGUAGE:	LANGUAGE:
Reading.—Reader VI. as before.	*Reading.*—The same.
Literature.—Reading and critical examination as respects Language of an English Classic—Sketch of the Author.	*Literature.*—The same.
Composition.—An elegant written paraphrase of passages from the English Classic monthly; and a monthly written translation from a Latin or Greek author.	*Composition.*—Themes—Narrative, Descriptive and Expository, (Advanced Text-book). An original Composition semi-monthly, and a paraphrase of a passage from the Classic under consideration semi-monthly.

*For High School Departments in Villages, the allotments for Industrial Drawing to be as follows:—Standard IX., Books Nos. 4 & 5; X., 6 & 7; XI., 8 & 9; XII., 10 & 11.

STANDARD X.—*Continued.*

Classical Course.	Modern Course.
Latin.—Metamorphoses and Fasti of Ovid, as in Bryce's Second Book—Parsing, Syntax and Prosody—Imitative Exercises—Exercises in Composition prescribed by the Teacher monthly.	*Grammar and Analysis.*—As in Standard IX
Greek.—Bryce's First Greek Book (completed) —Parsing and Syntax.	
French.—(Optional).	*French* or *German.*
History.—Greek and Roman, (Collier).	*History.*—Greek and Roman History, (Textbook, Swinton's).
Industrial Drawing.—Drawing Books Nos. 10, 11, and 12, (Revised Edition). (Optional).	*Industrial Drawing.*—Drawing Books Nos. 10, 11 and 12, revised edition.
Writing.—Neatness and legibility required in all written exercises.	*Writing.*—The same.
Singing.—(Optional.)	*Singing.*—The same.
	Logic.—Reasoning deductive and inductive. The laws of reasoning developed and applied to investigations and the affairs of life. (Primer.)
NATURAL HISTORY OR SCIENCE:	NATURAL HISTORY OR SCIENCE:
	Book-Keeping.—Double Entry.
Geometry.—The Circle—Polygons—Problems on the Circle and Areas. (Chaps. 9, 10, 11 and 12 of Wormell's Geometry).	*Geometry.*—The same.
Algebra.—Simple and Simultaneous Equations. Quadratics with one unknown quantity, (Textbook).	*Algebra.*—The same.
	Land Surveying.—As in Wormell's Modern Geometry, supplemented by Loomis's Trigonometry.
Geography.—Ancient Geography in connection with Classics and History, (Bryce.) Problems on the Globes.	*Geography.*—The Geography of France, the Spanish Peninsula, and Central Europe, in detail. Map drawing. Geography in connection with the requirements in History. Problems on the Globes.
Plant Life. How Plants grow, (Text-book completed). (Summer Term).	*Plant Life.*—The same.
Animal Life.—Physiology and Hygiene, (Textbook completed). (Winter Term.)	*Animal Life.*—The same.
Natural Philosophy.—Dynamics, (Text-book).	*Natural Philosophy.*—The same.

STANDARD XI.

(Eleventh Grade or Year.)

LANGUAGE:	LANGUAGE:
Reading.—The Reading confined chiefly to the portion of Literature under consideration for the year.	*Reading.*—The same.
Literature.—The Elizabethan period (orally by the Teacher) with Shakespeare as its central figure. One Play of Shakespeare.	*Literature.*—The same, with a brief sketch in addition, of the history and structure of the English Language.
Composition.—An elegant written translation from the Classics monthly, and an occasional written paraphrase of passages from the Play under consideration.	*Composition.*—Versification, (Advanced Textbook). An original Essay semi-monthly, and a paraphrase semi-monthly from the Play under consideration.
Latin.—Virgil's Æneid—Book I. Cicero—Pro Lege Manilia. Exercises in Composition to be prescribed at least monthly by the Teacher.	

[In the above lessons of Standard XI. in Geography, Plant Life, and Animal Life, it is designed that the materials for the same be gathered up and systematized (by the pupils under the direction of the Teacher) from Reader VI., the Chemistry of Common Things, Calkin's Geography, and How Plants Grow.]

STANDARD XI.—*Continued.*

Classical Course.	Modern Course.
Greek.—Xenophon's Anabasis—Books I., II., III. and IV., and Homer's Iliad—Book I. (Both from Bryce's Second Book). Parsing and Syntax. Imitative Exercises. (Bryce's Second Book).	
French.—(Optional).	*French* or *German.*
History.—History of Greece and Rome, with special attention to their political Institutions, (Collier's).	*History.*—Mediæval and Modern (Swinton's Text-book).
	Political Economy.—Orally; Outlines of the principles of Trade; Capital and Labour, their mutual relations; Strikes, their effects; Taxes.
	Civil Government.—Orally; Outline of Legislative, Judicial and Executive functions.
Industrial Drawing.—(Optional). Drawing Books Nos. 13 and 14, (revised edition).	*Industrial Drawing.*—Drawing Books Nos. 13 and 14, revised edition.
Writing.—Neatness and legibility required in all written exercises.	*Writing.*—The same.
Singing.—(Optional).	*Singing.*—The same.
NATURAL HISTORY OR SCIENCE:	NATURAL HISTORY OR SCIENCE:
Geometry.—Wormell's Modern Plane Geometry completed.	*Geometry.*—The same.
Algebra.—Text-book completed.	*Algebra.*—The same.
	Trigonometry and Navigation.—Loomis's Trigonometry.
Geography.—The Ocean: Extent, waves, tides, currents. The Atmosphere: Climate, the winds, trade winds, zones of calms, land and sea breezes, monsoons, &c. Moisture in the atmosphere: Sources, distribution, condensation.	*Geography.*—The same.
Plant Life.—Vegetation: Flora of the different zones and continents, laws of distribution.	*Plant Life.*—The same.
Animal Life.—Animal life: Fauna of the different zones and continents, laws of distribution. The general distribution of the human race.	*Animal Life.*—The same.
Natural Philosophy.—Statics, (Text-book).	*Natural Philosophy.*—The same.
Astronomy.—The Solar System, (Lockyer's Primer).	*Astronomy.*—The same.

STANDARD XII.—*(Supplementary).*

(Twelfth Grade or Year.)

LANGUAGE: **Classical Course.**

Reading.—As in Standard XI.

Literature.—Historical Sketch of the English Language. Condensed view of the old literature. Chaucer. The Prologue. The Knightes Tale, &c. (Clarendon Press Series).

Composition.—An elegant written translation from the Classics monthly, and two themes per Term

Latin.—Horace, Odes, Book I.; and Ars Poetica; Livy, Book V. Reading occasionally *ad apertura.* Composition: an exercise weekly.

Greek.—Bryce's Second Book: The portions not previously read. Imitative Exercises. Composition. An exercise semi-monthly. Euripides' Alcestis.

French.—(Optional).

History.—Sketch of Roman Laws. Sketch of Judicial Proceedings and Criminal Trials (drawn from such a work as Adams' Roman Antiquities).

Industrial Drawing.—(Optional). Review and Original Designs.

Writing.—Neatness and legibility required in all written exercises.

Logic.—Reasoning deductive and inductive. The laws of reasoning developed and applied to investigations and to the affairs of life. (Jevon's Logic Primer).

NATURAL HISTORY OR SCIENCE:

Mathematics.—Geometry and Algebra, occasional reviews, original exercises. Plane Trigonometry and Mensuration of Surfaces and Solids (Loomis).

Minerals.
Plants.
Animals. } Geology, (Geikie's Primer).

Natural Philosophy.—Hydrostatics, Optics, (Text-book).

Astronomy.—Determination of the apparent places, and of the real distances and dimensions of the heavenly bodies (Text-book, Lockyer's Primer).

II.—Poposed Course for High School Classes in Country Districts.

STANDARD VII.

(Seventh Grade or Year.)

Classical Course.	**Modern Course.**
LANGUAGE:	LANGUAGE:
Reading.—Reader V. Special vocal exercises to secure just expression. Word Lessons. Attention to the excellence of thought and style of the passage. Spelling. Dictation Exercises.	*Reading.*—The same.
Literature.—Repeating from memory poetry and rhetorical selections from Reader with clear knowledge of meaning and allusions.	*Literature.*—The same.
Composition.—Paraphrasing passages from Reader. Semi-monthly written abstract of lessons in Reader previously read.	*Composition.*—Connected narrative in answer to Questions on Reading Lessons. Structure of Sentences. Principles of Construction. Synthesis of Sentences, (Text-book).
Grammar and Analysis.—A lesson weekly.	*Grammar and Analysis.*—Exercises from Reader.
Latin.—Bryce's First Book to the Verb.	
French.—(Optional).	*French.*—The same.
History.—The chief events in the History of Canada from 1663. Outline of British History in Reader.	*History.*—The same.
Industrial Drawing.—(Optional). Books I and 2, (Revised Edition).	*Industrial Drawing.*—Books 1 and 2, Revised Edition.
Writing.—Copy Book. Neatness and legibility required in all written exercises.	*Writing.*—The same.
Singing.—(Optional).	*Singing.*—The same.
NATURAL HISTORY OR SCIENCE:	NATURAL HISTORY OR SCIENCE:
Arithmetic.—Simple and Compound Interest. Discount. Square and Cube Roots.	*Arithmetic.*—Commission; Brokerage; Stock; Insurance; Custom House Business; Assessment of Taxes; Simple and Compound Interest.
	Book-Keeping.—Single Entry.
Geometry.—Lines, Planes, Angles, (Chaps. 1 and 2 Wormell's Plane Geometry).	*Geometry.*—The same.
	Mensuration.—Areas of plane triangles, squares and parallelograms.
Algebra.—Signs, Definitions, Addition and Subtraction.	*Algebra.*—The same.
Geography.—General Geography of Europe and of the United States. British Isles in detail. Map Drawing. Problems on the Terrestrial Globe.	*Geography.*—The same.
Minerals, Plant Life, Animal Life.—Chemistry of Common Things. (Winter Term). Lessons on the Principles of Agriculture. (Summer Term).	*Minerals.—Plant Life.—Animal Life.*—The same.

STANDARD VIII.

(Eighth Grade or Year.)

LANGUAGE:	LANGUAGE:
Reading.—Reader V. as before.	*Reading.*—The same.
Literature.—As in Standard VII.	*Literature.*—The same.
Composition.—As in Standard VII.	*Composition.*—A written abstract of lessons previously read, semi-monthly. Structure of Paragraphs, Narrative, Descriptive, and Expository, (Text-book).
Grammar and Analysis.—A lesson weekly.	*Grammar and Analysis.*—Exercises from Reader.
Latin.—Bryce's First Book completed. (*Fables of Phædrus omitted*).	
Greek.—Bryce's First Book to the Verb.	
French.—(Optional).	*French.*—The same.
History.—Outlines of British History in Reader completed, and supplemented by Thompson's History of England.	*History.*—The same.
Industrial Drawing.—(Optional). Books 3 and 4, (Revised Edition).	*Industrial Drawing.*—Books 3 and 4, (Revised Edition).
Writing.—Copy Book. Neatness and legibility required in all written exercises.	*Writing.*—The same.
Singing.—(Optional).	*Singing.*—The same.

STANDARD VIII.—*Continued*

Classical Course.	Modern Course.
NATURAL HISTORY OR SCIENCE:	NATURAL HISTORY OR SCIENCE:
	Arithmetic.—Square and Cube Roots, with their applications.
	Book-Keeping.—Double Entry.
Geometry.—The Circle, Triangles, Parallels, Quadrilaterals, Chapters 3, 4, 5 and 6 of Wormell's Modern Geometry.	*Geometry.*—The same.
	Mensuration.—Of Surfaces, as in Wormell's Geometry, completed.
Algebra.—Multiplication, Division, and Fractions, and such other parts of the Text-book as are necessary for dealing intelligently with the subject of Fractions.	*Algebra.*—The same.
Geography. The Five Great Oceans from Reader V. and Useful Knowledge. Ancient Geography, in connection with Classics and History, (Bryce). Problems on the Terrestrial Globe.	*Geography.*—The Five Great Oceans, from Reader V. General Geography of Asia, South America, and Africa. Map Drawing. Problems on the Terrestrial Globe.
Plant Life.—Plants and their uses, from Reader V.	*Plant Life.*—The same.
Animal Life.—Health of the Body, from Reader V.	*Animal Life.*—The same.

STANDARD IX.

(Ninth Grade or Year.)

LANGUAGE:	LANGUAGE:
Reading.—Reader V. as before. Also the reading of a prescribed English Classic.	*Reading.*—The same.
Literature.—Reading and critical examination as respects language of a prescribed English Classic. Sketch of the Author.	*Literature.*—The same.
Composition. An elegant written paraphrase of passages from the English Classic monthly, and a monthly written translation from a Latin author.	*Composition.*—An elegant written parsphrase of passages from the English Classic, Monthly. Written abstract of lessons previously read, monthly; and a weekly Theme, narrative or descriptive, prescribed by the Teacher. So much of Versification as to enable the pupil to read English Poetry with intelligence and appreciation.
Latin.—Nepos and Cæsar from Bryce's Second Reader. Parsing and Syntax. Imitative Exercises from Reader. A special exercise in Composition prescribed by the Teacher monthly.	*Grammar and Analysis.*—Exercises from Reader.
Greek.—Bryce's First Greek Reader completed.	
French.—(Optional).	*French.*—The same.
History.—Greek and Roman History. (Swinton's Text-book).	*History.*—Mediæval and Modern History,(Swinton's Text-book).
Industrial Drawing.—(Optional). Books 5 and 6, (Revised Edition).	*Industrial Drawing.*—Drawing Books 5 and 6, (Revised Edition).
Writing.—Legibility and neatness in all written exercises.	*Writing.*—Copy Book. Legibility and neatness required in all written exercises.
Singing.—(Optional).	*Singing.*—The same.
NATURAL HISTORY OR SCIENCE:	NATURAL HISTORY OR SCIENCE:
Geometry.—Logical Relations of Propositions. Problems. The Circle. (Chaps. 7, 8 and 9 of Wormell's Modern Geometry).	*Geometry.*—The same.
Algebra.—Simple and Simultaneous Equations.	*Algebra.*—The same.
	Land Surveying.—The determination of the areas of fields.
Geography.—Geography in connection with the requirement in History, Ancient Geography in connection with Classics and History, (Bryce's). Problems on the Celestial Globe.	*Geography.*—Geography of Germany in detail. Map drawing. Geography in connection with the requirement in History. Problems on the Celestial Globe.
Plant Life.—How Plants Grow. (Summer Term).	*Plant Life.*—The same.
Animal Life.—Physiology and Hygiene. (Winter Term).	*Animal Life.*—The same.
Physics.—Principles of Physics as in Hotze's Physics.	*Physics.*—The same.

STANDARD X.

(Tenth Grade or Year.)

Classical Course.

LANGUAGE.

Reading.—The Reading chiefly confined to the portion of Literature under consideration.

Literature.—The Elizabethan period with Shakespeare as its central figure (orally). One Play of Shakespeare.

Composition.—As in Standard IX.

Latin.—Metamorphoses of Ovid, and Virgil, Book I., as in Bryce's Second Book; with occasional Reviews of portions of Cæsar. Parsing, Syntax, and Prosody. Imitative Exercises. Exercises in Composition prescribed by the Teacher monthly.

Greek.—Xenophon's Anabasis—Books I. II. and III. Homer's Iliad—Book I. Parsing, Syntax, and Prosody. Imitative Exercises. (Bryce's Second Book).

French.—(Optional).

History.—Greek and Roman History. (Swinton's Text-book).

Industrial Drawing.—(Optional). Review and Original Designs.

Writing.—As before.

Singing.—(Optional).

NATURAL HISTORY OF SCIENCE:

Geometry.—Polygons. Problems on the Circle. Areas. (Chaps. 10, 11 and 12 of Wormell's Modern Geometry.)

Algebra.—Review, and Quadratic Equations.

Geography.—As in Standard IX. Also a minute acquaintance with "The Atmosphere, Clouds, Rain, &c." in useful Knowledge Lessons in Reader V.

Plant Life.—How Plants Grow, (Summer Term).

Animal Life.—Physiology and Hygiene, (Winter Term).

Physics.—Principles of Hotze's Physics completed.

NOTE.—Where Classes have fully mastered the foregoing allotments under any Standard, the Teacher may select additional work from the Standards prescribed for High School Departments.

C.—Discussion on the Courses of Instruction.

[Chiefly taken from the Press Report.]

The report of the Committee having been presented by Mr. Principal Crocket, the next speaker was Mr. Freeze, of St. Stephen. After speaking in general commendatory terms of the labors of the Committee, he suggested that Greek in this proposed course should be optional, and that French should be made compulsory. He thought geometry had too important a place in the course. He criticized some features of the text-book on geometry, while commending the general character of the book. He suggested that the course should take in no more geometry than to page 116 of the text-book. He argued at some length in favor of language as a means of mental training, drawing a comparison between English and American literature, and referring to the firmness and vigor of the former. Less science would be sufficient in the course. There was too much, generally speaking, in the course. Mr. F. being invited by the President to come down to details, he referred to (supplementary) Standard XII., objecting to hydrostatic, optics, some of the astronomy laid down, judicial proceedings and criminal trials, and some other minor features. In brief he thought the course contained too much science and too little literature.

Mr. John March said he hoped the course adopted last year would be discussed, and teachers who had faithfully endeavored to carry out that course would give their experience of it. He said that it had been fairly tried in St. John, and had been found to work, in general, satisfactorily. Perhaps in some standards there was a little too much laid down, but he would be glad to see grammar commenced by the fourth grade instead of the fifth.

Mr. John Montgomery said that he believed the course of instruction as laid down in standard S was too high. There was too much Latin in that standard. The text-book "How Plants Grow" could not easily be procured by school children. He thought it occupied too prominent a place in the curriculum. A

few oral lessons on the subject ought to be sufficient, or it might be made optional and Latin compulsory.

Mr. D. Morrison said some improvements might be made in the course of instruction. In standard 3 some mental arithmetic might with advantage be introduced. In standard 5 it was not stated how far mental arithmetic should be carried.

Mr. Belyea thought that the course of instruction for the country districts was too indefinite. It was too much to expect pupils to finish this in four years, as laid down. [Dr. Rand said it was not intended that the course should be finished at the end of the fourth year.] Mr. B. thought that this should be clearly stated. He thought grammar had its proper place in the course.

Mr. Inch thought that a little stronger infusion of mathematics in standard S of the adopted course would be wholesome. He thought that a portion of the amount of physics in standard S could be distributed over standard 9 of the High School course. The *text-book* on physics could be dispensed with by the pupils.

Mr. Parlee said there was too much oral work required of the teachers. Plant Life, as laid down in standard S, was not limited, but it should be as it was laid down in the High School course. The mathematics for that grade was, he thought, quite sufficient. He thought that the amount of Latin for grade S might be overtaken on the completion of the work of that grade. [Dr. Rand here said that the Fables of Phœdrus in the first Latin Book might be omitted.]

Mr. Coyngrahame thought that the course of instruction under which the schools are now working is an excellent ideal one, but it may be too ambitious for the generality of schools to accomplish. He held that it was a great task, for example, for the pupil of the 8th grade to get an accurate knowledge, in five per cent. of the school time, of the events of Canadian history from 1812 down to the present time. The attempt to teach plant life and physics (in standard S) without a text-book, and requiring a pupil to pass examination at the end of a term on these subjects, would be productive of but scanty results.

Mr. Denton made a strong plea for text-books, and thought that no amount of oral lessons on a subject could give definite knowledge to a pupil without a text-book. He thought in standard 7 more arithmetic could be taught. In a lengthy speech he pointed out what he considered some defects in the High School curriculum.

Mr. D. P. Chisholm said from the multiplicity of subjects required in standard S, thoroughness in each was not attainable.

Mr. G. U. Hay said they had lost sight of one important thing in the discussion, in criticizing standards 7 and S of the curriculum, for teachers had not taken into consideration the fact that pupils now in grades 7 and S had not been thoroughly drilled in standards 1 to 6, since the course has been but recently prescribed.

Mr. Wilbur said there should be more mathematics in the course adopted last year. It was too one-sided. There was too much required. We had to pass too rapidly from one subject to another.

Dr. Rand—But there is a grand unity in the whole.

Mr. Wilbur said it was the unity that troubled him.

Mr. Chisholm enquired as to the object of this discussion. Would it lead to any definite result?

Dr. Rand said he wished to gather up the judgments of the Institute leading to any necessary amendment of the existing course.

Mr. G. R. Parkin said that the course proposed for High Schools was impracticable. There was danger in having our school system strangled by too much direction and finical regulation; too tight lines are being drawn. He held that it was impossible to carry out the same course of instruction in all schools of our Province, without leaving a great deal to the option of the teacher. He believed that in laying down too rigid lines in regard to text-books, in being obliged to go over a course time after time, we are being tied down to a tread-mill process, a process that will degrade the profession in this Province if persisted in. A wider option should be allowed. He felt this from his experience. While a common school course might work well up to a certain point, beyond that discretionary powers should be allowed the teacher. He held that if the Fredericton Board of Trustees adopted the High School course it would be the death blow to higher education here. [It will be observed that the proposed course is *not* the same for all schools, and that some provision is made for optional subjects.]

(Discussion resumed at the fourth and fifth Sessions).

Mr. John March stated that a pupil's edition of Hotze's Physics might be published, (embracing the chief portions of the text), if it would not infringe upon the copyright, for about twenty-five cents.

In speaking briefly of the High School Course, Mr. March disapproved of Greek for girls.

Mr. Crocket explained that Greek could be made optional.*

Mr. March thought that a middle course for girls—between the classical and modern—should be adopted, which might be made optional. He drew attention to the fact that there was no provision made for domestic economy in girls' schools. This could be substituted for other branches not specially adapted for such schools. He referred to the expensiveness of the text-book on Ancient History (Swinton). He thought that he could not form a correct judgment of the course after a few hours consideration. He considered that the discussion should be postponed until next year.

Dr. Rand explained that the course ended with the 11th year or grade. The 12th year of the course was supplemental,—girls successfully completing that being qualified for the second examination on which the Senate has recently offered certificates from the New Brunswick University.

Mr. H. C. Creed discussed both courses of instruction. He thought that the latter part of Canadian History—the English period—might more profitably be studied first, and a great deal of comparatively uninteresting matter in the text-book might be passed over, and the attention of the class directed to what was more important. Equations in algebra might be profitably introduced at an earlier stage in the pupil's progress. It seemed desirable that general geography should be more fully studied than was suggested by the outline in the course.

Mr. H. S. Bridges said that many teachers regarded the Latin of Standards 7 and 8 as optional. He thought Latin should be made compulsory in such grades in respect to pupils who intended to take a classical course. In reference to the High School Course, he said that as the parents of the children in St. John were eminently practical, they would, on looking over the curriculum, be apt to adopt the modern course for their children in preference to the classical; and as there were but two teachers in the St. John Grammar School it would be difficult if not impossible to pursue the two courses side by side.

A discussion here arose as to whether Latin should be made optional or not in Standards 7 and 8. It was made optional in the course by the Institute last year. Several held that to make the High School course of some effect in Latin, this subject should be taken up in grade 7 (as contemplated by the existing course).

Mr. Montgomery said that all the pupils of grades 7 and 8 in the Albert School, Carleton, were studying Latin, and the teachers contrived to make it interesting and profitable.

Mr. Raymond saw some difficulty in carrying out the High School course in country districts where some of the scholars of advanced age were kept at home half the year.

Dr. Rand said that the committee was clearly of the opinion that a course of instruction should encourage well to do country districts to lead classes on to some of the higher standards, and that suitable recognition should be given for such work in distributing the High School allowance, as in the case of the Superior allowance. In this way an impetus would be given to the higher education.

Mr. Raymond said he thought of that, but when he had proposed it it had been termed a "whim." Continuing, he said there was too much work in each Standard of the High School course. He thought both Greek and Roman history should not be taken up by the 9th grade, but one *or* the other. He thought that arithmetic should be continued by the 10th grade. In closing, he asked who had drawn up this High School course.

Dr. Rand said he had been somewhat humiliated since this Institute commenced, by gentlemen present displaying a want of knowledge respecting the previous proceedings of the Institute. Both courses of instruction had originated with the Institute; its committees had framed them; it discussed their features at its meetings of 1878 and 1879. The Board of Education had adopted the course now in use, after its adoption by the Institute.

Mr. Denton asked the question—How many schools will be likely to carry out this High School course?

Dr. Rand—If the schools adopting this High School course should receive a special grant, I would expect it to be very generally adopted,—standard after standard, as the various communities realized the importance of secondary education.

Mr. Denton thought that political economy should have a more distinct place in the course. He thought it too ambitious for all districts in the Province except St. John and Fredericton.

Mr. Crocket closed the debate. He said the *principles* of the course had not been touched upon. Members of the Institute had merely pointed out what they considered deficient in the course and what branches had too much prominence. He then moved the resolutions which appear in the "Official Minutes."

D.—Discussion on the Regulations relating to Inspection of Schools.

Mr. Town stated that the Inspector did not visit his school last Term, notwithstanding that he had both requested him to do so, and had informed him that he was to leave the school on May 1st. Through failure of inspection his school was not ranked, and his Provincial draft did not, consequently, include any bonus money.

Dr. Rand in reply called attention to the fact that the Inspector's duties required him to visit one half of his District in each Term. The Parish of Botsford, in which Mr. Town taught, was allotted to the Summer Term. It was impracticable for Inspectors to regulate their annual visitations by the exigencies of teachers. The grievance in the case referred to arises from the fact that the Board of Education, while making it a precedent condition of eligibility for classification that the school must have been in charge of the teacher for more than a Term immediately preceding the date of visitation, does not enforce this provision until Nov. 1, 1880. The Inspectors had been instructed to report all such cases at the close of the school year, when they would be submitted to the Board for consideration. It would be seen that such cases could occur only this year.

Mr. Montgomery thought it unjust and oppressive that the teacher should have $40 taken from his salary if his school failed to classify. Was it done to save money to the Province?

Dr. Rand replied that no one could regret more than himself the loss of salary to any teacher, but it was to be borne in mind that when the School Act came into operation in 1872 it contained the provision now under consideration, and was to become operative in 1877. It was clearly foreseen by the Legislature that when the schools became numerous and the teachers were advanced in class the aggregate amount required would be in excess of that which the Province could provide for the service. The grant according to class was therefore lessened, but a bonus was offered to all schools which should be classified annually. Those receiving the first rank, if holders of first or second class licenses, would continue to receive as large a grant as formerly, and if holders of third classes the grant would be a little in excess of their previous grant. The regulations of the Board of Education were in pursuance of the provisions of the Statute.

Mr. Wilbur said in respect to the $40 bonus that it was like the piece of fish that the Newfoundlanders placed in front of their dogs to incite them to progress. He considered himself badly served by the stoppage of the Superior grant, on which he had reckoned when he made his agreement with the Trustees. He was, however, about four-fifths of the Board of Trustees himself, and the Board had made up the amount to him. If the present regulations for the distribution of the Superior allowance were kept in force the best teachers would leave the profession. As for himself he would close his school-house door and write "Ichabod" thereon. (Laughter).

Dr. Rand said that if any teacher felt that he had a claim to consideration because of want of timely knowledge respecting the withdrawal of the Superior Grant and the substitution of the present superior allowance, on due representation of the facts being made to him he should present the same to the Board of Education for its consideration and judgment. He said it was clear that something should restrain the frequent changes in teachers. This was a clamant evil,

and was most wasteful of educational force. In Kings County, for example, out of the first 74 schools inspected in the Term ended April 30th last, only 4 schools had teachers who had been in charge of them prior to the first of November last. This migratory practice was terribly destructive of the objects for which the school system existed, and was degrading the profession. He should be glad if any one present would suggest any better remedy for this evil than that contemplated by the existing regulation.

Mr. Coyngrahame thought the regulations might work unfairly, but he was not here as an administrator, he said, to suggest a remedy. It was not the possible pecuniary loss which the teacher felt so much as the degradation to which he might be subjected by the new regulation.

Mr. Parlee said the new regulations really assumed compulsory attendance of pupils, and it had occurred to him that perhaps it was the purpose of the Board of Education to approach this important subject in the provisions under discussion. If these were a first step to that end, the step was in the right direction.

Mr. Mace said that he was teaching in an out-of-the-way district where newspapers were few, when the regulations on the Superior allowance were issued; and he thought it was severe on him as a teacher that he should lose any portion of the grant because of his remote position. He deemed it unjust that the Trustees should share in the superior allowance, after it had been earned by the Teacher.

Mr. R. H. Raymond could not understand how the provisions for classifying schools could be fairly applied by the Inspectors in country districts. They might work well enough in cities and towns, but the irregular attendance in country schools would prevent the teacher from passing successfully the groups put up for inspection.

Dr. Rand replied that the Inspectors had all been teachers themselves, and that every care would be taken to do justice to all schools both in town and country. The Inspectors were able, sympathetic, and practical men.

Mr. McLean said that the distribution of the superior allowance would bear heavily on the poorer districts.

Dr. Rand pointed out that this was a misconception. The grant as formerly disbursed had not been shared by any but well-to-do districts, and but *one* of these in a Parish, while both St. John and Fredericton had been excluded from any participation. Under present arrangements all districts in the country that passed pupils in Standard VI., and all towns that passed pupils in Standard VIII., would share in the superior allowance.

Mr. March said that the present mode of distributing the superior allowance was not an unmitigated evil, for St. John would get a portion of the superior allowance this year. He spoke favorably of the operation of the inspectoral regulations. The Board of Education had acted very considerately in respect of the schools of St. John.

Mr. Lawson said that some one had mentioned a case in which the parent kept his children home on the day of inspection "to spite the teacher." He thought that such cases would be few. In Glasgow, he said, a parent had been fined by a magistrate for this offence. Perhaps this plan could be adopted in New Brunswick, if there seemed to be good grounds for it.

Dr. Rand said that the Inspectors would report to the Department any case in which the interests of teachers were sought to be injured through malice.

Some further remarks were made by Messrs. Belyea, Miller, Vroom, Denton, and Morrison, and Dr. Rand added that the Board of Education was desirous of making matters agreeable to the teachers, and he assured them that their suggestions would be carefully considered. The session closed at 11 o'clock, p. m., and was animated and interesting throughout. Many questions, not noted above, were asked and answered by Dr. Rand, and the regulations placed in a clearer light before the teachers.

E.—Address by William Crocket, A. M.

Do the principles of the Kindergarten System differ from those of Modern Education?

Within the last two or three years many of our people throughout the different Provinces have heard more or less about a system of Education known as the Kindergarten system. The great names associated with it and the class of persons who patronize it have excited a desire on the part of many to know more about it. At one time they hear it spoken of as a new system destined to

work marvellous changes among the young, at another time its merits are questioned and its founder regarded as an impracticable theorist. It was therefore probably owing to the newly awakened interest and the unsettled opinion or rather uninformed opinion respecting it, that the Executive Committee deemed a discussion of its principles a proper subject at the Institute. Are its principles different from those of modern Education? Is the child of the Kindergarten system to be afterwards given over to be worked upon by opposed or similar processes? Is it a related or an unrelated part of our school system? These are the questions which the Institute has to consider. We have therefore to ascertain (1.) What the principles of the Kindergarten system are and (2.) What the recognized principles of modern Education are.

I. A brief description of the Kindergarten system will help us the better to apprehend its principles. A Kindergarten just means a child's garden—a garden or place where children can expand and grow as plants do in a garden. Froebel, the founder of the system, designed that here children between the ages of three and seven years should be trained by providing them with occupations suitable to their individual powers and awakening minds. They gradually receive a knowledge of nature and of mankind and are carefully trained in heart and mind by judicious guidance, and not by constraint. The various occupations in which they engage are developed one from another in a natural order. Taken together they satisfy the demands of the child's nature in respect both of physical and mental culture, and their methodical application develops his various powers in accordance with nature's own laws. The series of objects technically called Gifts which Froebel devised for these occupations may be arranged under four heads in the following order:—1. Solids. 2. Surfaces. 3. Lines. 4. Points.

The child's course thus begins with wholes, then descends to the parts in planes or surfaces. From the planes it next descends to lines which are the edges or boundaries of the surface, and lastly to points which are the smallest parts or ends of the lines. The process is then reversed. The child passes from the point to the line in such occupations as in sewing and drawing; from the line to the surface in weaving and interlacing of threads and slats, and to the solid in the modelling in clay. Thus by a different road he reaches his original starting point, and surveys the same truths from a higher plane.

Let us now enter a Kindergarten—one pervaded by Froebel's own spirit—to witness some of these occupations, with a view of ascertaining, if possible, the law underlying them.

First Gift.—Let us first turn our attention to the youngest children. They are engaged in their first occupation with the First Gift called "The Ball," which consists of six soft balls of the colours, of the rainbow, three of the primary colours—red, yellow and blue; three of the secondary—green, orange and violet. Out of the ball they are making endless amusement. They roll it, they toss it, they wheel it round and round. Holding it up by a string, they move it right and left, or round and round, &c. Now they make it spring up like the cat, now they make it fly like the bird. Now in its form and colour they see the fruit and flowers which they know.

Second Gift.—Here is another group of children with other playthings, consisting of a *hard ball*, a *cube*, and a *cylinder*. They first take the sphere or hard ball, to which a string is attached in a small indented eyelet, and similar exercises are gone through with as with the soft ball. Unlike the soft ball however, it makes, as the children perceive, a noise when it falls. The cylinder and cube differ in form from the ball, the cube much more than the cylinder, which forms the connecting link between them. They roll the ball in every direction, they can only roll the cylinder when lying on its side, the cube does not roll at all. Here the law of contrast is forced upon the children; they begin to learn what a thing is by learning what it is not. As they compare the cube with the ball they become conscious of the flat faces of the former, its sharp edges and corners. The cylinder has no corners, but it has flat ends and has edges.

Third Gift.—In the third occupation we see the children placing little cubes into a variety of forms. They make chairs, tables, houses, etc. In this occupation or play the cube is divided in every direction into eight smaller cubes,—the children are thus enabled to grasp the inner conditions as well as external appearances of things and have their natural craving or instinct satisfied by finding out what is inside of things.

Fourth Gift.—Here we see the children's ingenuity exercised by devising various forms with longitudinal blocks. These are afterwards combined with the cubes of the preceding *gift* and thus various orders of buildings. This fourth gift is a divided cube also, but its parts are not cubes but parallelopipeds, thus emphasizing the three dimensions of space implied in the preceding gift.

Fifth Gift.—In the fifth occupation the children are engaged in architectural forms of great beauty and variety. The large cube of this *gift* is divided into a great number of cubes, and some of the smaller cubes are diagonally divided so as to introduce the triangular form. The children now begin to see that the preceding gifts contained the new elements but they failed to perceive them.

Sixth Gift.—The series of Solids is concluded in the sixth gift, which is also a cube but differing in its subdivisions. Each of the gifts named, it will be seen, is logically derived from the preceding. The various exercises with them are fitted to impress their mutual relations, and as we can only fully apprehend an object when its relation to universal law is apprehended, the children must have made great advances in clear, definite conceptions.

Thus far we have seen one great law running through these occupations—each step being derived from and embodying the preceding—the principle of "From the Simple to the Complex."

Froebel did not stop here, however. He arranged his subsequent gifts or occupations so that the child should pass logically from the solid to the surface, line, and point, the limit of analysis. Here evidently another law determined his procedure,—"From the Concrete to the Abstract."

But the course did not terminate at the point. A contrary process was adopted. The *solid* was built up from the *point*. This process gave the child the best possible means of embodying in visible form the impressions received through the former process. Herein is the embodiment of another principle: "Analysis before Synthesis."

We have not yet however reached Froebel's root-idea. Something else underlies his procedure than what I have announced. Had I minutely described the exercises in connection with the gifts it would have been seen that they retained the best characteristics of childish play. Left as much

as possible to his own spontaneity, the child is found shaping the playthings or materials to his fancy, as Wordsworth so happily describes:—

"Behold the child among his new born blisses;
See at his feet some little plan or chart,
Some fragment of his dream of human life
Shaped by himself with newly learned art
A wedding or a festival
A mourning or a funeral."

Look at him making his blocks symbolical personages and objects of a story. Even with the eight cubes, five may be a flock of sheep, one the shepherd, one a wolfe which is seen in the distance, and one the shepherd's dog which is to defend the sheep from the wolfe; during all this time what fun! what interest! what absorption!

How did Froebel hit upon such attractive plans? With an intense sympathy for children, he determined to study child nature in all its aspects, to try if it were possible to devise some scheme whereby the activities which they manifested in their play might be systematized and made the means of the harmonious development of their physical, mental and moral nature.

He brought to his task a theoretical knowledge of Education, a knowledge of human nature as studied in books and among men. He now seeks to penetrate the secret springs of child action. He takes his place among them; he observes them as they disport themselves in shout and frolic and song. Left to themselves he sees those of similar ages mingling together One group he finds here, another there, one group at this game, another at another game, but all bent on happiness, all in ceaseless activity, intense earnestness, complete absorption. What, we may imagine him to say to himself, is evoking all these forces? Play. Play is the motive power. Play is the activity ending in happiness. Play is the birthright of the true child. Where it is denied him—where the forces within him are denied expression through play, you have in the man the stunted limbs, the pigmy intellect, and the moral coward or something worse. The story of Robert Falconer, as told by George McDonald, is the case of too many. Robert's grandmother denied him every kind of play or amusement and compelled him to read instead Baxter's Saints Rest, Boston's Fourfold State, Alarm to the Unconverted—perhaps too little read now—which awoke in him a keen sense of misery and hopeless cold, and led him to feel and to say, "What a terrible thing righteousness is." Had his life been kept parallel with God's thought in his creation, or the natural impulses of his childhood not been crushed, he would have been more likely to gather sweetly by the way "the peaceable fruits of righteousness."

Play is not busy idleness, but is the effort of souls girding themselves for the realities of life. Children in their weakness are not fitted to do our work, but they prepare themselves for it by doing their own, bringing into it all the energy of which they are capable. It is but the childhood of earnest lifework. Through play, in association with his comrades, the child begins to recognize moral relations, to feel that he cannot live for himself alone, that he is a member of a community whose rights he must acknowledge.

Froebel, then, looking at the deep significance of play, thought it worth while to guide and direct it, to fill it with mighty influence, to transform it into work, but work which shall look like play, work which shall originate in the same impulses and exercise the same energies as they employ in their amusements or occupations. He therefore proceeded to organize their play, but so organized it that the structure was strictly related and conformed to the original foundation play.

The Kindergarten system therefore regards children simply as beings endowed with faculties of many kinds, that must be developed according to their nature, that must not be urged in this direction or cramped in another, but be placed in the most favourable circumstances to attain their full growth according to the laws impressed upon them by their Creator, as do the plants in the soil and climate that suit them. In a word Froebel's grand principles was:—A child's powers must be exercised and developed according to their natural order of unfolding, and that the processes must be based upon all those activities, that go by the name of play.

No books are to be seen in the true Kindergarten. This is in a line with Froebel's root idea; no ideas or facts are to be presented that the child cannot clearly understand and verify. Before coming to books a child's curiosity must be satisfied about outer objects, and thus be gradually transformed into intelligent interest and desire for knowledge. In his lessons with blocks the object was not to teach him Number or Geometry, though he learns both, but to lead him to discover facts and truths concerning number, lines and angles for himself. No half apprehensions, no dim conceptions, no mere formulas of knowledge are allowed; the child is to be disciplined to accuracy in visible things and the use of concrete terms, so that he will not deceive himself with the semblance of knowledge when the time comes for dealing with abstract things. He learns no long nomenclature of any science, but he learns the exact name of every object that is presented to him. His powers of observation, comparison, and reason are exercised by finding out the relations of the object he sees and knows. Though in his games he is not allowed to do anything mechanically nor at random, he is free to create, to follow his own fancy within the bounds of laws he has himself been led to recognize.

In Froebel's day, as in our own, there was such a haste to get knowledge little time was given for culture; instruction overlaid education. Pupils came out of schools probably well informed but ill educated. Schools were designed exclusively for imparting instruction, and children were not prepared for entering them. It was a sudden transition from their playful joyous sports, where everything was invested with an interest and a meaning, where their physical and mental activities had full play to a world entirely unrelated to their past condition, where no opportunity was given for the outflow of an inner life, where nothing was to be seen but a strange symbolism, and little else to be heard than an unknown tongue. There must be, said Froebel, a reformation in the schools that give instruction, and there must be a preparation for such schools.

II. What are the principles of modern Education? Let us first glance at some of the theories of past times:

Among the Ancients I shall only name one—the Socratic theory. Socrates says no distinction should be made between mind and body in Education. He considered gymnastics as part of the training of the whole man. With respect to mental training his great aim was to educe truth by

questionings and analogies Truth cannot be seen however through distorted media, and Socrates first found it necessary to uproot the simulacre, false conceptions or semblance of knowledge. There were in Socrates' day professional crammers in Athens, men who defended cram on principle. These were the Sophists,—teachers who undertook to furnish their pupils with ready-made talk, which could be produced on any occasion. They could write a leader on any side of any question without knowing anything about it. Through the teachings of Socrates the power of the Sophists, whose delusive theories had so long enchained the Greek mind, was broken, and the foundations laid for the reception of truth. He questioned, to expose ignorance and expel error He questioned to discover facts or draw out truth. From his practice it is clear that the Socratic theory was "the development of man."

After the revival of learning till Froebel's time, the prominent educationists were Roger Ascham, Montaigne, Ratich, Comenius, Basedow and Pestelozzi.

Roger Ascham, in his treatise, The Schoolmaster, in giving directions how to teach Latin, says, "Teach the pupil cheerfully and plainly, the cause and matter of his lesson, then let him construe it into English so oft as he may very easily carry away the understanding of it, then parse it over properly." He afterward adds, "Grammar taught by itself is tedious for the master, hard for the scholar, cold and uncomfortable for both. Grammatica itself is sooner and surer learned by examples of good authors, than by the naked rules of grammarians." Queen Elizabeth, he goes on to say, never took a Latin or Greek grammar in her hand after the first declining of a noun and a verb, and that she had such a perfect understanding of both tongues that there were few in either of the two Universities of England or elsewhere whose knowledge of the tongues was at all comparable to her Majesty's. This is probably an exaggerated estimate of the Queen's attainments. It will be remembered that Ascham was her teacher. One more quotation from Ascham. "Let your plan be such that your pupil shall always take to his lesson with pleasure. And pleasure alluretli love; love hath lust to labour; labour always obtaineth his purpose."

Montaigne, the contemporary of Ascham but about thirty years younger, may be said to have founded a school of thinkers on the subject of Education, of which Locke and Rousseau were afterwards the great exponents. As far as regards the method of teaching languages, he discarded grammatical teaching altogether, and wished that all could be taught Latin as he had been—by conversation. In ordinary teaching, he says, we suffer ourselves to lean and rely so very strongly upon the arm of another, that by so doing we prejudice our own strength and vigour. He also insists upon the importance of physical education. We have not, he says, to train up a soul, nor yet a body, but a man, and we cannot divide him.

Ratich, Ratichius, or Ratky, for he is known by any of these names, was a Dane, who flourished during the struggle of the Thirty years war—amidst much that lays him open to the suspicion of being a charlatan. He propounded many profound principles, among which are the following:—Everything after the order and course of nature. One thing at a time. One thing again and again repeated. Nothing should be learned by heart. In learning by heart, he says, the attention is fixed on the words, not on the ideas. Knowledge of the thing itself must be given before that which refers to the thing. Everything by experiment and analysis. Everything without coercion. The human understanding is so formed that it best retains what it finds pleasure in receiving. The use of rules is to confirm and preserve knowledge, not to acquire knowledge. The rod should be used to correct offences against morals only. There is a good deal here, as you will perceive, which has a Froebelian ring about it.

Comenius of Moravia, during a chequered life, did much to diffuse sound principles. He lived also during the Thirty years war and was acquainted with Ratich. Before his time no one had brought the mind of a philosopher to bear practically on the subject of Education. Ascham and Ratich had investigated new methods; but had made success in teaching the test to which they appealed, rather than abstract principle. Comenius was at once a philosopher and a schoolmaster who had earned his livelihood by teaching an elementary school. Dissatisfied with the state of Education as he found it, he sought for a better system by an examination of the laws of nature. His larger work, the *Didactica Magna*, contains the chief principles which he endeavoured to work out In a chapter devoted to the principles of easy teaching, he lays down among other rules, that children will learn if they are taught only what they have a desire to learn, with due regard to their age and the method of instruction—and especially when everything is first taught by means of the senses. On the education of the senses he laid great stress, and was the first I believe to do so. Education should proceed, he said, in the following order:—First the senses, then the memory, then the intellect, last of all the critical faculty. This method is according to the order of nature,—the child first perceives through the senses; these perceptions are stored in the memory and called up by the imagination. By comparing one with another, the understanding forms general ideas, and at length the judgment decides between the false and the true. By keeping to this order Comenius believed that it would be possible to make learning entirely pleasant. From what I have selected of his principles, it would seem as if Comenius was preparing solidly the way for Froebel.

Locke has had considerable influence on the theory of Education. He was no enthusiast, but as a man of calm, good sense, who found himself charged with the bringing up of a young nobleman, he examined the ordinary education of the day, and when it proved unsatisfactory he set about such alterations as seemed expedient. As Locke had studied medicine, he naturally attached great importance to physical Education and begins his work with it. Many of his directions on this subject are, I think, very properly condemned, but still there are some that deserve special attention. He says that all clothes should be loose, and speaks as emphatically as every doctor has done since against the madness of straitlacing. Give the young plenty of open air exercise, plain diet, no wine or strong drink, and little or no physic. No corporal punishment, he says, is useful where the shame of suffering for having done amiss does not work more than the pain. With respect to teaching, he says, the chief art of teaching is to make the pupils feel that their work is sport and play. In his own quaint way he says that children can be made to dance and fence without whipping, which makes him suspect that there is something strange, unnatural and disagreeable in the things required in Grammar Schools or in the methods used there, that children cannot be brought to without the severity of the lash. He recommends the reading of Latin by means of interlinear translations before the pupil should begin the grammar of it, and dryly adds, if grammar ought to be taught at any time, it must be to one that can speak the language already, how else can he be taught the

grammar of it? In short, Locke's aim was to give a boy a sound mind in a sound body. The result was to be brought about by leading not driving. He was to be trained not for the University but for the world. Good principles, good manners, and discretion were to be cared for first of all—intelligence and intellectual activity next. With regard to the subjects of instruction, those branches of knowledge which concern things were to take precedence of those which consist of abstract ideas.

Rousseau, though he wrote much that is fanciful, says much that is profound. He tells us plainly that we err in our practice, because we do not understand childhood. We are sacrificing childhood to the acquirement of knowledge, or rather the semblance of knowledge. We are constantly seeking the man in the child. Childhood has its manner of seeing, perceiving and thinking peculiar to itself; nothing is more absurd than our being anxious to substitute our own in its stead. Begin, he says, by studying your pupils better, and if you read my book with that view, it will not be useless to you.

Basedow, a native of Hamburgh, had read Rousseau's Emile, which directed the attention of his powerful and original mind to the subject of Education. He believed, as did Karrl and Goethe his contemporaries, that what was wanted in Education was not a reform but a revolution. His principal ideas are these—We should attend to nature in children far more than to art. Children should be treated like children that they may remain the longer uncorrupted. A child must be first made acquainted with the world as it presents itself to his senses. The key-note upon which his system rests was Educate according to nature. The natural desires and inclinations of children were to be directed aright, not suppressed.

Pestalozzi, the father of popular education, at whose great heart Froebel had drawn much of his inspiration, was the first great reformer who made his influence widely felt. The theory of development lay at the root of his views, which led him to regard the imparting of knowledge and the training for special pursuits as subordinate aims. Education, he said, instead of merely considering what is to be imparted to children, ought to consider what faculties they possess as capable of development, and should consist in a continual benevolent superintendence, with the object of calling forth the faculties which Providence has implanted, and not in an incoherent mass of exercises—arranged without unity of principle, and gone through without interest. He regarded instruction as I have said only as a means of developing the faculties, and constantly aimed at methods to secure this end. He took great pains with the cultivation of the senses, and was the first to systematize object lessons. Music and drawing played a great part in his system, and he recommended, though he did not practice modelling—a hint which as we have seen was afterwards worked out by Froebel.

Among this long list of reformers there is a remarkable consensus of opinion as to the principles upon which youth should be trained, and there is as you will perceive one fundamental principle underlying all their directions and canons,—and that is, that the law, order and method of Education depends upon the law and order of nature—that the threefold nature of the being upon whom Education is to operate must be considered, the nature of the faculties with which he is endowed, and their order of unfolding must be studied—that this principle is the only solid basis upon which to rest the methods of instruction.

What are the principles of the present day? As enumerated by Herbert Spencer, shared in by the most distinguished scientific men and endorsed, if not carried out, by the most enlightened teachers, they may be summed up in one statement. There is a certain sequence in which the faculties unfold and a certain kind of exercise which each requires during development. To regulate this exercise we must proceed from the simple to the complex, from the concrete to the abstract, from the empirical to the rational; *i. e.* there must be practice and an accruing experience before there can be science. The pupil must be led to make his own investigations and draw his own conclusions. The acquisition of knowledge must be made pleasant.

Spencer very vigorously propounds his principle and very lucidly exemplifies his maxims in plans for exercising the different faculties in early childhood, such as in his object lessons, lessons in drawing, number and geometry. But there is nothing essentially different from the principles I have previously quoted. Spencer's are now generally known to intelligent Teachers and recognized by them; the views of the others were not generally known, they were pretty much confined to the philosophers of the day, but they go to show that what are now recognized principles were separately thought out by men at different periods who had studied human nature and human needs most.

These are the principles which this Institute has recognized, and which each member is presumably endeavouring to carry out. The Course of Instruction which you discussed last year and which has since been prescribed by the Board of Education is based upon these principles. Provision is therein made for the exercise of the faculties in the order of their unfolding. The exercises in Form and Colour are only means to the training of the perceptive powers, and the order in which they are arranged accords with the growing strength of these powers. The order of the exercises in number, arithmetic and geometry, leads from the concrete to the abstract. Plant life, animal life, and minerals bring the child in contact with nature and there is a gradual progression in the exercises till the higher powers are called forth in the reaching of general conclusions and in classification.. In fact each subject named in the first grade of the course and continued to the last will be found in consonance with the principles laid down by Spencer.

The fundamental principles of the Kindergarten are substantially the same. The faculties are drawn out and exercised in the order of their development. Taking the child earlier, Froebel had necessarily to adopt specific devices to meet child instinct. In the common school we take the child at five years of age and make the burden of the exercises bear on the training of the senses adapting the methods to his mental development. Though the methods accord in their character and arrangement with many of Froebel's at the same age, there is not the same rigid logical sequence in the exercises nor the same amount of variety, but the grand aim and the pervading principle are the same.

If then the principles of the Kindergarten and of modern Education both emanate from the same philosophy, if the faculties whose dawning power we watch and draw out in childhood and youth are the same faculties which in their ripe vigour the philosopher, the poet, the statesmen use for the benefit of mankind, if the will and character which we discipline in childhood are the germ of the same powers that make useful citizens, social benefactors, the leaders and heroes of our race, then school years which are only one stage of that unbroken process of effort and discipline, which we call life, cannot stand isolated, but must be one in purpose, one in spirit throughout all its phases.

F.—Discussion on Resolution relating to Text-books.

(Chiefly from the Press Report.)

Mr. Wilbur in speaking to the resolution, said the growing intelligence of our communities and the necessities of our common schools required judicious changes of school text-books from time to time, and a wider range of selection especially in those required in the higher grades. He admitted that the Board of Education had great difficulty in making a proper choice of text-books. The teacher who was called upon to use text-books could judge of their merits. While he had the highest respect for Dr. Rand and President Jack, still he believed that he (Mr. Wilbur) was a better judge than they of the books required in schools.

Mr. Crocket asked if Mr. Wilbur had any definite plan by which to carry his resolution into effect.

Mr. Wilbur replied that he had not gone into details.

Mr. Crocket said it might be difficult to carry such a resolution into effect. It could only be done by getting the opinion of the Institutes.

Mr. Coyngrahame said he felt like arraying himself on the side of the constituted authorities. He thought that the value of a text-book largely depended on the teacher's quality of supplemental instruction.

Dr. Jack said much was to be gained by uniformity of text-books. It was difficult to provide a text-book exactly suitable to the wants of all in a community and keep down the cost. The teacher was before the text-book. But he thought in making a selection of text-books the teacher's opinions were especially valuable.

Mr. Creed thought it highly desirable that the teachers should have something to say in the choice of books, which they were to use constantly. He held that though the President of the University and the Chief Superintendent were qualified to judge of school books, they had been removed for some time from school work, and perhaps had not the time to sift carefully the merits or demerits of school books. Might not the Educational Institute nominate three persons, one of whom should be appointed to a seat at the Board?

Dr. Rand said that the exercise of authority on the part of the Board in relation to text-books had not been complained of. Though the choice of text-books may possibly have not been the best in every case, he held that our text-books were in use far and wide where the English language was spoken. When he examined the text-books at the Centennial he felt well satisfied with ours. He felt that he was a judge of a text-book, and as far as the other members of the Board were concerned, he often admired and appreciated their criticisms on books. The great majority of the Board are directly responsible to the people, and are selected for their positions because of the public confidence reposed in them. It was his experience that a body composed wholly of teachers was not the best fitted for the choice of school-books. He cited the case of Ontario, where a number of teachers had been selected as a council of instruction. He would not recite the history of that body and its failures. What he would advise would be to represent to the Board the advisability of affording a recognized channel for the opinions of teachers in regard to text-books.

G.—Paper by Inspector Ingram B. Oakes, A. B.

HOW THE INSTRUCTION IN PHYSICS, REQUIRED BY THE STANDARDS OF THE PRESCRIBED COURSE, MAY BE GIVEN IN SCHOOLS WITHOUT EXPENSIVE APPARATUS, WITH PRACTICAL ILLUSTRATIONS.

Physics or Natural Philosophy treats of the laws of the physical universe. That universe lies at everbody's door, inviting his examination. It deals rather with wholes than with parts: in other words, it does not follow matter to its ultimate atoms; that is left to Chemistry. Many of us here present remember the text-book on philosophy we studied at school, and the definition of the science on the first page. We also remember the list of branches treated of: Mechanics, Pneumatics, Hydrostatics, etc. Then we began to read over the description of Atwood's machine, and to examine the picture of it: we got confused among cords, weights and wheels, and began to wish the presence both of the machine and of Mr. Atwood to explain it. This being out of the question, we turned over to the next page, and committed to memory the mysterious formula $S=\frac{1}{2}gt^2$; and finding that by applying it, we could get correct answers to the given problems on falling bodies, we began to think the science easier of mastery than we had imagined. As our eye glanced back and forth between the diagram of the locomotive engine and its description, we became entirely puzzled until we could scarcely distinguish between valve and piston-rod. We had a vague idea about the expansive force of steam; but we did not understand how it operated. Those of us who attended an Academy or Collegiate School have quite a vivid recollection of an air-pump, and an electrical

machine; how we unscrewed from the former the Magdeburgh cups, which we couldn't pull apart, and how suddenly we broke up the circle around the latter, after we had received a shock. We also remember the Leyden Jar and the Hydraulic Press, and at the time, could give quite a large number of correct answers to the questions printed on the margin; but with all our philosophy, if the kitchen pump had got out of order, we should have been obliged to send for the artificer to find out what was the matter. Had we been asked to explain the principle of the thermometer, we probably would have looked wise and said it was a heat-measurer, and felt satisfied with our reply. Instead of hailing with delight Rutherford's preserving jars, we probably decided that fruit could not be kept independent of the old method; that the air could not be effectually excluded; nor until our next neighbor, more credulous than we, had settled the question for us, did we yield to the "new-fangled notion," thereby saving our sugar and the flavor of our fruit.

Many there are, no doubt, who like ourselves have passed through a course of study on this branch without obtaining any adequate understanding of it. When we contrast our early knowledge of it, or rather want of knowledge, with what we think we should have learned, the conviction is forced upon us that the so-called instruction was defective both in matter and method. As we pointed out on another occasion, (see Educational Circular, No. 10, p. 198) the great requisite is simple experiment. The pupil should be trained to the duty of doubting until he is compelled by the absolute authority of nature to believe what is written in books. "Pursue this discipline carefully and conscientiously and we may feel sure that however scanty may be the measure of information which we have poured into the pupil's mind we have created an intellectual habit of priceless value," not only in his after study but in practical life. It is in this respect that science, and particularly the science of physics, differs from other educational discipline, in that it fits the scholar for living to the best advantage. "What have we to do in every day life?" inquires one of the leading educationists of the day, and in reply he says: "Most of the business which demands our attention is matter of fact, which needs, in the first place, to be accurately observed or apprehended; in the second, to be interpreted by inductive and deductive reasoning, which are altogether similar in their nature to those employed in science. In the one case as in the other, whatever is taken for granted is so, taken at one's peril: fact and reason are the ultimate arbiters, and patience and honesty are the great helpers out of difficulties." Therefore scientific training, particularly in its early stages, must be made practical.

In acquiring a knowledge of any branch of study we all deem it important to comprehend at the start a number of its elementary truths, and from these as a centre, to proceed outward being ever careful to unfold only such additional facts as grow out of or are related to those already explained. For example, in Geography: We may begin with the map of the school-room and proceed outward to the playground, the street, town, parish, county, etc. In Physics the same principles should be recognized. Some of the elementary truths, and only such as the pupil can easily prove and clearly understand, should be placed before him. After these and their relation to each other have been mastered, and by this means a central point established, the radius of inquiry may be gradually lengthened until such a circle of knowledge has been compassed as will enable him to take a wide and intelligent view of that world of forces and properties "which reaches from his inmost self outward to the fartherest limits of space, until he is led to recognize the material and physical condition of his existence, and is able to know himself not as an independent being, but as one dependent upon the multifarious conditions of the vast scheme of nature, as one alike in what he is and in that of which he is capable, strictly under the control of natural law."

If then the first steps in this study be properly taken, the knowledge thus acquired may be supplemented either within or without the school: for if the *first* laws are well established by experiment, deduction becomes easier and more accurate, and only occasional experiments will be necessary to verify the conclusions reached. From what has now been stated, we will perhaps be justified in pronouncing a verdict not only against the old *teaching*, but also against the old *text-books* on Physics as adapted to advanced Schools, in that they cover too wide a range for the first course in this branch of study, and therefore we venture to commend the action of the Board of Education in prescribing Hotze's Physics as a guide to the teacher in giving such instruction in the advanced school. As stated by the author, "each of the thirty-nine lessons" (which the book contains) "commences with a fact familiar to every child, or an easy little experiment which serves as the basis for the development of a natural law. After this law, comes the application man makes of it,—such as the barometer, thermometer, pump, and hydrostatic press."

Professor Balfour Stewart has furnished us with an excellent little Primer on the subject of Physics, but when the average teacher reads on its very first page that the necessary apparatus for the experiments it describes can be supplied by Messrs. J. J. Griffin & Sons, of London, for the modest sum of £10 3s. 8d. sterling, he begins to think about the last district assessment, and the next annual school meeting. He begins to wonder with what argument and in what manner he may best approach the Board of Trustees for an appropriation in this behalf, and after pondering over all the grumbling about heavy taxes and "an expensive system of education," his courage fails him and he perhaps concludes that Physics (to be experimentally taught) is out of the question. Now, if he had read in the preface of that little book (the real fact) that at least three-fourths of the experiments could be fairly illustrated with an expenditure of $2, supplemented by a little ingenuity and labor, he would not only have worked through the book; but he would have been even anxious to go beyond it and carry his school with him. Now, in the preface of Hotzes' text-book we read as follows: "Costly apparatus is unnecessary. A pencil, a marble, a piece of board, of india rubber, of wire; glass tubes, and other objects of trifling expense are sufficient for our purpose, even preferable. The steam engine and other complicated machines should be examined at the work-shop, or other places, by the class in company with the teacher, but not until after the preparatory lesson in the school-room."

This book then, as is evident from what I have just quoted, embraces but a small area, but it presents and explains such familiar phenomena as is necessary for every body to understand, and it does so by what it styles as "easy little experiments." Here lies the value of the book, inasmuch as it encourages inexperienced teachers in undertaking the pleasant and profitable task of teaching elementary science properly, and thus securing its introduction (so long needed) in our common schools. The phenomena of nature, such as come within the range of the young student are not as a rule grand and striking; but quiet, obscure, and gradual. It is true the thunder is loud, and the

lightning vivid and powerful, but the evolution of the electric fluid and its accumulation are processes silent and unseen; but those processes and forces which every day are producing the greatest practical and beneficial results, and which are therefore most important to be understood, are such as are almost imperceptible except to those trained to observe them. Two months ago, field and forest were bare; to-day the mantling grasses, the waving foliage and burdened orchards tell of a mighty and wide reaching change, yet the operation has as much escaped ordinary observation as the "falling dew," (if the word "*falling*" is admissible in a paper on Physics).

We ride every day 25,000 miles; but we are unconscious of the journey. Every day, too, 13,500 pounds of blood courses through one's heart, yet it never tells us of it. In other words, Nature is not very demonstrative or flaunting. Her rarest beauties and most precious gems lie hidden. Now, since the object of philosophical experiment is to reveal the forces and processes of nature, it is evident that *grand* displays are not necessary. *It is* important to know rather the *how* than the *how much*. Moreover, if the pupil be trained to observe only such experiments as in brilliancy and power are far above nature, he will not be so well able to observe common every day phenomena. Hence the advantage of giving *simple* experiments; and such as will train the pupil to observe the minute in nature. The force of steam is as truly seen (though not so strikingly) in the rattling of the teakettle cover as in the motion of the locomotive of an express train. We must not forget that such great scientists as Tyndall, Huxley, Dawson and Darwin are men who have achieved their attainments and fame chiefly through their habit of patiently observing *little* things and experimenting with them, that successful men of the world are as a rule those who can measure the combined effects of small causes and who have therefore been able to accumulate a large number of small profits.

In conducting experiments therefore for pupils pursuing the study of Physics as laid down in our Course of Instruction, I think there is good reason why these should be done on a small scale and consequently with cheap apparatus. When a young pupil is brought into contact with an air-pump or electrical battery his attention is arrested by the *machine* and there is danger lest the apparatus and the experiment *only* are seen while the *physical fact* entirely escapes his perception. Instead of obtaining a knowledge of Physics, he may only get a general idea of the machine and how to use it in experimenting, but even this would be better than mere definitions and philosophical formulas. A repetition of the experiment by the pupil might lead him to a recognition of the scientific fact; definitions and formulas, never. "When the teacher," says Professor Mayer, "has once obtained the mastery over the experiments he will never after be willing to teach without them; for, as an honest teacher, he will know that he cannot teach without them." The object of the exercise must be ever held in view viz., to awaken and strengthen the power of observation and induction. The amount and accuracy of the knowledge gained must be tested and increased by a thorough system of questioning; a system, by which the teacher shall assure himself that the true principle has been apprehended, that the phenomena revealed by the experiment be traced to the action of the right force or property, and that the pupil be able to describe it intelligently and in proper terms. A teacher may succeed in making his class understand the true science of an experiment, but fail in training them in the just expression of their knowledge. While the former is the more important, the latter must not be neglected. Hence, while definitions and laws grow out of the pupil's observation, he must not be left alone in framing them. His scientific knowledge, his mastery of language and his mental maturity are all too meagre to warrant such a task. The teacher must therefore, with the aid of the text-book, guide him in this matter.

Another point is very important. viz.: That the pupil be led to see how each natural law discovered has been applied by man in multiplying our comforts and conveniences, in saving labor, and in giving a new complexion to the civilization of the world. While it is of the first importance that he gain that mental discipline and character which science alone can impart; it is also important that he understand its utility. By this means will his appreciation of it be heightened and his ambition stimulated to make farther advances. Some may ask, should each individual pupil possess the text-book prescribed? We venture the opinion that it is not really necessary. Now it must not be supposed that such exercises as we have indicated can be conducted without labor. It is not an easy task to perform even simple experiments: accidents and failures are the rule with beginners, and even the expert will sometimes meet with mishaps. a broken tube or a defective cork will often necessitate hours of patient labor and contrivance, and, as a rule, it may be safely said that much more time is required in preparing for a lesson in Physics or Chemistry than for one in Classics or Mathematics, and unless the teacher is willing to give the time necessary for looking up and adjusting the necessary apparatus and patiently working out the experiments in private, in order that he may successfully do and explain them in the presence of his class, he will not be likely to make his teaching attractive and profitable. Great care is necessary lest the pupil receive misconception both of the experiment and the law it illustrates. By carefully taking notes of the leading ideas, recording the laws demonstrated, and by an occasional review may the end sought be best gained.

This plan of teaching Physics implies, of course, a pretty thorough and experimental knowledge on the part of the teacher. Unless he can illustrate any property or law by actual experiment he does not really understand it, and therefore cannot lead the pupil to it. While he places himself in the capacity of an explorer along with his pupils he must previously have been the discoverer, and therefore prepared to steer in the right direction. He should also encourage his class to observe not only such effects as the text-book may point out but *every* appearance in form or motion or current, or bubble or colour, seeking its cause, nor being content till the cause is found. Moreover, he should encourage his pupils to test the conclusions reached at school by experiments at home; by this means the lesson is better than twice taught, and is being effectively reviewed. The teacher who thus illustrates his science is every year widening his own knowledge of it, and grasping its general principles more firmly, and becoming more expert in his manipulations.

The question may be asked, can a lady teach and illustrate the subject of physics as contemplated by the Course of Instruction. Why not? She can and does comprehend it as well as gentlemen do. In some of the town schools of New England, we know of ladies filling Chairs in Chemistry, experiments in which are more difficult and require more skill than do those in Physics and require more expensive apparatus. It is considered quite fashionable for a lady to carve elaborate bracket work. With much less skill and labor could a lady teacher work out such easy experiments as are needed in the teaching of the elements of Physics in our advanced Schools.

The importance of the subject as a part of our School Course, I presume all present are prepared

to admit. There may be differences of opinion as to its place and amount. Professor Huxley writes as follows:—"In advocating the introduction of physical science as a leading element in education, I by no means refer only to the higher schools. On the contrary, I believe, that such culture is even more imperatively called for in those elementary schools in which the children of the poor are expected to turn to the best account the little time they can devote to the acquisition of knowledge."

"By the study of Physics," says Professor Tyndall, "we have opened to us treasuries of power, of which antiquity never dreamed. We lord it over matter, but in so doing, we have become better acquainted with the laws of mind; for, to the mental philosopher, material nature furnishes a screen against which the human spirit projects its own image, and thus becomes capable of self inspection." Thus, then as a means of mental culture the study of Physics exercises and sharpens observation: it brings the most exhaustive logic into play: it compares abstracts and generalizes and provides a mental imagery admirably suited to these processes. The strictest precision of thought is everywhere enforced, and prudence, foresight and sagacity are demanded. By its appeals to experiment it continually checks itself and builds upon a sure foundation We say, then, in conclusion, let Physics be taught rather by experiments than by books.

Do we wish the children of this country to become citizens, enjoying the ten thousand blessings, comforts and conveniences of our modern civilization which rests almost entirely on a scientific basis, and yet that they should be entirely ignorant of that basis? Then let them study science from *books alone.*

Do we wish them every day to be utilizing the forces of nature in the processes of cooking, boiling, drying, pumping, travelling; in newspapers and books, in conversing with distant friends, in cutting and splitting, in grinding and pressing, in the numberless machines, by which the products of human labor have been multiplied a hundred fold, and yet let them go through life entirely ignorant of those forces and their laws? Then let them study Physics from *books alone.*

Do we wish them to wander through field and forest, garden and orchard, blind to that endless variety of form and colour which has been the delight of all who have turned attention to plants; blind to that exquisite beauty and finish, that adaptation to human needs which characterizes them, blind to that relation of mutual dependence between the animal and vegetable kingdoms, which reveals at once the wisdom and benevolence of the Creator? Then let them study botany from *books alone.*

In general, do we wish the youth of our country to cultivate that habit of mind which is willing to rest all its deductions on data furnished by the authority of others, that habit which renders a man a mere plaything in the sharp business world? Then let us encourage such a result by pretending to teach the elements of science from the long abused text-book.

[NOTE.—The following were the experiments performed, viz.:

Force, illustrated.	
Gravity, do.	
Magnetic attraction.	Iron filings, floating a needle, suspending magnetized knitting needle.
Electric attraction.	Heated paper and rubber, *resinous* and *vitreous.*
Capillary attraction.	Glass tubes.
Elasticity of Air.	Hero's fountain.
Pressure of Air.	Inverted tumbler of water; tumbler over liquid and flame.
	Column of water in tube; lifting weights by damp leather; pump; siphon.
Hydraulic fountain.	
Upward pressure of liquids.	Lamp chimney and penny.
Steam Engine (principle of).	
Ebullition.	
Stable Equilibrium.]	

H.—Lecture by Professor L. W. Bailey, Ph. D.

The Phases of Matter.

Professor Bailey said in commencing his address, that he came before the Institute on this occasion the more willingly because he felt that the invitation of the Executive Committee was but a recognition of a far more general wish,—to hear some exposition and to see some illustrations of those great scientific truths which were so intimately interwoven with all our lives, and of which the latter part of the present century had so vastly increased our knowledge. No one nowadays could be wholly indifferent to the results of scientific investigation, and least of all should the teacher neglect to make himself acquainted with the more general of these results, and with the methods of study by which they were attained.

Having, on a similar occasion some two years since, addressed the Institute on the topic of "The Forms of Energy," he was now to speak of "The Phases of Matter."

These two subjects were most closely connected. Energy or force, whatever its origin, was known to us only by its operations upon and through matter; and on the other hand, matter could not exist, so far as known, without being endowed with some form of force.

The most obvious of the different phases of matter were its existence in the three conditions of the solid, the liquid, and the gas. Who that should see side by side, for the first time, the solid ice, the limpid water, and the invisible steam, would ever suppose them to be the same substance? Upon what did the difference in form depend? In order to answer this question, the lecturer proposed to speak first of the peculiarites of matter in each of the three conditions, and then of some of the conditions under which they changed from one to the other.

Beginning with the *solid state*, the first inquiry was "What constituted solidity?"

Referring to the various solid objects in the room, what did we find them to have in common? The most obvious point of likeness was that of *comparative permanency of outward form and figure.* Each object, so long as it was left to itself, remained to all appearance unchanged. But if, by the application of mechanical force, we endeavoured to remove some of the articles, we were at once resisted by another and unseen agency,—that most universal of all powers, which we termed Weight or *Gravity.* This was an *attractive* force, always tending to draw bodies together or to keep them in closer contact. Every particle in the universe, was subject to its influence and, so far as we knew,

could not exist without it. It operated between bodies at a distance from each other, and also between the parts of each body. In order to break up or divide any object it was necessary to employ force. If the object yielded readily to the force, it was said to be *soft*, or brittle, or friable, according to the method of its yielding; if it did not yield, or only with difficulty, it was said to be *hard*. We had then, as constant accompaniments of the solid state, not only permanence of form and weight, but besides these hardness or softness. To these might be added a variety of properties that characterized special substances, such as elasticity, flexibility, malleability, ductility, &c. All these properties except weight had their origin in that peculiar internal power of attraction and adherence by which different portions of the mass were more or less firmly bound together.

Here the question presented itself—What do we mean by portions of the mass?—and what are the original units which are thus bound together? This was a point about which very different views had been entertained.

Was there a limit to the mechanical sub-division of matter? At first, it would seem that there was not, for the extent to which such separation could be carried, even in the case of solids, and by the roughest mechanical agencies, was well-nigh incredible. Striking illustrations of this were quoted. In gilding silver wire, a simple grain of gold was spread over a surface of 1400 square inches, and as the gold upon one millionth of a square inch was distinctly visible by the aid of a microscope, it was proved that gold might be divided into particles of $\frac{1}{1,400,000,000}$ (one fourteen hundred millionth) of a square inch in size, and yet possess the colour and other characteristics of the larger mass. An Irish girl was said to have spun linen yarn so fine that a little over seventeen pounds of it would have girt the earth.

There were, however, a large number of facts which seemed to point to the conclusion that there was a limit to the divisibility of matter. While these had not yet enabled us to see the ultimate particles or units, yet they served to afford us an approximate idea of their form, size, weight, and mutual relations.

Some of these facts might be drawn from the study of the *liquid* condition of matter, to which attention was next directed. The permanence of outward form, the interior attraction of particles, the fixity of relative position of parts, and the resistance to any separating force, which characterized solid bodies, were wanting in liquids, together with all their attendant qualities of hardness, softness, malleability, etc. The form of a liquid was, with a few exceptions, that of the vessel in which it was contained, and the particles were free to separate and flow off in all directions from any disturbing agency. To what cause was this due? Had the force which bound together the particles in the solid state been altogether withdrawn, or had some new and counterbalancing force come into play? We might find an answer by considering under what circumstances the liquid state was assumed. Ice was converted into water by a slight increase of temperature. But what was *temperature* and what was meant by its increase? Evidently Heat was not something which we could add to or take away from a body as we would add to or take away weights from the parts of a balance. A pound of ice converted into water would still weigh just a pound. *Heat* therefore was not a form of matter, but a variety of force, and it was easily seen that it was *a force of a separating character.*

Without dwelling upon the mutual effects of these two antagonistic forces, Cohesion and Heat, Dr. Bailey referred to the evidence which the liquid state afforded upon the question of the divisibility and the ultimate constitution of matter. Is there not, he asked, in the wonderful mobility of water, and other liquids, a strong suggestion if not an absolute proof that they are not perfectly homogeneous and compact, but consist of innumerable smaller particles which are free to glide over each other's surfaces, and are subject to constant movement among themselves.

The wonderful extent to which solid matter may be separated and diffused was here illustrated by several simple experiments, such as the solution of salt in water, of camphor in alcohol, and of aniline in alcohol and water, when the taste of the one, the odor of the other and the rich crimson colour of the third were clearly perceptible throughout every part of a large quantity of the liquid. Quoting again from Kane, the lecturer said that, if a single grain of copper were dissolved in nitric acid and then in water of ammonia, it would give a decided violet colour to 323 cubic inches of water. Even supposing that each portion of the liquid of the size of a grain of sand, or the one-millionth part of a cubic inch, contained only one particle of copper, the grain must have divided itself into 332 million parts.

The *gaseous or aeriform state* of matter was next considered. Many bodies, like air, were already in that condition; others, like water, alcohol and quicksilver, might readily be made to assume it. What properties of ordinary solids or liquids were discernible in matter when in the gaseous state? The air,—hydrogen,—gas,—steam,—were all alike invisible, and offered no appreciable resistance to any body moving through them. Indeed, so completely were all the ordinary attributes of matter lost or rather concealed in the gaseous state, that it took the world many centuries to find out that the air and other gases had any existence; though most of us had faced the wintry blasts and had seen fences and trees carried away by the force of moving air often enough to be quite convinced of its material existence. Simple practical proofs of the fact that the air occupies space were exhibited in the attempt to fill a bottle with water by means of a funnel inserted into the neck so as to leave no exit for the air, and in inverting a vessel of water over another vessel containing water when the water would pour out of the former only on the admission of air above. The latter experiment also proved that the air had weight. This fact, as well as the great difference in the weights of gases, was illustrated by several experiments, such as blowing soap-bubbles with hydrogen gas, extinguishing a candle by pouring carbonic acid gas upon it, etc.

The colour and the odor of certain gases were also referred to and illustrated, while the fact was pointed out that gases in general were destitute of those salient features which so distinctly characterized the different forms of solids and of liquids. In their physical properties most gases are very much alike, and especially so in one important particular—the property of *elasticity*. This power of rebounding or springing back upon the withdrawal of any force that may be momentarily applied was, of course, not peculiar to gases; it was only noticeable in them for the enormous extent and the perfect uniformity of its action. A solid or a liquid could be reduced but little in bulk by pressure, but a gas could be condensed indefinitely, and, what was far more important, every gas would be condensed alike by the same pressure. On the other hand, when pressure was removed from a por-

tion of air or other gas, and it would at once expand to an indefinite extent. This was illustrated by means of the air-pump.

Again it was shown that this contraction and expansion might be produced not only by increasing or diminishing pressure, but by changes of temperature. All bodies, with one or two exceptions, expanded by heat and contracted on cooling. But the degree of change differed greatly in different bodies. No two solids or liquids would expand or contract alike. In gases, however, these differences did not exist. They were found not only to expand and contract far more than any bodies in the solid or liquid condition, but *all to expand and contract alike.*

In seeking for the cause of this singular fact, the theory was adopted that the gases were composed of distinct particles, and it was supposed that these particles were sufficiently magnified to become visible,—magnified say to the size of rain-drops. The supposition was then made that some suitable vessel, as a bladder, was filled with such drops. Now if these particles were solid like shot, and some pressure were brought to bear upon them, evidently no result would follow, unless it might be a slight change of form. On the other hand, if the particles were elastic like rubber balls, and were not in contact, but simply floating in the air with spaces between them, then any pressure brought to bear upon them would force the balls somewhat nearer together; while an expansive force like heat would drive them farther asunder. In either case the effect would be directly proportional to the agency producing it. Moreover, if we had a number of vessels of equal size, all containing the same number of such elastic balls, also of the same size, all would be affected in the same way by any force applied to them.

This illustrated the conception which the physicist entertained with reference to matter in the gaseous state. He conceived a body of gas to be simply a mass of small moving particles—so small as to be invisible even with the most powerful microscope, and all in a state of ceaseless agitation, constantly oscillating to and fro, striking perhaps against each other, and as often rebounding, and thus tending gradually to dissipate that force upon which the gaseous state depended.

In the solid state the particles were closer together and were subject to a powerful force of mutual attraction which differed in different bodies. It was as though the rubber balls in the above illustration were coated over with pitch or something that would make them stick together when they struck.

In the liquid state the particles were less firmly bound together and the effect of any pressure or expansive force would be greater.

Why there were three different states of matter could not very well be told; but it had been rendered highly probable, by the researches of Faraday and of Crookes, that there existed also a *fourth* state, termed the *radiant* state of matter.

If any should ask for proof of this molecular theory, he would reply that the only proof was that which applied to every theory whatsoever, namely, that it and it alone was competent to explain all the facts and exhibit them in their mutual relationships as connected parts of one great series of physical phenomena.

Referring to the expansive force of steam and its many practical applications, he argued that this marvellous power was but the combined result of the motion of the countless myriads of minute particles of which the steam consisted. This was illustrated by the explosion of candle bombs and by reference to the action of steam in the cylinder of an engine. In each case the "bombardment" of the little particles against the sides of the chamber in which they were contained produced the visible effect—the bursting of the shell or the movement of the piston.

Passing on to consider the *liquid* state, Dr. Bailey said it was evident from what had already been advanced with regard to the molecular constitution of gases that, in order to convert them into liquids, it was necessary only to force the particles closer together, and bring them more directly under the influence of cohesive attraction. All gases might in fact be thus liquefied, even Hydrogen, Oxygen, Nitrogen and Air having recently been found to comply with the general rule. The condensation might be effected not only by pressure but by cooling; and in the case of the gases just mentioned, a combination of both agencies had been employed.

The distinction between true gases and vapors was here pointed out, and the fact was elucidated that all gases were not condensed with equal ease, and also that in the liquid condition, there was a great difference in the extent to which the particles were bound together, some liquids, like ether, being exceedingly light and volatile; others, like tar, being dense and heavy flowing.

The same means which served to condense or liquefy gases would also solidify liquids. Even atmospheric air had been reduced to the solid state. But in the process of solidification many peculiar features appeared. When a gas was converted into a liquid, there was, so far as was known, no definite arrangement and no fixed position of the particles. But when a liquid became solid, this freedom did not exist. Not only were the particles brought closer together, but they became relatively and powerfully fixed. Now did they arrange themselves hap-hazard, or was there some order in their going?

Illustrations of *crystallization* were here given, in the case of sulphur, antimony and ice, and specimens of other crystalline forms were exhibited, such as those of salt, alum, sugar, camphor and rock-crystal. While examples were to be found in the vegetable world and even among animal substances, it was in the mineral world, where the force of cohesion had fullest power, that the finest and most varied forms of crystals were met with. Such were our costly gems and our metallic ores—iron, silver, copper, lead, etc.

Differences of external form were often found to be accompanied by the most striking differences of internal structure and of properties. A most remarkable instance was the clear and flashing diamond and the dull, soft black-lead, which were precisely the same substance in different forms; and even common charcoal, in which crystalline structure was wholly wanting, was nevertheless identical in substance with the diamond and the black-lead. Nearly all the peculiar properties of solids—definite form, hardness or softness, flexibility or brittleness, malleability and ductility—were attributable to the variety of ways in which the molecules were aggregated, and the varying intensity of the forces by which they were bound.

The diverse forms and appearances which the same substance will sometimes assume were here illustrated further by means of sulphur in its brittle and plastic states, and by the changes of colour produced by alternate heat and friction in the case of iodide of mercury spread upon paper. The two widely different forms of phosphorus were also referred to,—the one exceedingly inflammable

and poisonous, the other devoid of either property. Illustrations of the change of properties due to altered conditions were also found in the case of iron, which could be made soft enough for welding, or tempered as hard as adamant,—and in the brittle glass which became pliant when heated.

For further illustrations of the fact that the different conditions of matter and the distinctive properties of various bodies were the direct result of the relative position and distance of the particles or molecules, Dr. Bailey proceeded to refer to the mutual reactions of one form of matter upon another. This brought up the subject of the solution of solids in water, alcohol and other liquids,—of which several illustrations were given. Gases also might be dissolved, as was shown in the production of a miniature fountain by the rapid solution of ammonia in water. Solids and gases would also absorb liquids. The air became impregnated with water-vapor, and common gypsum would hold a large proportion of water.

In all the changes thus far noticed, the integrity of the bodies concerned had been in no way affected. The original substance could in each case be restored as it was. But such was not always the case. Changes of a different kind were illustrated in the charring and frothing of sugar (syrup) by means of sulphuric acid, in the action of nitric acid upon copper, and that of the same liquid upon sugar. In these experiments the whole character of the substances acted upon was changed, new bodies were formed, and the original substances could not be restored by any direct means. These were "*chemical changes*," and depended upon the action of an entirely different force from that of cohesion,—a force acting not between molecules, but between still more minute particles, to which chemists gave the name of *atoms*.

In order to give an idea of the grounds upon which the belief in the existence of such atoms was based, the lecturer exhibited the process of decomposing water by electricity (electrolysis), and showed by experiments that the two resultant gases were unlike the vapor of water and unlike each other, and also that they were united in water in the proportion of two volumes of hydrogen to one of oxygen. The explosion of the combined gases was also introduced.

Now the composition of water thus ascertained was found to be invariable; and if it was so for a given quantity of water, it must be equally so for a smaller quantity. Therefore the smallest possible particle of water must consist of hydrogen and oxygen in the same proportions; that is, the *molecule* of water consists of *atoms* of those gases in the proportion of two to one.

Illustrations were then given showing some of the conditions under which atoms operate upon each other, and some of the results of such action. These were (1) the union of the invisible gases of muriatic acid and ammonia forming the white powder, sal ammoniac; (2) the union of two colorless liquids—chloride of barium and sulphuric acid—forming a heavy white precipitate; (3) the mixture of two other clear liquids, containing acetate of lead and chromate of potash, forming a golden yellow powder; (4) two other colorless liquids which when mixed formed the same yellow powder previously experimented with—iodide of mercury—whose color, upon stirring, changed to a rich salmon red; (5) the addition of more of the same liquid to this red compound, causing the salmon coloured powder to disappear; (6) the production of a deep black compound by the mixing of two nearly colorless liquids, and the removal of the colour by adding a little of a third liquid; (7) the action of the greenish gas chlorine upon a colorless liquid (iodine and starch solution) forming a dark blue colour; (8) the formation of a colourless solution by the action of the same gas upon the inky liquid just produced.

The action of liquids upon solids and that of solids upon other solids were illustrated (1) by the slacking of lime; (2) by the action of water on anhydrous sulphate of copper, causing the white powder to become blue: (3) by pouring dilute muriatic upon chalk, causing the evolution of the heavy greenish gas chlorine, which could be ladled out into another vessel and would extinguish a taper burning there, or being poured into a third vessel containing clear lime-water, from which it would produce the original chalk: (4) by mixing two solids, ordinary soda and tartaric acid, which needed the addition of water in order to bring about a chemical union. This last experiment raised the question whether one solid substance could act chemically upon another; and it was shown that in general it was necessary that at least one of the substances should be in a fluid state. It would seem, said the Professor, that in the solid state the particles did not come sufficiently near or else were too firmly bound to allow of that rearrangement and combination upon which the formation of new products depended. A variety of causes, however, and some of them very slight, were often sufficient for this result.

This was illustrated by several experiments. A small portion of a powder prepared by the action of iodine on ammonia, and known as iodide of nitrogen, was placed very carefully on the table, and a mere touch with a feather was sufficient to cause a reaction which made itself known by a loud report. Again, a little of the fulminate of mercury was exploded by being struck with a hammer.

In many cases an elevation of temperature was required in order to cause chemical action. Of this we had illustrations in our ordinary fires, in the burning of gunpowder, and in the combustion of phosphorus in oxygen,—the last of which was here exhibited. Many bodies commonly regarded as incombustible would readily burn if kept at a sufficiently high temperature. Thus a piece of steel wire and a handful of steel filings were successively burned in a jar of oxygen gas.

Finally, combustion might take place irrespective of the atmosphere, provided the oxygen necessary for the purpose were supplied in some other way. Though, as a rule, bodies would not burn under water, yet by bringing a little oil of vitriol in contact with phosphorus and chlorate of potash in the bottom of a vessel of water, the phosphorus was caused to burn beneath the water. Again, a more brilliant combustion was seen when a few drops of sulphuric acid were added to chlorate of potash in connection with a little white sugar.

Here the Professor was obliged to bring his lecture to a close, on account of the lateness of the hour and the work yet to be done by the Institute. A considerable portion of it, in which the results were summed up and conclusions drawn, was thus lost to the audience.

TREES AND SHRUBS OF NEW BRUNSWICK.

By L. W. Bailey, Ph. D., Prof. of Natural History in the University of New Brunswick; and Edward Jack, C. E., Surveyor of Crown Lands.

[The attention of Teachers is directed to the following article as supplying popular information respecting the Forest Trees and Shrubs of the Province. Attention is also directed to the articles on New Brunswick Plants, published in the Educational Circular, Nos. 9 and 11.]

I.—PLANTS WITH COVERED SEEDS—*Angiospermæ.*

LINDEN FAMILY—(*Tiliaceæ.*)

BASS-WOOD, OR LIME TREE, (*Tilia Americana-L.*)

Though rare there are few more striking trees in New Brunswick woods than the Bass-wood, or American Linden. With a tall straight and somewhat columnar trunk, sometimes as much as 80 feet in height, branching freely, and densly clothed with rich green foliage, diversified in the season by its abundant yellowish-green flowers, or nut-like fruit, it can hardly fail to attract attention, and merely as an ornamental tree is well worthy of cultivation. Its wood is also of considerable value, being soft, white, and of a fine close grain. It is also very tough and pliable, and being less liable to split than other woods from varying extremes of temperature, is here used, in preference to all others, for the making of the carved fronts of sleighs, panels of carriages, &c. For similar reasons it is used by stair-builders for the curved ends of stairs, and for interior finishing. It is readily carved and turned, and has sometimes been employed for the figure-heads of vessels.

Its inner bark, or *liber*, is tough and fibrous and is well adapted for the manufacture of rough ropes and cords.

CASHEW FAMILY—(*Anacardiaceæ.*)

THE SUMACH, (*Rhus typhina-L.*)

This shrub or small tree, readily distinguished by its pinnate leaves and conspicuous scarlet or purple fruit, though not an abundant tree is yet not uncommon, being met with, particularly in intervale lands and along the banks of streams, in nearly all parts of the Province. It is often cultivated for ornamental purposes, and as borders for fields or gardens. Its chief economic value is derived from its bark and leaves, which are available for tanning. It is abundant in the Nerepis region, but rare upon the coast.

THE POISON IVY, (*Rhus Toxicodendron-L.*)

This species is mentioned here rather as a plant to be avoided than as one worthy of cultivation, its poisonous qualities being such as to render it a dangerous neighbor to farms or dwellings. Fortunately, although common at some points, it appears not to be very widely distributed, specimens having been observed at but few localities within the Province. It rarely stands alone, being usually found spreading over rocks or climbing trees, being attached by small rootlets in much the same way as the true or English Ivy. It is readily distinguished in autumn by its bright red leaves.

VINE FAMILY—(*Vitaceæ.*)

But one species of Vine grows wild in New Brunswick, namely the Northern Fox Grape or *Vitis Labrusca L.* It is the species from which, by cultivation, the much prized Isabella grape has been derived, but in its wild state, though possessing a pleasant flavor, it is greatly injured by a tough skin, and a large hard and somewhat acid pulp. Even in this latter form, however, it may be advantageously employed in the manufacture of wine, yielding a product possessing an agreeable sub-acid flavor.

THE SOAP-BERRY FAMILY–*(Sapindaceæ.)*

The representatives of this family in New Brunswick belong to two sub-orders, of which the first *(Sapindaceæ proper)* is represented by the introduced Horse-chestnut, much prized as an ornamental tree; and the second *(Acerineæ)* by the different species of Maples. The latter only require notice here.

STRIPED MAPLE, *(Acer Pennsylvanicum–L.)*

This small and slender tree, often also called Striped Dog-wood and Moose-wood, and readily recognized by its light green bark, striped with dark lines, and its large greenish but showy fruit, is quite common in New Brunswick, growing usually in rich woods, and beneath the shade of taller trees. As signified by one of its names, it is the favorite food of the Moose, by which it is often completely stripped of its tender bark and branches. It is little used even as an ornamental tree, though possessing considerable beauty, and improving under cultivation. It rarely exceeds a height of fifteen or twenty feet.

MOUNTAIN MAPLE, *(Acer spicatum–Lam.)*

This is a shrubby species, rarely attaining the height of a true tree, and is only interesting as sharing in common with the other maples considerable beauty in its autumnal foliage, though inferior in this respect to the three following species. It usually grows in clumps, in rocky but somewhat moist situations, and sometimes reaches a height of fifteen or twenty feet.

WHITE OR SILVER MAPLE, *(Acer dasycarpum–Ehr.)*

This is a somewhat smaller tree than the Rock Maple, and less generally distributed, being apparently wanting in the northern counties, and elsewhere confined to the borders of streams. It is not uncommon among the creeks and islands of the St. John river, and is often a tree of considerable size and beauty. It yields a soft white wood, fine grained and readily worked, but with little strength or durability. It is rarely used except in the manufacture of agricultural implements.

RED OR SWAMP MAPLE, *(Acer rubrum–L.)*

This tree is, among the maples, second only to the Rock Maple in size and in the value of its wood. Though not strictly confined to swamps, it flourishes best in low wooded swales, and where there is abundant moisture; attaining, sometimes, under these circumstances, a height of sixty or seventy feet. It has been observed in all parts of the Province, being readily recognizable in spring, from the reddish or crimson color of its recent shoots, and in autumn from the intense brilliancy of its variegated foliage.

"The wood of the Red Maple is whitish, with a tint of rose-color, of a fine and close grain, compact, firm and smooth, the silver grain lying in layers very narrow and close, and the pores being very small. It is well suited for turning, and takes a fine polish; is easily wrought and serves for a great variety of purposes. It is much used for common bedsteads, tables, chairs, bureaus, and other cheap furniture. In building it serves well for joists, is an excellent material for flooring, and may be used for any part not exposed to dampness. It lasts well in the flat of a ship's floor. It has sufficient elasticity to serve to be made into oars, which are almost equal to those of white ash. Its defects are want of strength, and its speedy decay when alternately exposed to moisture and dryness."

ROCK OR SUGAR MAPLE, *(Acer Saccharinum–Wang.)*

This is the largest and finest of the Maples as it is the most valuable in its economic applications. Though varying greatly in aspect according to the special conditions under which it has grown, it is in all cases a remarkable and sometimes even a majestic tree, beautiful alike for form and foliage, the contour of the leaf being remarkably graceful. It is partial to rich deep and gravelly loams, and, except directly along the sea board, is a very common upland tree throughout the

Province. Its ordinary height is about fifty or sixty feet, though rising, sometimes, to as much as seventy or eighty.

It is of rapid growth and capable of ready cultivation, but when in open ground and unprotected is rather readily overthrown and subject to somewhat premature decay. "For the purpose of art," says Emerson, "no native wood possesses more beauty or greater variety of appearance than that of the Rock Maple. It is hard, close-grained, smooth and compact, and capable of taking and retaining an exquisite polish. The straight-grained or common variety has a resemblance to satin wood but is of a deeper color. The variety called Curled Hard Maple, which is caused by the sinuous course of the fibres, gives a changeable surface of alternate light and shade, exhibiting an agreeable and striking play of colors. But the most remarkable variety is the Birds'-eye Maple. This is so called from a contortion of the fibres at irregular intervals, throwing out a variable point of light, and giving an appearance of a roundish projection rising from within a slight cavity, and bearing a distant resemblance to the eye of a bird. All the varieties, particularly the last, are used in the manufacture of articles of furniture—wardrobes, chairs, bedsteads, bureaus, portable desks, frames of pictures, &c. The straight-grained variety is much used in the manufacture of buckets and tubs, and is preferable to every other wood for the making of lasts. In naval architecture the Rock Maple furnishes the best material, next to white oak, for the keel, and by some persons it is preferred for that purpose."

Rock Maple grows in great abundance on the Saint John River and its branches. It is found in greatest quantities commencing between Fredericton and Woodstock and extending to the Northern boundary line of the Province. In the district North of the Tobique, for more than forty miles in a straight line, the explorer can travel through extremely fertile lands, the growth on which is very largely composed of this tree, without meeting the habitation of man. A large quantity of sugar and some molasses or treacle is yearly made in the months of March and April, from the Maple sap which is received in troughs, holes having been bored or cut in the trunks of the trees to which a small spout is attached. The liquid is boiled down in large iron pots to the required thickness and then sugared off, as it is called among sugar makers. A very agreeable candy is made by pouring the sap when boiled to the proper consistency suddenly on snow. This candy can be made in summer from the sugar by boiling it down with a little water and using ice instead of snow as a means of sudden cooling.

The French, of the County of Madawaska, are the largest manufacturers of this sugar, and there is but little other used in that County. In the bright warm April days the careful observer may frequently notice the common squirrel hanging tenaciously to some maple twig, occasionally lifting his head to bark angrily at the intruder. Closer observation will reveal the fact that the noisy climber is regaling himself on the delicious sap which the approach of spring is sending from the root to the branches of the tree. Many of the Provincial railroads pass through or near extensive forests of this wood, but, although small water-powers abound, no establishments for its manufacture for the various purposes of commerce have, as yet, been erected.

An important application of Maple wood, especially of Birds'-eye Maple, in veneers, has recently been made in the internal decoration of railway carriages, for which it is admirably adapted. Although, like other Maples, it is deficient in durability under exposure, it is very strong and remarkably cohesive.

As fuel its value is unequalled by that of any other tree in New Brunswick, and very large quantities are annually consumed for this purpose.

THE ROSE FAMILY—*(Rosaceæ.)*

The members of this family deserving mention here, embrace a number of trees mostly related to the Plum and Cherry, the Roses, the Thorns, the Choke Berry, Mountain Ash and Shadbush, together with a number of low Shrubs or Vines, interesting chiefly as a source of edible fruit.

WILD YELLOW OR RED PLUM, *(Prunus Americana–Marsh.)*

This plant, forming a small and somewhat thorny tree or sometimes only a high bush, has been employed as a hedge in some portions of York County, but has not

been observed elsewhere. In the Northern parts of New England it is often cultivated for its fruit, which is pleasant though somewhat sharp and covered with a tough skin. It is said to improve greatly under culture.

DWARF CHERRY, *(Prunus pumila–L.)*

This is a small depressed and trailing shrub, varying from six to eighteen inches in height. It is common along the sandy and gravelly banks of the St. John River and its larger tributaries, such as the Kennebecasis, but possesses no economic interest.

WILD RED CHERRY, *(Prunus Pennsylvanica–L.)*

This is a very common species throughout the Province. It is a tree from twenty to thirty feet in height, yielding an abundant but small and sourish fruit. It commonly occurs in low grounds and in rocky woods; also, and especially, in newly burnt clearings. It is of too small size to be of value.

CHOKE CHERRY, *(Prunus Virginiana–L.)*

This is a tall shrub rather than a tree, deriving its common appellation from the peculiarly astringent and somewhat dangerous character of its fruit, especially before the latter has completely matured. It is common along river banks throughout the Province.

WILD BLACK CHERRY, *(Prunus serotina Ehr.)*

This is a larger, but a much less common tree in New Brunswick than the other species of *Prunus* previously described. It has been observed about Fredericton and (by Rev. J. Fowler) on the Salmon River in Kent, but it is in both instance rare, while near the coast it has been observed in one instance only. Though found in various situations, it is said to prefer a dry soil, and under favorable circumstances may attain a height of thirty feet or more.

"The wood of the Wild Black Cherry is of a light red or fresh mahogany color, growing darker and richer with age. The medullary rays, or what are commonly called the silver grain, are very numerous and more closely arranged than in almost any other kind of wood, and when cut by a plane, not quite parallel to them, exhibit a beautiful appearance. It is very close-grained, compact, takes a good polish, and, when perfectly seasoned, is not liable to shrink or warp. It is therefore particularly suitable and much employed for tables, chests of drawers and other cabinet work, and when polished and varnished is not less beautiful for such articles than inferior kinds of mahogany. It is particularly valuable for window sashes, as it retains a permanently smooth surface and is little affected by the weather. In some places it is used to make the posts of stair-rails and for doors, in which it looks extremely well. Gun-stocks and other small articles are also made of it. The most beautiful portion, commonly used, is that portion of the trunk where the branches begin. This part is often equal to the better kinds of mahogany. It would be worth the experiment to manufacture that part of the trunk which is beneath the surface of the ground. It might be found as beautiful as the roots of the black and yellow birch."—*Emerson.*

The fruit of the Black Cherry has a pleasant vinous flavor, though somewhat bitter. It is much liked by the birds and it is suggested that its employment along the borders of orchards would thus serve to protect more valuable fruit. Its juice may be advantageously used in the flavoring of alcoholic liquids and extracts.

ENGLISH HAWTHORN, *(Cratægus Oxycantha–L.)*

This is an introduced species, but has become readily naturalized in many parts of the Province, being frequently employed as a hedge, for which it is admirably adapted, both by its mode of growth, its thorny character, and the beauty in autumn of its scarlet berries.

The wood of this, as of the other species of thorn, is hard, close grained and heavy, but difficult to work and of small size, and hence but little used except for small articles, such as the handles of tools, &c. It is said to receive readily the grafts of pears and other fruits of its own family.

SCARLET FRUITED THORN, *(Crataegus coccinea-L.)*

A showy species, like the last, common in thickets and on rocky banks, forming a low tree. It is sometimes called the White Thorn.

BLACK OR PEAR THORN, *(Crataegus tomentosa, var. punctata.)*

This plant is common along the banks of streams in the central and eastern parts of the Province, and it is well fitted for hedging, though rarely used. It is usually from eight to ten feet high, though capable of rising to twenty feet. Its fruit is dull red and yellowish, with whitish dots.

CHOKE BERRY, *(Pyrus arbutifolia-L.)*

This is a common plant in the Province, not only in the interior but in St. John county, where it is often met with in the rocky barrens along the coast. It is here represented by its finest variety, *(var. melanocarpa)* characterized by its smoothness and shining black fruit, but is a shrub of small size and little value.

AMERICAN MOUNTAIN ASH, *(Pyrus Americana-D. C.)*

This plant is not uncommon throughout the Province, both in the wild state and in cultivation, where it is highly prized for the ornamental character of its scarlet fruit. It favours low, cold and moist ground, but is found in almost all situations, attaining a height of from fifteen to twenty feet. It often receives the name of its European relative the Rowan-tree, but is of more slender habit. Its berries are bitter and sourish to the taste, but may be advantageously employed as a source of malic acid. The infusion of the bark is used frequently by lumbermen as a remedy for feverish colds.

MAY CHERRY, SHAD BUSH OR SERVICE BERRY, *(Amelanchier Canadensis, Tor. and Gray.)*

This species is represented in New Brunswick by three well-marked varieties, agreeing in the character of their fruit, but differing both in size and in the characteristics of their foliage. Of these the first (*var. Botryapium*) is a tree, from ten to thirty feet in height, very common in dry woods thoughout the Province; the second (*var. oblongifolia*) is smaller and of less frequent occurrence, but still not rare, especially in barren land; while the third (*var. oligocarpa*) is a shrub confined mostly to swamps. They are all more or less ornamental, and would doubtless improve greatly under cultivation.

The berry bearing shrubs and vines belonging to this family, and yielding more or less edible fruits, are the Strawberry, (*Fragaria vesca L.* and *F. Virginiana* Ehr, the latter the common Strawberry,) the Cloudberry (*Rubus Chamæmorus L.*); the Dwarf Raspberry, (*Rubus triflorus R.*); the Wild Red Raspberry, (*R. strigosus* Michx.); the common or High Blackberry, (*R. villosus* Ait.); the Low Blackberry or Dewberry, (*R. Canadensis-L.*); and the Running Swamp Blackberry, (*R. hispidus L.*) Of these, by far the most abundant as well as the most valuable are the common strawberry and the raspberry, which abound in all parts of the Province, and especially about newly cleared settlements. The Cloudberry is much less common, but is still a choice fruit, and along the coast, where it flourishes in peat-bogs and to which it appears to be confined, it is highly prized under the name of Bake-apple by the fishermen and others, for the making of preserves. The fruit, both of the high and the low blackberry, is delicious, but they are far less abundant in New Brunswick than the species first named.

Three species of Rose grow wild in New Brunswick, in addition to the Sweet Brier, which is common under cultivation. These are the Swamp Rose, (*Rosa Carolina-L.*); the Dwarf Wild Rose, (*Rosa lucida* Ehr.); and the Early Wild Rose, (*Rosa blanda Ait.*) They are common, especially the last, in low grounds, upon intervales and islands, and are valued for their beauty, but possess no economic interest.

THE CURRANT FAMILY—*(Grossulaceæ.)*

This family embraces only a single genus (*Ribes*), of shrubby plants, including the Currants and Gooseberries. There are six species, the first the Wild or Prickly Gooseberry, (*R. Cynosbati-L.*); the second the Smooth Wild Gooseberry, (*R. hirtellum* Michx,) common in woods throughout the Province; the Swamp Gooseberry, (*R. lacustre* Poir.) also common; the Fetid Currant, (*R. prostratum L'Her.*); the Wild Black Currant, (*R. floridum*); and the Red Currant, (*R. rubrum.*). The latter is the same as the Red Currant of the gardens, but smaller than the cultivated variety.

THE WITCH-HAZEL FAMILY—*(Hamamelaceæ)*

This is represented by a single species only, the Witch-Hazel, (*Hamamelis Virginica-L.*) It is a tall shrub, peculiar for its late blossoming, and has been observed, though not abundantly, in several parts of York, Kings and Kent counties. Its gaudy yellow flowers, appearing at the same time that the leaves are falling, making it a conspicuous ornament of the autumnal woods, and one well worthy of cultivation. Its wood is "white, flexible, and of a fine close texture."

THE DOGWOOD FAMILY—*(Cornaceæ.)*

The members of this family in New Brunswick are the Dwarf Cornel or Bunch Berry, (*Cornus Canadensis,*) a vine abundant everywhere, and conspicuous alike for its showy blossoms and scarlet bunch-like, but scarcely edible fruit; the Red Osier Dogwood, (*C. stolonifera* Michx,) also common, and, by its mode of propagation through stolons or prostrate stems, often forming dense clumps; the Panicled Cornel (*C. paniculata L'Her,*) a branching shrub from four to eight feet high, but less common than the foregoing species, and the Alternate leaved Cornel, (*C. alternifolia*-L.) The latter is the most common species, occurring abundantly in open woods, and attaining a height of from eight to twenty feet. "The wood of the Cornels is hard and close-grained, and is used in Europe for cogs in mill wheels, and for other small articles formed by the turner; and in America as a substitute for Box-wood"—Emerson. Our native species are mostly too small for use except for purposes of ornament.

HONEYSUCKLE FAMILY—*(Caprifoliaceæ.)*

The members of this family in the New Brunswick flora embrace, in addition to the lowly but beautiful and fragrant Twin-flower (*Linnæa borealis Gro.,*) common everwhere, several species related to the Honeysuckle [e. g. the Fly Honeysuckle (*Lonicera ciliata* Muhl,) the Mountain Fly Honeysuckle (*L caerulea* L) and the Bush Honeysuckle (*Diervilla trifida,*) sometimes employed for hedging,] two species of Elder and three of Viburnum. The Elders are the Common Elder (*Sambucus Canadensis,*) characterized by flat flower-clusters, appearing in May, and by a purplish-black fruit, and the Red-berried Elder (*S. pubens Michx*) having convex or pyramidal flower-clusters, appearing earlier than those in the other species, and bright-red berries. Both are common, especially in rich woods, along the banks of streams and in open places, and whether in flower or fruit, can hardly fail to attract attention.

The species of *Viburnum* are the Witherod (*V. nudum* L.,) a low shrub, common in cold swamps, the Cranberry Tree or High Bush Cranberry (*V. Opulus* L.) growing usually in flats along river valleys, and the Hobble Bush or Wayfaring Tree, common in dark rocky woods. The first species, as its name implies, is available for making withes, binding sheaves &c., and is used by the Indians for tying their traps. The Cranberry Tree or High Bush Cranberry is a handsome shrub, and is also valued for its fruit, which is large handsome and with a pleasant flavor, but greatly inferior to that of the true Cranberry. In its cultivated state, with sterile flowers, it is the Snow-ball Tree, highly prized for ornamental purposes. The Hobble Bush is familiar to every frequenter of the forest alike for its handsome and conspicuous flowers, and for the serious impediment afforded by its straggling branches and procumbent stems to any rapid progress through groves in which it is abundant. The fruit (called Moose Berry) when quite ripe, has an agreeable flavor.

HEATH FAMILY—*(Ericaceæ)*

This family is represented in New Brunswick by a considerable number of berry bearing species, all of which, however, are of small size and valuable chiefly for the fruit which they yield. They are, with a single exception, that of the Black Huckleberry, *(Gaylussacia resinosa Torr. and Gray)*, found in swamps and barrens, and belong to the one genus *Vaccinium*, of which the species are as follows;—

Vaccinium Oxycoccus-L. (Small Cranberry.)
" *macrocarpon, Art.* (Common American Cranberry.)
" *Vitis Idæa, L.* (Rock Cranberry.)
" *uliginosum. L.* (Bog Bilberry.)
" *Pennsylvanicum, Lam,* (Dwarf Blueberry.)
" *Canadense Kalm,* (Canada Blueberry.)
" *Corymbosum, L.* (Common Swamp Blueberry.)

The Rock Cranberry grows in great abundance on the rocky territory which extends from the Magaguadavic to the Saint John around the shores of the Bay of Fundy. The fruit is small and of a bright red color and is a more certain crop than are the larger bog berries.

Thousands of bushels are yearly gathered in the locality referred to, which find a ready market in the Province. The average value is about $1.50 per bushel.

A resident of the Parish of Pennfield, in the County of Charlotte, some years since obtained $500 per year for rent of a Rock Cranberry barren. He leased the right to pick these berries to young women in the neighbourhood, who gave him half of the result of their labour as his share of the profits.

An active picker can gather two bushels in a day. They begin to pick them when they are not more than half grown, the under side being white. After being gathered this colour rapidly changes to dark red. No attempt has ever been made at cultivating this fruit.

The middle section of New Brunswick, extending many miles south, from a line drawn about N. E. and S. W., from Fredericton, the Capital of the Province, embraces the Coal measures, which not having been subjected to many great disturbances present generally a level surface. Within this limit are contained many thousands of acres of barren lands and peat bogs, many of which are adjacent to the numerous railroads by which the Province is intersected. In this barren district, largely Crown lands, numerous lakes and ponds occur, around the shores of which, the Common American Cranberry is found in abundance. In but one instance, has there been any attempt at cultivating this valuable fruit made, which was by Mr. Jacob Corey.

Mr. S. M. Starkey of Johnston, Queens County, New Brunswick, says: "That Mr. Corey, about six years since, undertook to drain a shallow lake about three quarters of a mile wide, situated on Fork Stream, one of the tributaries of the New Canaan River; around which lake a limited quantity of cranberries had grown. He commenced by deepening the stream leading from the lake, at the same time building a dam for the purpose of flowing, in order to kill the small shrubs which surrounded the flat shores of the lake. This dam he shut down in the Autumn and raised in the month of June following. To his astonishment he found cranberries springing up in great abundance. Without any previous instruction Mr. Corey commenced the cultivation of the berry, and about three years since gathered, in one autumn, eight hundred bushels."

Mr. Starkey, who is a Deputy Crown Land Surveyor, further says that "there are numberless places on the Crown Lands of New Brunswick much better adapted to the cultivation of the cranberry than the location chosen by Mr. Corey."

At a meeting of the New Jersey Cranberry Association held at Trenton in the month of January, in the present year, (1876) it was stated that the United States had 15,000 acres in cranberry culture, at a cost valuation of $4,375,000, and that the estimated crop for the year 1875, was 210,000 bushels, being 65,000 less than in 1873. At this meeting an extract was read from a late Parisian paper, which was as follows:

"The American cranberry, which, in its peculiar qualities of size, flavor and color, is quite unlike any other fruit in the world, grows in luxuriant abundance in its own peculiar soil. It has always been valued by the *bon vivant*, and is now not only a table necessity in the United States, but the physicians have discovered that it is invaluable as a remedy for gastric diseases. It is added to the

rations of the soldiers and sailors, as it is the only anti-scorbutic known to materia medica. Last year 270,000 bushels were sold in the city markets of America. This season they are to be found in almost all the first-class fruit and grocers shops in Paris."

This fruit has been found invaluable as a specific for swollen erisypelas when applied in the form of a poultice.

The blueberry is exceedingly abundant, especially on sandy plains and rocky barrens, such as occur along the coast and over much of the area occupied by rocks of the coal measures. They are frequently gathered in the autumn by the farmers and dried for winter use, taking the place of the Zante currant in home-made cake.

The other interesting plants of this order (*Ericaceæ*) occurring in New Brunswick, are the Mayflower, (*Epigæa repens*) the much prized and beautiful harbinger of spring, the Wintergreen (*Gaultheria procumbens L.*) valuable as the source from which a favorite flavoring extract is derived, the Lamb-kill and Laurel, (*Kalmia angustifolia, L.* and *K. glauca Ait.*) well known for their showy blossoms so common in barrens and swamps, the Rhodora, associated with the last, and equally conspicuous, and the Labrador Tea (*Ledum latifolium Ait.*)

THE HOLLY FAMILY—(*Aquifoliaceæ.*)

The two representatives of this family in New Brunswick are the Black Alder (*Ilex verticillata Gray*) and the Wild or Mountain Holly (*Nemopanthes Canadensis*). Both are shrubs, from six to ten feet in height, and both are common in low swampy woods throughout the Province, being conspicuous in autumn for their crimson or bright scarlet berries. Both the bark and berries of the Black Alder are available in medicine for the treatment of intermittent fevers and diseases of the skin.

OLIVE FAMILY—(*Oleaceæ.*)

The only representative of this family in New Brunswick is the genus *Fraxinus* or Ash, of which there are four species.

WHITE ASH, (*Fraxinus Americana–L.*)

This, from its large size, the most important of the Ashes, is sparsely found in all parts of the Province, and upon almost every variety of soil, though attaining its perfection only in rich loamy woods and in the vicinity of streams where it can obtain abundant moisture. Under favorable circumstances it rises to a height of 50 or 60 feet, with a straight undivided trunk for 30 feet, and a diameter of nearly two feet. It is usually scattered among other trees, rarely, if ever, forming groves.

The qualities from which Ash wood derives its value are its strength, toughness and elasticity. In consequence of these properties it is extensively employed by carriage and sleigh makers, especially for shafts and springs, in the manufacture of chair and sofa frames, for agricultural implements such as pitchforks and rakes, and for a great variety of smaller articles For the manufacture of oars it is preferred to all other woods.

THE RED ASH, (*Fraxinus pubescens Lam.*)

This tree has been observed by Mr. G. F. Matthew, growing upon Darling's Island, in the Kennebeccasis river, and probably occurs elsewhere in the Province, but as it nearly resembles the White Ash and grows in similar situations, it is probable that the two have sometimes been confounded. Besides being a smaller tree than the White Ash, the Red is easily distinguished by the downy character of its leaves and newer branches, from which its specific name is derived. Its wood, though used for similar purposes is less valuable than that of the White Ash.

BLACK OR WATER ASH.—(*Fraxinus sambucifolia Lam.*)

This tree is mostly confined to swamps and the muddy banks of rivers.

It is very common along the shores of the St. John and Kennebeccasis rivers, but is found in its greatest abundance on the branches of the St. John, above the Grand Falls, especially on those of the Grand and Green rivers, the shores of the former being fringed by it for many miles. From this locality it can be conveyed by water very cheaply to the Grand Falls, and when the New Brunswick railway

reaches that point, from which it is now distant only about twenty miles, no better place in the Province can be found for the manufacture of boards from this wood. It attains a height of forty feet or more, and a diameter of two feet. It comes into leaf very late in the season, and loses its foliage early.

The wood of the Black Ash, though inferior to the White in strength and durability, is nevertheless remarkably tough, and owing to the facility with which, after pounding, it may be separated into strips and ribbands, is especially preferred to other woods by the Indians, for the manufacture of baskets, of which very handsomely ornamented ones are made by the Tobique Indians.

It has also been employed for hoop and chair bottoms, and for bed room furniture, for panelling railway cars, for seats in churches, and is largely taking the place of other woods in New Brunswick in the construction of sleighs and pungs. It is when split durable for fencing.

NETTLE FAMILY.—(*Urticaceæ.*)

SUBORDER I. THE ELM FAMILY.—(*Ulmaceæ*).

THE ELM, (*Ulmus Americana-L.*)

Though comparatively restricted in its distribution, there are nevertheless few trees in New Brunswick which, when the proper conditions are accorded, exceed the Elm in the length or vigor of its growth, certainly none which can compare with it for grace and beauty. On the uplands it is comparatively rare, and even when occurring seldom attains to any great size, but in river valleys, and especially along the rich and level intervales bordering the St. John river and its tributaries, it is much more abundant and often of large size, its beautiful feathered and plume like trunks serving greatly to enhance the beauty of the scenery. Trees are occasionally met with girthing twenty feet.

The wood of the Elm is both strong and elastic, and therefore well adapted for the making of ship's blocks, hubs of carriage-wheels and kindred uses, though said to be inferior for these purposes to the English Elm. It is also used in making the flats of ship's floors, though difficult to work, the peculiarity of the grain requiring it to be planed cross-wise rather than length-wise. Its value in New Brunswick, however, is almost solely as an ornamental tree, it quite equalling if not excelling in this respect, its European relative. It is readily transplanted, hardy when in favorable situations, and of rapid growth.

WALNUT FAMILY.—(*Juglandace-L.*)

THE BUTTERNUT, (*Juglans cinerea-L.*)

The Butternut is by no means an abundant tree in New Brunswick, being mostly confined to the southern counties and the valley of the St. John river, especially above Woodstock, while it is absent from the coast and also, according to Mr. Fowler, from the northern counties of the Province. It is usually met with in rich moist lands, especially in calcareous districts, and some of these, such as Butternut Ridge, in King's Co., have received their names from its former abundance in their vicinity. It is rarely met with away from roads or settlements. Although never a tall tree, it thrives well under cultivation, and sometimes attains a height of sixty feet or more.

The wood of the butternut is one adapted for numerous and various uses. Its rich reddish-yellow color, darkening with age and then nearly resembling the English Oak, as well as its lightness, render it very suitable for cabinet work, for which it is also well adapted by the readiness with which it will receive paint or varnish, and the fact that it is not readily split by nails. For a like reason it may be advantageously employed for carriage making and similar uses, being at the same time both light and durable. It is especially well fitted for purposes of interior decoration, and has thus been employed with excellent effect, both in the Cathedral in Fredericton, and in other churches through the Province.

Of minor uses, the employment of the bark and nut-shell in dyeing may be mentioned, as well as that of the young half-grown nuts for the making of pickles. The bark is also said to yield an extract possessed of mildly purgative qualities.

OAK FAMILY—*(Cupulifer-L.)*

The representative of this family in the New Brunswick sylva are: (1.) The Red Oak (*Quercus rubra L.,*) the American Beech (*Fagus ferruginea Ait.,*) the Beaked Hazel-nut (*Corylus rostrata Ait.,*) the American Hornbeam (*Carpinus Americana Mich.,*) and the American Hop Hornbeam (*Ostrya Virginica Willd.,*) to which may be added, as introduced at a few points, the Chestnut (*Castanea vesca L.*)

1. THE RED OAK, *(Quercus rubra-L.)*

This, the only species of Oak occurring in New Brunswick, is both common and widely distributed, being met with in all parts of the Province, especially along the banks of streams, and, as in Charlotte Co., along ridges of slaty rocks. It is, however, a tree of inferior value, it being difficult to season, imperfectly combustible, and, unlike other species of the same genus, worthless for the purposes of the tanner. It is, however, of rapid growth, flourishes readily in almost all situations, and owing to the beauty of its trunk and foliage is well adapted for ornamental purposes.

To the above varieties may be added the occasional occurrence of the White and Grey Oak in special localities. They are, however, so rare as to require no special mention.

2. AMERICAN BEECH, *(Fagus ferruginea, Ait.)*

Three different kinds of Beech, viz: the Common Beech, the White Beech and the Red Beech, are distinguished by lumberers and others. They are, however, probably all varieties of a single species—the White or American Beech, the differences depending, according to Emerson, simply upon the greater or less rapidity of maturation, and the consequent different proportion of the (white) sap wood or (red) heart wood. In one or the other of its forms it is an abundant tree throughout the Province, except upon the Southern coast, abounding especially upon ridges of feldspathic rocks, and in rich moderately moist soils. It is a tree of rapid growth, increasing its diameter under favorable circumstances as much as two-thirds of an inch in a single year,* and attaining, sometimes, a height of not less than seventy feet.

The Beech is extensively employed for purposes of fuel, being indeed, for that purpose, second only to Rock Maple. The wood is "hard, of a fine smooth close grain, and very dense, having a specific gravity of .724" (Emerson). It is durable when kept dry, and also when permanently wet, as in the bottom of vessels, but decays rapidly when subject to alternations of these conditions. It has been found well adapted for the manufacture of saw-handles, shoe-lasts, plane-stocks, &c., as well as for chair-posts and farm utensils. From its ashes large quantities of alkali are obtained for the manufacture of soap. Its nuts are oily and nutritious, and afford a large portion of the nourishment of various wild animals, including the bear, partridge and squirrel. Young Beeches properly arranged, and by grafting made to grow together, are said to make very solid and elegant hedges, but have the disadvantage of checking the growth of other plants near or under them. The Beech is said never to be struck by lightning.

3. THE BEAKED HAZEL, *(Corylus rostrata, Ait.)*

This is but a small shrub, two to five feet high, rather common in all parts of the Province, in fields and along the banks of streams, but of little or no economical interest. Its fruit is inferior, both in size and quality, to that of the true hazel or filbert.

4. THE CHESTNUT, *(Castanea vesca, L)*

This tree, so highly prized in somewhat more Southern latitudes alike as an ornament and for its abundant and agreeable fruit, can hardly be said fairly to have a place among the trees of New Brunswick. None are met with in a wild state, and though a few have been introduced from time to time, they do not appear to thrive, and are rarely seen.

*Emerson.

5. The Hornbeam, *(Carpinus Americana, Michx.)*

This tree, though by no means an abundant one, is occasionally met with in the New Brunswick woods, especially in the central and southern counties, along the banks of streams. It is never a large tree, and derives its interest chiefly from the hardness of its whitish wood, which has led it to receive the name of Iron-wood, a designation which it shares with the closely related species the Hop Hornbeam. It is a tree of considerable beauty and well worthy of cultivation.

6. The American Hop Hornbeam. *(Ostrya Virginica, Willd.)*

This tree, readily distinguished from the preceding by the hop-like fruit from which its name is derived, is, like the latter, comparatively rare in New Brunswick, though apparently distributed over its entire area. It is generally met with in rich woods, attaining a height of from twenty to thirty feet. Like the preceding species, with which it shares the name of Iron-wood, it is remarkable for its toughness and compactness, adapting it for the manufacture of levers and similar uses, whence it is also often called Lever Wood. It is also employed for cogs of mill-wheels and for agricultural implements.

THE BIRCH FAMILY.—*(Betulaceæ.)*

The members of this family embrace, in New Brunswick, five species of true Birch, and two of Alder.

1. American White Birch, *(Betula alba-var. populifolia-Spach.)*

The White Birch, or Little Gray Birch, as it is also sometimes called, is a very common tree in New Brunswick, especially near the coast and upon the poorer class of soils, such as occur over extensive tracts occupied by the rocks of the coal-measures. It is usually met with in large groves associated with spruce, pine or other soft-wood trees, and under favorable circumstances, attains a height of from thirty to forty feet. Its chief value is for fuel, though inferior even in this respect to most of the other deciduous trees.

2. The Paper Birch, (*Betula papyracea-Ait.*)

The Paper Birch, like the White Birch which it nearly resembles, is found in all parts of New Brunswick, but usually in soils somewhat more fertile than those covered by its relative. It is said especially to favor gravelly soils and the slopes and bottoms of valleys covered with large and moss grown rocks.

It is also a larger tree than the White Birch, having sometimes a height of seventy or eighty feet, the lower sixty without branches, and a diameter of two feet. It is easily distinguished by its tough and separable bark, this being the material still largely employed by the native races in the manufacture of their canoes. The wood of the canoe or Paper Birch is fine and glossy, soft, and of a handsome color, but possessed of little durability or strength, decaying rapidly under alternations of dryness and moisture. It is therefore rarely used except for indoor work and for such articles as are to be kept permanently dry. It answers moderately well for fuel and is said to yield an excellent charcoal.

3. The Yellow Birch, (*Betula excelsa-Ait.*)

This is one of the larger, and therefore, more valuable of the Birches, its straight and nearly uniform trunk attaining at times a height of seventy, and a diameter of two or more feet. It is a very common tree in New Brunswick, growing usually on rich, soft and moist lands, in company with spruce and ash, and besides being extensively employed for many domestic uses, and for ship-building, forms with the Black Birch an important article of export. Its wood, which is close-grained and durable, though lacking in strength, is said to be somewhat inferior to the latter, but not sufficiently so to cause any difference in their relative price, the two being sold indiscriminately. Besides its employment in ship-building, it has been advantageously employed in cabinet work, chair-making and similar uses, being readily bent, as well as susceptible of a high polish, and deriving additional beauty from the peculiarly irregular and variegated disposition of the grain. The young

saplings make excellent hoops of casks, while the bark finds an important application in dyeing. It is readily combustible and is valued as fuel.

4. CHERRY BIRCH, SWEET OR BLACK BIRCH, (*Betula lenta–L.*)

This, the handsomest as it is the most valuable of the Birches, is found in all parts of New Brunswick, flourishing in nearly the same situations as its relative, the Yellow Birch, and attaining about the same proportions. It is especially common on the deep and shady banks of rivers, and on gravelly ridges along the shores of the Bay of Fundy.

The principal use of the Black Birch is for the manufacture of square timber for export and in ship-building, especially for the keel, lower timbers and planks of vessels, its most important characteristic being its durability when kept permanently wet. Being of a fine and close grain, readily capable of being polished, as well as possessing a rich color, somewhat resembling mahogany, it is also largely used for chair and cabinet work. It is employed by the carriage makers for panels and by the shoe-makers for lasts. Finally it is an excellent fuel, ranking in this respect, second only to the rock maple. Its bark is used by the tanners.

5. LOW BIRCH, (*Betula pumila–L.*)

This plant, a low shrub from two to eight feet high, has been observed by Rev. James Fowler, growing in a bog near Kingston, Kent County, and probably occurs elsewhere in the Province, but is without economic interest.

SWAMP ALDER, (*Alnus incana, Willd.*)

When dry makes good firewood, and gives an excellent charcoal.

THE WILLOW FAMILY.—*(Salicaceæ.)*

This family is represented in New Brunswick by at least ten different species of Willows, two Aspens and as many Poplars. The species of true Willow at present known to occur are as follows:

Low Bush Willow, (*Salix humilis, Marshall,*) on road-sides, near Bass River, Kent.
Glaucous Willow, (*S. discolor, Muhl,*) banks of streams, Kent and Westmoreland.
Petioled Willow, (*S petiolaris, Smith,*) swamps near Richibucto, (Rev. J. Fowler.)
Basket Osier, (*S. viminalis*–L.) introduced in various places.
Long-beaked Willow (*S. rostrata Rich,*) borders of swamps, common.
White Willow, (*S. alba,*) common about Fredericton, introduced.
Black do. (*S. nigra, Marshall,*) Napan, Miramichi.
Shining do. (*S. lucida, Muhl.*) rather common.
Stalk-fruited Willow (*S. pedicellaris Pursh,*) swamps, Kent County.

Besides these there are a number of species as yet undetermined. Of those above enumerated, the first three and the last are shrubs, the others mostly low trees, only one, the White Willow, an introduced species, exceeding twenty-five feet. All possess considerable beauty, as well from their foliage as their showy fruit, and growing as they mostly do along the banks of streams, are with the alders an invaluable means of protecting the latter against the destructive effects of freshets.

The wood of the Willows has, in other countries, many and important applications, especially in basket-making, for which their lightness, toughness and pliancy render them well adapted, but little use has yet been made of those occurring here.

The Aspens and Poplars are all species of a single genus, (Populus.) Of these the most common in the wild state is the American Aspen, (*P. tremuloides, Michx,*) a small but graceful tree, from twenty to forty feet high. A second species, the large-toothed Aspen (*P. grandidentata, Michx,*) is somewhat larger but less common. The wood of both is light and answers well for fuel, but has little durability, and therefore few economic applications. The Balsam Poplar (*P. balsamifera*) is rare in the wild state, but with its variety the Balm of Gilead (*var. candicans*) is not frequently cultivated for ornamental purposes. The Lombardy Poplar (*P. dilatata,* Ait.) has also been introduced for a similar purpose, and sometimes appears to thrive well, though often the early blighting of the branches gives to the tree a ragged, unsightly appearance.

II.—PLANTS WITH NAKED SEEDS.—(*Gymnospermæ.*)

FAMILY I. PINE FAMILY—(*Coniferæ.*)

SECTION I.

The Pine and Fir Tribe, (*Abietinæ.*)

The representatives of this tribe in New Brunswick are, (1) The White Pine; (2) The Red or Norway Pine; (3) The Gray or Northern Pine; (4) The Hemlock Spruce; (5) The White or Single Spruce; (6) The Black or Double Spruce; (7) The Balsam Fir; and (8) The American or Black Birch, Tamarack, Hackmatac or Juniper.

1. The White Pine, (*Pinus strobus-L.*)

The White Pine is one of the largest, tallest and most stately trees in the New Brunswick forest, many of the older trees rising in a single straight but tapering column to a height of 80 feet or more, in rare instances to over 120 feet.

The several varieties distinguished locally as "Pumpkin Pine," "Sapling Pine," and "Bull Sapling," owe their origin to a slight difference in the color, texture and specific gravity of the wood, dependant upon corresponding differences in the condition of their growth. The first-named is found standing most thickly near the shores of streams, or on hill sides fronting on lakes or streams, but seldom extending back from such streams or lakes, in any, further than half or three quarters of a mile.

When found in the forest distant from streams or lakes, the Pumpkin Pine as well as the Bull Sapling occur in small groups or bunches or in pairs or solitary, a very considerable distance often intervening between groups or individuals.

Sometimes a single tree may be seen towering to the most extreme height of its species on some rocky and elevated hill, in places so difficult of access that the lumbermen, after felling them, either sluice them from their place of growth to where they can be more conveniently managed, or remove them with the aid of ropes and blocks, either with or without the assistance of horses and sleds. The soundest and best Pumpkin and Bull Sapling Pine are found growing scattering on high land, very frequently surrounded by forests of hardwood. Such as grow in low and swampy land are very subject to shakes and concave knots. These varieties of pine of large size have become very scarce in the Province of New Brunswick, so much so that the lumbermen often cut roads half a mile or more in length to reach a choice tree. Nearly all the Sapling Pines of New Brunswick are found growing on the dry and sandy soil of the coal measures, covering the low ridges, and surrounding the heaths and bogs which abound on the surface of this formation.

The great fire of Miramichi, in the year 1825, and the Saxby gale, which happened a few years ago, have done many millions of dollars damage to the pine lands of New Brunswick, and the day is not very far distant when pine trees of any size will be obtained with difficulty in the Province.

2. The Red or Norway Pine, (*Pinus resinosa Ait.*)

"The Red or Norway Pine has an erect trunk, taller and more slender than that of the Pitch Pine, which it most nearly resembles. The bark, which is much less rough, is in rather broad scales of a reddish color. The long leaves are in twos, and the cones are free from the bristling, rigid, sharp points, which distinguish those of the Pitch Pine. It may also be distinguished at a distance by the greater size and length of the terminal brushes of leaves."—*Emerson.*

Lumbermen are acquainted with two varieties of this tree, which they denominate by the names of the Sapling and Old Red Pine. The former is an inferior wood, generally having those niches of sap which rot very quickly on exposure to the weather. It has been largely used in the state of Maine for hogshead heading, for which purpose it answers very well. The Old Red Pine, which is now nearly extinct in New Brunswick, sometimes attains the height of 90 feet, and a diameter of three feet or more, the trunk being nearly uniform and without branches for a height of forty or fifty feet or more. The wood is strong and durable, resembling that of Pitch Pine, but with less resin, and was formerly largely employed like the latter for the decking of vessels and for beams. It has a fine compact grain with

few knots. It grows as a scattering tree on dry and sandy soil, some of the best trees which were ever obtained in New Brunswick, having been cut on the granite boulder district, which crosses the New Brunswick and Canada Railway, about fifty miles from St. Andrews. The Tobique River, however, was the great nursery of the Old Red Pine, especially that branch of it which is called the Wapskyhegan, it being here so abundant and the trees standing so close together that there was hardly room left to turn a sled between the stumps. The axe and fire have, however, completely removed them from this locality.

3. GRAY OR NORTHERN SCRUB PINE, (*Pinus Banksiana-L.*)

This tree is readily distinguished from the other species of Pine by its comparatively scrubby growth, as well as by the color and appearance of the peculiar scales by which the trunk is surrounded, as well as by the pendant cones which hang under the branches, as its name denotes it is a tree of inferior growth, timber made from it in former times when it was tolerably abundant, was considered good if it averaged ¾ of a ton to the tree. The wood is very hard, full of pitch and free from sap, but is apt to be full of streaks. It has been a good deal used for railway ties, small trees fit for such purpose being yet abundant in the Province.

Certain sections of country on the South West Miramichi which were destroyed by the great fire of 1825, have since become covered so thickly by forests of Banks' Pine that it is almost impossible to press one's way through them. This tree grows very extensively on the desolate mountains of the Little South West Miramichi.

4. THE HEMLOCK SPRUCE OR HEMLOCK, (*Abies Canadensis, Michaux.*)

The Hemlock Spruce or Hemlock as it is often more simply termed, is one of the most abundant of our evegreen trees, being found on almost every variety of soil. It is also when in perfection a very beautiful tree, but as age advances owing to the death or breaking off of the lower limbs is apt to assume the appearance of premature decay. Under favorable circumstances it reaches a height of 70 or 80 feet and a circumference of from 6 to 8 feet, the latter as in others of the family being nearly uniform until the branches are reached. There are two varieties of this tree known to woodsmen, the Sapling or White Hemlock, and the rough bark or Black Hemlock. The latter, owing probably to its large and heavy top, is very subject to shakes, rendering the boards sawn from the lower log nearly worthless. The wood of the Sapling or White Hemlock, with the exception of a small piece near the butt, is a sound and firm wood, lasting well. Both varieties, however, are wanting in strength, and owing to the comparative absence of resin unable to bear the alternations of drought and moisture. When not exposed to the atmosphere it is very durable, being largely employed as a substitute for other woods in the exterior construction of dwellings and out-buildings, as well as for framing purposes.

It is of much more frequent occurrence in the southern or middle districts of New Brunswick than in the north, being a rare wood north of the Grand Falls of the St. John. It occurs in belts and bodies, in certain localities the laws regulating its place of growth not being understood. It is very subject to the action of fire, and disappears rapidly from the neighbourhood of settlements. It was formerly very abundant on the lower portion of the Nashwaak, while it is but rarely found above the Narrows, forty miles from the mouth. It is abundant on the Intercolonial railroad north of Moncton, where there are extensive tracts of vacant Crown lands, and a large business in the transportation of its bark was last season commenced on that road. This article, in that locality will increase much in value, owing to the facilities of transport to a port of shipment. The tree is peeled early in the summer, and the bark hauled immediately to the road, and can be exported during the same season.

A large belt of Hemlock also crosses the St. John river and New Brunswick railway 30 or 40 miles above Fredericton. In the granite formation, the wood here is especially good, owing perhaps to the disintegration of potash from the decomposition of the feldspar contained in the granite by the action of time, frost and moisture.

The wood of the Hemlock shrinks but little, and is impervious to the attacks of rats, so that it is now being much used in the construction of granaries. The white

variety forms excellent planking for side walks, both varieties are largely used in the Provinces for wharf building.

5. The White or Single Spruce, (*Abies alba, Michaux.*)

This tree is larger and more slender than the black Spruce, being distinguished from the latter, as its name implies, by the lighter color of its bark and leaves.

On the Restigouche, Upper St. John and many other places, it grows to a great height with but little taper. Mr. J. A. McCallum, Deputy Surveyor, in 1873, had a tree cut down on the former stream above the Quatamkedguiek which made a log measuring 14 inches at the butt, 10 inches at the top, and was 64 feet long. They have been cut 80 feet long, measuring 25 inches in diameter at the butt, and 18 inches at the top.

White Spruce are found in valleys, growing to a very large size, skirting streams, and in small bunches on the sides and tops of hills. The yield of White Spruce land will not compare with that of the Black, as the former tree is much more scattering in its growth than the latter.

The wood of the White Spruce is white and soft, and generally free from knots. Its specific gravity is less than that of the Black Spruce to which it is much inferior in strength, and exhibits much less elasticity. The Spruce deal shipped from the Nepisiguit and Restigouche rivers are nearly all manufactured from the wood of this tree.

The Black Spruce, (*Abies nigra Michaux.*)

As an article of export, this is the most valuable of all the trees of New Brunswick. The vast forests of Black Spruce which once covered the Province have been reduced by fire and cutting to less than one third of their original extent.

This tree was found in greatest abundance in the southern part of New Brunswick. A line drawn from the first Eel River lake, extending north-easterly to the dividing ridge between the little South-west Miramichi and the Nepisiguit, is about the boundary of the great Black Spruce lands of the Province. South of this line vast forests of it extended from the Schoodic, crossing the Nashwaak and South-west Miramichi, thence to the North-west Branch of the last named river, where it ended. North of this line the growth of wood is more generally hardwood, largely mingled with firs. Such Spruce as occur along the shores of streams or scattering on the hill sides are principally of the white variety.

Black Spruce is commonly found growing in thickest bodies around lakes or about the base and sides of ridges whose summits are covered by hardwoods, the Spruce thinning out as the elevation increases. Like the White Pine it attains its greatest size and altitude when growing among surrounding hardwoods. The distinguishing properties of the wood are strength, lightness and elasticity. That found on the shores of the Bay of Fundy is remarkable for its toughness and durability, and is thought by many to be nearly equal for the purposes of ship-building to Hackmatac. It furnishes as fine yards and topmasts as any in the world, and for this purpose it has been long and extensively used.

Heretofore the smaller trees have been largely exported from the head of the Bay of Fundy in the round log, to be used as piles for wharf building. The principal root and the lower part of the trunk are extensively used for the purpose of ship-building, constituting knees and foot-hooks.

By means of the small fibrous roots, the Indians of Maine and New Brunswick sew together the pieces of birch bark which form the exterior covering of their canoes.

Very superior clap-boards are made from the clear butts of these trees. The wood of those having straight seams from the butt almost to the branches is generally the best for this purpose when such seam or rift is straight. In many localities Black Spruces are very seamy. This occurs sometimes on the low lands but oftener on the ridges, and is probably caused by the joint effect of wind and frost. A cheap variety of shingles is obtained from small trees. Their great value, however, to New Brunswick arises from their furnishing the major part of the deals and battens, which are annually exported thence to Great Britain and other countries.

The manufacture of Spruce deals commenced in New Brunswick in 1819, and has since been steadily increasing. The amount exported from the port of St. John in 1874, was 220,807,110, and in 1875, 175,908,030 superficial feet.

8. The American or Black Larch or Hackmatac, (*Larix Americana, Michx.*)

The American or Black Larch, called by the French Canadians Epinette Rouge, by the descendants of the Dutch the Tamarack, but among the English more commonly by its Indian name of Hackmatac, is one of the most valuable trees of the New Brunswick forest. Its favorite place of growth and where it usually attains its greatest size is on or near the banks of some sluggish brook, growing especially well among that variety of wild grass known as "blue joint." It generally surrounds the barren boggy heaths which abound in the middle section of New Brunswick, those trees growing on the bogs being very stunted and small, while those just on the edges of the heath attain a large size, and frequently afford good roots for ship-building purposes. The roots of those found on intervale land are, however, generally sounder and larger, though the trees are not so abundant. Many of the finest and largest Tamaracks have been found growing out of old beaver dams, and these industrious animals may claim the honor of having prepared the soil for the growth of some of our finest Tamaracks.

Where this tree does not have a moist soil, its growth is very scanty and small. It is capable of ready propagation. By the artificial planting of the tree, a period of seventy years would yield timber fit for all the ordinary purposes of ship-building. In certain parts of Great Britain the Larch is planted for hop poles. In eight or nine years these are cut, bundled up and sold for that purpose, while the roots are pulled up and dried for kindling.

The wood of the Larch, which is very resinous and compact, is remarkably durable. It has been said to be more lasting in ships timbers than that of Oak. There are two varieties known among woods-men, the White and the Yellow, the former being much inferior to the latter in strength and durability.

Tamarack is largely used in ship-building for timbers, knees, beams, &c., of ships. It has been so well sought after in New Brunswick that large roots and timber have become very scarce, and cannot be obtained unless at a very considerable expense.

In the County of Aroostook, in the State of Maine, trees of Hackmatac have been obtained from which have been made four tons of timber. As the New Brunswick railway has been completed to Fort Fairfield, above the Aroostook Falls, an excellent means of transit is opened up for the large roots and timbers of that County.

As regards the growth of Tamarack, the lumbermen make the remark, that in almost every place where you find a very large Tamarack, apparently growing alone, by searching a few rods on either side you will find a companion of nearly similar proportions. Hackmatac planks are well adapted for floor boards and door steps, from their extreme hardness, and an infusion of the boughs and bark furnishes a good alterative for horses.

The Balsam Fir, (*Abies balsamea, Marshall.*)

This tree, also known as the Fir Balsam, the Silver Fir, or yet more simply as the Fir, is a common tree in New Brunswick, being found in nearly all localities, but in greatest abundance and most compact bodies on the head waters of the St. John and Restigouche rivers.

It is a tree of rapid growth and very hardy, but is short lived and rarely attains a large size. Its beautifully symmetrical pyramidal shape, rich, dark-green foliage, and conspicuous cones must always make it a valuable tree for ornamental purposes, at least when young, but otherwise it possesses little interest, the wood being not only small but wanting in hardness, strength and elasticity. As indicated by its name, it is rich in resin, or rather in turpentine, which is contained in small vesicles or tumors covering the trunk and limbs. This is usually known by the name of Canada balsam, and is employed in medicine for pulmonary complaints, and in the arts for the manufacture of varnish.

SECTION II.

The Cypress Tribe, (*Cupressinæ.*)

The only representatives of this section in New Brunswick, (marked by having a globular or irregular head, instead of a true cone for fruit,) are the White Cedar or Arbor Vitæ, the Red Cedar and the Juniper.

THE AMERICAN ARBOR VITÆ, (*Thuja occidentalis–L.*)

This tree, often but improperly called the White Cedar, is abundant in New Brunswick.

It is met with everywhere in low grounds and swales, but especially where the soil is clayey and the drainage imperfect. The largest and best trees occur intermingled with hardwood. They grow thickest in what are called cedar swamps, forming for short distances dense forests well nigh impenetrable. When growing thickly together the wood is generally very defective and the diameter comparatively small, rarely exceeding one to two feet.

On the dry limestone hills near St. John, this species forms dense thickets of beautifully pyramidal trees. It is found in greatest abundance, as well as of the best quality, on the Restigouche river and on the upper St. John. Mr. J. A. Mc Callum, when surveying the dividing line between the counties of Victoria and Madawaska, commencing about ten miles north-east from the Grand Falls, observed thousands of cedars which were three feet and upwards in diameter, which growth extended for many miles. When on the head of the Restigouche, he also noticed great quantities of excellent cedar.

On the north of Tobique and on Salmon river, are vast tracts of hardwood intermingled with the finest of cedar. The Crown lands on the Nictaux branch of Tobique, for many miles, are well lined with clean and straight trees of this species, well adapted to the manufacture of cedar shingles or sleepers. As this stream is remarkably smooth, these trees can be conveyed thence by water very cheaply to railway communication. The Honorable Senator Ferguson, of Bathurst, says that the White Cedar is much used in the eastern part of the county of Gloucester, for building boats, that boards can be got from six to nine inches wide for planking, and that the roots make excellent timbers, as they are both light and durable. Boats made from cedar also answer well.

The wood of the White Cedar is very soft, light and fine grained, of a reddish tint, and like its twigs, possessed of an agreeable aromatic odor. It is readily wrought, and is also very durable, being especially adapted for fencing, and for such other purposes as necessitate frequent alternations of dryness and moisture. It is very largely used in the manufacture of railway ties; four years since one firm in Fredericton exported sixty thousand sleepers, while the exports of the same article from St. Andrews during the same year were more than double that number. The principal use of this wood has been for fencing, and for the manufacture of shingles, of which vast quantities of excellent quality are exported from Frederton annually, many of which, however, are cut on the American side of the St. John.

2. THE RED CEDAR, (*Juniperus Virginiana–L.*)

This plant, as occuring in New Brunswick, i represented only in the form of a low prostrate shrub, forming the variety "*humilis*" of Hooker, and appears to be confined for the most part to the vicinity of the coast. It has been thus observed by Mr. G. F. Matthew, growing on limestone hills in St. John county, and by the Rev. J. Fowler, on the sandy beaches of Eel River in Restigouche county. The larger variety occurring in New England, and attaining under favorable circumstances a height of thirty or forty feet, is a tree of some importance, its wood being light, close grained, compact and very durable, and therefore highly valued by the ship-builder, as well as the carpenter, cabinet-maker and turner, but if occurring in New Brunswick, is not sufficiently abundant to be employed for economic purposes.

3. AMERICAN YEW OR GROUND HEMLOCK, (*Taxus baccata, L. var. Canadensis.*)

The American Yew is everywhere a low and straggling or prostrate bush, destitute of any ascending trunk, and remarkable chiefly for the rich and deep color of its evergreen foliage. It is common in New Brunswick, chiefly in shady woods, but, though possessing a heavy, tough and elastic fibre, has been but little used.

TEACHERS' INSTITUTES.

In order to make room for the article on "Trees and Shrubs of New Brunswick," extracts from the proceedings of the Teachers' Institutes are held over for EDUCATIONAL CIRCULAR, No. 13.

ALBERT COUNTY INSTITUTE.—The meeting was held at Harvey, on September 2nd and 3rd, 1880. Committee of Management:—Nathaniel Duffy, A. B., *(President)*; Joshua Thompson, *(Vice-President)*; W. J. Jones, *(Secretary-Treasurer)*; Ada Russell; Maud Charters. The next meeting is to be held at Hopewell Hill, September 1st and 2nd, 1881.

CARLETON COUNTY INSTITUTE.—The meeting was convened in the Grammar School Room, Woodstock, June 24th and 25th, 1880. Committee of Management:—Inspector W. G. Gaunce, A. B., *(President)*; W. B. Wiggins, A. B., *(Vice-President)*; Charles McLean, *(Secretary-Treasurer)*; May Miller; Susie V. Henderson. The time and place of the next meeting was left to the Committee of Management.

CHARLOTTE COUNTY INSTITUTE.—The Institute met in the High School Room, Mark's Street Building, St Stephens, July 8th and 9th, 1880. Committee of Management:—Inspector V A. Landry, *(President)*; Jerome Boudreau, *(Vice-President)*; G W. Merserceau, A B., *(Secretary-Treasurer)*; Miss Rainey; James McIntosh. The next meeting is to be held at Clifton, June 23rd and 24th, 1881.

GLOUCESTER COUNTY INSTITUTE.—The annual meeting was held in the Masonic Hall, Bathurst, September 23rd and 24th, 1880. Committee of Management:—Inspector V A. Landry, *(President)*; Jerome Boudreau, *(Vice-President)*; G W. Merserceau, A B., *(Secretary-Treasurer)*; Miss Rainey; James McIntosh. The next meeting is to be held at Clifton, June 23rd and 24th, 1881.

KENT COUNTY INSTITUTE.—The Institute convened at Kingston, July 8th and 9th, 1880. Committee of Management:—G. A. Coates, *(President)*; Daniel Gillies, *(Vice-President)*; C. H. Cowperthwaite, A. B., *(Secretary-Treasurer)*; Sarah Foster; Lilias Wilson. The next meeting is to be held at Kingston, July 7th and 8th, 1881.

KINGS COUNTY INSTITUTE.—The annual meeting was held in the new School House, at Hampton, July 8th and 9th, 1880. Committee of Management:—Inspector D. P Wetmore, *(President)*; J H. Wright, *(Vice-President)*; W. Levinge, *(Secretary-Treasurer)*; F. Hayes; G. H. Raymond, A. B. The next meeting is to be held at Sussex, on the Thursday and Friday preceding the Summer Vacation, 1881.

NORTHUMBERLAND COUNTY INSTITUTE.—The annual session was held at Chatham, October 7th and 8th, 1880 Committee of Management:—Inspector Philip Cox, A. B., *(President)*; C M. Hutchinson, *(Vice-President)*; Charles G. D. Roberts, A. B., *(Secretary-Treasurer)*; William A. Duke; William Sivewright. The Inspector being unable, through indisposition, to be present, the Vice-President presided at all the meetings. The next meeting is to be held on October 6th and 7th, 1881, (the place is not specified in the report).

QUEENS COUNTY INSTITUTE.—The meeting of this Institute was held in the Temperance Hall, at the Narrows, on June 10th and 11th, 1880. Committee of Management.—Inspector D. P. Wetmore, *(President)*, J. L. Flower, *(Vice-President)*; F. William Perry, *(Secretary-Treasurer)*; L. W. Fowler; T. W. Smith. The next meeting is to be held at the Narrows, January 27th and 28th, 1881.

RESTIGOUCHE COUNTY INSTITUTE.—The Institute met at River Charlo, September 2nd and 3rd, 1880. Committee of Management:—Rev. Thomas Nicholson, *(President)*; Inspector Philip Cox, A. B., *(Vice-President)*; G. F. Dawson, *(Secretary-Treasurer)*; A. Ross, A. B., Donald McLean. The next meeting is to be held at Dalhousie, July 7th and 8th, 1881.

SAINT JOHN COUNTY INSTITUTE.—The Institute met in the Assembly Hall of the Victoria School, July 8th and 9th, 1880. Committee of Management.—Inspector W. P. Dole, A. B., *(President)*; G. U. Hay, *(Vice-President)*; J. M. Coyngrayhame, *(Secretary-Treasurer)*; D P Chisholm; Thos. O'Reilly. The time and place of the next meeting are not specified in the report.

SUNBURY COUNTY INSTITUTE.—The annual meeting was held at Oromocto, September 2nd and 3rd, 1880. No report has been received, at this writing, from the Secretary.

WESTMORELAND COUNTY INSTITUTE. The Institute held its annual meeting at Dorchester, February 12th and 13th, 1880 Committee of Management:—Inspector George Smith, A. B., *(President)*; A. J. Denton, A. B., *(Vice-President)*; L. A. Seaman, *(Secretary-Treasurer)*; Maggie Harris; Charles Lund. The next meeting is to be held at Sackville, September 8th and 9th, 1881.

YORK COUNTY INSTITUTE.—The annual meeting was convened in the Temperance Hall, Fredericton, May 20 and 21st, 1880. Committee of Management:—Inspector Eldon Mullin, *(President)*; Francis J. Ross, *(Vice-President)*; R. S. Nicolson, *(Secretary-Treasurer)*; G. H. Burnett; Charles A Miles. The next meeting is to be held at Fredericton, in September, 1881.

MISCELLANEOUS NOTES.

Dr. Richardson's *Temperance Lesson Book* has been placed by the Board of Education on the list of texts prescribed for the use of Teachers. This book will be of service in preparing the lessons on Health, required by the Course of Instruction. In this connection, the attention of Teachers is directed to the excellent hints to be found on pp. 284–281 of Reader No. V.

It was understood when Reader No. I. was assigned to Standard II. of the Course of Instruction, that the book should be somewhat enlarged in order to supply a suitable amount of reading for that Standard. The enlarged text, with a few models for script on the slate, is now in general use. Tanner's *First Principles of Agriculture* (Primer) has been placed on the list of prescribed texts.

Teachers who discover any errors in the prescribed texts will confer a favor by notifying the Chief Superintendent of the same.

Full information respecting the Plants, Trees, and Shrubs of New Brunswick have been placed before Teachers in the CIRCULAR. There is needed a small hand-book supplying kindred information respecting minerals, and especially the minerals of New Brunswick. Many Teachers have felt the need also of a hand-book setting forth the *principles* on which the lessons required by the Course in *Minerals*, *Plant Life*, and *Animal Life*, should be given, with suitable models. It is believed that these additional aids will ere long be placed within the reach of Teachers.

The Regulations of the Board of Education make provision for a Summer Vacation of six weeks in the incorporated towns, and for four weeks in other districts. It has been but a few years since the Vacation was five weeks and three weeks. It has not been without difficulty that the lengthened period has been maintained; but the increased regularity which has steadily obtained in the development of our School system, and the diffusion of correct ideas respecting School work, have fully secured the advance made. As some teachers, evidently unaware of the careful and consistent policy of the Board in this behalf, seem to be under the impression that in extending the Vacation of six weeks to certain districts other than incorporated towns, the Board has arbitrarily selected these districts, it may be proper to repeat (what has been publicly stated more than once) that the application of any School District officially presented by its Board of Trustees, for the Summer Vacation of six weeks, has always been favorably considered by the Board of Education. Every district, other than an incorporated town, which has the longer vacation, secured it by the action of the district as indicated above. The Board has always declined to entertain applications which were not for *permanent* extension, and for the full period of *six* weeks.

In respect of all new contracts to be made with Teachers to take effect on May 1st, 1881, and thenceforward, the "School Year" will terminate with the close of the Term in which the School is to receive its annual inspection This provision will prove advantageous in many ways, not the least of which will be that contracts may be terminated throughout but one-half of the School districts of the Province at the same period. This advance has been rendered necessary by the system of inspection now in operation. It is hoped that Boards of Trustees and Teachers will carefully co-operate in a strict observance of the revised Regulations (see "Official Notices") touching this matter.

The visitations of the Inspectors of Schools during the year closed October 31st, 1880, have, generally, been attended with marked educational results. Teachers and Trustees are finding the visit of the Inspector stimulating and helpful. The suggestions of these experienced and practical men are worthy of the fullest attention of each School and district. The Department has abundant evidence, from both Trustees and Teachers, that a new departure, full of the greatest promise to our School system, has been taken the past year. Never in our history was so much intelli-

gent work being done as now in our Schools. This fresh interest and quickened intelligence in School work is not confined to the towns, but is manifesting itself, in a marked degree, even in the remotest hamlets. Each Inspector has a field to cultivate, and his wise and energetic supervision of its varied needs and resources cannot fail to give excellent returns. It is pleasant to see the rich old lands yielding their abundance, but there is a peculiar joy in transforming the forbidding wilds into fruitful fields. Trustees, Teachers, and the Inspector co-operating, every district will succeed in providing a good School.

Hardly a day passes in which the Department does not receive expressions of satisfaction respecting the Course of Instruction. Teachers are finding the suggestive outline which it supplies invaluable to them in their work. It gives clearness and definiteness of aim, and every one knows what is expected of him. Some who did not understand the principles on which the Course is drawn up, have been led, they affirm, to make a serious study of it, and they now regard it as "sufficient" and "every way admirable." We never doubted that, if carefully examined, it would be found to have solid merits in the eyes of all progressive teachers. The few revisions made in it, at the suggestion of the Educational Institute at the last meeting, have, we trust, removed any ground of complaint that existed. One of the foremost teachers of the Province has said that he would have given anything possible to him could he have procured such an outline Course of Instruction when he began to teach. There is no equipment within the power of the Board of Education to bestow upon the Teachers of New Brunswick, that can be compared to that which has been bestowed in ordaining the Course of Instruction, as the basis upon which the annual inspection of the Schools shall proceed. If all engaged in the work of education earnestly and intelligently unite in giving effect to the Course (and we are glad to know that this determination is generally prevalent), the Schools of New Brunswick will overtake in a powerful way the work before them.

The annual examination for School License will hereafter begin on the first Tuesday after the last Friday in July. The next examination will, therefore, begin on August 2, 1881. Candidates examined in September, 1880, will not be debarred from undergoing examination in August next, even though twelve months will not have elapsed. All those holding licenses in advance of the third class, who propose to take the August examination, would do well to enter the Normal School on the first Wednesday in May. Those who are able to do this will, we are confident, find themselves greatly stimulated and helped by such attendance. It is hoped that many former students will avail themselves of the benefits of the three months' session.

There are many ungraded Schools in country districts which can, by a little exertion, put themselves in the way of passing pupils for the superior allowance—a good school-room, a good class-room, neat and tidy premises, sufficient apparatus, and an intelligent teacher, with any necessary assistant, are conditions possible to a very large number of districts. The "NOTE" to be found at the foot of the revised Course of Instruction, refers to ungraded Schools, and is worthy of careful attention.

Teachers should have a constant care for the *eyes* of their pupils. If the sun shines in the windows, blinds should be provided on rollers, so that the light may be tempered when necessary, and the eyes of the children protected. Any intelligent Board of Trustees can be readily convinced by the Teacher of the need of blinds (on rollers), for those windows exposed to the direct rays of the sun, and will take steps to procure them as early as at all convenient. In the meantime, the teacher can use newspapers or other substitutes for blinds. It is of little use to give Health lessons in School, while the daily management and care of the School and premises proceeds in utter disregard of the simplest conditions of Health. If any pupil is near-sighted, or has weak eyes, seat him where the light is uniform and good. When a pupil blunders frequently in reading, the Teacher should, in a quiet and kindly way, test his eyesight. It will very often be found that his sight is defective. Seat him in a good light, and let him occupy a good place in his class for light. Eye diseases are notoriously prevalent in the Schools

of Europe and the United States. Teachers should impress upon their scholars the importance of protecting their eyes from the direct rays of the sun, or lamp, and instruct them respecting the injurious effect of using the eyes when there is insufficient light, by day or night.

It has been proposed to hold a Dominion Exhibition at St. John in 1883, by way of honoring the memory of the Loyalists of a hundred years ago. When that Exhibition is held we hope the Schools of New Brunswick from far and near, will be able to exhibit specimens of manual work, especially of Industrial Drawing. Some excellent specimens were shewn by the Schools of Quebec at the Exhibition held last summer in Montreal. Neatness and taste in all manual School work cannot be too carefully attended to in all our Schools. The Inspectors will carefully note the characteristics of the Schools in this matter. Writing,—a clear, plain, uniformly shaded hand, is a desideratum. Figures of a good size, and well made, should be insisted on. All work on slates, blackboard and paper, should be legible, open, and firm. Exercises in form and industrial drawing are especially adapted, among other things, to secure these results. Many of our teachers need to make themselves more familiar with drawing in black and white. They should study the excellent manuals prescribed for their use, and practice much with chalk and pencil. The use of coloured crayons, for the purposes of form, is contrary to the express teaching of the Masters of the art. Original designs should, within proper limits, be encouraged in every school, even with the youngest pupils in Drawing. A Wall-Map of the Maritime Provinces can be obtained by Trustees for their School at $1.50, from the Inspector. This map is specially needed in Schools, as the Parish lines are mostly indicated on it. The Teacher has, therefore, the data for sketching a large and pretty complete map of the County on the blackboard. Boards of Trustees will do well to supply the Teacher with all School-room aids, as far, and as early, as practicable. But no Teacher should be discouraged, so long as he can secure plenty of blackboard surface, and chalk. [Chalk cut in squares is preferred to the crayon by many teachers. It is less liable to break and occasions much less dust.] A resolute and cheerful spirit will turn the most unpromising materials into helps. Good maps should be supplied by the Trustees, but let no Teacher wait till this is done. Let him sketch maps on the blackboard. The most successful teachers of Geography we have known relied very largely on this means in their work. In answer to inquiries we may add that we know of no simpler or better plan of drawing the map of any country than that of laying off squares representing fixed dimensions, 100 miles, or 200, or 300, or 400, or 500, or 1000. These lines furnish a skeleton over which, by carefully fixing a few points, the boundaries and features of the country may readily be sketched by a little practice. This plan has the advantage of being equally applicable to any country, and of furnishing a suitable scale of measurement. See the maps in Calkins's *Introductory Geography*.

The Liquid Slating advertized on the Cover of EDUCATIONAL CIRCULAR No. 11 should be procured by every Board of Trustees. By its use, blackboard surface can be provided as cheaply and extensively as desired. Messrs. J. & A. McMillan of St. John are the manufacturers. There is no school appliances of more importance than blackboards, and they should be preserved in good condition. A can of the slating should be kept in the school-house, for use as required. It is not expensive. Every School District can afford it.

Trustees and Teachers can procure a copy of Hannay's *History of Acadia*, postpaid, on remitting $1 to the Education Office. The book should be in every School library, and will be of service to any teacher. The book is published at $3.

The annual School meetings are to be duly notified by Boards of Trustees to be held on January 13th, 1881, at 10 o'clock in the forenoon. The notices are to be posted in public places at least six days before the above date.

The Boards of Trustees should have their accounts, with vouchers, duly submitted to the Auditor by the first of January. The Trustees' report should inform the ratepayers of the income and the expenditure for the year, of the educational condition and needs of the district, and of the amount needed to provide adequate

School privileges for the ensuing year. The Trustees' Estimates should be made up with a view to economy; but care should be had that no countenance should be given to meanness and penuriousness under the guise of economy. The needs of the School have a first claim on the people of the School district, and whatever is essential to its support should be cheerfully provided. It is not economy to close a School for six months in order to wipe off thereby a small indebtedness. That is to make the *children* pay the debt, by depriving them of what the laws of their country declare to be their due. Any district desiring an efficient School can readily secure one by dealing fairly with its Trustees and Teachers. Let the Trustees and people encourage faithful and earnest Teachers. Those who receive a fair remuneration for their services may be expected to do good work. It is a miserable error to withhold just rewards from faithful and competent men and women.

The Board of Education deems it very desirable that Teachers abstain from the practice of depriving pupils of recesses or nooning.

In future, each Examiner is to give a special credit or demerit of 1 to each candidate for neatness and legibility of writing when these qualities are markedly present or absent (as the case may be), and the average of marks obtained by any candidate on his whole examination is to be increased or diminished by the sum of such credits or demerits.

The special attention of Trustees and Teachers is directed to the OFFICIAL NOTICES in this CIRCULAR.

OFFICIAL NOTICES.

No. 1.

ORDER OF ANNUAL VISITATION BY THE INSPECTORS.

INSPECTORAL DISTRICT No. 1.—*Philip Cox, A. B., Inspector.*—During the Winter Term, beginning November 1st, 1880, the school districts in the Parishes of Ludlow, Blissfield, Blackville, Derby, North Esk, Chatham, Alnwick, school district No. 7, Newcastle; school districts Nos. 8 and 9, Nelson; school districts Nos. 1½, 5 and 6, Glenelg.

During the Summer Term, beginning May 1st, 1881, the school districts in the Parishes of Newcastle (remainder), South Esk, Nelson (remainder), Hardwicke, Glenelg (remainder), Beresford, Durham, Colborne, Dalhousie and Addington.

INSPECTORAL DISTRICT No. 2.—*V. A. Landry, Inspector.*—During the Winter Term, beginning November 1st, 1880, the school districts in the Parishes of Weldford, Carleton, Acadiaville, St. Louis, St. Marys, Harcourt, Dundas and Shediac.

During the Summer Term, beginning May 1st, 1881, the school districts in the Parishes of Bathurst, New Bandon, Caraquet, Inkerman, Saumarez, Shippegan, Richibucto and Wellington.

INSPECTORAL DISTRICT No. 3.—*George Smith, A. B., Inspector.*—During the Winter Term, Beginning November 1st, 1880, the school districts in the Parishes of Alma, Harvey, Hopewell, Hillsboro, Coverdale, Elgin, Salisbury and Moncton.

During the Summer Term, beginning May 1st, 1881, the school districts in the Parishes of Dorchester, Sackville, Westmorland and Botsford.

INSPECTORAL DISTRICT No. 4.—*D. P. Wetmore, Inspector.*—During the Winter Term, beginning November 1st, 1880, all school districts in the County of Kings, (except those in the Parishes of Greenwich, Westfield, Rothesay, Upham and Hammond *which are all embraced in inspectoral Dist: No. 5);* all school districts in the Parish of Wickham; and school districts Nos. 11, 12, 13, 14, 15, 16 and 17 in the Parish of Johnston.

During the Summer Term, beginning May 1st, 1881, all school districts in the County of Queens, not included in the above specification for the Winter Term; and the school districts in the Parish of Clarendon.

INSPECTORAL DISTRICT No. 5.—*W. P. Dole, A. B., Inspector.*—[The Chief Superintendent has been unable to obtain any information from the Inspector up to the time of putting this notice to press.]

INSPECTORAL DISTRICT No. 6.—*Ingram B. Oakes, A. B., Inspector.*—During the Winter Term, beginning November 1st, 1880, the school districts in the Parishes of St. Stephen, Dufferin, St. Croix and St. Andrews; School districts Nos. 1, 3, 4, 5, 6, 7 and 7½* in the Parish of Dumbarton, and School district No. 1, Parish of St. Patrick; all School districts in the Parish of St. David, except No. 4½*; School districts Nos. 1, 3, 11, 12, 13, 14 and 16 in the Parish of St. George; School districts Nos. 3, 8, 9, 10, 13, 14, 15, 16 and 18* in the Parish of St. James; and the towns of St. Stephen and Milltown.

During the Summer Term, beginning May 1st, 1881, as follows:—All the School districts in the County of Sunbury; the Parishes of West Isles, Campobello, Grand Manan, Pennfield and Lepreaux; School district No. 2½* in Dumbarton; the Parish of St. Patrick, except School district No. 1; School district No 4½ in the Parish of St. David; School districts Nos. 2*, 4, 5, 6, 7, 8, 9*, 10, 15 and 18* in the Parish of St. George; School districts Nos. 1, 2, 4, 5, 7 and 17 in the Parish of St. James. [The districts marked with an asterisk embrace parts of two or more Parishes.]

INSPECTORAL DISTRICT No. 7.—*Eldon Mullin, Inspector.*—During the Winter Term, beginning November 1st, 1880, the School districts in the Parishes of New Maryland, Kingsclear, Manners Sutton, Queensbury, Southampton, Northampton, Peel and the City of Fredericton.

During the Summer Term, beginning May 1st, 1881, the School districts in the Parishes of Prince William, Dumfries, Canterbury, Brighton, St. Marys, Stanley, Douglas, North Lake and Bright.

INSPECTORAL DISTRICT No. 8.—*W. G. Gaunce, A. B., Inspector.*—The School districts will be visited as follows:—During the Winter Term: *November*, those in the Parish of Richmond; *December*, in the Parish of Wakefield; *January*, in the Parishes of St. Francis, St. Hilaire, St. Jacques and Madawaska; *February*, in Kent; *March*, in Wicklow and Simonds; *April*, in the Parish and town of Woodstock.

During the Summer Term: *May*, the School districts in the Parish of Wilmot; *June*, in St. Leonard, St. Ann and St. Basil; *July*, in Aberdeen; *August*, in Drummond and Grand Falls; *September*, in Perth, Gordon and Lorne; *October*, in Andover.

No. 2.

REVISED COURSE OF INSTRUCTION.

The Board of Education has been pleased to revise the Course of Instruction prescribed to take effect on November 1, 1879, as the basis upon which Primary Schools in Cities and Towns, Schools in Villages, and Ungraded Schools in Country Districts, would be inspected and ranked. The revised Course of Instruction takes effect on November 1, 1880 Copies were forwarded to School Districts in September and the first week in October, and the Course is published in full in another part of this CIRCULAR.

No. 3.

DUTIES OF INSPECTORS.—ANNUAL VISITATION OF DISTRICTS AND SCHOOLS.

[Revised, to take effect November 1st, 1880.]

In pursuance of and in addition to the specific duties assigned to Inspectors by law and by any existing Regulation, it shall be the duty of each Inspector—

1. *School Documents.*—To supply Boards of Trustees and Teachers with such forms and documents as the Chief Superintendent may from time to time direct.

2. *Boundaries of School Districts.* (See Reg. 1).—To report to the Chief Superintendent from time to time, for the consideration of the Board of Education, necessary changes in the boundaries of any School District, or boundaries for new Districts, and to keep on file a complete record of the boundaries of all School Districts within his Inspectoral District.

3. *Annual Visitation.*—To make within each school-year a formal visitation of each School District under his supervision. In November 1879, he shall carefully arrange the approximate order in which he will visit the Schools and Districts during the current school-year, and this order shall, as nearly as possible, be followed each school-year thereafter.

4. *Notifications.*—To notify Boards of Trustees (and where there are no Trustees, the people) as early in the school-year as practicable, of the approximate time of his annual visitation, and subsequently of the actual date of his visitation; and it shall be the duty of the Teachers, where the information is not supplied by the Secretary to the Board of Trustees, to notify the Inspector (1) whether the School or Department is eligible for classification, as hereinafter provided, and if so, (2) to indicate as nearly as possible, the standards, and portions of standards, under which the pupils will be presented, and the maximum number of pupils to be presented in each group or class, and (3) the probable number of pupils to be presented for examination for the superior allowance under Standard VI. or VIII., as the case may be. In respect of a department of a graded School eligible for classification, the Standards taught, and the date or dates of the admission of the classes to the department, are to be indicated.

5. *Inspection.*—(1) *A District without a School.*—If the District has no School in operation under the law, the Inspector shall at his annual visitation formally confer with the Board of Trustees (if any) and the people, enquire into the educational condition and needs of the District, and use his best endeavors to secure as early as practicable, School privileges for all, as contemplated by law.

(2) *A School or Department ineligible for classification.*—*(a)* The Inspector shall assure himself of the validity and class of the Teacher's License [see Reg. 22 (18)], the regularity of the Teacher's Agreement [see Reg. 2], and that the Register is carefully and properly kept. *(b)* He shall note the plan pursued in the classification of the pupils, the management of the School or Department, and especially the arrangement and allotments of the Time-Table [see Reg 22 (11)], and witness the teaching of such classes, from the youngest to the oldest, as he may desire. *(c)* He shall offer such suggestions and criticisms to the Teacher as he may consider best calculated to give effect to the methods of teaching and management inculcated at the Provincial Normal School, and enter his name, with the date and duration of his visit, in the Register *(d)* He shall, except in Cities and incorporated Towns, examine the Records of the Board of Trustees to see that they are properly kept [Manual p. 74, Remark 3], and entered in a Minute Book. *(e)* He shall see that the supply of corporate seals is sufficient, and that they are properly used [Manual p 75], that blank forms for Assessment, Registration, and Returns, are supplied, and that the copies of the *Educational Circular* are duly preserved and readily accessible to the Teacher. *(f)* He shall call the attention of the Trustees to the Merit Book authorized for Schools, and to the provisions of the Law and the Regulations of the Board respecting School Prizes. *(g)* He shall specially note the condition of the School-house and premises, and see that the School is in all respects maintained and controlled in conformity with the provisions of the Law and the Regulations of the Board of Education.

(3) *A School or Department eligible for classification.*—If the Teacher in charge of the School or Department at the time of the annual visitation has been (1)* in charge of the same during the

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*NOTE 1.—Where this requirement excludes a School or Department from examination for classification, if, immediately preceding the visitation, the School or Department has been continuously in charge of the same Teacher *for a number of* legally authorized teaching days (Reg. 12, 5.) exceeding the whole number of such days contained in the School Term last preceding that in which the annual visitation is made, the Inspector, until otherwise ordered, shall proceed to examine the School or Department for classification (other conditions being satisfied), and report the facts to the Chief Superintendent for the consideration of the Board of Education.

complete Term immediately preceding that in which the annual visitation is made, and (2)[1] presents for examination at least the average number of pupils in attendance for the current Term to date, where such average is 60 per cent. and upwards of the enrolled number, and at least 60 per cent. of the enrolled number where the average attendance is below 60 per cent. of the enrolment, the Inspector shall, *in addition to the prescriptions above (2)*, proceed to examine the School or Department for classification as follows:—

(a) In ungraded Schools the pupils shall be presented in groups, and in graded Schools in classes, each group or class professing one Standard of the Course of Instruction, or portions of two consecutive Standards embracing one year's school-work, (or, in the case of pupils in the first Standard who have not been a year at School, and of a group or class admitted less than a year previously a definite portion of a Standard). A pupil shall not be presented in more than one group or class, nor shall a pupil who has successfully passed the general tests applied to a given group or class be presented in the same group or class at any subsequent inspection. Until otherwise ordered, departments of High Schools are included herein, and of Grammar Schools, and those classes in the latter which are pursuing a course in advance of Standard VIII., and all classes in the former, shall, until the Course of Instruction for High Schools is prescribed by the Board of Education, profess the course in operation in the department for such classes.

(b) An *intelligent acquaintance* with the subjects of the Standard, or portions of two consecutive Standards, (or definite portion of a Standard, as the case may be) shall be understood to be professed by each group or class; and such intelligent acquaintance shall include also, *manual skill, neatness* and *taste*, in all slate and blackboard work, writing, drawing, and sewing (when taught); and the ability to *express* thought and sentiment, in the subjects of reading and singing.

(c) The Inspector shall require such exercises of the several groups or classes as he deems necessary to determine with sufficient accuracy the *quality of the instruction given in the School or Department.* He shall have a care that the general tests applied by him to the different groups or classes are such as, taken together, will discover the quality of the instruction given *in every subject of the Course*, within the standards and portions of standards professed. Only those pupils performing the exercises prescribed by the Inspector in a manner which satisfies him that they possess the intelligent acquaintance professed [as specified in *(b)*], shall be "passed" by the Inspector.

(d) In assigning the Rank of the School or Department, the Inspector shall carefully and strictly apply the following principles:—

First Rank: When not less than 75 per cent. of all the pupils present have been passed, and not less than 60 per cent. of each group or class, the School or Department shall be classed in the first rank.

Second Rank: When not less than 60 per cent. of all the pupils presented have been passed and not less than 50 per cent. of each group or class, the School or Department shall be classed in the second rank.

Third Rank: When not less than 50 per cent. of all the pupils presented have been passed and not less than 40 per cent. of each group or class, the School or Department shall be classed in the third rank.

But in the case of a School excluded under the above from a given rank, if the percentage made by *a majority of the groups presented* exceeds the percentage required of each group for the next higher rank, and the percentage *of all the pupils presented* reaches that required for the next higher rank, the School shall be classed in such next higher rank.

Failed to Classify: When any School or Department, examined for classification, fails to be classed in one of the above Ranks, it shall be reported as having failed to classify.

(e) The additional grant to Teachers whose Schools or departments receive classification in any year shall be drawn by the Chief Superintendent, at the close of the Term in which they are inspected, and paid in June or December, (as the case may be.)

(4) In the case of a teacher leaving his School previously to its annual inspection for the purpose of attending the Provincial Normal School as a Student-teacher, he shall be allowed the Provincial Grant, for the time taught by him, according to the rank assigned to the School on its inspection while in charge of his successor; or, if there be no successor at the date of the Inspector's visitation, then according to the rank last assigned to the school taught by such teacher; or in default of such a rank, then according to the rank which shall be assigned on the first inspection of a school taught by such teacher subsequent to such attendance at the Normal School; and on such teacher resuming charge of a school the condition for eligibility for classification specified in 5 (3) (1) shall not be required at the time of the first inspection thereafter. The same principles shall be applied also in all cases where a teacher is obliged to cease teaching from impaired health. In every case hereunder the facts must be satisfactorily certified to the Inspector of Schools, and by him duly specified in his monthly report to the Chief Superintendent.

(5) *Superior Allowance.—(a)* No pupils shall be admitted from a department of a Grammar School to examination for the superior allowance. *(b)* If a School or Department which is eligible for classification fails to classify, the Inspector shall not, during the school-year, examine any of its pupils for the superior allowance, but a School or Department ineligible for classification solely because it has not been in charge of the Teacher for more than one term at the date of the Inspector's visitation, shall not be debarred thereby from presenting pupils for the examination for the superior allowance. *(c)* The school accommodation and appliances required by the Regulations of the Board of Education, must, as provided for the school or department, be sufficient, in the judgment of the Inspector,

[1] NOTE 2.—If in any case the number of pupils presented for examination should be less than the percentage specified above, the Inspector shall assure himself of the cause or causes of the same, and if he shall be satisfied that the smallness of the attendance arises from causes which are not amenable to the reasonable influence of an industrious and earnest Teacher, he shall proceed to examine the School for classification (other conditions being satisfied), and report the facts to the Chief Superintendent for the consideration of the Board of Education.

otherwise he shall not entertain the application for inspection for this allowance. *(d)* Each group or class presented under Standard VI. or VIII. as the case may be, shall be examined by the Inspector *upon all the requirements of the Standard*,—optional subjects being included when taught, and special credit being given under Standard VIII. for Latin (by excluding the subject from the divisor) in schools in Villages. *(e)* Any pupil who was *not a member of the School or Department during* the term immediately preceding that in which the annual visitation is made, may, even though not belonging to the School or Department at the time be presented in the group or class for this examination, but he shall not be reckoned as a member of the School or Department for any other purpose whatsoever. *(f)* The superior allowance shall be apportioned by the Chief Superintendent to Teachers and Boards of Trustees at the close of the school-year and be paid in the month of December.

(6) *Extension of School Hours.*—If, in performing the duties connected with the annual inspection of any School or Department, the Inspector shall deem it necessary to extend for the day the regular School hours, it shall be competent for him to do so; and it shall also, for purposes of inspection, be competent for him, on occasion, to require any School, other than one in a city or town, to be in session one-half or the whole of Saturday, and such half day or day shall be regarded as teaching time, the attendance being duly entered in the Register by the Teacher. Nothing herein shall authorize the Inspector to detain the pupils of a School or Department after the expiry of the School hours when the inspection is not previously in progress, or to begin the inspection of a School on the afternoon of Saturday.

(7) *Lists of Pupils.*—At the Inspection of any School or Department eligible for classification, and of any group or class for the superior allowance, the Inspector shall leave on file, to be carefully preserved within the Register covers, the lists (prepared by the Teacher) of the Pupils examined, and shall certify the same, viz. *(a)* a list of the pupils examined, arranged in groups or classes according to the Standards and fixed portions of Standards under which they were presented with a view to the classification of the School or Department, and *(b)* a list of the pupils examined with a view to the superior allowance; and he shall insert in the first list the word "*passed*" (initialed) opposite the name of each pupil who passed the general tests applied by him to the group or class of which the pupil was a member, and the word "*passed*" (initialed) opposite the name of each pupil who passed the requirements of the entire Standard VI. or VIII. (as the case may be) of the Course. The Inspector shall preserve on file for two years such exercises as are worked on paper by pupils examined for the superior allowance, with copies of the questions prescribed by him for the same; and also the papers of any other examination when so directed by the Chief Superintendent.

8. *Written Report to the Trustees.*—In addition to any oral communications, the Inspector shall at the time of the Inspection of any School or Department, (whether eligible or ineligible for classification), or within ten days thereafter, transmit to the Secretary to the Board of School Trustees, for the information of the Board of Trustees, a statement of the general results of the inspection; and he shall at the same time (or in the case of Cities and Towns, at the completion of his annual visitation to all the schools) offer any suggestions, in harmony with the Law and the Regulations of the Board of Education, which he deems necessary respecting the organization and management of the School or Department, or improvements required in respect of the School accommodation, appliances, and premises, which communications shall be preserved by the Trustees, and shall be accessible to any qualified ratepayer on application, and also to the Chief Superintendent, and shall be read at any School Meeting, if required by any qualified ratepayer; and if it shall appear at the next annual visitation that the Inspector's suggestions have been disregarded, he shall report the matter to the Chief Superintendent, with such recommendations as he may deem proper.

(9.) *Public Addresses.*—In addition to any special meetings that may be required from time to time, the Inspector shall address the people as frequently as practicable during his tour of annual visitation, (appointments being notified in advance, and the expenses of house accommodation for the same being defrayed by the people of the locality), urging the importance of sustaining efficient and permanent schools, pointing out the provisions of the law and the steps to be taken to secure its fullest advantages, the requirements respecting school accommodation and appliances, the means necessary to ensure the regular support and proper conduct of Schools, the necessity of the regular attendance of pupils at School, the importance of the Trusteeship, the value of well-qualified Teachers, and the obligations resting upon every community to co-operate with Trustees and Teachers in discharging the duties assigned to them by our School system.

(10.) *Institutes.*—As a member of the Committee of Management of the County Teacher's Institutes convening within his Inspectoral District, it shall be the duty of the Inspector to assist the Committee, to attend the meetings of each Institute, and to promote the attainments in the highest degree of its objects as specified by regulation. If the Institute is inefficiently conducted, or any object alien to that contemplated by the Board of Education is entertained at its meetings, it shall be his duty to report the same to the Chief Superintendent. It shall also be his duty to attend the annual sessions of the Educational Institute whenever practicable.

(11.) *Absence from his District.*—It shall be his duty not to absent himself from his Inspectoral District without first obtaining the consent of the Chief Superintendent, except during the four weeks succeeding the date fixed for the beginning of the summer vacation, when if absent he shall duly notify the Chief Superintendent.

(12.) *Reports to the Chief Superintendent.*—On the first week-day of each month the Inspector shall transmit to the Chief Superintendent, in such form as he may direct, a report of the Districts, Schools and Departments visited during the previous month; and in respect of any School or Department examined for classification, and any group or class for the superior allowance, the Inspector shall also forward, on or before November 15th, in each year, a general report indicating the educational condition of his Inspectoral District, which report shall, in whole or in part, in the discretion of the Chief Superintendent, be incorporated in the Education Report. Any suggestions the Inspector may desire to offer with a view to the improvement of the School system, shall be communicated to the Chief Superintendent in a special report.

No. 4.

TEACHERS' CONTRACTS.

The Board of Education has been pleased to order—

(1) That on and after May 1st, 1881, Clause *Fourth* of the form of Teachers' Contracts, contained in Regulation 2, read as follows:—

"*Fourth.*—And it is mutually agreed that this Contract shall continue from School Year to School Year,* as defined by Regulation 18 of the Board of Education respecting Teachers' Contracts, unless notice in writing of an intention to terminate the same shall be given by either of the parties hereto one month before the date specified in the foregoing Clause Second, or failing such notice, then one month before the time to which the same is continued by this Clause."

(2) That Regulation 18 read as follows:—

"REGULATION 18.—*The School Year:* In respect of [Teachers' Contracts] School Returns to the Chief Superintendent, the payment of Provincial Allowances to Teachers, and the apportionment of the County Fund to Boards of School Trustees, the School Year shall end on October 31st, and shall consist of two Terms: A Winter Term opening on November 1st, and closing on April 30th; and a Summer Term opening on May 1st, and closing on October 31st; but after May 1st, 1881, and thenceforward, the School Year shall, in respect of Teachers' Contracts, end with the close of the Term in which the School or Department is to receive its annual visitation by the Inspector."

No. 5.

VACATIONS.

The Board of Education has been pleased to order (1) That Regulation 10, 2 (1) read as follows:—

"(1) Excepting the Student-teachers' department of the Normal School, no School shall be in session during the time herein designated as a Christmas Vacation, embracing two weeks (ten week days other than Saturdays), beginning and closing as follows:

CHRISTMAS VACATION.

When Christmas falls on	Vacation shall begin on	School shall re-open on
Sunday.	Saturday, December 24,	Monday, January 9.
Monday,	Saturday, " 23,	Monday, " 8.
Tuesday,	Saturday, " 22,	Monday, " 7.
Wednesday,	Saturday, " 21,	Monday, " 6.
Thursday,	Saturday, " 20,	Monday, " 5.
Friday,	Saturday, " 19,	Monday, " 4.
Saturday,	Saturday, " 18,	Monday, " 3.

(2) That Regulation 10, 2 (2), read as follows:—

SUMMER VACATION.

(2) Except in the Student-teachers' department of the Normal School, there shall be a Summer Vacation of four weeks (twenty week days other than Saturdays), in all Schools, beginning on the Second Monday in July, except when the first Monday occurs earlier than the third day of the month, in which case the Vacation shall begin on the Third Monday in July, but in rural districts subject to Spring and Autumn freshets, or where the harvest is late, the Board of Trustees, having first obtained the formal approval in writing of the Inspector, may permit a part or the whole of the Summer Vacation to be taken at another time. The Inspector shall notify the Chief Superintendent of each approval given him as above."

No. 6.

ADMISSION OF CERTAIN APPLICANTS TO THE NORMAL SCHOOL WITHOUT EXAMINATION.

The Board of Education has been pleased to order that Regulation 33, 2, read as follows:—

"2. Applicants (1) being graduates in Arts of a chartered College or University; or (2) holding valid licenses under Reg. 29, or 30, or 37, 4; or (3) having undergone training at a recognized Normal School of another country; or (4) holders, being of proper age, of departmental certificates under Standards VI. or VIII. presenting a statement from the Inspector, or the Teacher under whose training they were certificated, that they give promise of aptitude for teaching; or (5) holders of certificates of matriculation in the regular Arts Course of a chartered College or University, shall not be required to undergo examination for admission, but are to present their Diplomas, Licenses or Memos. or Certificates, to the Principal for his inspection, and submit to any examination necessary for the purposes of classification."

*NOTE.—The words "*as defined by Regulation* 18 *of the Board of Education respecting Teachers Contracts,*" must be inserted in all new agreements that take effect on May 1st, 1881, and thenceforward.

No. 7.

SYLLABUS OF EXAMINATION FOR SCHOOL LICENSE.

The Board of Education has been pleased to order that the following be added to Regulation 31 : –

REQUIREMENTS OF ALL CANDIDATES.

"(7) *Conditions of Health.*—To be familiar with the general conditions of Health, as required by the Course of Instruction for the Schools of New Brunswick."

CLASSES III., II., I.

"*Industrial Drawing.*—The First and Second Series of Cards, with accompanying manuals."

CLASS III.

"*Useful Knowledge.*—Minerals, Plant Life, and Animal Life, as required by the Course of Instruction for 'Schools in Country Districts.'"

CLASS II.

"*Useful Knowledge.*—Minerals, Plant Life, Animal Life, and Physics, as required in the first six Standards of the Course of Instruction for Schools."

CLASS I.

"*Useful Knowledge.*—Minerals, Plant Life, Animal Life, and Physics, as required by the first eight Standards of the Course of Instructions for Schools."

CLASSES III., II., I.

"*Agriculture.*—The First Principles of Agriculture, (*Tanner's*).

CLASS II.

"*English Literature.*—As may be notified from time to time through the *Educational Circular.*

No. 8.

PAPERS ON TEACHING AND SCHOOL MANAGEMENT.

The Board of Education has been pleased to order that Regulation 30, 1 (6), read as follows:—

"(6) Candidates who shall obtain Professional classification at the Provincial Normal School shall be exempted at the next ensuing examination (but not thereafter) by the Chief Superintendent from working papers on Teaching and School Management."

No. 9.

THE EDUCATIONAL INSTITUTE.

Ordered, By the Board of Education, November 8, 1880, that the provisions of Regulation 23, referring to the Educational Institute, be amended to read as follows:—

Educational Institute: The Chief Superintendent shall annually convene, in July or August, an Educational Institute, whose object shall be the professional instruction and culture of its members and the discussion of educational questions. The Educational Institute shall be composed and directed as follows:—

1. The Chief Superintendent of Education, the President of the University the Principal of the Normal School, and four of the Inspectors of Schools, shall be *ex officio* members of the Educational Institute; and Teachers being members of a County Teachers' Institute, Professors of the University, Instructors of the Normal School, and School Officers other than Teachers, shall become members on enrolment and annual payment of such sum not exceeding one dollar as the Educational Institute may determine. The Inspectors for Districts numbers one, three, five, and seven, are hereby constituted *ex officio* members, the first two of whom shall at the close of the next annual meeting be succeeded by the Inspectors for Districts numbers two and four; and at the close of the next annual meeting thereafter the Inspectors for Districts numbers five and seven shall be succeeded by the Inspectors for Districts numbers six and eight; and so on, each Inspector continuing in office for a period of two years. It shall be competent for the Educational Institute, on the recommendation of its Executive Committee, to confer honorary membership upon any person not embraced in the classes above specified.—honorary members to be entitled to all the privileges of members except that of voting, and to be exempt from the payment of fees.

2. The *ex officio* members, with eight persons annually chosen by the Educational Institute from among its other members, shall be an Executive Committee. The Committee shall appoint its own Secretary-Treasurer, who shall, among other duties, receive and disburse under the direction of the

committee all funds received by it from the Institute. The committee shall also determine the days in July or August on which the Institute shall be convened, and the programme of exercises for each meeting; and no question shall be entertained by the Institute which has not first received the recommendation of the committee.

3. The Educational Institute shall annually appoint a Secretary, and an Assistant Secretary, who shall keep a record of the proceedings of each meeting, and furnish a suitable report of the same to the Chief Superintendent for publication in the *Educational Circular*.

4. The Chief Superintendent shall preside at the meetings of the Educational Institute and of the Executive Committee, and in his absence or at his request the President of the University or other member of the Committee shall preside.

5. The Chief Superintendent is hereby authorized to use the accommodation and appliances of the Normal School, as he may deem necessary, for the meetings of the Educational Institute when convened by him at Fredericton, and the Instructors shall render him all required assistance in connection with the exercises. The Student-teachers shall be admitted to the meetings of the Institute held at the Normal School during the session of the institution, and the Principal shall require their regular attendance, but no Student-teacher unless actually qualifying under Section 1 shall be a member of the Institute.

No. 10.

SPECIAL AID TO POOR DISTRICTS FOR THE SCHOOL-YEAR NOVEMBER, 1ST, 1880, TO OCTOBER 31ST, 1881.

The undermentioned School Districts, if supporting Schools agreeably to law, will be apportioned by the Chief Superintendent, extra Provincial and County aid for the School-year ending October 31st, 1881, as follows:—

1. The TEACHER employed by the Board of Trustees in conformity with Regulation 2 of the Board of Education will be apportioned *one-third* more Provincial grant than if employed in a District not named in the following List, in order that the Trustees may be able to contract with the Teacher at a less rate of local Salary. But

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

2. The BOARD OF TRUSTEES will be paid *one-third more* from the County Fund to aid them in paying the local salary of the Teacher, than they would otherwise be entitled, except, as follows:—In Districts in which the Teacher is to receive but *one-quarter*, the Board of Trustees will not be allowed from the County Fund any consideration over that of ordinary Districts of the County in respect of the average attendance of pupils, but in respect of the Teacher they will be allowed from this Fund at *the rate* of $40 for the School-year (instead of $30 granted to ordinary Districts).

ALBERT COUNTY.

Parish of Alma: Goose River, No. 1; Hastings, No. 3; Bennet Road, No. 4; Sinclair Hill, No. 6, Doran, No. 7; Hebron, No. 8; McFaddon, No. 9.
Parish of Coverdale: Niagara, No. 6; Turtle Creek, No. 7; Leeman's, No. 9; Nixon Settlement, No. 12.
Parish of Elgin: Pollet River, No. 1; Swift's Settlement, No. 4; Mechanics Settlement, No. 5; Lake, No. 7; Highland, No. 15.
Parish of Harvey: Shepody Road, No. 6; New Ireland, No. 7; Brookville, No. 8; Tingleytown, No. 9; West River, No. 10; Lumsden, No. 11; Mount Gideon, No. 13.
Parish of Hillsborough: Osborne, No. 8; South Hillsborough, No. 15.
Parish of Hopewell: Woodworth, No. 3; Memel, No. 4; Ridge, No. 9.

CARLETON COUNTY.

Parish of Aberdeen: Nos. 10, 11, 13.
Parish of Brighton: Nos. 6, *11, 15, 16.
Parish of Kent: Nos. 5, 7, 8, 8, 11, 12, 16, 17.
Parish of Northampton: Nos. 7, 8, 9.
Parish of Richmond: No. 17.
Parish of Peel: Nos. 4, 5, 6.
Parish of Wakefield: No. 13.
Parish of Wilmot: Nos. 3, 14, (*not* "Good Settlement"), 15.
Parish of Woodstock: Nos. 9*, 11.
Parish of Wicklow: Nos. 6*, 8.

CHARLOTTE COUNTY.

Parish of Campobello: Head Harbour, No. † 3.
Parish of Dufferin: Oak Point, No. 3.
Parish of Dumbarton: Tryon, No. 4; Mooney's Corner, No. † 7½ (and St. David).
Parish of Grand Manan: Two Islands, No. † 7.
Parish of Lepreaux: Little Lepreaux, No. † 1; New River Mills, No. 5; Pocologan, No. 6 (and *Pennfield*).
Parish of Pennfield: Black's Harbour, No. * 5; Bay Side, No. † 6.
Parish of St. David: Dickie's Settlement, No. 2; Smith's Settlement, No. * 7; Mann's Mills, No. * 4½ (and *St. James*).

Parish of St. George: Breadalbane, No. † 3; Lee Settlement, No. 7; Somerville, No. 8; Red Rock, No. 9; Piscalingan, No. 10; Caithness, No. * 11; L'Etang, No. † 15.
Parish of St. James: Anderson, No. † 4; Meredith, No. 5; Basswood Ridge Road, No. 8; Canoose, No. 11; Little Falls, No. 12; Gleason Road, No. 13; Bowery, No. 17.
Parish of St. Patrick: Linton, No. 3; McMinn, No. † 4; Roix, No. 9; Digdeguash Mills, No. * 10.
Parish of St. Stephen: Burnt Hill, No. 4½; Heathland, No. † 6.
Parish of West Isles: Lambert's Cove, No. † 7; North Harbour, No. † 6½.

GLOUCESTER COUNTY.

Parish of Bathurst: Tide Head, No. 3; Upper Tettagouche, No. 4; St. Anns, No. 7; Kinsale, No. 10; Miramichi Road, No. 11; Bass River, No. 17.
Parish of Beresford: Dumfries South (and *Bathurst*), No. 7½; St. Louise, No. 8; Dumfries North, No. 8½; Nigadoo, No. 9; Rosette,, No. 11; St. Jerome, No. 12; Little Elm Tree, No. 13; St. Lawrence, No. 14.
Parish of New Bandon: North Maisonnette, No. 1; South Maisonnette, No. 2; Waterloo, No. † 3; Grand Anse, 2nd concession, No. 5; Black Rock, No. † 7; Canobie, No. 10.
Parish of Caraquet: Little Pass, No. 1; Caraquet Portage, No. 3; Upper Caraquet, 2nd concession, No. 8.
Parish of Inkerman: The Creek, No. 1; Green Point, No. 8.
Parish of Saumarez: Seal brook, No. 5; Pokemouche Ferry, No. † 6; St. Isidore, No. 7; Paquetville, No. † 9; Paquetville, No. † 10.
Parish of Shippegan: Grand Lake, No. 4; Pidgeon Hill, No. 5; Little Shippegan, No. 8; Miscou South, No. 9; Miscou North, 10.

KENT COUNTY.

Parish of Acadiaville: McInnis Brook, No. † 1; Acadiaville, No. † 2; Acadiaville, No. † 3; Railway, No. † 4.
Parish of Carleton: Mouth of Kouchibouguac, No † 2; Kouchibouguac, above *Mills*, No. † 4; Lake, No. † 6; Portage River No. † 7.
Parish of Dundas: Landry, No. 2½, Hay's Settlement, No. † 5; Trafalgar, No. † 10.
Parish of Harcourt: Little Forks, No. 3; Dunn's Forks, No. † 4; Railway, No. † 6; Coal Branch, No. † 7; Birch Ridge, No. 8.
Parish of Richibucto: Gaspereau Creek, No. † 3.
Parish of St. Louis: Guimond, No. 1; Cameron's Mill, No. † 5; Lake Road, No. † 9; Mouth of Kouchibouguasis, No. † 10; Babinault, 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; Peulerin Settlement, No. 7; Bishop's Land, No. 8; Bishop's Land, No. 9; Rhomboid, No. 11; Rhomboid, No. 12; Girouard Settlement, No. 16.
Parish of Weldford: East Branch, No. † 2½; Main River, No. † 4; Louisbourg, No. 6; French Settlement, No. 7; Spring Brook, No. 11; McLaughlan Road, No. † 18; Canaan, No. † 20; Coldbrook, No. † 21; Culvert, No. † 22; Lorne Settlement, No. † 23
Parish of Wellington: Noel Creek, No. † 6; Bay District, No. 7½; Thibedault, No. † 12.

KINGS COUNTY.

Parish of Cardwell: Upper Sussex, No. 2; Goshen, No. 4; Pollet Lake, No. 5.
Parish of Havelock: Creek Road, No. 6; Thorne Settlement, No. 14.
Parish of Kars: Eastern Kars, No. 4.
Parish of Kingston: Long Island, No. 8; Midland, No. 9; Walton's Lake, No. 14.
Parish of Norton: Guthrie Road, No. 10; Middletown, No. 11.
Parish of Springfield: Cromwell Hill, No. * † 6; Sprague's Brook, No. * † 13; Old Kingston Road, No. * † 14.
Parish of Sussex: Salt Springs, No. 3; Mill Brook, No. 14; McCain, No. 15.
Parish of Studholm: Dingley Cauche, No. 1; Northrup, No. 2; Keohan, No. 6; No. * † 14; Bunnell, No. * † 22; Riverbank, No. * † 20.
Parish of Waterford: Philmunro, No. 1; Wolf Lake, No. 3; Donegal, No. 4.
Parish of Hammond: Shepody Road, No. 2; Saddle Back, No. 5; Martin's Head, No 7.
Parish of Westfield: Grand Bay, No. * 1; Cheany, No. 5; Land's End, No. * 8; Kennebecasis Island, No. 9; Milkish, No. 10; Sea Dog Cove, No. * 11.
Parish of Upham: Primrose, No. 2; Cormier's Settlement, No. 25.
Parish of Rothesay: Westmoreland Road, No. 1; Forrester's Cove, No. 6; Upper Golden Grove, No. 10.

MADAWASKA COUNTY.

Parish of Madawaska: Nos. 2, 3.
Parish of St. Ann: Nos. 2, 7.
Parish of St. Hilaire: Nos. 5, 6.
Parish of St. Basil: No. 1.
Parish of St. Jacques: Nos. 2, 4, 5.
Parish of St. Leonard: Nos. 6, 8, 9.
Parish of St. Francis: Nos. 1. 5, 7, 10.

NORTHUMBERLAND COUNTY.

Parish of Alnwick: Oak Point, No. * 1; Morrison's, No. † 1½; New Jersey, No. * 2; Neguac, No. 5; Tabusintac, North Side, No. * 6; Johnston, No. * 8½; French Cove, No. 9; Portage, No. 11; Fair Isle, No. 12.
Parish of Blackville: Keenan, No. 8; McDonald, No. 8½; The Forks, No. 9; Otter Brook, No. 10.
Parish of Blissfield: Moran's, No. 1; Cain's River, No. * 1½; Bamford, No. * 3.
Parish of Derby: Elm Tree, No. * 2.

Parish of Glenelg: Black River, No. 1; Black River Road, No. * 2; Weldfield, No. * 3; Lower Napan, No. 5; Point Au Car, No. 6; Lower Black River, No. * 7; East Branch, No. * 7½; Graham's Mills, No. 8½; Powers, No. 10.
Parish of Hardwick: Hardwood, No. * 2; Eel River, No. 3; Village, No. * 4; New Dominion, No. 5½; Bay du Vin River, No. 6.
Parish of Ludlow: MacNamee, No. † 1; Wilson's, No. † 1½; Pond Settlement, No. 2.
Parish of Nelson: Semiwagan, No. † 4; Upper Barnaby River, No. 6; Carleton Station, I. C. R. No. 10; McCool's, No. 10½; Rogerville, No. 11; Richardville, No. 12; Pleasant Ridge, No. 13.
Parish of Newcastle: Little Bartibogue, No. 2½; Meadow Brook, No. 4.
Parish of North Esk: Chaplin Island Road, No. † 1; English Settlement, No. * 2; Three Islands, No. † 3; Little South West (*North Esk* and *South Esk*), No. 7.
Parish of South Esk: Upper Little South West, No. 8.

QUEENS COUNTY.

Parish of Brunswick: Never's Rapids, No. 4; Brook Vale, No. 5; Berry Vale, No. 6; Hunter's Home, No. 7.
Parish of Cambridge: The Den, No. 7.
Parish of Canning: Baltimore, No. 3; Sypher's Cove, No. 4; Bailey's Point, No. 6.
Parish of Chipman: Iron Bound Cove, No. 2; Salmon River, No. 3; Upper Salmon River, No. 7; Red Bank, No. * † 3; Harley Road, No. 10; Head of Grand Lake, No. 12; Coal Creek, No. 13; Dufferin Settlement, No. 14; Brown Settlement, No. 15.
Parish of Gagetown: Lawfield, No. * † 1.
Parish of Hampstead: Otnabog, No. * † 3; African Settlement, No. 10.
Parish of Johnston: Lower Rapids, No. 6; Upper Rapids, No. † 7; Bagdad, No. 8; Upper Salmon Creek, No. 13; Boyd and Cornwall, No. * † 15; Long Creek, No. † 17.
Parish of Petersville: Mill District, No. * † 2; Lower Clones, No. * † 13; Speight Settlement, No. 10; Golden Ridge, No. 19.
Parish of Waterborough: Cox's Point, No. 2; Cumberland Bay Creek, No. 3; Cumberland Bay, No; * † 5; Young's Creek, No. 8; Union Settlement, No. 9.
Parish of Wicklow: Lewis Cove, No. * † 8; Henderson Settlement, No. * † 10.

RESTIGOUCHE COUNTY.

Parish of Addington: Rafting Ground, No. 6; Randville, No. 7.
Parish of Dalhousie: Mountain Brook (and Colborne), No. 1½; Cove, No. 4; Eel River Cove, No. † 9; Blair Athole, No. 10.
Parish of Colborne: Heron Island, No. 4.
Parish of Durham: Doyle Settlement, No. * 5; Sunnyside, No. 10.

ST. JOHN COUNTY.

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

SUNBURY COUNTY.

Parish of Blissville: Gary Road, No. 1; Mill, No. * 5; Juvenile Settlement, No. * 6; Mill (West), No. 7.
Parish of Burton: Gary, No. † 8; Lake, No. † 7; Farnham, No. 9; Haneytown, No. † 10; Shirley, No. * 11; Waterville, No. * 6; Greenfield, No. * 12; Rockwell, No. 13; Border, No. * 14.
Parish of Gladstone: Lower Three Tree Creek, No. 3; Diamond Square, No. 7; Peltoma Range, No. 8; Renwick, No. 18; (and St. George).
Parish of Lincoln: South Branch Rusagornis, No. 6.
Parish of Maugerville: Rear Maugerville, No. 4.
Parish of Northfield: New Zion, No. 1; North Forks, No. 5; Immigrant, No. 6; Upper Newcastle, No. 7; Lower Hardwood Ridge, No. 8.
Parish of Sheffield: French Lake, No. * 3; Lower Little River, No. 6.

VICTORIA COUNTY.

Parish of Andover: Nos. 7, 8.
Parish of Drummond: Nos. 1, 2, 3, 4, 6, 8.
Parish of Gordon: Nos. 3, 6.
Parish of Grand Falls: Nos. 3, 4, 5, 8, 10.
Parish of Lorne: Nos. 1, 2, 3, 6.
Parish of Perth: Nos. 3, 4, 5, 6, 9, 10, 11, 12.

WESTMORELAND COUNTY.

Parish of Botsford: Woodside, No. 1; Emigrant Road, No. 4; Lower Cape, No. 7; Little Cape (South), No. 19; Cape Bald, No. 20.
Parish of Dorchester: Woodville, No. 4; Lower Bonhomme, No. 7; Dungiven, No. 9; Mill, No. 11; South Rockland, No. 21; Upper Bonhomme, No. 26.

Parish of Moncton: Hainsville, No. 2; Richie, No. 8; R. R. Crossing, No. 15; Groundwater, No. 17; Indian Mountain, No. 18; New Scotland, No. 22; Caledonia, No. 23; Cherryfield, No. 24; Canaan Station; No. 25; Lake Settlement, No. 26; Gould, No. 27.
Parish of Sackville: Second Westcock, No. 1; Upper Rockport, No. 3; Grandanse, No. 4; Cole's Island, No. 8; Cherryvale, No. 15.
Parish of Salisbury: Central Pollet River, No. 4; Harewood, No. 9; Scotch District, No. 10; Constantine, No. 14; Rockland, No. 22.
Parish of Shediac: Scoudouc North, No. 13; Scoudouc South, No. 14; Painsec, No. 15; Moncton Road, No. * 16; Shediac River, No. 18.
Parish of Westmoreland: Midgic Road, No. 9; Centrevillage, No. 10; Brooklyn, No. 11.

YORK COUNTY.

Parish of Bright: Nos. 6½, 7½, * 9.
Parish of Canterbury: Nos. 6, 10, 12, 13, 20, 22.
Parish of Douglas: Nos. * 10, 12, 14, 16, 18, 19.
Parish of Dumfries: Nos. 6, 8, 9.
Parish of Kingsclear: Nos. * 7, * 8, 9 11, 12.
Parish of Manners-Sutton: Nos. 7, 10, 11.
Parish of North Lake: Nos. 13½, 17, 19½.
Parish of Prince William: Nos. 6, 8, 11.
Parish of Stanley: Nos. 1½, 2, 4, * 7, 8, 10, * 13, 14, * 15, 16.
Parish of Southampton: Nos. 12, 13, * 14, 15, 16, 17, 18.
Parish of St. Marys: Nos. 9, 10, 11, 14.

No. 11.

ISSUE OF SCHOOL LICENSES.

Under the Standards of Award provided by the 30th Regulation of the Board of Education, the following candidates at the Autumn Examination, 1880, have been awarded Provincial School License of the classes herein specified. The awards which do not advance the class of License already held by candidates, under Regulation 30, are not included in the subjoined lists:—

GRAMMAR SCHOOL CLASS.—John W. Hickson, A. B.; James M. Palmer, A. B.; Arthur W. Wilkinson, A. B.; James W. McCready, A. B.; R. Grenville Day, A. B.; John McMillan, A. B.; Thomas Harrison, A. B.; Finimore M. McLeod, A. B.

FIRST CLASS.—James A. Macintire, A. B.; Ambrose H. Sherwood; George W. Dill; Melvin L. Young; Alex. B. Murray; George E. Morrell; Alder B. Boyer; William Thurrott; Judson B. Clarke; Melbourne H. Clarke; Edwin C. Hayes; Bernard B. Smyth; James Barry; John R. McCloskey; Eliza M. Pettigrove; Fannie J. Thompson; Mary Chrystal.

SECOND CLASS.—James C. Carruthers; Robert Evans; William Murchie; James A. Johnson; George C. P. Palmer; Zachariah Nason; Wilford L. Randall; Herbert P. Lint; John W. DeVeber; John McH. Colman; Otto Hildebrand; Aaron B. Blaney; William J. Goodwin; Lemuel M. Gilchrist; Lawrence S. Ryan; Oliver Geldart; Fenwick C. Wright; Stephen E. Gallivan; Thomas A. Lindsay; Joseph Harrington; Frederick White; Charles E. Black; William D. Carter; Frank H. Blakeney; Alonzo B. Calder; Henry T. Smith; Thompson Laver; Joseph Lejeune; Wm. M. Johnston; Wm. C. McKnight; James E. Gosline; William L. Macgregor; Corey A. Scribner; Helena Mulherrin; Eliza Payne; Maude A. Page; Alice Palmer; Louise M. Noble; Ann M. Muir; Annie J. Robertson; Sarah J. Harvey; Lilla E. Giberson; Clara V. O'Sullivan; Sarah L. Ryan; Emma E. Yerxa; Margaret A. Shanahan; Lavinia A. McLauchlan; Anna B. Lewis; Victoria A. Thompson; Melinda A. Smith; H. Maude Wilson; Adelia Raynor; Angeline A. Hubley; Etta M. Milton; Lavinia J. McLatchey; Annie A. Curry; Sarah J. Currie; Esther M. Rivers; Jessie G. Pettigrove; Ella M. Sentell; H. Evelyn Seery; Helena Rouse; Henrietta Scott; Annie I. V. Beals. Sarah A. Henry; Grace Hillock; Maggie J. E. McRae; Christina Cameron; Mary O. Barnes; Alice S. M. Charlton.

THIRD CLASS.—David Kirkpatrick; Isaac B. Curtis; Albert Mollins; Bruce C. Read; Michael Connolly; Samuel M. Burnett; Marion Harris; Maggie Bomar; Annie Keys; Mabel E. Barker; Rosella Kelly; Amelia A. Wilson; Lizzie M. Upton; Dora R. Peterson; B. Agnes DeVeber; Annie E. Dobson; Evelyna Cassidy; Laura A. Brown; Marion P. Peake; Jessie Barnet; Minnie H. Martin; Martha B. Douglass; Blanche M. McGee; Annie E. Grindon; M. Agnes Dunn; Caroline Welsh; Cassie M. McIntosh; Margaret Lockard.

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

THIRD CLASS, *valid for three years:*—Phillipe Boudreau; Elizabeth Hachez; Marceline Godin; Tharsile P. Hachez; Marie Arseneau.

No. 12.

PROVINCIAL NORMAL SCHOOL.

The Board of Education has been pleased to order that Regulation 37 (1) be repealed, and that the following be substituted:—

1. There shall be one session of the Normal School in each school year, beginning on the first Wednesday in November and closing on the last Friday in July.

2. Applicants for admission who do not hold a Provincial License in advance of the Third Class shall be required to attend the full session.

3. Until otherwise ordered, holders of Provincial Licenses of the Second or First Class, may be admitted on the first Wednesday in May.

4. Until otherwise ordered, applicants for admission to the French Preparatory Department shall be admitted on the first Wednesday in November, February, or May. Licenses of the Third Class, valid for a period of three years from the close of the School Term in which they are granted, shall be issued at the close of each quarter to such Students of the French Department as shall be found qualified to receive the same. Such License shall also admit the holder to enrolment without examination as a regular Student of the Normal School.

No. 13.

COURSE OF INSTRUCTION FOR THE PROVINCIAL NORMAL SCHOOL.

[Revised, to take effect November 1st, 1880.

LANGUAGE.

JUNIOR DIVISION.—*Grammar and Analysis:* The sentence and its elements. Classification of words. Inflection. Syntax. Complex and Compound Sentences. Practical exercises in parsing and analysis at each lesson, if possible.

Composition: Formal answers to questions (oral and written) on lessons in Readers, and complete stories and letters formed of such answers. Letters at least monthly, on common occurrences. Synthesis of sentences. Structure of paragraphs. Paraphrasing prescribed passages.

English Literature: Examination of specimens in the Readers.

SENIOR DIVISION.—*Grammar and Analysis:* Revised and continued.

Composition: General and special qualities of style. Prose Themes. Versification.

English Literature: Historic Sketch of the English Language. One classic and its author.

Latin and Greek: Instruction to be given in Latin and Greek to students in this Division who have some knowledge of these languages.

READING AND VOCAL CULTURE.

JUNIOR DIVISION.—*Reading and Recitation:* Regular Practice. Instruction in general Physical culture. Production of tone. Articulation. Elementary sounds of the Language. Emphasis. Inflection.

SENIOR DIVISION.—*Reading and Recitation:* Regular Practice. Physical and Vocal Culture. Modes of remedying defective speech. Principles of expressive reading.

MUSIC.

JUNIOR DIVISION.—Rote Singing. Development of Tone. Expressive Singing. Theory. Management of classes.

SENIOR DIVISION.—Rote Singing. Theory. Practice in reading at sight. Management of classes.

MATHEMATICS.

JUNIOR DIVISION.—*Arithmetic:* Mental. Review of the principles contained in the prescribed elementary text-book, with practice thereon. *Commission, Brokerage, Stocks, Insurance,* Custom-House business, Assessment of Taxes. Simple and Compound Interest. Mercantile Forms. Forms of Day-Book and Ledger, with simple exercises.

Geometry: Geometrical conceptions as gained from concrete illustrations. Constructive Geometry. Principles of Wormell's Modern Geometry to chapter VIII. inclusive.

Algebra: To Simple Equations inclusive.

Note—Student-Teachers may be exempted by the Principal from the study of Algebra and the *logical demonstrations* of Geometry.

SENIOR DIVISION.—*Arithmetic:* Mental. Discount. Equation of Payments. Partnership. Profit and Loss. Exchange. Extraction of Square and Cube Roots, with applications. The Metric System

Book-Keeping: Principles of Single and Double Entry, with exercises.

Geometry: Principles of Wormell's Modern Geometry from chapter IX. to the end of the book.

Algebra: Principles and practice from the beginning of Quadratic Equations to the end of the prescribed text-book.

Practical Mathematics: Applications of the Principles of Mensuration and Plane Trigonometry.

Natural Philosophy: Principles of Dynamics and Statics.

GEOGRAPHY.

JUNIOR DIVISION.—*Topographical Geography:* General Geography of *one* of the Great Continents Particular Geography of *one* Country. Map Drawing.

Mathematical Geography: Form and size of the Earth. Greater and lesser Circles. Latitude and Longitude. Terrestrial Globe. Phenomena and Causes of day and night. Causes of the Seasons.

SENIOR DIVISION.—*Topographical Geography, &c.:* Review of General Geography. Particular Geography of British Colonies and Dependencies Exports and Imports.

Mathematical Geography: Review of Mathematical Geography, as above. Construction of Maps. Use of the Globes.

HISTORY.

JUNIOR DIVISION.—*Canadian History:* Outlines of the different periods. One of the periods in detail.

British History: Outlines of the great English Periods. One of the periods in fuller detail. Outlines of the Constitution of Britain, and of the Dominion of Canada.

SENIOR DIVISION.—Review of Outlines of Canadian History.

General History: Outlines of Ancient, Mediæval, and Modern History.

WRITING AND INDUSTRIAL DRAWING.

JUNIOR AND SENIOR DIVISIONS.—Common Print. Print-Script. Handwriting. Freehand Drawing. Geometrical, Model and Object Drawing, for Students prepared for such work.

NATURAL HISTORY AND NATURAL SCIENCE,

JUNIOR DIVISION.—Physical Geography. Animal Life, Plant Life, Minerals, to the extent required by the Course of Instruction prescribed for Primary and Advanced Schools. The First Principles of Agriculture. The Chemistry of Common Things. Elements of Physics.

SENIOR DIVISION.—Review of Physical Geography, and First Principles of Agriculture. Elements of Zoology. Physiology and Hygiene, Botany, Mineralogy and Geology. General Principles of Chemistry.

TEACHING AND SCHOOL MANAGEMENT.

JUNIOR DIVISION.—*Object of the Teacher's Work:* The development and culture of the physical, intellectual, and moral powers.

Method: General Principles of Method. The Inductive and Deductive Methods. The application of Method to the Elementary branches of instruction.

School Organization: Classification. Principles and Construction of Time-Tables. Management of classes. The School System of New Brunswick.

Discipline: Its meaning. Conditions necessary to insure Order. Theory of rewards and punishments.

General principles of Physical and of Moral training.

SENIOR DIVISION.—Review of the work of Junior Division.

Nature of the Being to be educated: (1) Physical Nature. Education of the bodily organs and functions (2) Intellectual nature Classification and nature of the mental faculties. Their peculiar function and mode of development. The method of instruction adapted to each class of faculties. The subjects best suited for the cultivation of the different faculties. (3) Moral nature. Distinction between nature and character. Elements of character. Principles of moral training.

History of Method: Educational Reformers. Examination and comparison of their principles.

Written Exercises on professional subjects at least monthly. Observation and practice in the Model Department. Criticism on the practice of fellow students.

By order of the Board of Education.

THEODORE H. RAND,
Chief Supt. Education.

EDUCATION OFFICE,
November 8th, 1880.

No. 14.

ENGLISH LITERATURE.

The questions set for the next Examination for School License (beginning on August 2, 1881) will, for Classes II. and I., be upon the following:—

For Class II.

Reader V., Part I.

For Class I.

Reader V., Part I., and the Merchant of Venice.

The questions will assume on the part of the candidates a knowledge of the outlines of the biography of the chief authors embraced in the above assignments, a knowledge of the allusions and of the figures of speech, and a familiarity with the thought and sentiment of the more important portions.

The papers in English Grammar and Composition will also be set to the above assignments.

No. 15.

MEETINGS OF TEACHERS' INSTITUTES.

FROM REGULATION 23 OF THE BOARD OF EDUCATION.—"The exclusive object of the Teachers' Institute shall be to promote the efficient operation of the means contemplated by the Law and the Regulations of the Board of Education for the conduct of all work pertaining to Teachers of Schools. To this end, lessons illustrative of method and management may be given, conversations and discussions had, papers read and special instruction given in any subject of the School Course. All subjects and discussions foreign to the practical duties of the Teacher's office are to be avoided, and all the exercises shall be as practicable as possible" * * * .

"On giving written notice of at least one week to the Board of Trustees, and due notice to the pupils, Teachers shall be entitled to be absent from their Schools for the purpose of attending the Sessions of the Teachers' Institute, during the days provided for herein" * * * .

"In case it shall appear to the Board of Education that the Teachers' Institute in any County is inefficiently conducted, or that any object foreign to that contemplated herein is entertained at its gatherings, all privileges herein accorded in behalf of such Institute shall be withdrawn."

QUEENS COUNTY.

The fourth Annual Meeting of Queens County Teachers' Institute will be held in the Temperance Hall, at the Narrows, on January 27th and 28th, 1881.

First Session.—10 a. m. Enrolment of Members, Election of Officers, Address. A paper on "Penmanship." *Second Session.*—2 p. m. (1) Paper, "How to elevate the Profession of Teaching;" Discussion. (2) A paper on "English Grammar." *Evening.*—7 p. m. Public meeting, to be addressed by the Inspector of Schools. *Third Session.*—9 a. m. (1) A paper on "Canadian History;" Discussion. (2) "A practical lesson in reading from the Wall Cards, with a class." (3) A paper on "School Amusements." *Fourth Session.*—2 p. m. (1) A paper on "The classification of Ungraded Schools;" Discussion. (2) Miscellaneous business.

T. WILLIAM PERRY, *Secretary-Treasurer.*

RESTIGOUCHE COUNTY.

The next meeting of this Institute will be held in the Grammar School Room, Dalhousie, on the Thursday and Friday immediately preceding the Summer Vacation, 1881.

SUBJECTS TO BE CONSIDERED:—(1) Faults of speech in pupils, and how to correct them. (2) Learning and Health. (3) Object Lesson. (4) How to secure a high moral tone in School. (5) Importance of Industrial Drawing. (6) Best method of teaching English Grammar. (7) Best method of teaching Arithmetic. (8) Best method of teaching Geography. (9) Properties of Light, with illustrations. (10) Necessity of cheerfulness on the part of a Teacher. (11) Nature of School punishments. (12) The Plant, and what it feeds on. (13) Lecture on Education, on Thursday evening.

All Teachers in the County are urged to be present at the meeting. Written notice of absence from School is to be given to Boards of Trustees,—see Reg. 23.

THOMAS NICHOLSON, *President.*

ALBERT COUNTY.

The fourth Annual Meeting of the Albert County Teachers' Institute will be held at Hopewell Hill, on the 1st and 2nd September, 1881. In closing their Schools, Teachers will be careful to comply with the provisions in this behalf of Reg. 23.

First Session.—10 to 12 a. m. Address by President. Reading of Minutes. Enrolment. Payment of Fees. Election of Officers. Miscellaneous business. *Second Session.*—2 to 5 p. m. Papers and discussions: "Benefits of Narrative Composition, and how to teach it"; "How to teach Geometry to beginners"; How to teach Fractions". *Evening.*—7 p. m. A public meeting. Addresses by members of the Institute, or a lecture on Education. *Third Session.*—9 to 12 a. m. Paper and discussion: "Physical and Vocal Exercises, their place in School." Paper, "When should Spelling be introduced." Discussion. "Practical Object Lessons." *Fourth Session.*—Paper, "Plant Life." Discussion. Paper, "Chemistry." Discussion. Answering questions from question box. Time and place of next meeting.

N. DUFFY, President,
J. THOMPSON, Vice-President,
W. J. JONES, Secretary-Treasurer,
MARY CHARTERS,
ADA RUSSEL.
} *Committee of Management.*

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The Liquid Slating manufactured by Messrs. J. & A. McMillan, Saint John, N. B, was used upon all the blackboard surface in the New Normal School Building, and has given good satisfaction. I have pleasure in recommending it to all Boards of School Trustees throughout the Province as a simple and economic means of supplying ample blackboard surface for their Schools.

THEODORE H. RAND, Chief Supt. of Education.

Messrs. J. & A. McMILLAN.

Gentlemen,—I cheerfully respond to your request to express my opinion of the Liquid Slating, known as "Pinaxmelasclerunomenos." The certificate I gave to Mr. Wm. Bennett, the manufacturer, in July, 1877, I yet fully endorse, and the additional period I have had the article in use in the Public Schools of St. John, has only made the test more complete and satisfactory. I have used the Slating Material of the Boston Co., Holbrooks' of Chicago, the Eureka, and others, but none of them give a finer hard dead-black surface, or are more lasting, than that of which you have recently become the proprietors.

Yours respectfully,

J. MARCH, Secretary of Board of School Trustees, St. John.

St. John, N. B., May 25th, 1880.

SCHOOL DESKS!

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Iron Clamps for screwing to the floor. Slits in the top for the insertion of the Slate. Solid Ash.

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Inspectoral Districts, and P. O. Addresses of Inspectors.

District No. 1.—The Counties of Restigouche and Northumberland, and the Parish of Beresford in the County of Gloucester. *Inspector:* Philip Cox, A. B., Newcastle P. O., Northumberland County.

District No. 2. The County of Gloucester (except the Parish of Beresford), the County of Kent, and the Parish of Shediac in the County of Westmoreland. *Inspector:* V. A. Landry, Shediac P. O., N. B.

District No. 3. The County of Westmoreland (except the Parish of Shediac), and the County of Albert. *Inspector:* George Smith, A. B., Elgin, P. O., N. B.

District No. 4. The County of Queens, the County of Kings (except the Parishes of Greenwich, Westfield, Rothesay, Upham, and Hammond), and the Parish of Clarendon in the County of Charlotte. *Inspector:* D. P. Wetmore, Clifton P. O., Kings County.

District No. 5. The City and County of St. John, and the Parishes of Greenwich, Westfield, Rothesay, Upham and Hammond, in the County of Kings. *Inspector:* W. P. Dole, A. B., St. John P. O., N. B.

District No 6.—The County of Charlotte (except the Parish of Clarendon), and the County of Sunbury. —*Inspector:* Ingram B. Oakes, A. B., St. Stephen P. O., N. B.

District No. 7. The County of York, and the Parishes of Northampton, Brighton, and Peel in the County of Carleton. *Inspector:* Eldon Mullin, Fredericton P. O., N. B.

District No. 8.—The County of Carleton (except the Parishes of Northampton, Brighton, and Peel), and the Counties of Victoria and Madawaska. *Inspector:* W. G. Gaunce, A. B., Woodstock, P. O., N. B.

NOTE.—*Any Border School District constitutes a part of the Inspectoral District in which the Schoolhouse is situate.*