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# No. 7.

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## THE EDUCATIONAL CIRCULAR.

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

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

EDUCATION OFFICE,  
Fredericton, N. B., April 15, 1878.

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### DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF COUNTY FUND FOR THE WINTER TERM ENDED OCTOBER 31, 1877.

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In St. John and Portland there were 99 teaching days in this Term, and in Fredericton, Woodstock, St. Stephen, Milltown, St. Andrews, Moncton, Newcastle, and Chatham there were 100 teaching days, and in all other School Districts, 110. In disbursing the Provincial Grants and apportioning the County Fund to the Cities and Towns above named, the time the Schools were open and the attendance made, were raised to the basis of 110 days—the full Term required of the Schools in the country.

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

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

COUNTY OF ALBERT.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
D. J. Horseman.....	3	100	\$43 35	Alma.....	3	100	42	1118	\$14 45	\$7 13	\$21 58	
John Pearson.....	3	97	52 89	".....	4	97	40	1408	17 63	8 72	26 35	
JOHN LAWSON.....	1	110	150 00	} Alma.....	5	220	70	3498	30 00	22 30	52 30	
Alice Pulsifer.....	3	110	35 00									
C. D. McKendrick.....	3	110	60 00	".....	6	110	27	1079	20 00	10 70	30 70	
Selina E. Brewster.....	2	110	60 00	Alma & Harvey.....	3	110	17	1171	20 00	7 46	27 46	
Mrs. Chas. Jones, jr.....	3	108	34 35	Coverdale.....	1	103	29	1233	14 72	8 21	22 93	
Henry F. McLatchey.....	3	108	44 17	".....	2	103	33	1815	14 72	11 57	26 29	
Dora E. Smith.....	2	53	21 63	".....	4	53	27	772	7 22	4 92	12 14	
Pamela J. Carter.....	3	110	46 67	".....	7	110	31	2758	20 00	17 59	37 59	
Lucinda A. Jonah.....	3	108	45 80	".....	8	108	27	1760	19 03	11 42	30 85	
Mary E. Trites.....	2	107	43 97	".....	9	107	41	1636	14 05	10 23	25 08	
Jennetta O. Steeves.....	3	110	46 67	".....	10	110	44	2016	20 00	16 68	36 68	
WILLIAM KING.....	1	99	90 00	".....	12	90	45	2503	13 49	16 00	29 49	
Theora Fillmore.....	2	110	45 00	".....	14	110	20	1059	15 00	12 49	27 49	
Ada F. Irving.....	3	73	30 96	".....	15	73	19	967	13 27	6 17	19 44	
Angie Steeves.....	3	96	40 72	Elgin.....	1	96	18	1304	17 44	8 31	25 75	
George Smith.....	1	110	75 00	} Elgin.....	2	220	90	5301	30 00	33 80	63 80	
Sarah E. Beck.....	1	110	55 00									
WILLIAM WERMORE.....	1	108	135 60	Elgin & Cardwell..	3	108	33	1041	14 72	12 35	27 10	
William McKenzie.....	3	101	55 09	".....	7	101	25	1427	18 36	9 10	27 46	
Kate E. A. Carroll.....	2	58	24 45	".....	3	58	30	1313	10 55	8 37	15 92	
John J. Clark.....	2	110	60 00	".....	9	110	54	2034	15 00	12 98	27 98	
Abbie C. Colpitts.....	1	110	55 00	".....	10	110	28	1353	15 00	12 45	27 45	
Mona Milton.....	3	110	35 00	".....	12	110	54	2769	15 00	17 63	32 63	
Thos. H. DeMill.....	3	110	45 00	".....	15	110	37	1633	15 00	10 41	25 41	
Josephine M. Kinne.....	2	109	44 58	Harvey.....	1	109	49	3060	14 30	19 51	34 37	
FRED. W. WARSON.....	1	110	150 00	} Harvey.....	3	190	101	6300	26 78	40 17	66 95	
Lelia Turner, c. r. a.....	3	110	17 50									
Violet E. Bishop.....	2	89	35 38	".....	4	110	35	1600	15 00	10 20	25 20	
Kenry H. Tingley.....	3	110	45 00	".....	5	109	35	1473	14 50	9 39	24 25	
Mary E. Stiles.....	2	109	44 58	".....	6	107	29	3410	19 44	21 93	41 37	
Thomas Morrissey.....	3	90	38 17	" & Hopewell	11	90	32	2035	16 30	12 97	29 33	
Leonora L. Rogers.....	3	51	16 22	Hillsboro'.....	1	51	32	595	6 95	3 81	10 76	
Eliza A. D. McLatchey.....	1	109	74 32	".....	2	210	123	6180	29 59	30 46	60 32	
J. G. A. Belyea.....	2	110	45 00	".....	3	220	85	5316	30 00	33 89	63 89	
Mary J. Steeves.....	1	110	150 00	".....	4	165	60	3860	14 31	24 05	38 96	
CHIPMAN BISHOP.....	3	65	26 59	".....	5	65	55	1867	8 86	11 90	20 76	
Lavinia Gross.....	2	105	57 27	".....	6	220	111	.....	30 00	.....	.....	
William J. Jones.....	3	110	60 00	".....	7	45	27	.....	6 13	.....	.....	
Nelson Smith.....	3	110	46 67	".....	8	110	45	.....	20 00	.....	.....	
James W. Bishop.....	3	95	30 22	".....	10	95	48	.....	12 95	.....	.....	
Annie E. Dobson.....	2	104	42 75	".....	11	104	48	.....	14 25	.....	.....	
Ada Russell.....	1	92	46 00	".....	12	92	20	.....	12 54	.....	.....	
Sarah A. Stevens.....	3	110	35 00	".....	14	110	28	.....	15 00	.....	.....	
Kate A. Dennison.....	1	110	60 00	".....	15	110	30	.....	20 00	.....	.....	
Phela E. Steeves.....	3	101	41 31	Hopewell.....	1	101	84	3055	13 77	23 10	36 87	
Jennie Moore.....	2	109	147 26	".....	2	190	87	3927	27 19	25 00	52 19	
Emma L. Bishop.....	2	91	37 43	".....	3	110	23	1711	15 00	10 91	25 91	
Howard Steeves.....	2	92	50 18	".....	6	92	33	1753	12 54	7 33	19 92	
James McGowan.....	3	110	60 00	".....	7	175	114	4207	23 85	20 72	50 57	
GROZEL A. MINER.....	3	65	20 63	".....	9	110	10	1616	20 00	6 47	26 47	
Mary E. Bacon.....	3	110	46 67	".....	.....	.....	.....	.....	.....	.....	.....	
Lavinia McLatchey.....	2	92	50 18	".....	.....	.....	.....	.....	.....	.....	.....	
John C. Beatty.....	3	110	60 00	".....	.....	.....	.....	.....	.....	.....	.....	
Edmund H. Belyea.....	3	65	20 63	".....	.....	.....	.....	.....	.....	.....	.....	
Mary B. Read.....	3	110	46 67	".....	.....	.....	.....	.....	.....	.....	.....	
Sarah Akerley.....	3	110	46 67	".....	.....	.....	.....	.....	.....	.....	.....	
			\$3100 00				2260	118,448	\$540 35	\$754 46	\$1000 80	

## COUNTY OF CARLETON.

Prov'l Grant to Teachers.				Locality.			County Fund to Trustees.				
NAME.	Chas.	Legally authorized days actually employed	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Annie A. Cogswell.....	2	109	\$44 58	Aberdeen.....	1	109	51	3174½	\$14 86	\$26 20	\$41 06
Jane McKay.....	3	110	35 00	".....	3	110	40	2300	15 00	19 55	34 55
Robella Joyner.....	1	110	55 00	".....	4	110	24	1067	15 00	8 81	23 81
Sarah E. Flemming.....	3	110	35 00	".....	5	110	43	2858	15 00	23 58	38 58
Isabella R. Joyner.....	2	110	45 00	".....	6	110	37	1634	15 00	13 48	28 48
Sarah Smith.....	2	110	45 00	".....	7	110	22	880½	15 00	7 34	22 34
Charles Rogers.....	3	71	38 72	".....	10	71	37	932	12 91	7 09	20 60
George Stickney.....	1	110	75 00	{ Brighton and Northampton. }	1	110	39	2447	15 00	20 19	35 19
William Taylor.....	1	110	75 00	Brighton.....	2	110	32	1877	15 00	15 40	30 40
Emma C. Milbury.....	2	84	34 36	".....	3	84	60	3350½	11 45	27 68	39 10
Jennie Getchell.....	2	83	33 95	".....	4	83	62	3076½	11 31	22 08	33 39
M. E. Henderson.....	3	110	35 00	".....	5	110	54	3290	15 00	27 15	42 15
Mary M. Verxa.....	3	106	33 72	".....	6	106	28	1492	14 45	11 57	26 02
Emeline D. Hayes.....	3	109	34 67	".....	7	109	39	1738	14 86	14 34	29 20
Rachel Orser.....	3	80	23 03	" & Peel.....	7	80	43	1013	12 27	13 31	25 58
William Killup.....	3	103	44 17	".....	9	103	49	2537	13 72	23 41	38 13
Louisa M. Noble.....	3	110	40 67	".....	11	110	20	2124	20 00	16 53	37 53
Becca R. Tedford.....	2	110	60 00	".....	12	110	34	2378	20 00	19 02	39 02
D. S. Jones.....	2	44	20 00	Kent.....	1	44	50	1566	6 00	12 92	18 92
Robert Vince.....	3	105	42 94	".....	2	105	53	3224	14 31	26 60	40 92
Eunice Widden De Wolfe	3	110	35 00	".....	4	110	39	2264½	15 00	18 00	33 00
Pennington E. Cliff.....	2	55	40 00	".....	7	55	25	1253	10 00	10 34	20 34
Annie Corbett.....	3	93	39 44	".....	9	93	32	1573	10 91	12 98	23 89
Richard Hurley.....	3	110	45 00	".....	10	110	41	1719	15 00	14 18	29 18
Fannie Price.....	3	107	45 38	".....	11	107	28	1008	19 44	8 33	27 77
Mary Corbett.....	3	106	44 96	".....	12	106	30	1368	19 27	11 20	30 56
Mrs. W. Leonard.....	3	103	34 35	".....	13	103	34	1059	14 72	8 74	23 46
Alice Mary Stratton.....	3	100	31 81	" & Perth.....	15	100	30	1903	13 63	15 74	29 37
Catherine A. Bubbar.....	3	109½	46 31	" & Peel.....	16	109½	32	1795	19 01	14 81	34 72
Louisa H. Hartley.....	2	103½	42 34	Northampton.....	2	103½	34	1673	14 11	13 80	27 91
George L. Holyoke.....	2	62	33 81	".....	3	62	45	900	8 45	8 00	16 45
William T. Kerr.....	2	109	59 45	".....	4	109	64	3623	14 86	20 94	44 80
Jane D. Reed.....	1	110	55 00	".....	5	110	33	1593	15 00	13 17	28 17
Joseph Smalley.....	3	86	35 17	Peel.....	1	86	54	2621½	11 72	21 63	33 35
Carrie R. Gilkey.....	2	110	45 00	".....	2	110	48	2603	15 00	21 48	36 48
WAYMAN A. SMYTH.....	1	110	140 00	".....	3	110	47	2021	15 00	24 10	39 10
W. A. SMYTH, (Sup. Gt.) April, 1877.....			C3 36	".....	4	110	38	2327	20 00	10 20	30 20
Eliza A. Perley.....	2	110	60 00	".....	6	110	45	2121	20 00	17 50	37 50
Lizzie Tompkins.....	3	110	40 67	".....	14	109	31	2140	19 81	17 06	37 47
Mouley McGuire.....	3	190	59 44	".....	2	109	40	2308½	14 86	10 05	33 91
Kate Crawford.....	3	110	54 50	Richmond.....	3	110	36	2143½	15 00	17 69	32 69
Jennie Henderson.....	3	110	35 00	".....	7	110	63	3102	15 00	25 60	40 60
Ernest A. Shaw.....	3	72½	23 06	".....	8	72½	35	1326	9 88	10 94	20 32
J. Louisa La Demier.....	2	77½	31 70	".....	9	77½	21	1306	10 67	10 78	21 35
Ada J. Kirkpatrick.....	3	87	27 67	".....	10	87	45	2153	11 86	17 77	29 63
Jane Duff.....	2	55	22 50	".....	13	55	24	513½	7 50	4 24	11 74
Helen Morrison.....	1	103	70 23	".....	14	103	34	1035	14 04	8 54	22 58
Joseph H. Atkinson.....	3	110	35 00	".....	16	110	33	1490	15 00	12 34	27 34
Flora E. L. Dunn.....	2	110	60 00	Simonds.....	1	110	61	2586	15 00	21 34	36 34
Edmund W. Stevens.....	1	93		".....	2	110	42	2328½	12 03	23 49	36 17
Trustees claim, Apr. '77				".....	3	110	37	1693	15 00	15 62	30 62
Emma B. Merrithow.....	3	110	35 00	".....	1	50		1648½	9 04	12 78	20 82
Lizzie Holmes.....	2	110	75 00	Wakefield.....	2	110	56	2411	15 00	10 89	34 89
F. S. Milbury, Apr. '77	3	59	22 80	".....	3	103	43	1022	14 04	15 85	29 89
Samuel A. Couillard.....	2	103	56 18	".....	7	110	70	3860	15 00	31 85	46 85
Jno. A. McGuire.....	1	110	150 00	".....	8	93	26	1302	12 63	11 40	24 17
W. B. WIGGINS, A. B.....	2	93	38 04	".....							

## COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Rebecca J. Alexander..	1 108½	34	25	Wakefield .....	9	108½	32	1560	\$14 79	\$12 87	\$27 66	
Jennie Cunningham...	3 108	34	35	" .....	10	108	35	1618½	14 72	18 36	23 08	
Matilda E. Campbell..	3 40	20	79	" .....	13	49	11	311	8 01	2 57	11 48	
Emma Giberson.....	3 107½	34	20	Wicklow .....	2	107½	28	1797	14 05	14 83	29 48	
F. E. McNally.....	2 22	12	00	" .....	3	22	21	313	3 00	2 53	5 53	
Richard Ahern.....	1 110	75	00	" .....	4	110	41	1510	15 00	12 40	27 40	
George McLeod.....	2 48	20	18	" .....	7	48	55	1493	6 54	12 38	18 90	
Mary E. Boyer.....	2 110	45	00	" .....	9	110	57	3073	15 00	25 30	40 36	
Alice E. Fraser.....	2 109	44	58	" .....	10	109	44	2248	14 86	18 55	33 41	
Amelia J. Simonds.....	2 107	43	76	" .....	12	107	42	2528½	14 58	20 85	35 43	
Albina C. Tracy.....	2 110	45	00	" .....	13	110	35	2224½	15 00	18 38	33 36	
Margaret Gilman.....	1 107	53	50	" .....	14	107	58	3630	14 58	29 05	44 53	
A. A. Cogswell, Apr.'77	2 116	45	00	" .....	15	116	.....	1823	15 00	15 04	30 04	
Daniel J. Hatfield.....	3 50	20	45	{ Wilmot, Wake- } field & Simonds }	1	50	40	1223	6 82	10 13	16 95	
Annie S. Palmer.....	3 167	45	39	Wilmot.....	3	167	36	1700½	19 44	14 03	33 47	
Annie M. Gee.....	1 109	54	50	" .....	4	109	75	3402	14 86	23 82	43 68	
Phoebe P. Colter.....	2 107	43	76	" .....	6	107	51	2609½	14 58	22 20	36 78	
Eva E. Hovey.....	2 55	22	50	" .....	10	55	36	917	7 50	7 57	15 07	
A. L. Fenlason.....	3 88	48	00	" .....	14	88	39	2624	15 98	21 05	37 03	
Alice M. Nordin.....	3 100	42	41	" .....	15	100	16	1126	18 17	9 29	27 46	
James Hartin.....	3 105	42	94	Woodstock .....	1	105	53	1431	14 31	11 81	26 12	
Annie A. True.....	2 53	23	72	" .....	2	53	27	902	7 01	7 44	15 35	
Olive A. Watson.....	1 110	55	00	" .....	3	110	30	1363	15 00	11 29	26 29	
Lucy A. B. Smith.....	1 54½	27	17	" .....	4	100	24	1546½	14 86	12 76	27 62	
John H. Kilburn.....	3 54½	22	30	" .....	5	65	25	741	8 86	6 12	14 98	
Henry B. Montgomery.	3 65	20	59	" & Richmond	5	65	25	741	8 86	6 12	14 98	
James McCoy.....	1 99	74	25	" .....								
Isaiah J. McCoy, c. r. a.	1 87	32	12	" .....								
Charles McLean.....	1 100	75	00	" .....								
Charles N. Scott.....	1 99	74	25	" .....								
Angelina Faulkner.....	1 94	51	70	" .....	5	770	460	26,823½	116 85	221 38	338 23	
Elizabeth J. Cupples ..	1 98	53	00	" .....								
Lizzie H. Hay.....	1 100	55	00	" .....								
Charles O'Donnell.....	1 97	72	75	" .....								
Mrs. Annie Coldwell...	1 92	50	60	" .....								
NEHEMIAH AYER, A. B.	1 110	150	00	" .....	6	110	77	4203½	15 00	35 17	50 17	
Ida Brown, c. r. a.....	3 109½	17	41	" .....	7	110	38	1578	15 00	13 02	28 02	
Susan Price.....	2 110	45	00	" .....	8	108½	17	578	14 79	4 77	19 56	
Eva E. McDougall.....	2 108½	44	38	" .....	9	110	40	2655	20 00	21 91	41 91	
John Furlong.....	3 110	60	00	" .....	23A	110	86	3760	15 00	31 03	46 03	
Clara Hughes.....	3 110	35	00	" & Canterbury	23A	110	86	3760	15 00	31 03	46 03	
			\$4610 37				3860	100,717	\$1342 63	\$1648 01	\$2960 00	

COUNTY OF CHARLOTTE.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustées.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.		PARISH.	No. of District.	AMOUNT.				Total amount from County Fund.
				1			2	3	4	5	
Jane G. W. Snell	1	110	\$55 00	Campobello	2	110	01	2481	\$15 00	\$23 08	\$38 08
ROBERT LIMOND	1	110	150 00	Campobello	1	330	133	6710	45 00	62 42	107 42
Kate McGowan	1	110	45 00								
Helena Rees	2	110	35 00	"	7	89	67	3182	12 13	29 60	41 73
Helen E. Woodcock	2	89	30 40								
Susie C. Kirkpatrick	3	110	40 67	Clarendon	2	110	26	1830	20 00	17 08	37 08
Win. O. Buzzell	3	110	45 00	Dufferin	1	110	41	3008 1/2	15 00	27 98	42 98
Mary A. Horan	2	110	45 00	"	2	110	35	2405	15 00	23 21	38 21
Maggie F. Cloney	3	71	22 59								
Barbara J. Carmichael	3	109	34 67	"	2	109	30	1879	14 86	17 48	32 34
Fannie J. Thompson	2	101	41 31								
Teresa C. McAlenen	2	85 1/2	34 98	" & St. David	7 1/2	85 1/2	29	1532	11 66	14 25	25 91
Sarah E. Gilley	3	77	24 49								
Fred. A. Holmes	2	109	59 45	Grand Manan	1	218	141	8355 1/2	29 72	77 72	107 44
Martha A. Pelton	3	109	34 67								
S. W. Irons	2	106	57 81	"	2	"	78		Returns too late.		
Maria J. Roop	2	107	43 76	"	3	107	63	3124	14 58	20 06	43 64
CHARLES S. GILBERT	1	106	144 54	"	4	207	112	6563	28 21	61 05	89 26
Annetta E. Small	2	101	41 31								
Patrick Casey	1	110	75 00	Lopreau & Lancas'r	6	110	64	2479 1/2	15 00	23 05	38 05
Lecenia Umlah	3	108	34 35								
Lizzie D. Jackson	2	109	44 58	Pennfield	1	100	29	1579	14 80	14 09	29 55
Hannah Raymond	1	54	27 09	"	2	54	50	2295	7 30	21 35	28 71
George Bogle	3	106	48 35	"	3	106	45	2281 1/2	14 45	21 22	35 67
L. Augusta Welling	1	110	55 00	"	4	110	54	3085 1/2	15 00	28 70	43 70
Annie Daley	3	109	34 67	"	5	109	31	1144 1/2	14 86	10 64	25 50
James F. Covey, A. B.	1	100	75 00	St. Andrews	1	600 raised.	363	23,402 raised.	00 00	218 52	308 52
James Vroom	1	100	75 00								
Eda Foy	1	100	55 00	"	2	51	14	302 1/2	6 95	3 37	10 32
S. Agnes Algar	2	100	45 00								
Ellen Rogers	2	100	45 00	St. Croix	3	88	45	1337	11 99	12 44	24 43
Augusta B. Wade	2	100	45 00								
Mrs. M. A. Taylor, c.r.a.	1	100	27 50	"	5	101	36	1377	13 77	12 84	26 61
Bessie Keay	2	51	20 80								
Nellie McDiarmid	2	83	36 00	St. David	1	43	49	1290 1/2	5 86	12 00	17 86
Mary E. Currie	2	101	41 31								
Abner Gaskill	2	43	23 22	"	3	73	39	1464	9 95	13 62	23 57
Isabel Black	3	73	23 22								
Abner Gaskill	2	67	36 54	"	4	67	29	770	9 13	7 22	16 35
Victoria Smith	1	56	28 00	"	5	56	34	1061	7 63	9 87	17 50
Lydya Maxwell	2	107	43 76	"	5 1/2	107	29	1587 1/2	14 52	14 77	29 55
Annie P. Gilman	3	74	31 39	"	7	74	37	1933	18 45	18 03	31 48
Mary E. Neal	3	60	19 09	"	8	60	19	852	8 18	7 93	16 11
Barbara A. Mitchell	2	91	37 22	"	10	91	35	2515 1/2	12 40	23 39	35 79
LEMUZZA A. CURRIE, A. B.	1	41	55 90	St. George	1	435 1/2	240	11023	59 36	102 53	161 89
George A. Inch	1	63	90 00								
Eliza H. Knight	1	110	55 00	" & Pennfield	2	110	37	2027	15 00	18 85	33 85
Thomas O'Malley	2	110	60 00								
Eliza Magowan	1	108 1/2	54 25	"	6	109	42	2424 1/2	14 86	22 55	37 41
M. Blair Hurd	3	110	45 00								
H. Cawby	3	109	44 58	"	8	110	20	1676	20 00	15 60	35 60
Catherine Conde	2	110	60 00								
Marjorie Sherwood	3	106	44 96	" & Pennfield	9	106	28	2177	10 27	20 25	39 52
Nancy Reardon	3	105	33 40	" & St. Pat'ck	9	105	31	1534	14 31	14 73	29 04
Rebecca Kirkpatrick	3	110	46 67	"	10	110	11	1389	20 00	10 92	32 92
Mary J. Helmos	1	110	55 00	"	11	110	20	1134	15 00	12 24	25 54
Samuel M. Bogle	2	97 1/2	53 18	"	13	97 1/2	80	3497	13 29	32 53	45 82
James Doherty	3	110	45 00	"	14	110	69	4755	15 00	44 28	59 23
Julia Russell	3	63	20 04	"	15	63	19	648	8 39	6 03	14 62
Hugh Copley	2	110	60 00	"	16	110	35	10344	15 00	9 62	24 62
Isabella J. Johnston	3	77	32 65	Do. & Gladstone	18	77	8	656	14 00	6 10	20 10

COUNTY OF CHARLOTTE.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.				On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
						1	2	3	4			
Julia S. Dean	2	914	\$87 43	St. James	1	914	58	1381	\$12 47	\$12 85	\$25 32	
W. Herbert Moore	2	103	58 00	& St. David	14	103	65	4000	14 72	37 26	51 98	
Isabel Jenkins	2	99	40 50	"	2	99	55	2704	13 40	25 15	38 64	
Amanda Hill	1	39	19 50	"	3	72	29	1252	9 81	11 65	21 46	
Wm. H. Hamilton	2	27	13 00	"	4	76	16	1021	13 81	9 50	23 31	
Joseph Robinson	2	109	44 58	& St. David	44	109	50	20004	14 98	19 22	34 08	
Emma Powers	2	95	38 86	"	5	95	23	1470	12 05	13 67	26 02	
Eva T. McCann	2	106	43 25	"	7	106	41	2583	14 45	24 09	38 53	
Minnie G. McKay	3	110	46 67	"	8	110	10	700	20 00	0 51	26 51	
Emmeline Yerza	3	77	24 49	"	9	77	36	1388	10 50	12 01	23 41	
Eva F. Moore	3	110	35 00	"	10	110	31	14544	15 00	13 53	28 53	
Lizzie A. Cochrane	1	87	43 50	"	14	87	43	1781	11 82	10 57	23 43	
Mary E. Hanson	2	100	40 00	"	15	100	50	1907	13 03	17 34	31 37	
Clara McAllister	2	109	44 58	"	16	109	30	1621	14 88	15 08	29 94	
Charlotte Thompson	3	106	33 72	"	18	106	20	1638	14 45	15 24	29 69	
Kate Morrison	3	110	35 00	St. Patrick	2	110	54	2169	15 00	20 18	35 18	
Ella G. Foster	3	62	29 29	"	3	62	13		Returns too late.			
Mary J. Linton	3	42	13 36	"	4	42	21	5504	5 72	5 12	10 84	
Rachel M. Turner	2	58	23 72	"	44	58	19	5774	7 91	5 37	13 28	
Lizzie A. Roulston	2	106	43 25	{ Dumbarton } { & St. Croix }	6	110	41	2253	15 00	21 01	36 01	
Nettie A. Henry	3	110	35 00	"	10	110	24	11194	15 00	10 42	25 42	
Amie P. Hanson	2	110	45 00	"	1	110	56	2785	15 00	25 91	40 91	
Lillie Hanson	3	79	25 13	St. Stephen	5	79	37	4327	10 77	40 25	51 02	
Sarah A. Joyce	3	107	34 67	"	6	109	34	12794	14 56	11 90	26 76	
Charlotte M. Robinson	3	60	19 09	"	6	69	31	1180	8 13	10 98	19 16	
Emma T. McCann	3	101	32 13	"	7	101	48	25754	13 77	23 86	37 73	
Sarah A. McCartney	2	87	47 44	"	8	87	20	1601	15 81	14 39	30 76	
Annie Hitchings	1	87	43 50	& St. David	8	87			11 86		11 86	
Mary S. Veazey	1	32	123 00	"								
Amanda Hill, Apr. '77	1	16	24 00	"								
HENRY S. BRIDGES, M.A.	1	16	24 00	"								
J. M. McDOWALL, A. B.	1	100	75 00	"								
R. Spiers Nicholson	1	100	55 00	"								
Rebecca Logan	1	100	55 00	"								
Alice Perley	1	100	55 00	"								
Eleanor S. Dowling	1	992	54 73	St. Stephen	1020	992	558	41,304 raised.	140 40	384 77	525 17	
Amie Harvie	2	954	57 30	"								
Julia R. Bateman	2	109	75 00	"								
William Noble	1	93	23 65	"								
Thomas Corbett	1	962	72 37	"								
Amie M. McCann	2	70	38 50	"								
Fred. W. Emmerson	2	70	31 50	"								
J. Edmund Brown	2	664	29 02	& Milltown	457	664	349	17,300	60 45	161 32	228 27	
E. L. McAllister	2	70	31 50	"								
Tillie S. Kirk	3	70	24 50	"								
Charlotte Caswell	3	70	24 50	"								
Lidia M. Randall	2	1062	53 08	West Isles	1	1064	15	13344	18 34	12 88	31 22	
Mary E. Dixon	3	65	29 59	"	2	65	42	2089	8 86	10 43	28 29	
Andrew S. Oliver	1	79	39 50	"	3	79	76	34344	10 77	31 95	42 72	
Addie Hanson	1	79	39 50	"				32484	14 55	30 21	44 76	
Trustees claim, Apr. '77	1	33	16 50	"	4	80	36	17074	10 90	15 83	26 73	
Maggie Cockburn	3	47	14 95	"	6	110	50	2680	15 00	24 03	39 93	
Maria Cockburn	3	107	34 04	"	7	107	54	24604	14 58	22 04	37 62	
Josephine Hanson	2	504	21 91	"	8	504	26	1000	7 30		7 30	
Cornelia A. Watt	3	54	22 91	"	8	54	26	1000	9 81	9 30	19 11	
Annie Hanson	3	54	22 91	"								
Ida G. Hanson	3	54	22 91	"								
			\$5130 45				4830	257,004	\$1488 08	\$2300 20	\$3888 28	

## COUNTY OF GLOUCESTER.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
								Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Anne Hall.....	3	110	\$40 07	Bathurst.....	3	110	36	2392½	\$23 00	\$33 03	\$53 03
Geo. W. Mersereau, A. B.	1	1109	74 32	"	2	320	174	9662	44 85	130 03	180 88
Helen Meahan.....	3	110	55 00	"	4½	110	42	2233	15 00	31 44	46 44
Helen Mann.....	3	110	35 00	"	5	110	37	2592	15 00	36 50	51 50
Lizzie Brown.....	1	110	55 00	"	6	110	26	1657	15 00	33 33	38 33
Grace Hillock.....	3	110	35 00	"	7	110	42	2895½	20 00	40 77	60 77
Jas. D. Skelly.....	3	110	45 00	"	8	87	26	913	11 86	12 85	24 71
Mary Hachey.....	3	97	27 67	"	9	110	27	1343½	15 00	18 01	33 01
Maggie Hollant.....	2	110	45 00	"	10	81	17	816½	14 72	11 50	26 22
Mary A. Ross.....	3	81	34 36	"	10½	110	26	1306	15 00	18 39	33 39
Catharine J. Canty.....	3	110	55 00	Do & New Bandon	11	40	36	1054	9 09	15 26	24 35
Elizabeth M. Ford, balance April, 1877.....	3	50	21 21	Bathurst.....	12	110	75	2043	15 00	23 83	43 83
Rachel Forbes.....	3	110	35 00	"	13	109½	32	1423	14 83	20 03	34 96
Hannah M. Connelly.....	3	109½	44 79	"	14	106	31	1208½	14 05	17 02	31 47
Isabella S. Doucet.....	3	106	33 72	"	15	211	88	3558½	23 76	50 19	78 80
Annie P. Hickson.....	3	103	34 67	"	16	217	96	4775	23 53	67 23	96 81
Clara Walsh.....	3	102	32 45	"	17	110	27	1441	20 00	20 29	40 29
Maggie F. Hachey.....	3	107	145 99	"	1A	110	22	1193	15 00	16 87	31 87
Tharsille Hachey.....	3	110	45 00	"	2	110	25	1155	15 00	16 26	31 26
PETER GUDWOOD.....	3	110	46 67	"	4	219	110	7420	29 85	104 50	134 44
Jennie Rainey.....	3	110	45 00	"	5	330	162	7473	45 00	105 21	150 21
Amanda Scott.....	3	110	45 00	"	6	110	80	3514	15 00	49 47	64 47
James Hornibrook.....	3	110	45 00	"	7	110	28	1237	15 00	17 42	32 42
Christiana Cameron.....	3	110	45 00	"	7½	110	20	1840	20 00	25 91	55 16
JEROMS BONDEPAU.....	3	110	150 00	"	8	110	49	2264½	20 00	31 82	51 82
Christino Doucet.....	3	109	34 67	"	8½	110	43	2344	15 00	33 69	48 00
Aimee H. Belliveau.....	3	110	45 00	"	10A	101	65	2960	13 77	41 67	55 44
Josephine Paraut.....	3	110	35 00	"	11	110	27	1469	15 00	20 68	35 68
Elizabeth DeGrass.....	3	110	35 00	"	12	110	39	3725½	15 00	38 37	53 37
John White.....	3	110	45 00	"	13	110	25	1901½	15 00	20 77	41 77
Sarah E. Mersereau.....	3	110	45 00	"	2	218	114	7377½	29 72	103 87	133 59
Elizabeth J. Buttimer.....	3	103	44 17	"	5	169	80	5450	14 86	76 73	91 59
Elizabeth J. Buttimer, Bal. for April, 1877.....	3	110	45 00	"	7	110	60	3760	15 09	52 95	67 95
Jane Doucet.....	3	107½	34 23	"	10	314	92	5582	42 82	78 53	121 41
Mary Doucet.....	3	77	31 49	"	1	107½	43	1456½	14 05	20 51	35 16
Georgina Aube.....	3	106	43 35	"	3	77	54	2478	10 50	34 89	45 39
Frances Aube.....	3	106	43 35	"	7	163	51	2508	14 45	35 30	49 75
Mary Roy.....	3	110	35 00	"	4	110	81	4611	15 03	64 92	79 92
Marie Bondepa.....	3	74	30 27	"	5	74	47	1937½	10 09	27 23	37 37
Prosper E. Paulin.....	3	89	36 40	"	5½	89	39	1403½	12 18	21 03	33 10
Sylvan Cormier.....	3	106	43 35	"	6	106	34	1474	14 45	20 75	35 20
Flora M. Allard.....	3	96	40 72	"	7	96	25	1092½	17 44	15 23	32 82
Juste Hache.....	3	110	45 00	"	8	104	40	1731	14 18	24 37	38 55
M. ALLAN WALL.....	3	96	39 26	"	9	220	75	4988½	30 00	70 23	100 23
Martin Hache.....	3	107	34 23	"	0	220	75	4988½	30 00	70 23	100 23
Louis L. Legere.....	3	77	31 49	"	0	220	75	4988½	30 00	70 23	100 23
Mary A. Babineau.....	3	106	43 35	"	0	220	75	4988½	30 00	70 23	100 23
Louis M. L'huillier.....	3	110	45 00	"	0	220	75	4988½	30 00	70 23	100 23
Charles F. Brison.....	3	74	30 27	"	0	220	75	4988½	30 00	70 23	100 23
Onesime Etanchard.....	3	89	36 40	"	0	220	75	4988½	30 00	70 23	100 23
Joseph E. Porrier.....	3	106	43 35	"	0	220	75	4988½	30 00	70 23	100 23
William R. Welsh.....	3	96	40 72	"	0	220	75	4988½	30 00	70 23	100 23
Annie E. Egan.....	3	110	45 00	"	0	220	75	4988½	30 00	70 23	100 23
Elizabeth A. Smith.....	3	110	45 00	"	0	220	75	4988½	30 00	70 23	100 23
Nellie Rrown Smith.....	3	110	45 00	"	0	220	75	4988½	30 00	70 23	100 23
WILLIAM A. ANDREW.....	3	110	45 00	"	0	220	75	4988½	30 00	70 23	100 23
Sarah Daley.....	3	110	45 00	"	0	220	75	4988½	30 00	70 23	100 23

COUNTY OF GLOUCESTER—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.							
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		
6	5	4	3	2	1	2	3	4	5	6	7		
Elizabeth Henry.....	3	110	\$46 67	New Bandon.....	10	110	36	2571	\$20 00	\$36 20	\$56 20		
Annie Young.....	3	110	35 00	Saunarez.....	2	110	71	4375	15 00	61 60	76 60		
Placide P. Gaudet.....	3	103	42 13	" & Alnwick	10A	103	52	2293	14 04	32 35	46 39		
Tea. pd. in North nd Co.	3	23	11 45	Shippegan.....	1	23	43	121	3 82	1 70	1 70		
Theophile Goguin.....	3	23	11 45	"	1	23	43	803	3 82	11 33	15 20		
Susan Ellis.....	3	110	46 67	"	10	110	27	1204	20 00	16 95	36 95		
			\$2349 00				2500		\$904 20	\$1017 24	\$2321 50		
								136,177					

COUNTY OF KENT.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.							
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		
6	5	4	3	2	1	2	3	4	5	6	7		
Joseph Johnston.....	3	110	\$80 00	Acadieville.....	4A	110	19	1663	\$20 00	\$16 66	\$36 66		
Georgina L. Powell.....	3	96	40 93	"	5	96	20	963	17 53	9 62	27 15		
George J. Forbes.....	2	107	53 36	Carleton.....	1	107	97	4137	14 58	41 83	56 41		
Frances Cullin.....	3	96	52 63	"	2	96	22	1303	17 53	13 62	31 15		
George Clarke.....	3	98	40 08	"	3	93	37	1530	13 36	15 29	28 65		
Lizzie Giran.....	3	110	40 67	"	4	110	26	2316	20 00	23 14	43 14		
Moses M. Cormier.....	3	110	45 00	Dundas.....	1	110	60	3639	15 00	36 83	51 83		
Celina Bourgeois.....	3	110	35 00	"	2	110	66	3302	15 00	37 93	52 93		
Bertilda Graham.....	2	110	45 00	"	3	110	54	3002	15 00	29 99	44 99		
Pacifique A. Belliveau.....	3	110	60 03	"	5	110	31	2350	20 00	23 47	43 47		
Jerome Belliveau.....	3	109	44 53	"	6	109	43	2579	14 86	25 73	40 63		
Joseph B. Williams.....	3	110	60 00	" & Moncton.	0A	110	19	1315	20 00	13 14	33 14		
Cyrille Cormier.....	3	110	45 00	"	7	220	78	4570	30 00	45 65	75 65		
Philias Richard.....	3	110	45 00	"	8	93	47	2385	19 08	23 82	36 50		
Hypolyte Godet.....	3	93	38 04	"	9	101	32	966	13 77	9 06	22 83		
Eugenia Bourgeois.....	3	101	32 13	"	10	107	0	1077	19 44	10 76	30 20		
Carrie Hicks.....	3	107	45 39	" & Moncton.	10A	107	0						
John LeBlanc.....	3	60	24 54	"	10	100	33	1518	13 63	16 10	23 79		
Andrew LeBlanc.....	3	40	10 36	"	11	110	54	2450	15 00	24 47	39 47		
A. Bonneau.....	3	110	45 00	"	11A	110	51	2590	20 00	25 87	45 87		
Robert Brown.....	3	110	60 00	"	17A	80	25	1205	10 00	12 04	22 94		
Joseph D. LeBlanc.....	3	80	32 72	" & Shediac.	1	102	33	1701	13 90	17 60	31 50		
George H. Allen.....	3	102	41 92	Harcourt.....	3	109	12	1633	19 81	16 31	36 12		
Margaret Wellwood.....	2	110	60 00	"	5	110	47	2967	15 00	29 64	44 63		

COUNTY OF KENT.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Annie Campbell.....	3	98	\$41 56	Harcourt.....	6	98	23	1443	\$17 81	\$14.41	\$32 22	
Thos. W. Street, A. B.	1	1110	75 00	} Richibucto.....	1	440	234	15087½	60 00	150 71	210 71	
C. H. Cowperthwait, AB	1	1110	55 00									
Sarah Forster.....	1	1110	55 00									
Mary A. Gifford.....	1	1110	55 00									
GEORGE A. COATES....	1	1110	150 00	} ".....	2	440	202	12130	60 00	121 26	181 26	
J. W. Harnett.....	2	2110	60 00									
Caroline Funchion....	3	3110	35 00	} ".....	5	110	25	1417½	15 00	14 16	29 16	
Annie O'C. Smith.....	3	3110	35 00									
David McLolland.....	3	3110	45 00	} ".....	8	103	53	2547	14 04	25 44	30 48	
Louis Gilbert.....	3	3108	42 13									
Isabella Hickey.....	3	3110	35 00	} ".....	9	110	13	770	15 00	7 69	22 69	
Mary C. Stevenson....	3	3110	35 00									
Sarah J. McMinn.....	3	3100	34 07	} ".....	10	109	27	2105½	14 83	21 03	35 80	
Elizabeth Daigle.....	3	3110	46 07									
Joseph Comeau.....	3	3109	44 53	St. Louis.....	1	110	34	3223	20 00	32 24	52 24	
Mary C. Daigle.....	3	3110	35 00	".....	2	109	30	1067	14 88	10 05	34 51	
Victoria Leger.....	3	3110	65 20	".....	3	110	60	3180	15 00	31 76	46 76	
Frank Bellefontaine..	3	3125	45 18	".....	4	110	41	2447	15 00	24 44	39 44	
Scholastique Fontaine.	3	3125	39 41	".....	6	99	40	2087	18 49	20 35	33 84	
Monique Bariault.....	3	3109	34 67	".....	8	109	30	2474	14 80	24 71	39 57	
Raphael S. Leger.....	3	3108½	44 38	} St. Marys.....	1	107½	107	6062½	20 92	60 56	37 43	
Annie LeBlanc.....	3	3109	28 31									
Agnes Irving.....	3	3107	31 05	".....	2	100½	38	1357	13 56	13 55	27 11	
Mary Wood.....	3	3107	45 39	".....	6	107	23	1004	19 44	16 02	35 46	
Andre Arsenault.....	3	3107	48 00	".....	9	88	45	3472½	15 98	34 69	50 67	
Annie E. Hurd.....	3	3110	35 00	".....	10	110	13	837	15 00	8 37	23 37	
Jane McDonald.....	3	3110	35 00	Weldford.....	1	110	54	1854½	15 00	18 52	33 52	
John L. McCredie.....	3	3110	45 00	".....	2	110	45	2703	15 00	27 00	42 00	
Mary A. Carter.....	3	3110	46 07	".....	2½	110	20	1978	20 60	19 76	50 76	
Caroline L. Warman....	3	3110	45 00	".....	3	110	27	1450½	15 00	14 49	29 40	
Lillias Wilson.....	3	3108	31 17	".....	3½	108	41	1833	14 72	13 31	33 03	
Joanna Plume.....	3	3110	46 67	".....	4	110	36	2604	20 00	26 01	46 01	
Agnes Burns.....	3	3110	35 00	".....	5½	110	27	1356	15 00	13 54	28 54	
James Porteous.....	3	3110	45 00	".....	8	110	36	1552	15 00	15 50	30 50	
S. C. Wilbur.....	3	3110	60 00	".....	9	110	71	3771½	15 00	37 67	52 67	
James P. McEachern....	3	3110	60 00	".....	10	110	31	1501	20 00	14 99	34 99	
Maggie A. Graham.....	3	3110	45 00	".....	12	110	42	2657	15 00	26 54	41 54	
Annie McLean.....	3	2103	43 35	".....	13	106	33	1210	14 45	12 09	26 54	
William Thurrot.....	3	3110	45 00	".....	14	110	40	1583	15 00	15 81	30 81	
Jane Adair.....	3	3110	35 00	".....	15	110	26	1756	15 00	17 54	32 54	
Hannah Raymond.....	1	13	6 50	".....	16	59	57	2006½	8 04	20 04	28 08	
Agnes McNulty.....	3	46	14 03	".....	17	47	34	758½	6 41	7 58	13 99	
Mary McDonald.....	1	47	23 50	".....	18	109	17	1412½	19 81	14 11	33 92	
Annie M. Girvan.....	3	3109	46 23	".....	19	109	51	2286	14 86	22 83	37 69	
Hattie A. Scribner....	3	3109	34 67	".....	20	109	15	1271	10 81	12 70	32 51	
Robert Sutherland.....	3	3109	59 44	} Wellington.....	1	109	77	4806½	14 86	46 02	60 88	
James Lawson.....	3	3109	59 45									
Anna Hutchinson, c. r. a.	3	3105½	18 78	".....	2	110	57	3167	15 00	31 63	46 63	
Johnson Dobson.....	3	3110	45 00	".....	3½	101	27	1477½	13 77	14 76	23 53	
Jessie F. Seely.....	3	3101	32 13	".....	4	100	43	1888	14 86	18 80	33 72	
Mary McPhail.....	3	3109	54 50	".....	5	110	23	1218	15 00	12 17	27 17	
Joanna Atkinson.....	3	3110	45 00	".....	8	110	35	1697	15 00	16 05	31 05	
Ellen Chrystal.....	3	3110	45 00	".....	10	110	45	1743	15 00	17 41	32 41	
Bononi A. Cormier....	3	3110	45 00	".....	10	110	45	1743	15 00	17 41	32 41	
			\$3503 86					3114	168,763	\$1179 40	\$1686 75	\$2865 15





## COUNTY OF KINGS.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
								Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Charlotte M. Nason...	3	102	\$48 27	Upham & Simonds	2	102	31	1466	\$18 53	\$11 62	\$30 15
Carrie M. Melvin.....	2	104	42 75	"	2	104	44	1708	14 25	13 53	27 78
Frances A. Groen.....	2	108	44 17	" & Hammond	5	108	41	1464	14 72	11 60	26 32
Eliza M. Fenwick.....	3	110	35 00	"	6	110	46	3310	15 00	26 22	41 22
Elna A. Gorham.....	2	110	45 00	"	7	110	49	2733	15 00	21 08	36 06
Tea. pd. in St. John Co.				" & St. Martins	10		6	450		3 56	3 56
Isaac Tranten.....	3	110	45 00	{ Waterford and } { Hammond..... }	1	110	43	1860	15 00	14 73	29 73
Jeremiah Donovan.....	3	109	44 58	Waterford	2	109	60	1960	14 80	15 53	30 39
John Forbes Peters.....	3	110	45 00	"	5	110	45	1223	15 00	9 69	24 69
Martha E. Bray.....	2	109	44 79	"	3	109	37	1406	14 03	11 14	25 07
Hattie Nugent.....	3	110	46 67	Westfield	1	110	21	1472	20 00	11 06	31 06
John W. Caulfield.....	1	110	75 00	"	2	110	35	2566	15 00	20 33	35 33
Robina F. Wheaton.....	3	110	35 00	"	3	110	28	1792	15 00	14 19	29 19
Maggie Ellsworth.....	2	103	42 13	"	6	103	26	1440	14 04	11 40	25 44
Emma F. Berry.....	2	108	44 17	"	7	108	25	1375	14 72	10 89	25 01
Amelia T. Theall.....	3	110	35 00	"	8	110	27	1353	15 00	10 72	25 72
James H. Carter.....	3	110	60 00	"	9	110	19	1219	20 00	9 66	29 66
Jacob N. Pitt.....	3	110	45 00	"	12	110	22	803	15 00	6 36	21 36
J. T. Wallace.....	2	110	60 00	" & Kingston	12	110	47	2456	15 00	19 46	34 46
David J. Wagner.....	3	66	27 00	"	13	66	34	964	9 00	7 64	16 64
			\$396 90				4033	230,740	\$1780 90	\$1803 00	\$3688 95

## COUNTY OF MADAWASK.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.			
								Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Frances Morehouse.....	3	110	\$35 00	Madawaska.....	1	110	73	5893	\$15 00	\$40 50	\$94 56
Athalie Cyr, c. r. a.....	3	110	17 50	"	2	110	35	2550	15 00	21 43	36 43
Serephine Albert.....	3	110	35 00	"	2	110	35	1103	9 00	9 82	18 82
Euphemie Soucy.....	3	60	20 99	St. Anns.....	1	60	35	1619	14 53	13 60	28 13
Abraham Perron.....	3	107	53 35	"	2	107	31	2014	14 86	16 23	31 73
Michel Fournier.....	3	109	44 58	"	3	109	44	1680	14 72	14 12	28 84
Siverine M. Dufour.....	3	108	24 35	"	4	108	30	1014	14 18	8 52	22 70
Mary Bellefeur.....	3	104	\$3 08	St. Basil.....	1	104	23	1892	15 00	15 90	30 90
Sophia Pelletier.....	3	110	35 00	"	2	110	37	2953	15 00	24 86	39 86
Flavia S. Cyr.....	3	110	35 00	"	2	110	53				

## COUNTY OF MADAWASKA.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	4	3	2	1	2	3	4	5	6	7
Sophia Martin.....	3	110	\$35 00	St. Basil.....	4	110	39	2376	\$15 00	\$10 07	\$34 07
Lea Sirois.....	3	110	46 07	".....	5	110	43	4105	20 00	34 50	54 50
Sophia Legary.....	3	110	46 07	".....	6	110	15	1264	15 00	10 02	25 02
Eleonore Theriault.....	3	103	45 80	".....	7	103	51	4131	19 03	34 72	54 35
Hattie Hebert.....	3	109	34 07	St. Francis.....	1	109	41	1654	14 86	13 90	32 76
Ellen Clair.....	3	110	35 00	".....	2	110	30	1280	15 00	10 70	25 70
R. S. Pelletier.....	3	93	33 04	".....	3	93	30	1705½	12 03	14 84	27 50
Elizabeth A. Dee.....	3	108	34 85	".....	4	108	60	3514	14 72	20 53	44 25
Eliza Gagnon.....	3	109	40 23	".....	3	109	27	3503	10 81	29 43	40 20
Susan Martin.....	3	110	46 07	".....	12	110	46	3001	29 00	25 22	45 22
Anais Theriault.....	3	110	35 00	St. Hilaire.....	1	110	27	1944	15 00	16 54	31 34
Maxime Cyr.....	3	110	45 00	".....	2	110	43	3317½	15 00	27 88	42 88
Elizabeth Hebert.....	3	109	34 07	".....	3	109	43	3035½	14 86	25 93	40 79
Mary E. Trudeau.....	3	110	35 09	".....	4	110	33	2536½	15 00	21 32	36 32
Salina Baker.....	3	109	46 23	".....	5	109	14	795	19 81	6 68	26 49
Olive Ouellette.....	3	109	40 23	".....	7	109	20	2233	19 81	19 18	38 90
Edward J. Hianven.....	3	110	45 00	St. Leonards.....	2	110	44	2006	15 00	17 38	32 36
Mrs. John Earle.....	3	110	46 07	".....	6	110	6	624	20 00	5 24	25 24
Hermenigilde Couillard	3	110	00 00	".....	7	110	39	3437	30 00	29 39	32 36
Bal. from Oct. '76.....				".....					5 00		54 30
Frank Perriault.....	3	106	43 35	".....	13	116	36	2181	14 45	18 33	32 78
William Doucett.....	3	108	44 17	".....	17	103	40	1072	14 72	16 58	31 30
			\$1230 27				1118	71,033½	\$482 09	\$402 41	\$1065 10

## COUNTY OF NORTHUMBERLAND.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	7	4	3	2	1	2	3	4	5	6	7
Maggie J. Barron.....	3	110	\$35 00	Altwick.....	14	110	17	1567	\$15 00	\$10 00	\$25 00
Thomas Dunn.....	3	39	20 04	".....	2	49	22	752	0 03	4 49	11 43
Marvin E. Jack.....	3	109½	44 79	".....	3	109½	14	854½	14 82	5 45	20 33
Romain H. Hachic.....	3	110	45 00	".....	4	110	18	1419	15 00	9 05	24 05
Ellen Young.....	3	110	46 07	".....	5	110	62	3230½	20 00	21 05	41 05
Rebecca J. Vye.....	3	109	34 07	".....	6	109	41	1837	14 86	12 04	26 90
Hedley Henderson.....	3	104	42 54	".....	7	104	38	2025	14 18	12 36	27 11
Jane J. Caruthers.....	3	108	45 80	".....	3	108	47	2329	19 03	14 86	34 49
Mary J. Tait.....	3	102	32 45	".....	8½	102	36	2250	13 00	14 35	28 25
Oliver Robicheau.....	3	110	45 00	& Saumarez.....	10½	110	36	952	15 00	6 07	21 07

COUNTY OF NORTHUMBERLAND.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Thomas Allan	3	110	\$60 00	Alnwick	11	110	50	3412	\$20 00	\$21 77	\$41 77
Whelock Willey	3	85	24 77	Blackville	1	85	44	1692	11 59	10 80	22 39
Hannah McCarthy	3	110	35 00	" & Blissfield	14	110	36	1836	15 40	11 71	26 71
John McInnes	3	106	42 35	"	2	106	35	1634	14 45	10 43	24 88
Mary Donoghue	2	108	34 35	"	4	103	51	1279	14 72	8 16	22 88
Lizzie E. Moran	2	110	35 00	"	5	110	31	1354	15 00	8 64	23 64
William H. Grindley	2	110	60 00	"	6	110	50	2250	15 00	14 55	29 55
John Curran	2	110	60 00	"	7	110	50	2801	15 00	17 87	32 87
Sarah A. Darnford	3	119	46 07	"	8	110	31	2767	20 00	17 65	37 65
Maggie Regan	3	109	34 07	"	11	103	46	2535	14 36	16 49	31 35
Ellen McCarthy	3	110	35 00	"	11	110	23	1242	15 00	7 92	22 92
Eliza M. Young	3	110	35 00	Blissfield	2	113	31	1400	15 00	8 90	23 90
Elsibet Archibald	2	109	59 44	"	3	160	21	1940	19 81	12 38	32 10
Amy Archibald	2	110	45 00	" & Ludlow	3	110	42	2188	15 00	13 96	28 96
Rowland Crocker	5	109	44 58	"	4	109	34	1921	14 26	12 22	27 48
Ingram B. Oakes	1	103	75 00	"							
Cath. M. Williston	1	99	54 45	Chatham	1	450 raised.	100	14,314 raised.	59 85	91 52	151 37
Minnie R. Haviland	3	108	35 00								
Cecilia Alexander	1	109	55 00	"							
Robert Moir	3	109	44 55	"	2	109	42	1286	14 86	8 21	25 07
DONALD McINTOSH.	3	110	150 00	"	3	110	76	4258	15 00	27 16	42 16
James McIntosh	2	109	59 45	"	4	109	68	3532	13 86	22 53	37 39
Lizzie S. McIntosh.	2	110	35 00	Chatham & Glenselg	5	110	46	2233	15 00	14 25	29 25
Ellen Burns	2	101	41 31	"	6	101	50	2169	13 77	13 84	27 61
Kate Leggio	2	102	25 57	"							
Annie J. McLeod	2	98	17 50	"	6	105	45	1878	14 38	11 98	26 36
Mary R. Tweedie	2	93	41 85	"							
Ada Ritchie, c. r. a.	2	93	20 92	"	8	107	24	11,625 raised.	27 00	73 53	100 53
Anne Quinlan	1	87	47 85	"							
Thomas Caulfield	1	99	74 25	"							
Lizzie Flanagan	2	100	35 00	"							
Bridget Flanagan	1	103	55 00	"	0	437 raised.	218	12,631 raised.	59 70	79 95	139 65
Maggie McInnes	2	99	34 65	"							
JAMES N. WATSON.	1	109	149 32	Derby	1	109	49	2357	14 93	15 04	29 97
Helena Morgan	2	110	45 00	"	14	110	50	2577	15 00	16 45	31 45
Lizzie M. McBeath	2	98	27 00	"	2	96	15	410	9 69	2 62	11 62
Josephine Kunsbotham	3	100	31 51	"	3	100	44	1750	12 03	11 16	24 79
Maria C. Baldwin	3	102	32 45	Glenselg	1	102	38	1304	13 90	8 90	22 89
Margie Miller	2	103	44 17	" & Chatham	14	103	42	2594	14 72	16 55	31 27
Bridget Murray	2	110	26 67	"	2	110	26	1518	20 00	9 69	29 69
Mary McEachern	3	109	46 23	"	3	109	18	1087	10 51	6 94	26 75
Maggie Perley	3	109	34 67	"	5	109	17	1017	14 59	6 49	21 35
Annie M. Ross	3	109	46 23	"	6	109	25	1764	19 81	11 25	31 06
Thos. G. McKay	2	110	60 00	"	7	110	44	2275	15 00	14 51	29 51
Robert C. Byers	3	110	60 00	"	7	110	44	3413	20 00	21 77	41 77
Bridget M. Hackett	3	102	32 61	"	8	102	22	992	13 97	4 39	18 36
Maggie J. E. McKae	3	100	31 51	"	8	100	25	923	13 63	5 89	19 52
Ellen M. Donovan	3	110	35 00	"	9	110	27	1415	15 00	9 02	24 02
Annie McEachern	3	101	32 13	Hardwicke	1	101	30	1338	13 77	8 54	22 31
Clementina Brunzfield	2	60	32 72	"	2	60	20	578	10 91	3 69	14 60
Charles Anthony	5	110	69 00	"	4	110	27	1625	20 00	10 37	30 37
Mary J. Dixon	3	98	31 17	"	5	98	29	1525	13 36	9 73	23 60
Lydla L. Avery	3	107	25 39	Ludlow	14	107	30	2135	19 44	13 62	33 06
Susie E. Perley	1	50	25 09	"	3	50	14	360	6 82	2 30	9 12
Amelia Wilson	3	107	45 39	"	4	107	48	3563	19 44	22 77	42 21
Tex. pd. in York Co.				" & Stanley	12		4	297		1 99	1 99
Michael Flinn	2	108	58 99	Nelson	1	103	112	5207	14 72	38 22	47 94
Ennna Flett, c. r. a.	3	103	16 46		"	1	93		5725	12 92	36 53
Trustees claim, Apr. 77				"	2	110	50	2126	15 00	13 67	28 67
Maggie McDonald	2	110	45 00	"							

COUNTY OF NORTHUMBERLAND.—Continued.

Prov'l Grant to Teachers.				Locality.	County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
John J. Gaynor .....	3	110	\$5 00	Nelson .....	3	110	23	1272	\$15 00	\$ 8 11	\$23 11
Susan Crain .....	3	110	35 00	" .....	4	110	18	1067	15 00	6 81	21 81
Maggie A. Jordan .....	2	103	44 17	" .....	5	103	26	1347	14 72	8 53	23 31
Grace E. M. Grennan .....	3	107	45 30	" .....	6	107	25	1312	10 44	6 37	27 81
Maggie Buckley .....	3	110	25 00	" .....	7	110	22	1043	15 00	8 00	21 00
Cath. Gorman .....	3	104	33 00	" .....	8	104	50	2433	14 13	15 52	29 65
Grace W. McMaster .....	3	109	24 07	" .....	9	109	27	1535	14 30	9 79	24 70
Mary Jane Swim .....	2	107	43 70	Newcastle .....	1	107	23	1707	14 58	10 89	25 47
Chas. Stewart .....	3	103	44 79	" .....	2	103	45	1672	14 03	10 67	25 00
Maggie S. Gordon .....	2	110	60 00	" .....	2	110	15	1360	20 00	8 63	23 63
Ellen Wall .....	3	68	23 34	" .....	4	68	22	1213	12 36	7 74	20 10
Jessie Ramsay .....	3	96	30 54	" .....	5	96	24	1240	13 03	7 01	20 00
Jas. Townley .....	3	103	44 17	" .....							
Eliza M. Adams .....	2	107	43 70	" .....	6	317	180	9238	43 22	50 00	102 23
Mary J. Russell .....	2	102	41 72	" .....							
C. M. Hutchinson .....	1	99	140 23	" .....							
E. P. Flewelling .....	1	100	75 00	" .....							
Eliza Hickey .....	1	100	55 00	" .....							
Sara J. Sinclair .....	2	100	35 00	" .....							
Olivia Parker .....	1	100	55 00	" .....							
Sarah J. Reid .....	2	100	45 00	" .....	7	980 raised.	434	20,903 raised.	134 47	172 04	306 51
Wm. Sievwright .....	2	100	45 00	" .....							
P. F. Morrisay .....	2	100	60 00	" .....							
Annie Morrell .....	2	97	43 65	" .....							
Emma M. Little .....	3	110	40 67	Northesk .....	1	110	18	697	20 00	4 45	24 45
Annie Hornbrook .....	3	105	44 53	" .....	2	105	16	1315	19 03	8 39	27 47
Mina A. Stout .....	3	93	39 44	" .....	3	93	23	1663	16 91	10 61	27 52
Maggie Maher .....	3	102	32 45	" .....	4	102	23	1174	13 90	7 49	21 39
Annie Firth .....	3	107	34 07	" .....	5	107	23	1447	14 53	9 23	23 81
John Hamilton .....	2	103	53 90	" .....	6	103	46	1533	14 72	10 10	24 82
Mary J. McRoberts .....	3	93	38 04	" .....	7	93	19	1141	12 68	7 29	19 97
Briget Kean .....	3	66	27 98	" .....	8	66	33	1428	12 09	9 11	21 11
Isabella McMillan .....	2	109	44 53	" .....	9	109	36	1233	14 5	7 87	22 73
Clementina Robinson .....	3	110	35 00	" .....	10	110	44	2140	15 00	13 66	28 66
Annie J. McLeod .....	2	67	27 40	" .....	11	67	33	1223	9 13	7 30	16 93
Martha McQueen .....	2	93	38 25	" .....	12	93	34	1235	12 75	7 33	20 63
Jennie Robinson .....	3	110	35 00	" .....	13	110	23	1594	15 00	10 17	25 17
Eliza Buckley .....	3	110	35 00	" .....	14	110	18	1079	15 00	6 39	21 39
Izabella McIntosh .....	2	110	43 00	" .....	15	110	35	1949	15 00	12 44	27 44
			\$437 47				4103	225,452	\$1570 08	\$465 35	\$3017 43



## COUNTY OF QUEENS.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Margt. A. McNaughton	3	105	\$38 40	Johnston	14	105	37	17704	\$14 31	\$13 99	\$28 30
William Somerville	2	108	58 90	"	15	108	37	1705	14 72	13 41	28 13
Henry Adams	3	110	60 00	"	17	110	16	1028	20 00	8 08	28 08
ALEXANDER MACHEN	1	108	147 20	Petersville	1	108	60	2495	14 72	10 62	34 34
Ella Johnson	3	110	40 67	"	2	110	33	1578	20 00	12 41	32 41
Annie J. Hartt	3	110	35 00	"	3	110	40	1828	15 00	14 33	29 38
Mary Jane Murray	3	110	35 00	"	5	110	23	2104	15 00	16 55	31 55
William Malone	3	51	20 86	"	6	51	33	936	6 95	7 30	14 31
Christiana S. Travis	3	48	15 27	"	8	48	25	626	6 54	4 93	11 47
Olive J. T. Bailey	2	109	44 58	"	9	109	15	801	14 80	4 73	19 50
W. H. Allingham	2	106	57 81	"	10	106	39	1921	14 45	15 12	29 57
William Quinn	2	108	58 90	"	11	108	45	2416	14 72	19 00	33 72
William B. DeLong	3	110	60 00	"	13	110	27	1543	20 00	12 13	32 13
William Tilley	2	85	46 36	"	17	85	29	622	11 50	4 59	16 48
Margaret S. Cox	2	96	39 26	Waterboro	1	96	39	2245	13 03	17 05	30 73
Peter W. Cody	2	90	52 36	"	4	90	50	1761	13 08	13 85	26 93
Chas. A. Murray	3	107	58 35	"	8	107	29	1413	19 44	11 12	37 94
Pal. to Trustees, Ap. 77				"					7 38		
William O. Miller	3	106	57 80	"	9	106	21	1592	19 27	12 52	31 79
Maggie E. Taylor	2	108	44 17	"	10	108	39	1896	14 72	14 92	29 64
C. Matilda Sprague	3	100	31 81	Wickham	1	100	55	3394	18 63	26 09	40 32
Jantie McDonald	3	109	34 67	"	3	109	16	883	14 80	6 94	21 80
Melissa J. Belyea	2	110	45 09	"	4	110	32	1903	15 00	14 96	29 96
Jas. W. McCready	2	87	47 45	"	5	87	47	1070	11 80	15 52	27 33
T. Wesley Smith	2	110	60 00	"	6	110	23	1647	15 00	12 95	27 95
Louisa M. Griffin	3	108	45 80	"	8	108	20	1432	10 63	11 26	30 89
Zona A. McQueen	1	108	54 00	"	10	108	25	1044	14 72	8 21	22 93
Tea. pd. in King's Co.				"	11		13	335	14 72	8 21	22 93
			\$2080 28				2465	123,639	\$1105 69	\$871 46	\$2077 05

## COUNTY OF RESTIGOUCHE.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Clara Kerr, c. r. a.	3	75	\$11 83	Addington	1	215	185	10443	\$29 38	\$67 54	\$90 92
ROBERT CHALMERS	1	108	147 26								
Susan S. Gerrard	2	107	43 97								
William Firth	2	106	57 27								
Barbara McNair	2	110	45 00	"	2	105	43	2051	14 81	13 20	27 57
				"	4	110	31	2017	15 00	13 04	28 04



COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
David Kirkpatrick.....	3	110	\$00 00	Lancaster.....	12	110	53	33383	\$26 00	\$30 86	\$56 86
Jeremiah Meagher.....	1	57	38 86		".....	13	438	296	168294	59 70	155 01
Francis McGowan.....	1	53	36 14	".....		14	107	62	3982	14 58	36 82
Alice K. Meagher.....	2	110	45 00		".....	15	110	53	23004	15 00	21 27
Mary G. Gunn.....	2	109	44 58	".....		16	110	41	25594	15 00	23 67
S. J. Hamilton.....	2	92	37 03		Musquash.....	5	110	21	1264	20 00	11 08
Alicia F. McCarron.....	3	17	5 41	".....		9	77	14	900	14 00	8 32
Richmond Logan.....	1	107	72 95		Town of Portland.....	4355	raised.	2057	163,506	598 80	\$1419 88
A. W. Steeves.....	2	110	60 00	".....		1	80	00	98		
Geo. R. Camp.....	2	110	60 00		".....	1	99	45	00		
Alva B. Horton.....	3	110	46 67	".....		1	99	75	00		
William Kerr.....	3	77	41 99		".....	1	99	55	15		
Geo. T. Taylor.....	1	97	73 86	".....		1	99	45	00		
Daniel McIntyre.....	2	98	59 39		".....	1	99	75	00		
Abraham D. Smith.....	2	93	51 94	".....		1	99	55	00		
Grace Murphy.....	1	5	2 78		".....	1	99	45	00		
Isabella B. Mersereau.....	2	98	44 77	".....		1	99	45	00		
Jessie K. Sutherland.....	2	93	44 77		".....	1	99	45	00		
Helen Dale.....	2	90	45 00	".....		1	99	45	00		
Jane Cunard.....	2	90	45 00		".....	1	99	45	00		
Amelia J. Laskey.....	2	90	45 00	".....		1	99	45	00		
William J. Rolston.....	1	91	63 93		".....	1	99	45	00		
James Crawford.....	1	91	63 93	".....		1	99	45	00		
Kate A. Kerr.....	1	91	60 55		".....	1	99	45	00		
Agnes E. Livingston.....	2	91	41 30	".....		1	99	45	00		
John Brooks.....	2	91	55 15		".....	1	99	45	00		
Margaret Gorham.....	2	99	45 00	".....		1	99	45	00		
John E. Dean.....	1	99	75 00		".....	1	99	45	00		
Jos. A. Wetmore.....	2	84	50 90	".....		1	99	45	00		
Jennie Nisbet.....	2	83	37 72		".....	1	99	45	00		
Philip Walsh.....	1	99	75 00	".....		1	99	45	00		
Jas. E. Wetmore.....	1	99	75 00		".....	1	99	45	00		
Mary M. Rees.....	1	90	55 00	".....		1	99	45	00		
Eliza Wetherall.....	3	74	26 16		".....	1	99	45	00		
Margaret R. Gray.....	2	244	11 14	".....		1	99	45	00		
Alicia R. Greene.....	2	99	45 00		".....	1	99	45	00		
Isaac M. McDowall.....	1	80	60 98	".....		1	99	45	00		
Wm. J. Wilson.....	1	15	11 36		".....	1	99	45	00		
William H. Parloe.....	1	90	75 00	".....		1	99	45	00		
Sarah Taylor.....	1	93	54 72		".....	1	99	45	00		
Mary W. Greene.....	1	93	54 72	".....		1	99	45	00		
Maggie A. Nesbet.....	2	93	44 77		".....	1	99	45	00		
Catharine Armstrong.....	1	93	44 77	".....		1	99	45	00		
Maria DeW. Nelson.....	2	93	44 77		".....	1	99	45	00		
Ada S. McDonald.....	2	93	44 77	".....		1	99	45	00		
Winifred P. Hayes.....	1	93	44 77		".....	1	99	45	00		
Mary S. Getchell.....	2	93	43 41	".....		1	99	45	00		
Margaret R. Gray.....	2	5	1 36		".....	1	99	45	00		
Catharine Donovan.....	3	63	22 27	".....		1	99	45	00		
J. E. Toomey.....	3	36	12 73		".....	1	99	45	00		
Ellen O'Grady.....	3	99	35 00	".....		1	99	45	00		
Bernard B. Smyth.....	2	99	60 00		".....	1	99	45	00		
Sara Smyth.....	2	99	45 00	".....		1	99	45	00		
Mary Ann Collins.....	2	35	15 91		".....	1	99	45	00		
Mary Routann.....	2	99	45 00	".....		1	99	45	00		
D. Bourgeois.....	2	99	00 00		".....	1	99	45	00		
Mary Marry.....	3	99	35 00	".....		1	99	45	00		
Sarah Burchill.....	3	99	35 00		".....	1	99	45	00		
Rev. C. G. Coster, Ph.D.....	1	90	75 00	".....		1	99	45	00		
Geo. F. Burpee, A.B.....	1	90	75 00		".....	1	99	45	00		



## COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.								
NAME.	Class.	Legally authorized days actually employed		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
			6						4	3	5	6
Lizzio Lawlor.....	3	99	\$35 00	City of St. John.....								
Mary E. Walsh.....	3	99	35 00									
Mary J. Rodgers.....	3	99	35 00									
Elizabeth Estey.....	1	88	48 88									
Maria Theal.....	1	99	55 00									
Fannie L. Dicaide.....	2	35	15 91									
Mary A. McLeod.....	1	45	25 00									
Jamie H. Sullivan.....	3	45	15 91									
Minnie C. Power.....	3	99	35 00									
Abigail A. Williams.....	1	37	20 55									
Lydia E. Williams.....	1	37	20 55									
Johi S. Bennett.....	3	71	32 27									
Annie M. Hea.....	1	57	20 55									
Charlotte Baldwin.....	1	99	55 00									
Israel T. Richardson.....	3	99	45 00									
John Montgomery.....	1	99	75 00									
Geo. U. Hay.....	1	99	75 00									
Geo. E. Baxter.....	1	99	75 00									
Sara E. Whipple.....	1	99	75 00									
Doborah A. Thompson.....	1	98	54 44									
Mrs. M. Brittain.....	1	99	55 00									
Kate E. Carr.....	2	99	45 00									
Mrs. C. E. Huestis.....	1	99	55 00									
Emma F. Moran.....	2	99	45 00									
Mrs. Lydia J. Baxter.....	1	99	55 00									
Wm. D. Baskin.....	1	99	76 00									
Marion M. McWilliams.....	2	99	45 00									
Susie T. Robertson.....	1	99	55 00									
Thomas O'Reilly.....	1	99	76 00									
M. Agnes Nannery.....	2	99	45 00									
Sarah G. Duffy.....	1	99	55 00									
Elizabeth O'Regan.....	1	99	65 00									
Isabella Burchill.....	3	99	35 00									
Jeanie Bell.....	2	97	44 09									
Emily G. Blatch.....	2	97	44 09									
Charles Foley.....	2	99	60 00									
Daniel O'Keefe.....	3	37	16 82									
James Barry.....	3	37	16 82									
James R. Sugrue.....	2	99	60 00									
Sarah McDermott.....	2	37	16 82									
Kate Sugrue.....	1	37	20 55									
Anelia S. Hatfield.....	2	101	55 03	St. Martins.....	1	101	17	1187	\$18 30	\$10 93	29	34
JOHN BRITAIN.....	1	110	150 00									
Abigail Cleveland.....	2	110	45 00									
Eliza Carlyle.....	2	110	45 00									
Anabel Flowelling.....	3	109	34 67									
Lleanor J. Patterson.....	1	110	55 00									
Eliza E. Johnson.....	2	103	44 53									
Maria L. Brown.....	3	109	34 83									
Florence Vail.....	3	110	40 67									
Mary E. Howard.....	2	108	44 17									
Mary McLaren.....	3	110	35 00									
Agnes Bell.....	3	110	46 67									
Emily A. Hayes.....	2	110	60 00									
Elizabeth McGowan.....	2	128	69 83	".....	".....	".....	".....	".....	".....	".....	".....	".....
18 days last summer. }												
Patk. Bennett.....	3	110	60 00									
Margt. L. McGirr.....	3	100	31 81									
Annie M. Hopkins.....	3	101	32 13	Simonds.....	1	306	152	564	41 78	52 24	04	02
Kate S. Hopkins.....	2	105	43 15									

## COUNTY OF ST. JOHN.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						1	2	3	4	5	6	7
6	5	4	3	2	1	2	3	4	5	6	7	
Tea. pd. in King's Co. ....	.....	.....	.....	Simonds & Upham	2	.....	9	333	.....	\$ 3 03	\$ 3 03	
Hannah V. Monahan .....	3	110	\$35 00	"	3	110	51	2109	\$15 00	19 50	34 50	
Kate E. Turner .....	2	32	33 54	"	4	82	49	1853	11 18	17 13	28 31	
Maggie Murphy .....	3	110	35 00	"	7	110	31	1395½	15 00	12 90	27 90	
William McNulty .....	1	103	73 03	"	3	103	87	2032½	14 72	27 03	42 35	
Chas. White .....	1	110	75 00	"	9	110	39	1370	15 00	12 67	27 67	
Robert Rynd .....	3	110	45 00	"	10	110	43	2718	15 00	25 13	40 13	
Robert Evans .....	3	94	51 26	"	11	94	24	1934	17 03	17 83	34 96	
Michael Kelly .....	2	110	60 00	"	12	110	25	1406½	15 00	13 01	28 01	
Jane H. Bell .....	3	110	35 00	"	14	110	23	1139	15 00	10 53	25 53	
Lizzie Crozier .....	3	110	46 07	"	15	110	20	1166	20 00	10 73	30 73	
Janie M. Griffith .....	2	110	45 00	"	16	110	39	1923	15 00	17 81	32 81	
Anna M. Sloan .....	3	110	46 07	"	17	110	16	1236	20 00	11 89	31 89	
Althea Sherwood .....	3	113	32 70	"	18	103	13	779	14 04	7 21	21 25	
Peter Brennan .....	2	110	80 00	" & Rothesay	19	110	15	634	20 00	6 32	26 32	
Rebecca J. Neill .....	2	86	48 83	" & Hampton	20	86	8	297	15 63	1 05	17 53	
Fannie L. Hanson .....	3	110	46 07	" & St. Martins	21	110	13	1100	20 00	10 19	30 19	
Bessie Mitchell .....	3	77	32 05	"	22	77	16	763	14 00	7 03	21 03	
			\$9473 70				10,061	660,529	\$2007 06	\$6233 30	\$7845 45	

## COUNTY OF SUNBURY.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.						
						1	2	3	4	5	6	7
6	5	4	3	2	1	2	3	4	5	6	7	
David G. Hendry .....	3	83	\$36 00	Blissville .....	5	88	40	1835½	\$11 09	\$ 8 80	\$20 79	
ANGUS SILLARS, A. B. ....	1	108	122 72	"	3	108	62	3137	14 72	14 05	29 37	
Isaac N. Thorne .....	5	110	45 00	"	6	110	18	1564½	15 00	7 31	22 31	
S. H. Estabrooks .....	2	110	60 00	Burton .....	1	110	30	1093	15 00	7 49	22 49	
Mary E. Simpson .....	2	110	45 00	"	2	110	32	1497½	15 00	6 09	21 09	
Jennie Morgan .....	3	106	33 72	"	3	106	32	1533	14 45	7 16	21 61	
Wellington Camp .....	2	110	60 00	"	3	110	74	2256	15 00	10 53	25 53	
Laura Hatch, c. r. a. ....	3	73	11 61	"	4	110	74	2256	15 00	10 53	25 53	
James L. Kibball .....	3	110	45 00	"	5	110	26	1530	15 00	7 17	22 17	
Edith J. Bulley .....	2	110	45 00	"	7	110	30	\$3303½	15 00	10 76	25 76	
Duncan Lundon .....	3	70½	33 45	"	7A	107½	14	1350	10 53	6 33	25 86	
John B. Adams .....	3	37	20 17	"	8	110	53	3193	20 00	14 93	34 93	
Frances E. Carr .....	3	103½	46 07	"	9	110	53	3193	20 00	14 93	34 93	
Ellen Haney .....	3	103½	46 07	"	10	109½	45	3303	19 91	13 04	45 83	
Ellen Haney, bal. Apr. 77	3	.....	7 89	"	.....	.....	.....	.....	7 83	.....	.....	
Cecelia Smith .....	3	107½	34 20	"	11	107½	39	2143	14 65	10 01	24 66	

COUNTY OF SUNRURY.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Bertha S. Horton	3	108	\$40 13	Burton	12	108	30	1472½	\$10 03	\$ 6 88	\$20 51	
Emily S. Doll	3	110	46 67	"	13	110	18	1478	20 00	0 90	26 90	
EDWIN MILLER	1	110	150 00	Gladstone	8	110	09	3509	15 00	16 80	31 80	
Janet E. McKenzie	3	110	35 00	"	9	110	10	1127	15 00	5 28	20 28	
Thos. A. Hartt	3	96	52 35	"	10	96	20	1503	17 44	7 46	24 90	
Maggie L. Alexander	2	109	44 58	"	11	109	40	2221½	14 30	10 37	25 23	
Andrew L. Smith	3	106	43 35	"	13	106	37	2364	14 45	11 04	25 49	
Mary J. McQuestion	3	110	46 67	"	14	110	10	1212	20 00	5 60	25 60	
A. W. B. Garrison	2	110	60 00	Lincoln	1	110	40	2140	15 00	0 99	24 90	
Tea. pd. in York Co.				" & New Mary'nd	1A		4	89		0 42	0 42	
Addie L. Johnson	3	110	35 00	"	3	110	52	2686½	15 00	12 54	27 54	
Carrie Alexander	1	57	28 50	"	4	57	34	1241	7 77	5 79	13 56	
Minnie McLeod	3	104	33 03	"	5	104	38	1933	14 18	9 26	23 44	
Helen McKenzie	3	110	46 67	"	0	110	14	861	20 00	4 02	24 02	
Gertrude Barker	3	109	34 67	Maugerville	1	109	31	2171	14 86	10 14	25 00	
Geo. STEWART	1	110	125 00	"	2	110	31	2050½	15 00	9 57	24 57	
Geo. McEwen	2	110	45 00	"	3	110	21	1076	15 00	5 03	20 03	
John P. Stuart	2	98	54 00	Northfield	2	98	23	836	13 49	3 90	17 39	
John W. Allan	2	93	40 05	"	3	93	35	1721	13 36	8 04	21 40	
Diana S. Dunn	2	103	45 80	"	5	103	36	3752	19 03	12 85	32 48	
John Clark	2	93	53 44	"	8	93	37	2486	17 31	11 61	29 42	
Annie M. Huestis	3	110	45 00	Sheffield	1	110	18	1665½	15 00	7 31	22 31	
Ida May Gunter	3	106	33 72	" & Canning	1A	106	10	512½	14 45	2 39	16 84	
E. M. S. Fenety, A. B.	1	110	75 00	"								
Herbert W. Harrison	2	95½	52 09	"	2	310½	75	4625	42 33	21 60	63 93	
Nettie L. Belyea	2	105½	42 94	"								
Geo. S. ALLEN	1	107	133 91	"	4	107	30	2603	14 58	12 57	27 15	
Annie E. Colwell	3	110	46 67	"	6	110	45	2262	20 00	10 58	30 58	
John Coldwell	3	110	46 67	"	7	110	38	2875½	15 00	13 43	28 43	
			\$2241 10					1353	79,570	\$652 02	\$371 63	\$1023 60

COUNTY OF VICTORIA.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Alice Reid	3	110	\$35 00	Andover	1	110	39	1548½	\$15 00	\$ 9 74	\$24 74
Carrie A. Hammond	2	99	40 50	"	2	99	24	972	13 49	6 12	19 61
Berton C. Foster, A. B.	1	110	75 00	"	3	220	67	2568½	30 00	16 10	46 10
Mary A. Truswell	2	110	45 00	"	4	105	32	1323	14 31	8 32	22 63
Mary L. Watson	2	106	42 94	"							

## COUNTY OF VICTORIA.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.							
NAME.	CLASS.	Legally authorized days actually employed.		Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.	
			On account of Teachers employed.							On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Mary E. Blake	2	110	\$45 00	Andover	5	110	60	2336½	\$15 00	\$14 70	\$29 70
Mary A. Harris	3	54½	23 12	"	3	54½	20	884	9 91	5 56	15 47
Alexander Straton	3	14	5 73	Drummond	1	14	14	86½	1 91	0 55	2 46
Alexander Straton	3	14	5 73	"	2	14	13	54½	1 91	0 34	2 25
Maria W. Howlett	3	110	35 00	"	11	110	29	160½	15 00	10 10	25 10
Mary L. Cassidy	3	103	45 80	"	14	103	41	2453	19 63	15 43	35 06
Augusta F. Crawford	3	105½	23 56	Grand Falls	1	105½	40	1704½	14 38	10 72	25 10
Priscilla F. M. Brown	2	103	44 17	"	1	103	37	2401 14	12 72	15 10	27 82
Annie Henderson	3	110	35 00	"	3	110	41	1350	15 00	8 68	23 68
John Meser	1	110	75 00	"	7	110	33	1545	15 00	9 72	24 72
Lizzie M. McCluskey	3	110	35 00	"	8	110	44	1491½	15 00	9 39	24 39
Elizabeth S. Everett	3	109	34 67	"	9	109	24	1202½	14 56	7 50	22 42
John Thos. Tutthill	1	83	50 59	Gordon	1	83	84	3922	11 31	24 67	35 98
Melissa Grant, c. r. a.	3	50	19 73	"	1	50	21	463	8 18	2 91	11 09
James McCrea	3	60	24 54	"	1	60	21	463	8 18	2 91	11 09
Ida J. Sadler	3	105	33 40	Lorne	1	105	15	770	14 31	4 85	19 16
Dora E. Everett	3	110	35 00	"	4	110	17	1185½	15 00	7 46	22 46
Minnie A. DeWolfe	3	110	35 00	Perth	2	110	42	3295	15 93	20 73	35 73
Jannie O. Currie	3	110	40 67	"	3	110	34	2509	20 00	15 78	35 78
Rebecca Barclay	3	109	46 23	"	3	109	36	2404½	19 81	15 13	34 94
Alex. S. Murray	3	100	54 53	"	10	100	24	1893	13 17	11 37	24 54
Wm. L. McPhail	3	53	45 27	"	11	53	30	2505	15 68	15 75	30 33
Helen Straton	3	93	39 44	"	12	93	28	277½	16 91	14 33	31 24
			\$1085 02				883	44,605½	\$378 80	\$231 10	\$600 05

## COUNTY OF WESTMORLAND.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.							
NAME.	CLASS.	Legally authorized days actually employed.		Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.	
			On account of Teachers employed.							On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Elizabeth Doyle	3	99	\$31 49	Botsford	1	99	33	1499	\$13 49	\$12 40	\$25 89
Sarah E. King	3	110	35 00	"	2	110	46	1329	15 00	10 02	25 02
Isadore Read	3	110	35 00	"	4	110	41	1903	15 00	15 78	30 78
Benjamin Corrigan	3	100	72 72	"	3	100	29	960	18 17	7 94	26 11
John James Mahoney	3	102½	41 93	"	5	102½	38	767	13 97	6 35	20 32
John F. Corrigan	3	109	44 58	"	6	109	46	944½	14 86	7 81	22 67
Ruth E. Walker	3	106	33 72	"	7	106	35	1175	14 45	9 72	24 17
Araminta McGleashing	3	99	23 63	"	8	99	27	1003	12 27	8 30	20 57
Wm. C. Trenholm	3	110	45 00	"	9	110	45	1721½	15 00	14 23	29 23
James C. Spence	3	103	44 17	"	10	103	26	1124	14 72	9 30	24 02

## COUNTY OF WESTMORLAND.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
James G. Atkinson	2	110	\$50 00	Dotsford	11	110	23	9952	\$15 00	\$ 26	\$23 26
W. B. Walsh	2	110	69 00	"	12	110	59	2061	15 00	17 04	32 04
Jaac Joffe	3	110	35 00	"	13	110	50	1594	15 00	13 18	28 18
Alecia Oulton	3	110	25 00	"	14	110	31	1436	15 00	11 87	26 87
A. D. McCULLY, A. B.	1	100	149 32	"	16	219	51	5543	29 93	45 84	75 77
Mary Gogong	3	110	35 00	"	17	167	59	2098	14 58	17 30	31 04
Patk. O'Ber	3	107	43 76	"	17	167	59	2098	14 58	17 30	31 04
Edward V. Tait	3	59	36 40	"	17	167	59	2098	14 58	17 30	31 04
Martin G. Barnes	1	85	43 00	Dorchester	2	85	137	5877	35 45	48 60	84 05
Mary E. Godfrey	2	85	27 04	"	2	85	137	5877	35 45	48 60	84 05
George B. Phelan	3	85	46 39	"	3	85	38	1476	11 50	12 20	23 79
J. Edgar Hendry	2	110	60 00	"	5	220	103	4564	50 00	37 75	67 75
Rosalie Lam'ry	2	110	45 00	"	6	108	87	3943	14 72	32 61	47 33
Celina Bourque	3	103	34 35	"	7	220	121	6031	30 00	49 57	79 57
Amos Cormica	3	110	45 00	"	8	220	121	6031	30 00	49 57	79 57
John Brough	3	110	45 00	"	9	54	32	825	7 36	6 83	14 19
Geo. C. Ayer	3	54	22 09	"	9	46	36	999	8 36	8 26	16 62
Mary O. Barnes	3	46	19 51	"	14	110	41	2333	15 00	10 29	34 29
Geo. M. Cook	2	110	60 00	"	15	108	70	3607	14 72	20 84	44 56
Dominick Legier	3	103	44 17	"	18	109	51	2270	14 80	18 77	33 63
Honora LeBlanc	3	63	34 36	"	19	63	63	1820	11 45	15 06	26 51
Aime A. Bourgeois	3	109	44 58	"	20	103	33	1769	14 88	14 64	29 50
G. L. Edgett	2	104	56 72	"	21	104	41	2599	14 18	21 48	35 66
Thos. C. Chapman	2	110	55 09	"	22	110	30	2077	15 00	17 19	32 19
Lavinia Taylor	3	82	33 54	"	25	82	53	2068	11 18	17 11	28 29
Aime M. Vienneau	2	110	60 00	Moncton	1	110	56	3460	15 00	23 61	43 61
Anthony W. Nobles	3	110	45 00	"	3	110	31	3260	15 00	20 96	41 96
Denis A. Bourgeois	3	110	45 00	"	4	110	42	2011	15 00	16 65	31 65
Aime P. Bourque	1	98	147 00	"	5	910	731	35,533 raised.	124 02	293 03	417 95
SAML. C. WILSON, A. B.	1	98	73 50	"	5	910	731	35,533 raised.	124 02	293 03	417 95
James G. McCurdy	2	94	56 40	"	5	910	731	35,533 raised.	124 02	293 03	417 95
DeLaney M. Trites	1	98	53 90	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Isabella M. Wright	1	98	53 90	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Catharine Hennessey	1	96	53 07	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Mary M. McCarthy	1	96	53 07	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Anastasia F. DeVer	2	99	26 55	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Caroline A. Trenholm	3	88	34 28	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Maggie J. Harris	3	88	30 78	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Anna M. Allen	1	39	21 45	"	5	910	731	35,533 raised.	124 02	293 03	417 95
Tea. pd. in Kent Co.				"	6A		26	2277		18 83	30 84
Bal. to Trustees, Apr. 77				"					12 01		
Mary R. Jamieson	3	62	19 72	"	8	62	19	955	8 45	7 90	16 35
M. Jane Glennie	3	94	29 90	"	9	94	58	1709	12 51	14 14	26 65
Sarah McSweeney	1	110	55 00	"	10	110	51	3141	15 00	25 98	40 98
Mary Orr Flemming	1	110	55 00	"	11	110	36	2203	15 00	18 26	33 26
Agnes C. Brown	3	110	35 00	"	12	110	14	901	15 00	8 20	23 20
Kate E. Nixon	3	110	35 00	"	13	110	22	988	15 00	8 20	23 20
Sam. A. Webb	1	110	75 00	"	14	110	61	3178	15 00	20 24	41 24
Willet W. Keith	3	110	60 00	"	15	110	44	2258	20 00	18 68	38 68
Neil McDougall	3	110	45 00	"	16	110	75	3117	15 00	25 78	40 78
Gesner A. Taylor	3	110	45 00	"	17	110	22	862	15 00	7 13	22 13
Mary Jonah	3	63	26 93	"	19	63	34	920	11 55	7 61	19 16
Mary Keenan	2	110	45 00	"	20	110	43	1572	15 00	13 00	28 00
Sarah McHugh	3	119	46 67	"	21	110	48	2039	20 00	24 30	44 30
Lavinia Sprague	3	110	46 67	"	22	110	43	1354	20 00	11 20	31 20
Amelia F. Wrigley	3	108	45 80	"	23	108	26	1642	19 63	13 59	33 22
Howe Beaumont	3	99	40 70	"	24	99	18	967	13 50	8 00	21 50
Daphine Surette	3	81	25 77	"	27	81	34	1470	11 04	12 21	23 25
Ida Richardson	3	110	46 67	Sackville	1	110	14	869	20 00	7 19	27 19
A. D. W. Knapp	2	110	60 00	"	2	110	53	3343	15 00	27 05	42 05

COUNTY OF WESTMORLAND.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	No. of District.	County Fund to Trustees.							
	Class.	Legally authorized days actually employed.	Amount of Grant.			PARISH.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
										On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7		
Edna C. Maxwell.....	3	110	346 67	Sackville.....	3	110	34	2166	\$20 69	\$20 33	\$40 39		
Eliza McSweeney.....	3	110	35 69	"	4	110	27	1344	15 00	11 12	26 12		
William Foxlow.....	3	110	45 00	" & Dorchester	4	110	25	1703	15 09	14 09	29 69		
Laura A. Seaman.....	1	103	51 75	"	5	103	45	2436	14 11	19 90	34 01		
Louise S. Siddall.....	3	110	35 09	"	6	110	54	2233	15 00	18 47	33 47		
Eliza A. Joyce.....	3	63	29 04	"	7	63	53	959	8 59	3 19	16 78		
Sarah C. Wilson.....	3	54	22 91	"	8	54	15	768	9 81	6 35	16 16		
Charles E. Lund.....	1	102	69 54	"									
Charlotte Carter, c. r. a.	3	102	16 22	"									
Mary A. Lyons.....	1	105	52 59	"	9	315	250	15027	42 95	124 28	167 23		
Chas. A. Bishop.....	3	193	41 17	"									
C. Maria Fawcett, c. r. a.	2	198	22 08	"									
Ella Coates.....	3	611	19 50	"	10	611	34	798	8 38	6 61	14 99		
Thos. A. Kinnear.....	1	98	66 82	"									
Mittie Barnes.....	1	95	47 58	"									
Maria Cahill, c. r. a.	2	55	8 75	"	11	193	150	5853	26 32	38 41	74 73		
Mary R. Touze.....	2	109	59 44	"									
Janie C. Sharp.....	3	67	21 31	"	12	109	38	3296	19 81	27 25	47 67		
Margt. A. Tonckles.....	2	85	48 26	"	13	67	32	423	9 15	7 72	16 85		
Edith A. Fawcett.....	2	105	42 94	"	15	85	33	1285	15 45	10 22	25 67		
S. L. Wiggins.....	1	108	73 97	"	16	105	59	3199	14 31	26 46	40 77		
M. L. Ryan.....	1	107	53 50	Salisbury.....	1	215	155	7597	29 39	62 82	92 21		
Anna J. Deakney.....	3	109	34 67	"	2	109	31	1716	13 86	14 20	29 66		
S. L. Tilley Frost.....	2	109	59 45	"	3	109	24	1436	14 86	11 88	26 74		
Tea. pd. in King's Co.				" & Cardwell	3			546		4 52	4 52		
Nina G. Goldrup.....	3	107	34 01	"	4	107	33	1733	14 58	14 34	28 92		
Rachel Baskin.....	2	110	45 09	"	7	110	80	3301	15 00	32 26	47 26		
Ida C. Flowering.....	3	87	36 89	"	9	87	27	1677	15 81	13 87	29 63		
Daril Horsemann.....	2	109	79 27	"	10	109	25	1302	49 84	11 52	31 33		
Mary Wright.....	3	119	35 91	"	11	110	37	1757	15 09	14 53	29 53		
Due Trustees Apr. '77.				"	12	110		2375	14 28	19 64	33 92		
Loretta J. Hour.....	3	119	36 67	"	13	110	41	3189	20 00	25 36	45 36		
Estiee Price.....	3	119	46 61	"	14	110	26	2172	20 09	17 97	37 97		
Beauman Keith.....	3	106	43 37	" & Havelock	15	106	26	1619	14 45	13 30	27 84		
Hanford C. Keith.....	2	108	58 99	"	16	108	60	2757	14 72	22 80	37 52		
Marinda Hicks.....	1	110	55 69	"	17	110	33	1688	15 00	13 30	28 30		
Naomi Dunfield.....	1	110	55 00	"	18	110	53	3207	15 00	26 52	41 52		
Melbourne F. Keith.....	2	105	57 55	"	19	105	33	1593	14 38	10 78	25 16		
Jessie Fowler.....	2	118	45 00	"	20	109	37	2424	13 63	20 20	33 83		
Fiora A. Powell.....	2	119	45 09	"	21	110	38	1901	15 00	15 73	30 73		
Eliza Fowler.....	2	108	58 89	" & Havelock	22	108	40	2396	19 63	19 07	38 70		
Amasa Ryder.....	3	103	53 89	" Havelock & Brunswick	23	108	13	663	19 63	5 48	25 11		
HAMFORD W. DUFFY.....	1	110	159 00	Salisbury.....	24	220	151	8016	30 00	66 63	93 63		
George A. Currier.....	3	110	35 09	"									
Edward Belliveau.....	3	78	31 99	Shediac.....	3	78	49	1389	10 63	11 49	22 12		
Adelaide Landry.....	3	86	27 33	"	8	86	32	880	11 72	7 28	19 00		
D. B. White.....	1	106	72 27	"									
Wm. Levinge.....	1	110	75 00	"									
Sophia M. Nesbet.....	1	110	55 09	"									
Mary Steadman.....	2	110	45 00	"	10	546	250	16137	74 45	133 45	207 90		
Mary B. Bourque.....	3	110	35 00	"									
W. A. BARNES.....	1	110	159 00	"	11	110	47	2436	15 00	20 14	35 14		
James Kay.....	2	96	52 36	"	12	96	41	1923	13 08	3 46	21 54		
Narcisse Gould.....	3	110	69 69	"	15	110	38	2935	20 00	24 27	44 27		
Minnie L. Steeves.....	3	82	25 08	"	16	82	25	971	11 18	8 02	19 20		
Tea. pd. in Kent Co.				" & Dundas	17			1665		13 78	13 78		
Annie L. McDonald.....	3	110	35 00	"	20	110	21	986	15 00	8 16	23 16		
Ferdinand M. Cormier.....	3	109	44 58	" & Botsford	21	109	60	2892	14 86	23 92	38 78		
James Doyle.....	2	105	57 27	Westmorland.....	1	105	77	3492	14 31	23 89	43 20		

COUNTY OF WESTMORLAND.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Rufus W. Gooden	1	107	\$72 25	Westmorland	3	197	59	2333	\$14 58	\$19 70	\$34 28
MAKERS C. ATKINSON.	1	107	141 04	"	2	107	71	2006 1/2	14 58	22 36	36 94
Maud E. Copeland	2	110	60 00	"	4	110	46	1311 1/2	20 00	27 39	47 39
H. Gilbert Huestis	1	103	70 23	"	5	103	70	2435 1/2	14 01	19 42	33 42
Samuel C. Murray	2	110	60 00	"	6	110	67	1923 1/2	15 00	19 57	34 57
Clara P. Atkinson	1	110	55 00	"	7	110	36	1923 1/2	15 00	15 00	30 00
Alice C. Sherwood	1	110	55 00	"	8	110	61	2035 1/2	15 00	24 52	39 52
William J. McConnell	3	81	41 17	"	10	81	18	675 1/2	14 72	5 59	20 31
Julia S. Dobson	3	110	46 67	"	11	110	17	975 1/2	20 00	8 05	28 05
			\$6310 23				6186	302,831 1/2	\$1015 25	\$2590 40	\$1415 65

COUNTY OF YORK.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Charlotte Sloat	3	49	\$15 56	Bright	1	49	27	703 1/2	\$6 02	\$9 16	\$15 18
R. GRENVILLE DAY.	1	108	147 23	"	3	108	44	2013 1/2	14 72	9 03	23 75
B. Chesley McKeen	1	109	59 45	"	4	110	36	1902 1/2	14 86	9 12	23 98
Isabella A. Mitchell	2	110	35 00	"	5	110	35	1053 1/2	15 00	4 75	19 75
George E. Morrell	2	110	60 00	"	6	110	40	2428 1/2	15 00	10 26	25 26
Mary Handlan	3	109	46 23	"	6	109	17	1702 1/2	19 81	7 54	27 35
Alma Yerna	3	110	25 00	"	7	110	53	2661 1/2	15 00	17 24	32 24
Chas. H. Jacobs	2	107	17 21	"	7 1/2	107	25	558 1/2	19 44	11 00	31 04
Rachel Watson	2	107 1/2	43 57	"	8 1/2	107 1/2	23	1315 1/2	14 63	12 03	26 66
D. H. Moores	3	109	55 72	"	9	109	40	1956 1/2	19 82	9 59	29 41
Annie A. Greaves	3	110	55 00	"	10	110	33	1448 1/2	15 00	6 55	21 55
Martha E. Huestis	1	110	55 00	Canterbury	1	110	22	1013 1/2	15 00	7 24	22 24
A. B. Cronkhite	1	95	50 00	"	2	95	48	1235 1/2	13 36	10 49	23 85
C. L. Brown	1	103	59 17	"	3	103	45	1614 1/2	14 79	12 03	26 82
Alice A. Lawrence	1	105	55 56	"	4	105 1/2	45	1265 1/2	14 38	9 20	23 58
Maria Elliott	1	85	45 45	"	5	85	20	738 1/2	10 50	3 31	14 21
Josiah Marny	1	113	55 00	"	6	113	27	92 1/2	10 50	3 31	14 21
Margaret Lundon	2	110	55 00	"	8	110	32	5200 1/2	30 00	23 73	53 73
Samuel Wright	3	110	45 00	"	9	110	51	2628 1/2	15 00	11 80	26 80
Eliza J. Lacey	3	105	44 30	"	10	105	29	1766 1/2	19 08	7 84	26 92
Alice Jane Nicolson	3	104	44 00	" & Richmond	11	104	16	611 1/2	14 18	6 19	16 37
Mary E. Moore	3	107	44 04	"	11	107	26	1981 1/2	14 58	6 19	20 77
Julia Lacy	3	104	44 11	"	13	104	31	1791 1/2	18 91	8 04	26 95



## COUNTY OF YORK.—Continued.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	Class.	Legally authorized days actually employed.	Amount of Grant.		No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
M. Alice Clark .....	1	52	\$23 60									
Jennie Lyle .....	1	100	55 00									
Agnes Lawson .....	1	100	55 00									
C. A. Randall .....	2	100	60 00									
Mrs. Lizzie W. Randall	2	100	45 00									
Ida McAdam .....	2	98	44 10									
Clara B. Peters .....	2	96	43 20									
Chas. Lummis .....	3	110	45 00	Manners-Sutton...	1	110	37	1217	\$15 00	\$ 5 46	\$20 46	
Wm. H. Anderson .....	3	103½	44 38	"	2	103½	55	2390½	14 79	10 77	25 56	
Michael Connelly .....	3	110	45 00	"	3	110	24	1447	15 00	6 49	21 49	
Aaron S. Hart .....	2	110	60 00	"	4	110	32	1397	15 00	6 27	21 27	
Hannah A. Barker .....	3	110	43 75	"	10	110	15	784	20 00	3 51	23 51	
Geo. McClaskey .....	3	110	56 25	"	11	110	16	613	20 00	2 75	22 75	
Minnie Cameron .....	2	100	40 90	New Maryland .....	1	100	40	1779	13 63	7 98	21 61	
Eliza J. Alexander .....	3	110	35 60	" & Lincoln .....	1	110	20	1446	15 00	6 00	21 00	
Mary E. Adams .....	1	110	55 00	"	2	110	26	1505½	15 00	6 70	21 70	
Eliza Greer .....	3	109	46 23	"	3	109	13	1048½	19 81	4 70	24 51	
Amy Kelly .....	3	110	35 00	Prince William .....	1	110	25	1562	15 00	7 00	22 00	
John A. McPherson .....	2	103	51 54	"	2	110	30	1355½	15 00	8 78	23 78	
Hattie J. Jones .....	3	110	35 60	"	3	110	17	880	15 00	3 09	18 09	
Matilda Graham .....	2	110	45 00	"	4	110	55	2619	15 00	11 75	26 75	
W. W. B. Anderson .....	1	110	75 00	"	5	110	46	2017	15 00	13 03	28 03	
Egerton Everett .....	2	110	60 00	"	7	110	45	2563	15 00	11 50	26 50	
Daniel Fiske .....	2	110	60 00	"	9	110	29	2319	15 00	10 40	25 40	
Mary Skene .....	3	109	34 67	"	10	109	25	1304	14 86	6 26	21 12	
John A. Gunter .....	2	110	60 00	Queensbury .....	1	110	33	1449	15 00	6 40	21 40	
William B. Parent .....	2	110	60 00	"	3	110	33	2037½	15 00	9 37	24 37	
Trustees claim, Apr. '77				"	3	113		2473½	14 58	11 23	25 81	
A. Judson Brown .....	3	107	43 76	"	4	107	41	1577	14 53	7 03	21 56	
Geo. H. Perkins .....	1	110	150 00	"	5	110	36	2346	15 00	11 42	26 42	
Geo. A. Lounsbery .....	3	109	44 58	"	6	109	38	2385	14 86	10 70	25 56	
John Watson .....	3	110	45 00	"	7	110	16	603	15 00	2 70	17 70	
Geo. S. Inch .....	3	110	45 00	"	8	110	41	2329½	15 00	10 90	25 90	
Anabel Gunter .....	3	110	46 67	"	9	110	19	1384½	20 60	6 20	26 80	
Barbara J. Cliff .....	3	110	45 00	"	10	110	25	1277	15 00	5 79	20 79	
Martha Hood .....	2	110	45 00	"	11	110	36	2153½	15 00	9 66	24 66	
Geo. B. Nevers .....	2	101½	55 37	Southampton .....	1	101½	41	1826½	13 84	8 19	22 03	
G. Ward Merrithew .....	2	110	60 00	"	3	110	47	2721	15 00	12 20	27 20	
Ada J. Hartley .....	5	109	34 67	"	4	109	33	2216½	14 86	9 25	24 81	
Anna L. Hartley .....	2	110	45 00	"	5	110	30	1845	15 00	8 23	23 23	
S. Grace Young .....	2	110	45 09	"	6	110	31	2134½	15 00	9 73	24 73	
Jane Dore .....	3	93	29 58	"	7	93	32	1275	12 68	5 28	18 40	
Andrew G. Lounsbery .....	3	109	44 58	"	8	109	42	2422	14 86	10 90	25 76	
Mary Helen Loring .....	2	110	45 00	"	10	110	27	1440	15 00	6 46	21 46	
Ann J. H. Grant .....	5	109	49 23	"	12	109	23	2116	19 81	9 50	29 31	
Mary O. Wade .....	3	88	37 32	"	13	88	23	1632	15 03	7 32	22 30	
Sarah E. Aicard .....	3	110	46 63	"	14	110	25	1379	20 00	6 39	26 39	
Mary J. Tripp .....	3	105	44 53	"	17	105	36	1242	19 03	5 27	24 30	
Manda J. Lint .....	2	110	45 00 St. Mary's		1	110	49	2185½	15 00	9 80	24 80	
Louisa J. Duffy .....	2	104	42 54	"	1	104	41	2039½	14 18	13 15	27 33	
Maggie K. Smith .....	1	103	54 00									
Louisa F. Morgan .....	1	108	54 09									
Annie M. Hanson .....	2	108	44 18									
Electra Atherton .....	3	108	34 35									
W. TEMPLE DAY .....	1	110	150 00									
Agnes Boyd .....	2	110	45 00									
Pernelia J. Christy .....	2	110	45 00									
Lily A. Goodspeed .....	2	106	43 35									
Robert M. Dennison .....	2	110	60 00									
Ellen F. Peake .....	2	110	45 00									
					2	432	210	13278½	58 88	60 59	118 47	
					3	220	134	8075½	30 00	36 24	66 24	
					4	110	48	2003½	15 00	13 03	28 03	
					5	106	41	1763	14 45	7 90	22 35	
					6	110	40	2022	15 00	9 07	24 07	
					7	110	68	3863	15 00	17 33	32 33	

## COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
								On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	2	1	2	3	4	5	6	7	
Isabel Anderson.....	2	110	\$45 00	St. Mar's	8	110	27	1710	\$15 00	\$7 67	\$22 67
Hatti Stout.....	2	107	45 30	"	9	107	28	1712	19 41	7 6	27 01
Arthur C. Bulley.....	2	108	58 89	"	10	108	44	3500	19 61	15 16	34 77
Elijah H. Bell.....	2	98	53 44	"	11	98	13	1111	17 81	4 11	21 92
S. Charlotte Hammond	2	110	35 00	"	12	110	34	1469	15 00	6 50	21 50
Louisa M. Young.....	2	110	35 00	"	13	110	59	1821	15 00	8 19	23 19
Mary E. Young.....	2	110	00 00	"	14	110	28	1363	20 00	3 82	23 82
Martha B. Douglas.....	3	110	35 00	Stun-y	1	110	25	1197	15 00	5 33	20 33
Eva C. Young.....	3	98	41 55	"	11	98	10	1048	17 81	4 70	22 51
M. M. Bourdon.....	2	110	60 00	"	2	110	37	2825	20 00	12 99	32 99
Chas. A. Miles.....	2	110	60 00	"	3	110	167	6911	15 00	31 00	46 00
Maggie J. Douglas, c.r.a.	2	106	16 86	"	5	108	47	2252	14 72	10 18	24 90
Ellen M. Sansom.....	2	103	44 17	"	6	109	71	2798	14 93	17 63	32 56
Ellen C. Elliott.....	3	100	34 83	"	7	110	39	2496	20 00	13 06	33 06
Emma Dendall.....	3	110	46 67	"	10	110	26	1745	20 00	7 84	27 84
Christina M. Young.....	1	98	66 82	"	11	98	33	1439	13 36	6 46	19 82
Geo. Parker.....	2	109	44 79	" & Ludlow	12	109	39	1540	14 93	6 47	21 40
Mary A. McBean.....											
			\$793 35			5745		200,042 1	\$2013 15	\$4163 65	\$1130 10

## GRAMMAR SCHOOLS.

COUNTIES.	LOCATION.	TEACHERS.	Legally authorized days Principals' Department open.	Amount of Government Grant.
Albert, .....	Elgin, .....	George Smith, A. B., .....	110	\$200 00
Carleton, .....	Woodstock, .....	James McCoy, .....	99	198 00
Charlotte, .....	Saint Andrews, .....	James F. Covey, A. B., .....	160	200 00
Gloucester, .....	Bathurst, .....	George W. Mercereau, A. B., .....	1-9	198 18
Kent, .....	Richibucto, .....	Thomas W. Street, A. B., .....	110	200 00
Kings, .....	Hampton, .....	John Raymond, .....	6 months.	*200 00
Madawaska, .....	.....	.....	.....	.....
Northumberland, .....	Chatham, .....	Ingram B. Oakes, A. B., .....	169 days	200 00
Queens, .....	Gagetown, .....	Lemuel A. Curry, A. B., .....	67	121 82
Restigouche, .....	Dalhousie, .....	A. Ross, A. B., .....	110	200 00
Saint John, .....	Ctr. of Saint John, .....	Rev. Chas. G. Coster, Ph. D., .....	160	1300 00
Sherburne, .....	Sheffield, .....	E. M. S. Fenety, A. B., .....	110	200 00
Victoria, .....	Grand Falls, .....	John Moser, A. M., .....	110	200 00
Westmorland, .....	Shediac, .....	D. B. White, .....	166	192 72
York, .....	Fredericton, .....	George R. Parkin, A. M., .....	160	150 00
				\$3,110 72

Not in Union. Government aid paid through Receiver General's Department direct.

† Government aid paid through the Secretary of the Board of G. S. Trustees.

‡ Government aid paid from the University Grant.

## ABSTRACT.--For the Term ended 31st October, 1877.

COUNTIES.	No. of Schools in operation.	No. of Teachers employed.	Provisional Grants to Teachers.	No. of Pupils enrolled.	County Fund to the Trustees.	Total number of different Pupils at School within the Year ended 31st Oct., 1877.
Albert, .....	57	58	\$3,139 96	2,260	\$1,600 80	2,824
Carleton, .....	95	97	4,619 27	3,899	2,900 70	4,854
Charlotte, .....	114	118	5,110 45	4,826	3,882 30	6,006
Gloucester, .....	60	60	2,846 00	2,500	2,821 50	3,224
Kent, .....	76	80	3,703 26	3,114	2,865 15	3,876
Kings, .....	123	129	6,296 96	4,633	3,689 95	5,766
Madawaska, .....	39	31	1,239 27	1,118	1,085 10	1,392
Northumberland, .....	104	107	4,887 47	4,108	3,017 40	5,114
Queens, .....	74	74	3,970 23	2,465	2,077 05	3,069
Restigouche, .....	27	25	1,309 82	1,176	836 25	1,477
Saint John, .....	193	205	9,473 79	10,091	7,845 45	12,559
Sherburne, .....	41	44	2,241 19	1,353	1,020 60	1,685
Victoria, .....	27	28	1,065 62	888	600 05	1,106
Westmorland, .....	129	132	6,519 83	6,176	4,415 63	7,639
York, .....	153	153	7,793 35	5,726	3,189 10	7,152
Grammar Schools, (including amount to Kings and York.)	1	1	3,110 72	50	.....	.....
Total, .....	1,305	1,359	\$97,211 85	54,522	\$41,900 05	67,803

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

## EXAMINATION QUESTIONS.

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The following are the Examination Questions submitted by the Chief Superintendent to candidates eligible for license at the Examination held in Fredericton in March 1878 :—

*Time, 3 hr. 30 min. on papers 1 and 2 together.*

GR. SCH. [1] *Mar.* '78. SCHOOL MANAGEMENT.

- 1 State clearly the principles upon which you would (1) classify any given number of pupils for regular school work, and (2) construct a Time-Table.
- 2 Define School Discipline.
- 3 Specify the conditions of Order.
- 4 Indicate the objects of the physical exercises of the prescribed manual, and state the physiological principles involved in any one set of these exercises.
- 5 To what classes, and in what subjects, and under what conditions, would you prescribe home lessons?
- 6 Many Teachers require their pupils to remain in the School-room at recess or after school hours, either by way of punishment or to make up imperfect lessons. Discuss this practice, and condemn or justify it on principles of Management.

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

- 1 Define Method.
- 2 Upon what is it based?
- 3 Illustrate its application in the teaching of Geometry or other branch of instruction.
- 4 Submit notes (in the form indicated) of a lesson on Health, adapted (1) to pupils in the third year, and (2) in the eighth year, of a School course.

*Matter.*

*Method.*

1.

1.

2.

2.

3.

3.

&c.

&c.

- 5 Having specified your working classification of the child's faculties, indicate (1) the subjects and (2) the methods of instruction adapted to the development and growth of each class.

- 6 Write a brief sketch of one of the Reformers in the department of Method.

GR. SCH. [3] *Mar.* '78. SCHOOL SYSTEM.

- 1 State, in order, the territorial divisions recognized in the School system ; (2) the several educational objects or purposes involving these divisions ; and (3) the relations of any or all of these divisions in behalf of each object respectively.
- 2 Specify in full the *personnel* of the system, and indicate as specifically as possible the relative duties of Teachers and Trustees.
- 3 Particularize the chief means relied on by the system for determining the character and securing the desired quality of School instruction.

I. [3] *Mar.* '78. THE SCHOOL SYSTEM. *Time, 30 m.*

- 1 Of what officials is the Board of Education composed? How are Boards of School Trustees secured (1) in Cities and incorporated Towns, and (2) in other School Districts?
- 2 State fully the means of support provided by Law for Schools.
- 3 Specify (1) the Holidays, and (2) the Vacations prescribed for Schools.
- 4 What is the duty of the Teacher (1) in respect of a Time-Table, and (2) in respect of pupils in the playground?
- 5 What is the nature of the Teacher's agreement with the Board of Trustees?

I. [4] *Mar.* '78. CANADIAN HISTORY. *Time, 1 hr.*

- 1 When was Champlain appointed Governor of Canada? Give some account of the closing years of his life.
- 2 The City of Montreal owed its birth to religious enthusiasm. Explain this statement.
- 3 What was the cause of the strife between D'Aulnay and LaTour?
- 4 Describe the taking of Quebec in 1759.
- 5 Mention the more important events in the History of New Brunswick during the Governorship of Sir Howard Douglas,
- 6 What was the nature of the political strife in the time of Sir Francis Bond Head, and which party did he disappoint?

Answers to be written on this paper.

I. [5] Mar. '78. MENTAL ARITHMETIC. Time, 8 m.

- 1 What is the discount of \$81.00 due in 1 year and 4 months at six per cent?.....Ans.
- 2 A barrel of flour and a cord of wood together cost \$17.00, and 2 barrels of flour cost \$10.00 more than a cord of wood how much does each cost?.....Ans.
- 3 If A has 50 per cent. more money than B, what per cent. has B less than A?.....Ans.
- 4 What number is that to which if 3 and 14 be separately added, the first sum will be half the second?.....Ans.
- 5 Divide 55 into two parts of which the larger is  $\frac{6}{5}$  of the less.
- 6  $\frac{3}{4}$  of 44 is  $\frac{2}{3}$  of how many sevenths of 35?.....Ans.

Answers must exhibit the whole operation.

I. [6] Mar. '78. ARITHMETIC. Time, 1 hr. 30 m.

- 1 Reduce  $\frac{1}{4} (\frac{2}{5} + \frac{6}{7})$  of 1lb Avoir. to a fraction of  $1\frac{1}{7} (\frac{4}{5} - \frac{1}{4})$  of 1lb Troy, (1lb Avoir. = 7,000 grs. Troy).
- 2 A ship, with 300 men on board, is becalmed with only 3 weeks' provisions. The captain therefore reduced the rations from 24 oz. to 18 oz., and sent away by a passing steamer a part of his men, by which he was enabled to hold out 19 days over his time. How many were sent away?
- 3 What will be the cost of a Bill of Exchange on London for £800 Stg. at 8 per cent. premium.
- 4 What sum must I put on the face of a Note payable in 90 days, so that I may obtain \$3,755 when discounted at the Bank at 7 per ct. ?
- 5 Prove  $t = \frac{\log. A. - \log. P}{\log. (1 + r)}$
- 6 In an Arithmetical Series the last term is 199, the common difference is 11, and the number of terms 19. Required the sum of the Series.
- 7 What is the sum of the infinite Series  $10, \frac{1}{10}, \frac{1}{100}$  &c.? Give the formula for the solution of such questions.
- 8 Reduce  $\left\{ \frac{4.4 - 2.83}{1.6 + 2.629} \text{ of } \frac{6.8 \text{ of } 3}{2.25} \right\} + \frac{2.8 \text{ of } 2.27}{1.136}$  to a simple quantity.
- 9 Investigate some of the formulæ for solving questions in simple interest.

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

## PART I.

I. [7] *Mar.* '78. GEOGRAPHY. *Time, 1 hr. 30 m.*

- 1 Write a short notice of each of the four Islands forming the Great Antilles.
- 2 It is probable that every country makes its own impress on human character. Illustrate this statement and say something also of the most striking physical differences in the races of mankind.
- 3 Describe the surface of Scotland, and add a note upon its rivers and lakes.
- 4 The longitude of Fredericton is  $66^{\circ} 38' 15''$  W, that of Halifax, N. S., is  $63^{\circ} 36' 40''$  W.

What is the difference in time between Fredericton and Halifax?

Find also the difference of time between Fredericton and Greenwich. Which is the earlier?

- 5 The latitude of St. John is  $45^{\circ} 16' 42''$  N.  
When the sun is on the equator what is its meridian altitude at St. John?
- 6 Compare the respective areas of six countries in America or Europe with that of New Brunswick.
- 7 How do you account for the difference of rain fall in different parts of the same country, and in different countries? Illustrate by examples.

## PART II.

- 8 Draw from memory, upon the paper given out, an outline Map (1) of the Province of Ontario; (2) of Europe, with the mountain ranges and chief rivers in each accurately marked.

I. [8] *Mar.* '78. COMPOSITION. *Time, 1 hr.*

- 1 Write a brief theme on one of the following subjects:—"The opening of the House of Assembly in Fredericton," (incidental narrative); "The Normal School," (descriptive); "John Milton," (biographical).
- 2 Express in original language the thoughts in the following passage as follows: 1st., frame questions on it; 2nd., write answers in your own words; 3rd., combine the answers into a paraphrase with the aid of any necessary connectives:—

"See the wretch that long has tost  
On the thorny bed of pain,  
At length repair his vigour lost  
And breathe and walk again;  
The meanest floweret of the vale,  
The simplest note that swells the gale,  
The common sun, the air, the skies,  
To him are opening Paradise."

- 3 Expand the following metaphors into similes:—The mind's eye; A frowning mountain; Daggers breeched with gore; The thought struck my mind. Give examples also of the principal figures of speech.
- 4 Wherein does the word wise differ in meaning from (1) clever, (2) intelligent, (3) sensible?
- 5 As regards the arrangement of its parts there are four qualities which a sentence should possess. Name them, and state with examples the causes which render a sentence obscure.

I. [9] Mar. '78.

## GRAMMAR AND ANALYSIS.

Time, 1 hr.

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

With *early* dawn Lord Marmion rose.  
 And first the *chapel* doors *unclose*;  
 Then *after* morning rites were done  
 (A *hasty mass* from *Friar John*),  
 And *knight* and *squire* *had broke* their *fast*  
 On rich substantial repast  
*Lord Marmion's* bugles blew *to horse*;  
 Then came the *stirrup-cup* in course  
 Between the Baron and his host:  
 No point of courtesy was lost.

- 2 Give the detailed analysis in the form indicated below:—

## FORM.

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

- 3 Parse in tabular form the words in italics.

## FORM.

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

- 4 Define the terms Inflection, Syntax, Etymology, Abstract noun, Common noun, Collective noun, Verbal noun, Impersonal verb, Elliptical sentences, Conjugation, person of nouns.

5 What are direct and what indirect objects? How may the object of a transitive verb be enlarged? How may the simple predicate be varied without being extended?

6 Correct or justify the following, giving in every instance your reason:—

Two shillings and sixpence is half a crown, but not a half-crown.

“A poem of Pope’s.” I have sufficient of this.

May I help you to some potatoes?

Of all the other qualities of style clearness is the most important.

Homer had the greatest invention of any writer whatever.

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

- 1 Describe the condition of the Britons at the time of the Invasion of Julius Cæsar.
- 2 Notice some of the principal events from the accession of Edward the Confessor to the Coronation of William the Conqueror.
- 3 Give the nature and results of the quarrel between Henry II. and Thomas a Becket.
- 4 Mention the names of some of the great writers and scholars of the 16th Century.
- 5 Give a brief account of Oliver Cromwell’s foreign policy.
- 6 Between whom did the following battles take place and with what results: Flodden, Naseby, Blenheim, Culloden, Trafalgar?

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

- 1 Wherein does a Double Entry Day Book differ from one of Single Entry?
- 2 What will be your Journal Entry if on February 1st, '78, you buy of J. Smith mdse. \$1,000.00, and pay cash \$400.00, give your note for \$250, the balance remaining on account at 60 days, \$350.
- 3 How may the posting in Single Entry be as well proved as it can be in Double Entry?
- 4 State the order to be observed in closing the Ledger.

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

- 1 From what considerations does it appear that oxygen is one of the most important elements in the whole earth?
- 2 Describe a mode of purifying Salt Water.
- 3 By what arrangements may the lightness of hydrogen compared with common air be shewn?
- 4 What is nitre? How may it be prepared?

- 5 Mention some of the combinations of lime with other substances giving familiar examples; and mention some of its applications in agriculture.
- 6 What are the essentials of health-sustaining food?

*Answers must exhibit the whole operation.*

I. [13] Mar. '78.

ALGEBRA.

Time, 1 hr. 30 m.

- 1 Find the least common multiple of  $x^2 + 5x + 10$ ,  $x^3 - 19x - 30$ ,  $x^3 - 15x - 50$ .
- 2 Simplify  $\left\{ \frac{x}{x-y} - \frac{y}{x+y} \right\} \div \left\{ \frac{x^2}{x^2+y^2} + \frac{y^2}{x^2-y^2} \right\}$
- 3 Solve  $\frac{a}{x} + \frac{b}{y} + \frac{c}{z} = 3$ ,  $\frac{a}{x} + \frac{b}{y} - \frac{c}{z} = 1$ ,  $\frac{2a}{x} - \frac{b}{y} - \frac{c}{z} = 0$ .
- 4 Solve  $(a-x)(b-x) = (p+x)(q+x)$ .
- 5 It is between 11 and 12 o'clock, and there are 30 minute-spaces between the hands. What is the time, and what peculiarity is there in the direction of the hands at that moment?
- 6 A and B lay a wager of 10 dollars: If A loses he will have as much as B will then have; if B loses he will have half of what A will then have; find the money of each.

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

- 7 Solve  $x^2 + 3xy = 54$ ,  $xy + 4y^2 = 115$ .
- 8 Solve  $x + \sqrt{x+5} = 7$ .
- 9 Find the product of the roots of the Equation  $x^2 + px + q = 0$ .

I. [14] Mar. '78.

GEOMETRY.

Time, 1 hr. 30 m.

- 1 If from points in the base of an isosceles triangle perpendiculars be drawn to the sides their sum is the same for each of the points.
- 2 A ladder is gradually raised against a vertical wall; find the path of its middle point.
- 3 Determine the path of a ray of light so that after reflection at two mirrors, it may return to the same point.
- 4 The diameter is the greatest chord in a circle, and of two others that which is nearer the centre is greater than that which is more remote.
- 5 The opposite angles of a quadrilateral inscribed in a circle are equal to two right angles.
- 6 To draw a tangent to a circle from a given point without it.

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

- 7 Similar triangles are to one another in the duplicate ratio of their homologous sides.
- 8 If a secant is drawn through a fixed point in the plane of a circle the rectangle contained by the distances of that point from the two points of intersection with the circumference is constant.

I. [15] *Mar. '78.*                      NATURAL PHILOSOPHY.                      *Time, 1 hr. 30 m.*

- 1 Find the resultant of two forces of 12 lbs. and 8 lbs. acting at an angle of  $60^\circ$ .
- 2 A cord is attached to two fixed points, A B, on the same horizontal line, and bears a ring weighing 10 lbs. at C so that A C B is a right angle; find the tension of the cord.
- 3 Find the centre of gravity of three spheres A of 3 lbs., B of 5 lbs., C of 7 lbs., the centres being in one right line; the centres of A and B being 6 inches apart, and those of B and C 9 inches apart.
- 4 A weight of 80 lbs. is supported on a smooth inclined plane, the inclination of which is  $30^\circ$ , by a force parallel to the plane. Find the magnitude of the force.
- 5 Through how many yards would a body falling freely from rest descend in 3 minutes?
- 6 How does it appear that the force of gravity acts on all substances alike?
- 7 Define specific gravity, and illustrate your definition by a simple example.
- 8 Explain the principle on which the Barometer is constructed.

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

- 1 Trace briefly the history of Egypt from the first dynasty down to the destruction of Egyptian independence by the Persians.
- 2 Shew by mentioning cities and dates that you are aware of the influence of Nabopolassar, Nebuchadnessar, and Cyrus upon the history of the Assyrians, the Jews, and the Babylonians, respectively.
- 3 Trace the career of Alexander the Great.
- 4 Write a short notice of the first great lodgement of the Teutons within the limits of the Roman Empire, their manner of settlement South of the Danube, and their advance towards Constantinople.
- 5 Give some account of the rise of the Saracens.
- 6 Sketch the history of Russia to the death of Peter the Great.

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

- 1 The expressions for the sine and cosine of the sum and difference of two arcs may be called the four fundamental formulæ of Trigonometry—denoting the arcs by  $a$  and  $b$  write out the formulæ from memory.
- 2 In any plane triangle the sides are proportional to the sines of the opposite angles.
- 3 What is the area of a circle whose radius is 125 yards? What is the circumference of the same circle?
- 4 What is the convex surface of a cylinder whose altitude is 23 feet and the diameter of whose base is 3 feet? What is the solidity of the same cylinder?
- 5 Show how to find the distance of an inaccessible object.
- 6 The three sides of a field are 180, 240, and 300 links: find the area and the length of the perpendicular let fall upon the longest side from the opposite angle.
- 7 Two sides of a triangle are 8 and 12 chains and the included angle  $30^\circ$ . What is the area?

II. [3] *Mar.* '78. THE SCHOOL SYSTEM. *Time, 30 m.*

- 1 What is the amount of Provincial Grant allowed to each class of Teacher, per year?
- 2 How is the County Fund secured? How is it apportioned, and by whom, and to whom?
- 3 How often are Teachers required by law to hold a public School Examination?
- 4 Who has authority under the revised Regs. of the Board of Education to change certain teaching days into holidays, and under what conditions?
- 5 State the duty of the Teacher (1) in respect of School Registration, and (2) in respect of the Semi-annual Return of the Board of Trustees.

III. [4] *Mar.* '78. CANADIAN HISTORY. *Time, 1 hr.*

- 1 Give some account of the adventures of Jacques Cartier during his second voyage to Canada.
- 2 When did Acadie become an English possession under the name Nova Scotia? Why was Port Royal called Annapolis Royal? What was the state of the Garrison there when the French surrendered to Col. Nicholson?

- 3 Write a short notice of the first General Assembly ever convoked within the territory of the present Dominion.
- 4 Where were the "Gates of Canada," and why were they so called?
- 5 From what time does Toronto date as a City? Who was its first Mayor?
- 6 In what year did the first Confederate Parliament meet at Ottawa? What remained to be done in order to complete the Union of British America?

*Answers to be written on this paper.*

II. [5] Mar. '78. MENTAL ARITHMETIC. Time, 8 m.

- 1 What is the interest of \$80 for 5 years 7 months at 6 per cent. . . *Ans.*
- 2 Divide 60 into two numbers which shall be to each other as 7 to 5. . . . . *Ans.*
- 3 If A has 50 per cent. less capital than B, B has what per cent. more than A. ? . . . . . *Ans.*
- 4 How many pounds of tea at  $\frac{3}{8}$  of a dollar a pound can be bought for  $\frac{9}{12}$  of a dollar? . . . . . *Ans.*
- 5 If 12 yards of cotton cost \$1.60, how much will 39 yards cost? . . *Ans.*
- 6 A watch chain cost \$48.00, and  $\frac{3}{4}$  of the cost of the chain was  $\frac{2}{5}$  of the cost of the watch. What was the cost of the watch? . . *Ans.*

*Answers must exhibit the whole operation.*

II. [6] Mar. '78. ARITHMETIC. Time, 1 hr. 30 m.

- 1 What length of trench 10 feet wide and 1 yard deep will 6 men dig in 6 days of 8 hours each, when 8 men in 5 days of 9 hours each dig a trench 120 yards long, 12 feet wide, and 5 feet deep?
- 2 What vulgar fraction is the equivalent of .03 $\overline{34}$ ?
- 3 Change 20212331 from the quaternary into the decimal scale.
- 4 A laid out \$3,800 in the shares of a railway which pays  $4\frac{1}{2}$  per cent., and thus realized an income of \$180. What was the market price of those shares?
- 5 A person lays by \$120 per annum, and improves it at the rate of 5 per cent. compound interest. How much is he worth at the end of 4 years?
- 6 Find value of 7 tons, 3 cwt. 20 lbs, at £1 17s. 5 $\frac{1}{2}$ d. per ton.
- 7 Multiply the sum of  $\frac{3}{8}$  and  $\frac{5}{8}$  by their difference, and divide the result by  $2\frac{1}{2}$  times their product.
- 8 If by selling coffee at 1s. 7d. per lb. I lose 5 per cent., what must be the price for me to gain 5 per cent.?

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

II. [7] Mar. '78.

GEOGRAPHY.

Time, 1 hr. 30 m

PART I.

- 1 Draw from memory, upon the paper given to you, an outline Map of the Province of Quebec with the chief Rivers and Towns accurately marked.
- 2 Draw from memory, upon the paper given to you, an outline Map of North America, indicating the great mountain ranges and chief river.

PART II.

- 3 Two places being given and the time at the one, state how to find by the Terrestrial Globe the time at the other.
- 4 Give some account of Russia with reference to the nature of its surface, soil, and climate, and also to the classes of its population and the policy of its rulers.
- 5 Name the principal Towns of France, stating for what they are chiefly noted, and indicating their positions.
- 6 Where are the following places: Adrianople, Florence, Rouen, Brighton, Canterbury, Berwick, Peebles, Perth, Leith, Limerick?
- 7 On what circumstances are the heat and moisture of a climate mainly dependent?

II. [8] Mar. '78.

COMPOSITION.

Time, 1 hr.

- 1 Mention three subordinate conjunctions that describe *time*; three, *place*; three, *manner*; three, *causation*.
- 2 Arrange the following clauses into a compound sentence:—

a 1 Sir Roger is landlord to the whole congregation (adv. of reason).

A He keeps the whole congregation in very good order.

b 1 By chance he has been surprised into a good nap at sermon (adv. of condition).

\* \* B Upon recovering out of it he stands up.

+ C He looks about him.

+ D He wakes them himself.

- E He sends his servant to them.

d c He sees somebody else nodding (adv. of condition).

- 3 State the remarkable correspondence that exists between the elements of the narrative paragraph and those of the narrative sentence.
- 4 Expand the following into an historical paragraph:—

At the heights of Abraham, General Wolfe was carried to the rear mortally

wounded; but he lived to hear the enemy was fleeing, when he exclaimed, "Then, God be praised, I shall die happy," and immediately expired.

- 5 Transpose the following passage to the prose order:—

The pain of death denounced  
 Deterred (you) not from achieving what might lead  
 To happier life—knowledge of good and evil;  
 Of good, how just? of evil (if what is evil  
 Be real), why not known, since easier shunn'd?  
 God therefore cannot hurt ye, and be just;  
 Not just, not God; not fear'd then, nor obeyed;  
 Your fear itself of death removes the fear.

II. [9] *Mar.* '78.

GRAMMAR AND ANALYSIS.

*Time, 1 hr.*

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

"I am always well pleased with a *country* Sunday, and think, if *keeping* holy the seventh day *were* only a human institution, *it* would be the best method *that could have been thought of* for the *polishing* and civilizing of mankind."

- 2 Give the detailed analysis in the form here indicated:—

*See Form under Class I.*

- 3 Parse as below the words in italics in the above passage:—

*See Form under Class I.*

- 4 Frame examples for the purpose of illustrating what is meant by an extension of the Predicate (1) by an infinitive mood, (2) an extension of Cause, (3) of Time, (4) of Place, (5) of Manner.

- 5 Correct or justify the following, giving in every case your reason:—

The College of Cardinals are the electors of the Pope.

Between you and I, he is mistaken.

I expected to have dined with you last week.

There is as much real religion and morality in this country as in any other.

II. [10] *Mar.* '78.

BRITISH HISTORY.

*Time, 1 hr.*

- 1 Give an account of the Conquests made by Edward I.
- 2 Trace the struggle between the Cavaliers and Roundheads from the battle of Edgehill to that of Naseby.
- 3 What circumstances brought about the Restoration of Charles II.
- 4 Mention the date and some of the conditions of the peace of Utrecht.
- 5 Review briefly the events of the American War of Independence.
- 6 Write short notices of *two* of the following persons:—Sir Philip Sidney, Sir Walter Raleigh, John Hampden, William Laud, Lord Clive, Warren Hastings.

II. [11] Mar. '78.

BOOK-KEEPING.

Time, 45 min.

- 1 What is the object of Book-keeping by Single Entry? Why is it best to explain the nature of the Ledger before explaining the use of the other books?
- 2 Give the form of Day Book recommended in the prescribed text, and make such entries in it as will shew, with neatness, the use of the different columns.
- 3 Smith Brothers of St. John give their note at three months in your favor for \$100.00, dated June 21st, '77; for which you receive cash in full Sept. 24th, '77. How should this be registered in your Bill Book?
- 4 Write out a receipt for goods received.

II. [12] Mar. '78.

CHEMISTRY OF COMMON THINGS.

Time, 45 m.

- 1 Name the more important constituents of the atmosphere and describe a method of preparing nitrogen.
- 2 The coal burned in our grates is reproduced in the plants growing in our fields and forests. Explain this statement.
- 3 By what experiments may it be seen that there is a large quantity of charcoal in sugar.
- 4 Shew that linen, cotton and paper are different varieties of wood.
- 5 What is the chemical difference between an unripe and a ripe apple?
- 6 Give examples of fixed oils. By what process are they obtained?

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

*Answers must exhibit the whole operation.*

II. [13] Mar. '78.

ALGEBRA.

Time, 1 hr. 30 m.

- 1 Find the numerical value of  $\frac{a^2+2ab+b^2}{a+b} - \frac{b^2+2bc+c^2}{b+c} + \frac{c^2+2cd+d^2}{c+d}$  when  $a=1, b=2, c=3, d=4$ .
- 2 Multiply  $(ax+by)^2$  by  $(ax-by)^2$ .
- 3 Divide  $b(x^3+ax^3)+ax(x^2-a^2)+a^3(x+a)$  by  $(a+b)(x+a)$ .
- 4 Find the greatest common measure of  $x^2-3x-70, x^3-39x+70$ , and  $x^2-48x+7$ .
- 5 Find the value of  $\frac{b}{(a-b)(a-c)} + \frac{a}{(b-a)(b-c)}$ .
- 6 Solve  $\frac{x+4}{3} - \frac{x-4}{5} = 2 + \frac{3x-1}{15}$ .

- 7 How many sheep must a person buy at £7 each, that after paying one shilling a score for folding them at night, he may gain £79 16s. by selling them at £8 each.
- 8 Find two numbers such that the first with half the second may make 20, and also that the second with a third of the first may make 20.

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

II. [14] *Mar.* '78.

GEOMETRY.

*Time, 1 hr. 30 m.*

- 1 How is the magnitude of an angle measured? What is meant by saying that an angle has degrees, minutes, and seconds?
- 2 The angles at the base of an isosceles triangle are equal to one another.
- 3 When a straight line cuts two parallel straight lines, it makes the alternate angles equal, the corresponding angles equal, and the interior angles on the same side equal to two right angles.
- 4 Let there be two given straight lines fixed in position but of indefinite length. What must be the path of a fly when it is supposed to move under the condition that it shall always be as far from one line as from the other? Give geometrical reasons for your answer.
- 5 To draw a straight line at right angles to a given straight line from a given point in it.
- 6 When two isosceles triangles stand on the same base, the straight line which passes through their vertices will bisect the base and be perpendicular to it.
- 7 In a right angled triangle, if one acute angle be twice the other, the hypotenuse shall be double of the shorter side.

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

THE SCHOOL SYSTEM.

*Time, 30 m.*

- 1 State the requirements of the Board of Education respecting the temperature of the School-room.
- 2 By what means is the amount of District assessment for School purposes determined?
- 3 What is the largest average attendance of any School for which the Trustees may receive the County Fund?
- 4 State the provisions of the Law with reference to Schools in weak Districts.

- 5 A School-room is 25 ft. x 27 ft. x 10 ft., and is seated for 60 pupils: does it supply the minimum capacity prescribed for every School-room.

III. [4] Mar. '78. CANADIAN HISTORY. Time, 1 hr.

- 1 Give some account of the present condition of the Indians of Canada.
- 2 Describe Champlain's adventures in exploring the Ottawa.
- 3 Who was the first Governor of New Brunswick? When did he arrive in the Provinces? How long did he remain?
- 4 Mention the chief provisions of the Act of Union of the two Canadas.
- 5 Where, when, and under what Governor General was the first Session of the first Parliament of the United Canadas opened?
- 6 When was Ottawa made the Seat of Government?
- 7 Mention some of the principal events in Canadian history since Confederation.

*Answers to be written on this paper.*

III. [5] Mar. '78. MENTAL ARITHMETIC. Time, 8 m.

- 1 What is the interest of \$25 for 6 years and 1 month at 6 per ct.? . . . . *Ans.*
- 2 Paid  $2\frac{1}{2}$  dollars for a cord of wood. How many cords can be got for 12 dollars? . . . . . *Ans.*
- 3 Sold a horse for 64 dollars which was  $\frac{8}{7}$  of what he cost me; how much did I make by the bargain? . . . . . *Ans.*
- 4 A man failing in trade could only pay  $12\frac{1}{2}$  cents on the dollar. How much could he pay on \$1,000.00? . . . . . *Ans.*
- 5 When an article is sold at  $\frac{2}{3}$  of its cost, what is the loss per ct.? . . . . *Ans.*
- 6 What number increased by  $\frac{1}{4}$ , by  $\frac{1}{2}$ , and by  $\frac{1}{3}$  of itself, will amount to 39? . . . . . *Ans.*

*Answers must exhibit the whole operation.*

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

- 1 Find the greatest common measure of 24, 27, 32, 9, 40; find also their least common multiple.
- 2 Reduce to a simple fraction  $(3\frac{1}{2} + 5\frac{2}{3}) \times (\frac{8}{11} - \frac{2}{5})$ .
- 3 Supposing 56 sacks of flour will support a garrison of 350 men for 40 days, for how long a time would 250 men be supported on 21 sacks?
- 4 Find by Practice the value of 634 articles at £18 2s. 9½d. each.

- 5 The side of a square room measures 16 ft. 6 in. How much carpet five quarters wide, will be required for it?
- 6 Reduce 8,993,196 drachms to tons.
- 7 Add together  $\frac{3}{4}$  of a day,  $\frac{2}{3}$  of an hour, and  $\frac{1}{2}$  of 6 hours; and express the result as the decimal of a week.

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

III. [7] *Mar.* '78.

GEOGRAPHY.

*Time, 1 hr. 30 m.*

PART I.

- 1 Draw from memory, upon the paper given to you, an outline Map of New Brunswick with the chief Rivers and Towns accurately marked.

PART II.

- 2 What are the principal Coast Waters on the (1) East, (2) South, and (3) West of England?
- 3 What are the principal Islands of Scotland? Write a note upon each group.
- 4 Explain what is meant by the three great natural divisions of the surface of North America.
- 5 Explain the cause of the unequal length of day and night.

III. [8] *Mar.* '78.

COMPOSITION.

*Time, 1 hr.*

- 1 OUTLINE.—Fox asked Stork to dinner to play trick on her?—Stork came hungry—found mince on shallow dish.—Fox lapping up the food, said—“Hope you like your feast—isn't mince first rate.”—Stork, without replying, retired angry.—Afterwards asked fox to dine.—Fox found food in long-necked jar.—Stork said—“Hope you like your feast”—adding, when he looked sadly at her, “If you cannot take a joke, never make one.”

QUESTIONS.—Why did the fox ask the stork to dinner? In what state did the stork come? What was put before her? What did the fox ask the stork while he was eating? How did the stork conduct herself? What course did she afterwards take? What did the fox find? What did the stork say? How did the fox look? What did the stork say further?

(a) Write formal answers to the above questions.

(b) From your formal answers, write a story of the Fox and the Stork.

- 2 Correct or justify the following, giving your reasons:—

She done the mischief, and he begun to find fault.  
 Them fellows has no business here.  
 The cook don't believe him.  
 Let John and I try.  
 Between you and I, he don't care.  
 The ship sprang a leak.  
 She's as good as him. That's him. Who are you talking to?

III. [9] *Mar.* '78.

GRAMMAR AND ANALYSIS.

*Time, 1 hr.*

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

*Tell me not in mournful numbers,  
 "Life is but an empty dream;"  
 For the soul is dead that slumbers,  
 And things are not what they seem.*

- 2 Give the detailed analysis in the form indicated below:—

*See Form under Class I.*

- 3 Parse in tabular form the words in italics:—

*See Form under Class I.*

- 4 Give the past indicative and past participle of:—build, shoe, wring, choose, grow, know, eat, draw.
- 5 Write the plurals of cargo, cherub, brother, memorandum, penny, die.
- 6 Classify the following words:—Which, then, noise, quiet, unless, other, so, save.

## PROCEEDINGS OF TEACHERS' INSTITUTE.

## KINGS COUNTY.

The Institute was organized at Hampton, December 20th, 1877. The following officers were elected, viz: *President*,—D. P. WETMORE, Esq., Inspector of Schools for Kings County; *Vice President*,—Mr. Geo. S. Carson, Principal of Sussex School; *Secretary-Treasurer*,—S. F. Wilson, A. B.; *Committee of Management*,—the officers named, with Mr. Frank H. Hayes and Angus Sillars, A. B.

Routine business occupied the time at the first session. The annual fee was fixed at one Dollar. At the second session, MR. FRANK H. HAYES read an interesting paper on "Method and Management in a Mixed School." After referring briefly to the extent of the subject and the difficulties encountered by the Teacher of a mixed school, Mr. Hayes pointed out some of the essentials of success in such a school. 1st. Good order. This should be maintained from the first day, at any cost. 2nd. Enthusiasm on the part of the Teacher. The spirit of the Teacher communicates itself to the pupils. 3rd. Thorough acquaintance with the subjects to be taught. The importance of the preparation of the daily lessons by the Teacher was argued from several considerations, *e. g.* A plan of the lesson can thus be made beforehand; the lesson may be made more attractive; the Teacher may dispense with the use of a book in class, thus avoiding a mechanical mode of treatment, and being free to supervise both the pupils under instruction and those at their seats. 4th. Oral teaching of certain subjects, such as History and Chemistry. A great many facts may be advantageously communicated orally, with the aid of the blackboard. This was illustrated by an outline of topics for a lesson in Chemistry. 5th. Frequent written reviews. 6th. A well arranged time-table. Mr. Hayes exhibited the Time-table he had used for several Terms, and explained the principles of its construction. In referring to the difficulties incident to mixed schools, Mr. H. dwelt upon the questions: What is to be done with pupils irregular in attendance? with pupils studying advanced subjects? and with pupils entering the school late in the Term? His answers were substantially as follows:—Carry on the class work as though all the pupils were regular in attendance, and when irregular pupils fall behind the class, remove them into a lower class. Take time out of the regular school-hours for instructing advanced pupils in such subjects as Geometry and Algebra. Place a pupil in a class in advance of him,—give him special help and encourage him on, rather than in a class beneath him in attainments, where he will have little to stimulate him to work.

The reading of this paper was followed by a discussion.

In the evening a public meeting was held, at which several addresses were given. MR. WETMORE, the County Inspector, urged upon Teachers

the importance of constant study. They should not think their education finished when they leave the Normal School. He also referred to the necessity for accuracy in keeping the school register, and advised teachers to avoid the practice of marking the attendance on slips of paper and afterwards transferring to the register. DR. L. N. SHARP dwelt chiefly upon the subject of *ventilation*, explaining the physiological principles which render a plentiful supply of fresh air necessary to health, and also the means of ventilation recommended by the Board of Education, which he hoped would be more generally adopted throughout the country. The other speakers were Messrs. Daniel Morrison and George Barnes.

At the third Session of the Institute an interesting and valuable paper on "System of Teaching Geography" was read by MR. GEORGE S. CARSON. The following is an outline of the principal points made.

Geography is a most important branch of study, not only on account of the advantages derived from an acquaintance with it, in every-day life, but also because it is essential to the successful study of history and a number of the sciences. Hence the method of teaching and studying the subject deserves careful consideration. It has been very unsuccessfully taught in the past, throughout this Province. Instead of being treated in such a manner as to awaken the interest of the pupils, and to afford lasting knowledge as well as real pleasure, it has been dealt with in an abstract way, and has produced in the mind of the pupil only feelings of dislike for the study. Too generally the text-book has been taught instead of the subject. Until quite recently, young children have been considered unable to learn Geography, because they could not commit to memory definitions of terms and lists of names, in which process the study largely consisted. When places were localized on the maps, it was done without any clear understanding of the principle of representation by maps. The errors of such methods are now recognized by most of our systematic Teachers. Geographical terms and their meanings should be brought out by a system of object lessons on the leading features of the country around. Geography, especially in the first steps, can be successfully taught only in a concrete way. Ideas of rivers and mountains may be imparted by leading the pupil in imagination to the banks of the stream in his own neighborhood, and by taking an imaginary journey with him up some familiar hillside. In doing this, the characteristics of the mountain or the river should be impressed upon the mind by comparison with known objects, *e. g.* the height, the sides, whether steep or sloping,—the covering of trees or grass, the latter often affording pasturage to herds and flocks,—the minerals obtained from beneath the surface, the beautiful views obtained from the summits, etc. The child, when comparatively young, may in this way be put in possession of a large store of geographical knowledge, which will prepare him for the next stage of his progress. He should not as yet be brought to the study of text-books and maps, except pictorial maps. Descriptions of foreign lands should now be given, and ideas imparted of the outstanding features of the countries of the world. From what the child knows of the little river which flows by his own door, with its mossy or grass-covered banks, conceptions may be given of the mighty Amazon or Missis-

sippi, of the vast amount of water which silently moves down their beds to the ocean, of the luxuriant vegetation along their banks, of the fish and other denizens of their waters, and of the great thoroughfares which their surfaces present to the trader. So from the little ripple and cataract of his own brook he can be led in imagination to view the mighty volume and almost hear the tremendous roar of Niagara itself. Names should be introduced from time to time, which will become naturally associated in the pupil's mind with the physical features described. During these introductory steps, the elements of position, as the cardinal points, should be taught, and the pupils should be drilled in describing the position of objects, by the points of the compass or otherwise. The pupil will thus become prepared to enter upon the study of Geography through the maps; but the map should be used only as the means of communicating a knowledge of the countries of the world with their physical features and relative positions; a familiarity with the map alone should not be looked upon as the end sought. It will be necessary first to give conceptions of the principle of representation by maps. We must begin by representing objects or places with which the pupil is familiar, such as the school-room, the school-yard, his own home, the village or district. Thus he may be led to see in a map, not merely an assemblage of strokes, dots and painted patches bearing names, but a true representation of the form, position and great features of the countries themselves. The text-book should be used only as a help to the maps, and as secondary to them. The pupil should be introduced to the study of a country by taking an imaginary tour around it; either following the coast or boundary on the map, or what is perhaps more effective, tracing the outline on the board, pointing out the chief points of interest on the journey, and drawing forth from the pupils such suggestions and answers as the circumstances will permit. Pupils may profitably be required to construct their own map piece by piece, as they proceed in the study of the country,—first the outline, then the grand features of the interior, then the political divisions, towns, etc.,—just as each of these becomes the subject of the lesson for the day. No definite plan can be laid down for the study of the details of a country. Each Teacher will be guided by his own capabilities and his particular cast of mind.

Mr. Carson illustrated his ideas as to the method of teaching the geography of a country, by describing an imaginary lesson on the boundaries of Germany, and another on the river Elbe with the towns upon its banks. The conclusion of his address was as follows: "Our great aim in the teaching of this branch—as well as all other branches—should be to be able, by thorough preparation of the subject and careful consideration of the best ways of presenting it, to bring our subject-matter before our pupils in so interesting a form that their rapt attention may be gained, and their minds be led naturally to comprehend, and easily and rapidly to remember the substance of each lesson. In this way, and in this way only, we may expect to sweep away heaps of rubbish, to dispel the mists of confusion, to blast the rocks of technicalities, and to open up an easy, bright and even enchanting pathway through the study of geography."

After a discussion upon this paper and upon the subject of map-

drawing, MISS CELIA WETMORE read her paper on *Drawing*, the object of which was not so much to show how Drawing should be taught, as to point out a few of the many advantages arising from its study. These were, in brief, as follows:—Exercises in Drawing, properly conducted, train and strengthen the observing powers,—“give to the hand a higher degree of constructive skill,” (thus assisting in the art of writing),—form an agreeable diversion in the monotony of school-work,—cultivate the taste, and afford practice in accurate description of form, size and proportion. Some hints upon the method of teaching the subject were also given.

At the fourth session a paper on “Canadian History” was read by Mr. B. N. NOBLES. History must, he affirmed, be taught so as to please and interest the pupil, and with this view, should be so treated as not “to embrace any thing beyond the mental ability of the pupil.” Before a child commences the study of Canadian History from the text-book, he should be taught the history of the Province orally. English history may, with advantage, be studied in part at the same time as Canadian, on account of the close connection between them. A discussion followed the reading of Mr. Noble’s paper.

“The advantages of Private Study” was the subject of the next paper, by Mr. ANGUS SILLARS, A. B. This paper occupied about an hour in reading, and was well received.

The following are some of the topics which engaged the attention of the Institute in the course of the discussions already mentioned:—

1. The manner of the Teacher on first entering a new school.
2. The advisability of keeping some of the classes engaged during recess-time and giving these recess separately.
3. The time that should be devoted daily to Industrial Drawing, and the manner in which exercises in Drawing should be mixed with other school exercises.
4. The different modes of Map-drawing.
5. Given a limited time, say thirty minutes daily, to be devoted to an ordinary Reading Class in the 1st, 2nd, or 3rd Reader; should it be taken up by one, two or three lessons?

The whole proceedings of the Institute were of a very pleasing character, to which the charms of music largely contributed, and for this the credit is largely due to Miss Susan A. Davis and Miss Frances A. Hamlyn, who presided at the organ.

The time fixed for the next meeting was December 19th and 20th, 1878, and the place selected was Sussex Station.

. WESTMORELAND COUNTY.

The first Teachers’ Institute for Westmoreland County was opened at Moncton at 10 o’clock, a. m., on Thursday, 7th of February, 1878. when fifty-two Teachers enrolled themselves as members, each paying \$1.00 as annual fee. The chair was taken *pro tem.* by the County Inspector, RICHARD WILSON, JR., ESQ. The following officers and committee were then elected by nomination and ballot:—

Mr. S. C. WILBUR, A. B., of Moncton, *President*; Mr. RUFUS W.

GOODEN, *Vice-President*; MR. WM. LEVINGE, *Secretary-Treasurer*; MR. WM. A. BARNES and MR. CHAS. E. LUND.

*2nd Session.*—MR. B. H. DUFFY read a paper on "Improvements effected in School Work by the operation of the Free Schools Act; and how Teachers may further these improvements." Among the points touched on were the excellent character of the prescribed text-books, which are generally approved of by the Teachers, the evils resulting from change of text-books, the efficiency of the Normal School in producing a better class of Teachers, and the importance of self-improvement by Teachers. After discussion upon these and other topics suggested by the address, Miss De Vere showed how Reading might be taught by the "Sentence and Word" method; and Mr. Wilbur showed how he taught Reading to advanced classes. Then followed an address by Mr. KEENAN on the question "What the Teacher can do towards securing greater Promptness and Regularity of Attendance at School." In the subsequent discussion, the speakers directed their remarks chiefly to the propriety of keeping pupils in at recess, and the majority were unfavorable to the practice.

*3rd Session.*—MR. ATKINSON addressed the Institute on "The Importance of Neatness and Cleanliness of the School-house and Premises." A free discussion ensued, during which particular reference was made to ventilation, and to the comfort of the school-house as affecting the attendance of pupils. A resolution was passed requesting the members of the Institute to make out a statement showing the percentage of absences due to sickness, to be presented at the next meeting. Next followed a paper by MR. S. C. WILBUR, entitled "How every School may be made acquainted with the Laws of Health." Some of the points brought out in this paper and in the discussion which followed were these: Teachers should be qualified to give instruction on these subjects. There should be a course of instruction in Anatomy and Physiology for Teachers. Many pernicious habits prevail, as in sitting in school, holding books, etc. Children are interested in instruction on such matters. The power of ignorance, even on the part of Teachers, is strong against improvement in these respects.

*4th Session.*—"The Use of Objects in teaching Arithmetic," was the subject of an oral address by MR. WM. LEVINGE, which occupied about an hour, and was followed by an interesting discussion. It was then decided that the next meeting of the Institute should be held at Shediac on the second Thursday in February, 1879.

*5th Session.*—An address on "Home Lessons," by MR. D. B. WHITE, gave rise to a discussion in which great difference of opinion was expressed. Mr. White held that the preparation of lessons at home, as a general thing, was useless and undesirable, though in certain cases it might be advantageous. Mr. Wilbur and others took an opposite view. It was proposed to test the results of the two methods in the case of two classes, to be instructed during the ensuing year, the one with "home lessons" and the other without.

The programme for the next annual meeting was then arranged.

Votes of thanks were tendered to the President, the Secretary-Treasurer, to those who addressed the meeting, to the County Inspector, and to the Board of Trustees of Moncton, for the use of the School House.

#### QUEENS COUNTY.

On Thursday, 14th February, 1878, the Teachers' Institute for Queens County met at Gagetown. The County Inspector, Rev. Benjamin Shaw, opened the first session with an appropriate address. Although the weather was very inclement, about thirty Teachers enrolled themselves as members.

The election of officers and committee resulted in the choice of the following gentlemen, viz: REV. BENJAMIN SHAW, *President*; LEMUEL A. CURREY, A. B., *Vice President*; THOS. E. FERGUSON, *Secretary-Treasurer*; J. LESLIE SMITH and JAMES BARNETT.

The President introduced to the Institute DR. RAND, the Chief Superintendent, who explained what he held to be the duties of the officers and members, and prophesied that if the business of these sessions was properly conducted, the results would be found highly profitable to all present. The subject of "School Management" was then introduced in a paper by MISS MINNIE SMITH, who dwelt particularly upon classification, sufficient employment for pupils in school, and good discipline. Her remarks upon the last named topic gave rise to a discussion on corporal punishment, in which Dr. Rand, the County Inspector, Messrs. J. L. Smith and L. A. Currey took part, all maintaining that corporal punishment was one of the means necessary to secure good discipline in extreme cases.

*2nd Session.*—MR. L. A. CURREY read a paper on "The importance of Order in all the Movements of Pupils in Schools." He argued the point from the ground of the persistence of early habits. Regularity in the child will ensure regularity in the man. Physical movements have a close relation to mental effort. By introducing proper exercises in school, teachers can get more work from their pupils. All movements should be quiet, as noise produces irritation. Mr. Smith spoke of the importance of training children so as to produce ease and grace of movement in after life.

The Institute was next addressed by MR. THOS. E. FERGUSON, upon "Oral Lessons on Health." The points taken up were cleanliness, good water, proper ventilation, proper exercise. Where these were neglected, the offender was sure to suffer. Several members having spoken on the subject, Dr. Rand, by request, made a few practical remarks, and related some striking cases to show how people suffer from ignorance of the laws of health.

An essay by MR. GEORGE R. CAMP on "Industrial Drawing" was read by Mr. Hornbrook. Much care had evidently been devoted to the preparation of this paper. The writer confined his attention to the earlier stages of Drawing as embodied in the Primary Cards.

Mr. Wellington Camp next took up the subject of "Physical Training," and forming the members of the Institute into a class, proceeded to put them through a series of exercises from the prescribed Manual (Monroe's). This concluded the session.

In the evening Dr. Rand delivered a lecture on the subject of Education, to a crowded audience in the Temperance Hall.

*3rd Session.*—Friday morning. The PRESIDENT introduced the subject of "The best Method of securing Regularity and Promptness of Attendance by Pupils." Some of those who took part in the discussion thought that much might be accomplished by applying to parents for their aid. Others disapproved of that course. The subjects taught should, it was held, be made so attractive to pupils as to secure their constant attendance. The question being asked whether a Teacher had a legal right to detain a child in school at recess or after school as a punishment, the President affirmed that a Teacher had no legal right to do so.

Remarks on "Practical Teaching," by MR. J. L. SMITH, were next in order, followed by a few words from Mr. Hornbrook.

The question, "How Reading should be Taught," was discussed by Mr. T. E. FERGUSON, who considered the Alphabetic system a waste of time, and believed the "Look and Say" method was the only correct one. In teaching advanced classes he would try to impress on their minds the meaning and sentiment of the lesson and lead them to read it just as they should talk. Mr. Ferguson answered the objections of some who could not see how it was possible for a child to name a word unless it was first spelled.

MR. L. A. CURREY followed with a practical lesson in arithmetic, the particular rule selected being Simple Interest.

"School Discipline and Corporal Punishment" formed the theme of a paper by MR. J. L. SMITH. He thought a Teacher must be wiser than Solomon to manage a school successfully without corporal punishment. Mr. Currey argued in favor of "keeping pupils in" as a punishment, and quoted authority. Mr. Murray objected to this, on the ground that the interval of recess and the time after school were allotted to fresh air and exercise. Mr. Shaw thought that the child should be talked to privately and thus influenced for the better. Mr. Hornbrook was opposed to using lessons as a punishment, believing that the practice would serve to disgust the pupil with his studies.

At the *fourth session* practical lessons were given by MR. W. HORN-BROOK on *Grammar* (Noun and Adjective), by MR. CURREY on *Geometry* (*Loci*) by MR. T. H. BELYEA on *The Terrestrial Globe*, and by MR. CAMP on *Elocution* (Inflections of Voice).

After Mr. Currey's lesson, there was a discussion on the Grading of Schools, in which the advantages of grading and the principles upon which it should be done were brought out. There were also some observations made by the President and others in relation to Superior Schools.

Previous to Mr. Camp's exercises in vocal inflections, the general subject of "Vocal Training" was taken up for consideration. The benefits of such instruction and practice in schools were pointed out by Messrs. Smith and Craft. Messrs. Ferguson and Shaw spoke of the great faults prevalent in singing in public worship, and attributed these largely to the want of proper instruction in the schools.

The Institute adjourned to meet at Gagetown in November.

## NORTHUMBERLAND COUNTY.

*1st Session.*—The Institute convened at Newcastle at 10 a. m. on Thursday, 14th March, 1878. The County Inspector, C. S. RAMSAY, Esq., having called the meeting to order, stated that he was requested by the Chief Superintendent of Education to convey to the Institute his sincere regrets that pressing business engagements prevented his being present. The Inspector set forth the objects to be held in view by the Institute, viz.: "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 and Schools,"—to learn the best methods of teaching and to secure the adoption of them by all the Teachers, thus promoting uniformity of system. He also pointed out the proper character of subjects for discussion, and urged upon all the duty and necessity of contributing towards the success of the Institute.

The following members were elected to be the Officers and Committee: C. S. RAMSAY, Esq., *President*; MR. C. M. HUTCHISON, *Vice-President*; MR. INGRAM B. OAKES, A. B., *Secretary-Treasurer*; MR. E. P. FLEWELLING and MR. W. J. FOWLER.

The remainder of the session was devoted to illustrative lessons in *Arithmetic*. MISS KATE M. WILLISTON, with a class of little girls, illustrated her method of teaching Ratio and Proportion. She introduced the subject by developing the idea of Ratio, and then illustrated the different varieties, and how they could be expressed; also pointed out "antecedent" and "consequent," and then led on to the idea of a Proportion and showed how any term could be found, the other three being given.

Mr. Michael Flinne then illustrated his method of teaching Fractions. He defined a fraction, and gave examples; named and defined different kinds of fractions, giving specimens as before. He next proceeded with his method of instructing a school how to perform various operations with fractions.

Mr. Flewelling followed, illustrating his method of dividing a fraction by a fraction, and how to infer the rules. He also explained the nature and value of a fraction, defined an improper fraction and indicated the points in which he differed from Mr. Flinne. Mr. Oakes objected to Mr. Flewelling's definition, which the latter agreed to reconsider. Mr. Oakes also pointed to Mr. Flinne's violation of method in defining a fraction and the different kinds of fractions, before developing the idea in the mind of the pupil. The Vice-President thought Mr. Flewelling's method was well based. Other remarks were made upon the exercises by the President and Wm. Sewright. At 1.30 p. m. the Institute adjourned to 3 o'clock.

*2nd Session.*—At the commencement of this and each succeeding session, the roll of members was called, and the minutes of the preceding session were read and confirmed.

*Methods of Teaching Reading* next came under consideration. MISS OLIVIA PARKER was introduced, and with a class of young pupils, illustrated the "Sentence and Word" method. Her lesson embraced the

following steps:—Awakening an idea by means of a picture; leading the children to express that idea in a short sentence (*e. g.* "This is a hen"); teaching them to recognize that sentence when printed on the blackboard; leading them to distinguish the form of one word in the sentence (as "hen"); singling out other words in the same way; [This was, perhaps, inexpedient, as one new word at a time is usually enough]; leading the children to break up the word into its sounds, and fixing their attention upon one of these sounds; teaching them the symbol or letter representing that sound, without, however, giving them the *name* of the letter. By request, Miss Parker then explained the difference between the new method and the old one, and on what principle the new was based. Mr. Hutchison further explained the principle underlying this method, and expressed his conviction that it should be adopted. MISS CELIA ALEXANDER gave another lesson to a class composed of Teachers present, for the purpose of illustrating the method of procedure in giving to young children the *first* lesson in reading. Messrs. Flewelling and Sievewright made a few remarks commendatory of the lessons given, as successfully illustrating the method and as based on right principles. Mr. Kelly had tried the new system in a miscellaneous school and believed it to be a good one, but thought that under the old system [alphabetic] more *apparent* progress might be made, which caused many parents to prefer the latter. Miss Alexander thought there might be apparent progress without real advancement. Mr. Oakes pointed out the natural basis of the new method, and maintained that it secures more natural and hence better reading. Objectors must be expected, and to intelligent persons the merits of the plan should be explained. He showed the difference between the sounds and the names of the letters. The President urged the adoption of the method taught at the Normal School by all the Teachers in the County. Mr. Gaudet and others also made brief remarks.

Mr. C. M. HUTCHISON then read an excellent paper upon the subject of *Geometry* as developed by Wormell. He showed that one is naturally wedded to an old system, but when its faults have been discovered it should be abandoned for something better. Wormell's system was an improvement upon Euclid's, because, instead of immediately presenting abstract ideas to the pupil, it first led him, by means of objects and experiments, to infer the leading truths in a concrete form. Mr. H. illustrated on the blackboard how he would develop ideas concerning lines, angles, etc., and how he would teach the demonstration of a theorem.

Arrangements were made for a session of the Institute on Thursday evening instead of Friday evening, in the absence of the public lecture previously announced.

*3rd Session.*—The first half hour was devoted to free discussion upon points suggested by Mr. Hutchison's paper.

*Geography* was the next subject, illustrations of the teaching of which were given by MR. E. P. FLEWELLING. He first gave a specimen lesson on climate, after which he exhibited a very neat map of England, without names, drawn on the blackboard by one of his pupils. With such as this he was accustomed to teach his pupils the position of towns, rivers, etc. of important countries. He next exhibited a very ingenious piece

of mechanism, planned and executed by himself, for illustrating the changes in the length of day and night, also the changes of the seasons. By this apparatus it was easy to preserve the constant direction of the earth's axis with respect to the north star, also the inclination of the axis and the earth's diurnal motion. Miss E. Hickey asked for an answer to a question proposed in Calkin's Geography, viz., "What advantage in respect to the sun's rays has the northern hemisphere over the southern, and why?" This gave rise to a somewhat protracted discussion, in which the following gentlemen took part, viz., Messrs. Moir, McIntosh, Hutchison, Grindley, Flewelling, Hamilton, Oakes, Sievewright and Wathen.

*4th Session.*—MR. WILLIAM SIEVEWRIGHT of Newcastle introduced the subject of *Object Lessons*, their educational value and how to conduct them. He stated that objects were brought into contact with the mind through the senses, and defined Perception and Conception. Knowledge began with impressions made upon the mind. The child was naturally curious. Through his curiosity he must be instructed. Object lessons were useful in extending the child's vocabulary, also in educating the judgment. Not thus trained, a person has crude ideas of distance. The Teacher must first understand thoroughly the object selected for illustration and the child's disposition and mental capacity. He must employ simple language and be enthusiastic. He would divide object lessons into three stages. 1. Naming prominent parts of familiar objects. 2. Qualities, form, size, where found, by whom made, and to what uses applied. 3. Enlarging upon second stage. MISS ALEXANDER of Chatham gave an Object Lesson on "The Eye" to a class of young children.

Observations upon the merits of the lesson and upon the proper place of the object lessons in schools were made by Miss Parker, Messrs. Ramsay, Flewelling, Oakes, Moir, Hutchison, Wathen and Miss McQueen. It was held that object lessons are of great value, especially as a means of cultivating habits of observation, comparison and reflection, and that they should form a part of the regular teaching in every school, whether graded or mixed.

Next on the programme was the subject of "*Hygiene*,—How best to instruct a School in relation to the general conditions of Health." The following are some of the points brought out in the paper read by MR. J. B. OAKES. He referred to the attention generally given to the rearing and feeding of horses and other domestic animals, that conversation often turned upon this subject, but seldom upon the physical development and culture of children. He showed that success in life depended more upon physical energy than upon learning.

As a rule mental energy ran parallel with physical energy. Without the latter large intellectual attainments were impossible. He felt sure that all present recognized the propriety and importance of Reg. 22 (3) of the Board of Education, and would feel it a duty and pleasure to carry out and enforce its provisions.

He thought that to young children, from five to ten years of age, we could not expect to impart much knowledge of the *science* of Hygiene or of its underlying principles; but such children were capable of being impressed with the *rules of health* based upon these principles. When the pupils have reached the advanced classes, the general principles of

the science should be unfolded. He dwelt upon the importance of the following, viz.:—Proper standing, sitting and walking, avoiding draughts of air and other dangers of taking cold, keeping feet warm and head cool, exercise, ventilation, cleanliness, what to eat, clothing and cheerfulness; and said that attention to these could best be secured, in the case of *young* children, by forming rules and enforcing them. He then explained orally how a good knowledge of the general principles of the science could be imparted by properly teaching and illustrating McAdam's "Chemistry of Common Things."

After a few remarks from Mr. Wathen, in which he expressed a hope that at the next meeting of the Institute this subject would be illustrated by experiments, the discussion was made the order of the day for the opening session.

*5th Session.*—In answer to a question by Mr. McIntosh, the Secretary said he thought frequent but brief physical exercises in the school-room should not be omitted with *young* pupils, but that in advanced grades the exercise should be, as a rule, confined to the play-ground. Further remarks were made by Messrs. Hutchison, Oakes and the President, the latter explaining and recommending the system of ventilation described in the "Manual of the School Law."

A discussion then occurred upon the best means of securing *regularity of attendance* at school. Irregularity of attendance was found to render the work of most Teachers largely ineffective. A lengthy debate, in which nearly all present took part, failed to afford a satisfactory solution of the difficulty. The usual remedies were recommended.

*Resolved*, That the next meeting of the Institute be held in the Town of Chatham on the first Thursday and Friday of October.

The thanks of the Institute were tendered to the Trustees of the district for the free use of the "Harkins' Seminary" during its sessions; also the thanks of the Teachers present to the officers of the Institute.

The proceedings were closed with a brief address by the President and the singing of the National Anthem.

#### RESTIGOUCHE COUNTY.

The Institute was convened by Thomas Nicholson, Esq., Inspector of Schools for the County, at Dalhousie, on Thursday 28th March, 1878. Twenty-six Teachers were enrolled members, after which the following office-bearers were elected:—THOMAS NICHOLSON, Esq., *President*; MR. A. ROSS, A. B., *Vice-President*; MR. JOHN LAWSON, *Secretary-Treasurer*; MR. J. F. DOROTHAY and MR. GAVIN HAMILTON, *Committee*. (The last two were elected at the second session).

In the course of his introductory remarks, the President expressed his very deep regret that Dr. Rand could not, by reason of imperative duties elsewhere, enliven the meeting by his presence and aid. All would concur, he said, in bearing evidence to the many excellent qualities which eminently fitted that gentleman for the honorable position he held, and to his great zeal in advancing the educational interests of the Province.

A class of twelve pupils was brought in to illustrate a lesson on *Geography* by MR. A. ROSS, A. B. The pupils under their Teacher's

direction, constructed on the blackboard, step by step, an outline map of the United States, and showed by their answers a thorough familiarity with the geography of the country, both topographical and physical, as well as with the products, exports, imports, etc.

Adam Fergusson, Esq., who has always shown a deep interest in educational matters, made a few remarks at the call of the President. Remarks upon the lesson were also made by Messrs. Dorothey, Lawson, Ross, Firth, McLean, Fergusson and Hamilton.

MR. DOROTHAY then read a carefully prepared essay on the teaching of *Arithmetic*. He showed that much of the time given to this subject in our schools was occupied with work of no practical utility, instancing the fact that many of the weights and measures are, in effect, obsolete.

The *second Session* began with an *Object Lesson* to a class of very young children, given by MISS DUNN. An apple was the subject, and by skilful questions its parts and uses were brought out. Mr. Lawson thought the lesson had not the appearance of freshness but had probably been given previously, and hence was not so beneficial as an illustration of method, as it might have been. Thereupon the President called upon Mr. Lawson to give an object lesson to the same class, for the purpose of illustrating his ideas, which he did. Remarks were made by Messrs. Chisholm, Ross and Firth.

This was followed by a *Reading Lesson* given to a juvenile class by MISS DUNN. Messrs. Fergusson and Lawson commented favorably upon the lesson.

MR. LAWSON was next called upon for an essay on *Arithmetic*, at the conclusion of which he gave some practical illustrations of his methods. The suggestions and illustrations given met with the approval of Messrs. Ross, Dorothey and Firth.

At the close of this session, in addition to the election of two members of the Committee of Management, the membership fee was fixed at ten cents for the current year.

*3rd Session.*—Mr. Fergusson, by request, offered a few remarks concerning the duties of School Trustees. He spoke of the beneficial effect frequent visits from Trustees would have both on Teacher and pupils, and recommended Teachers to extend a cordial invitation to the Trustees. After remarks by Mr. Lawson, a vote of thanks was accorded to Mr. Fergusson for his assistance.

The exercises of the session were a lesson in *Geometry* by Mr. Ross, a *Reading lesson* by MR. LAWSON, an introductory *Grammar lesson* by MR. HAMILTON, and a discussion on the article in the Educational Circular, No. 5, on "Corporal Punishment." Several of the gentlemen already named expressed approval of the lessons given and participated in the discussion.

*4th Session.*—Selections from the *Teachers' Miscellany*, in the Educational Circular, No. 5, were read and discussed.

The subject of *Geology* being introduced by the President, Messrs. Ross and Lawson spoke of the advantages of the study and recommended it to the attention of the Teachers.

"How to promote *regular attendance* at school" was discussed by

Messrs. Noble, Carney, Lawson and Firth, who threw out some valuable suggestions.

It was resolved that the Institute meet next in September, 1878, at Campbellton.

A vote of thanks to the President, and another to the Secretary, closed the proceedings.

#### ALBERT COUNTY.

The Albert County Institute was held at Riverside on the 11th and 12th of April, 1878.

*1st Session.*—The meeting was called to order by the County Inspector, R. D. ROBINSON, ESQ. Blanks for enrolment having been distributed, thirty-two persons were registered as members. The Institute then proceeded to elect the Officers and Committee of Management as follows:—MR. ASAHEL WELLS, *President*; MR. JAMES BISHOP, *Vice-President*; MR. J. G. A. BELYEA, *Secretary-Treasurer*; MR. F. W. WATSON and MR. GEORGE SMITH.

*Resolved*, That the fee of membership be for males fifty cents and for females twenty-five cents. After the fees had been paid, a resolution was passed, admitting to the Institute, as an honorary member, the Rev. J. Carpenter, who had for some time been a Teacher. The Secretary read the Regulations relating to Teachers' Institutes.

*2nd Session.*—"The Essentials of a well-arranged *Time-Table*" was the first subject introduced for discussion. Messrs. J. G. A. Belyea, F. W. Watson, William Wetmore, James Bishop, George Smith and E. H. Belyea expressed their opinions in reference to the principles on which a *Time-Table* should be constructed, the necessity for adapting the plan to the condition of the school, the most suitable order of subjects, etc.

The time allotted to this discussion being exhausted, the next subject was taken up, viz., "*School Attendance*,"—How can a Teacher best promote it? One gentleman was in favor of compulsory attendance, others believed that the best way to secure a large and regular attendance was to make the school interesting and keep it so. One plan for this purpose was to vary the exercises on Fridays by reading to the pupils from some interesting and instructive book. It was also urged that the aid of the parents should be secured, as it was for their interest as well as that of their children, that the latter should be constant in attendance.

*Industrial Drawing* next received the attention of the Institute. Messrs. A. Wells, J. G. A. Belyea and C. Bishop expressed themselves as not thoroughly convinced of the utility of teaching *Industrial Drawing* in ordinary schools. Messrs. F. W. Watson, William Wetmore and others argued in favor of introducing the subject in all schools, the former especially pointing out the great advantages to be derived from it. He gave twenty minutes a day on four days in the week to this branch.

*3rd Session.*—In the evening a public meeting was held, pursuant to notice. A lecture by the Chief Superintendent had been announced, but, to the regret of all, a telegram was received in the afternoon, saying that Dr. Rand was unable to be present. At the opening and close of the meeting music, both vocal and instrumental, was furnished by several

ladies and gentlemen. MR. F. W. WATSON presented a paper on "The aim of Education and means towards its accomplishment," of which the following is a report:—

Man is a compound being, a physical structure, governed by an intellectual nature. Genesis and Geology alike inform us that he is the latest and most perfect terrestrial work of the Creator. In his physical, intellectual, and moral aspect, he stands preeminent. He alone possesses within himself the power of development. He alone has progressed and is progressing.

Whether man before the fall was intellectually the peer of the present is not our province to determine. We do know that soon after he was, as in many cases he now is, sunk in barbarism. The proud position that civilized man now occupies is due to education.

If we examine unwritten history we may trace his progress. In the earlier ages, we find him a rude uncultivated savage, with weapons and implements of stone, eking out a precarious existence,—intellectually but little above the brutes, physically in many things their inferior. In his struggles with nature his education begins. He soon adopts himself to circumstances; he compares cause with effect; his intellect is developed; it directs his hands, and skill is the result. Skill gives him a superiority over strength and proclaims him lord over the brute creation. His life is no longer an unequal conflict with nature: he overcomes nature, and makes it his slave. He discovers the powers of fire. In the bowels of the earth he finds substances which, subjected to its action, afford him material more easily worked than stone, and infinitely superior in its adaptations. He throws aside his rude weapons and implements; and arms and equips himself with bronze. His progress receives thereby a new impetus. As his education progressed he learned to reduce the more refractory iron and the "Iron Age" began. The abundance of this metal and its manifold uses accelerated his progress, which increased in geometrical progression; and now uniting all the manual skill and the accumulated wisdom of past ages, with the astounding discoveries and inventions of the present, man possesses the attributes of a demigod.

I might occupy the whole time allotted me in describing his wonderful achievements; but will only say that if man continues to progress in the same ratio as in the past, it is far beyond our powers of conception to estimate the height and depth, length and breadth of the achievements which the wisdom of future ages shall reveal. To further the accomplishment of all this and to insure its constant progression is the highest aim of education.

The field of scientific investigation and research is unlimited, and we may reasonably hope that ere many years elapse, we may see our school system supplemented by an institution expressly devoted to this purpose. That in the minds of the youth of this Province we have the right material has been fully demonstrated; and a few days ago, we could proudly point to a young son of New Brunswick, a pupil of Agassiz, who had already made a name for himself in the ranks of scientific investigation, which bid fair to rival that of his great master. But he now pursues his investigations in the realms of light, no longer hampered by the clogs of mortality.

But it is with the secondary though not less important aim of education that we as teachers have chiefly to do, — to take the child and fit him for his ordinary vocations, to prepare the youth for the battle of life, to arm and equip him so that he will meet on equal vantage with others. In order to determine the best means of accomplishing this, we must consider the material on which we work, the means at our disposal and the time for accomplishing it.

Let us first consider the material out of which, in as far as lies in our power, we are to develop the physical, intellectual, and moral structure—man.

We have in pupils first entering upon school-life, a physical structure, weak and immature, endowed with a mind whose capacity when developed is immeasurable. We have the accumulation of all the wisdom of the past and present to work with. We have only a few short years to work in. But as education commences at the Mother's knee, and proceeds through childhood and youth at the school or college, why should it stop there? Should it not proceed through life,—and have we any reason to believe that it may not progress throughout eternity? What then is our duty as teachers? During the most important period of his life, as determining

his future, the child is under our care. It is an arduous and responsible task. His physical, intellectual, and moral nature, alike demand our attention. If we neglect one part the whole will suffer. True there are giant minds like Alexander Stephens, inhabiting a body so frail, that it was a standing wonder to see him year after year taking his place in the legislative halls of his country, but such a case is an anomaly; while the brief but brilliant career of James Fisher, shows to the world the evil that results from a brilliant intellect uncontrolled by moral restraints.

With the Physical training it might seem that we have little to do. Nature is all sufficient, if not interfered with. Though the child's physical structure on his first appearance in the school-room is generally weak and immature, he is endowed with habits of activity, natural to childhood. Were he unrestrained, nature would develop him. His school life changes all this. His mind becomes awakened; an entirely new world opens upon him; he becomes amenable to discipline. Instead of his wonted activity and boisterous exuberance, in the well ordered school-room there is silence and constraint. In too many cases the room is ill lighted and unventilated. Thus nature is interfered with and the system must suffer. If the school-house is ill constructed or ill furnished, it is not enough to let the responsibility rest upon the parents and trustees. The teachers can do much to establish a better state of things. The ignorance on such matters is lamentable and the teachers should assist in dispelling it. Even if we have comfortable, well-furnished school-houses, we must not keep the pupils too long in one position, but vary it often and give vent to their natural activity in uniform Physical exercises. These will give rest to the taxed muscles and develop others. When this is done, and occupation furnished that is within the child's comprehension, no feeling of lassitude or weariness will oppress him. The activity which would otherwise result in disorder is made subservient to discipline; for in proportion as the body is made amenable to orderly action, so will the mind be under the control of the teacher. The health is not impaired. Bodily and mental organs alike improve, one is made the complement of the other.

The child's moral education presents greater difficulty. Morality depends on reason, and at an early age the child is unable to reason,—he is therefore dependent on the reasoning of others, and is only affected by external influences, particularly those of home. If his home influences are such as to lead him astray, the teacher can do but little. The most powerful moral influences are to be exerted through his affections, his love of approbation and of personal comfort. We should watch sharply for errors, but not correct or reprove sharply. We should rather strive to teach what is good than correct what is evil. We should strive to make a healthy moral tone the normal state of the school. We then have the sympathy of numbers, and the force of example to assist us. But above all other influences, our personal example is the most powerful. The child is an imitative creature, and naturally copies his seniors. We should therefore, in our intercourse with our pupils and our fellows, be actuated by high principles. We must be watchful over our conduct, remembering that we are in the presence of keen observers, whose critical eye will soon detect it, if any thing is wrong in our conduct. Then we may bid adieu to our influence. But it is chiefly with intellectual education that we have to do, and by many this is considered the only duty of teachers. This requires careful consideration and thought. The child, though he may be entirely ignorant of the world of letters, is not altogether uneducated. In infancy he is educated by the experiences which he acquires through the natural activity of his instincts. In childhood and youth his education proceeds under the superintendence of the school and family circle. In mature years he is thrown on the resources of self education. What then is our duty as teachers? Is it to cram the mind with stores of knowledge? If that is all, when school life is done the source is stopped. The most eminent educators hold that the aim of education is rather to develop the mind than to fill it. Education is not the absorption of knowledge as a sponge absorbs water; but rather a process of digestion and assimilation. It is the incorporation of knowledge with the mind, by which, when school life is done, the mind of the student is so furnished that he may go on and on in self development, only in accordance with this view can we accomplish our work. The time at our disposal is too limited to complete the education; and we should so work that we may give our pupils the power to carry it on for themselves. We must therefore consider education not as the accumulation of knowledge but the develop-

ment of power. A distinguished educator defines education as "all the influences which form the character." Knowledge is the material with which we educate,—the tools of the student rather than the teacher. With it he builds the structure of his education. It is our duty as instructors not only to supply him with the tools but to instruct him in their uses.

Man made an immense stride towards his future development when he made his first rude hammer. It was the first great parent of the wonderful implements and appliances of all ages. From the hammer and a hard flat stone for an anvil all other instruments were developed. Our instruction should be conducted on the same principles. Our pupils are endowed with the mental hammer of observation and the anvil of memory: our duty is to guide and direct till he forges for himself all he requires. The labours and researches of others should serve only as a pattern: if he wields them as his own he can never make perfect work. If during school life his education is conducted on sound principles,—if he investigate the unknown by means of what he has already acquired,—if instead of working by rules simply committed to memory he first establishes principles and from them deduces rules; if he accept nothing for granted that he is able by investigation to determine for himself, then, when his school life is ended, with what power he is invested as he enters the arena of active life! All his knowledge is his own, wrought out by patient labour. His mind is mature, and into whatever field of life he enters he can bring thoughtful reason to bear and success must result. Locke says that the difference existing in the manners and abilities of men is owing more to their education than anything else, but if we examine the lives of those about us, we shall not find that he who knows most is the most successful; but he who thinks most. The smart man is the thinker; and often those who are the most successful are ignorant, if taken out of their own line: yet we cannot call them uneducated for circumstances have educated them. Whatever tends to develop and improve one's faculties is one's education. As Miss Sedgwick says, "Whatever trains the mental power, the affections, manners and habits is education. Whatever promotes the health and develops and improves the strength and power of the body, is physical education. Whatever calls forth your affections and strengthens them, whatever directs and subdues your passions, whatever cultivates your virtues, whatever improves your manners, — is moral education." Education is not confined to schools and colleges, for every thing educates. The great advantage of a liberal education is that it opens up a wide field and fits the possessor for any vocation. The power developed by Mathematical demonstration or the investigation of a Greek root will be found useful, in any walk of life. But many object to "higher education" and call for practical education. How little of what we learn in school life is actually used in the practical duties of life, yet it is all practical. Let us then so work that in whatever we teach we may direct our efforts to the development of mental power. Let us have no superficial work. Let us endeavour to quicken perception, develop reason, and inculcate thought. It has often been observed by the unthinking, "It does not so much matter how you teach, as what you teach." I hold rather it does not matter so much what you teach as how you teach. Of course neither statement can stand alone. Certain studies are best adapted to develop certain powers.

This view of education is not the popular one; and teachers, especially young teachers, are too apt to cater to the prejudice of their employers. In criticising the method of a young teacher a short time ago he told me "I know better, but if I were to teach methodically it would not give satisfaction." He judged hastily. It doubtless would for a time, but six months would not elapse before it would be recognized as successful.

Let us therefore stand in the dignity of our profession and do right at whatever sacrifices. Educate, not merely teach, and the time will come in which we will reap our reward, not only in the consciousness of having done our duty, but in the fact that it will be recognized by others. Remember our work is not for a day, but for all time, and the truths we inculcate now will yield a rich return when the rising generation will become the men and women of our land. Then will our school system become thoroughly appreciated. Then will New Brunswick be celebrated for the excellence and number of her educational establishments, and we who contribute may well be proud of the result.

Mr. James Bishop drew a humorous picture of the Teacher and his work, as viewed perhaps by the public. Mr. J. G. A. Belyea and Mr. C. Bishop followed with some sound observations on the value of education. Some of the objections to the present school system were shown up in a ludicrous manner by Mr. Wm. Wetmore. MR. ROBINSON, the Inspector, spoke of the increase of school property in the County under the present Law.

Before the close of the meeting a unanimous vote of thanks was presented to the inhabitants of Riverside and vicinity for their kindness and hospitality extended to the Teachers in attendance at the Institute.

*4th Session.*—A paper on *Object Lessons*, by MR. J. G. A. BELYEA, occupied about thirty minutes, and was then discussed by the Institute. Messrs. James Bishop and A. Wells agreed with the arguments advanced, but questioned the expediency of occupying much time with object-lessons. The former, however, believed that in all teaching, illustrations by means of objects should be freely used. Mr. Watson was strongly in favor of object teaching in every branch. The child should be taught to observe things and to learn for himself. Teachers should not explain everything, but draw from the pupils the explanation. Mr. Chipman Bishop pointed out the use of objects in teaching arithmetic and composition. Pupils should be taught to write out descriptions of objects. In miscellaneous schools it was not well, he thought, to give a prominent place to object lessons, as such. Mr. Wetmore said he saw more and more benefit resulting from object teaching as he used it more. He regretted that he had not been taught in that way. He described his method of giving an object lesson, and illustrated it by its application to the first steps in Arithmetic. Mr. A. Wells said the Teacher's talk was not teaching: the child must do the work. There was no proficiency without actual practice. Mr. J. G. A. Belyea gave some of his reasons in favor of object lessons, and in response to a request, outlined a lesson on Coal, indicating "Matter and Method."

*5th Session.*—Under the general head of *School Management*, a number of questions were asked and answered. Some of these were as follows:—

1. "Do you approve of keeping children in during recess or after school as a punishment for lessons not prepared?" Mr. Colpitts, A. B., gave a negative reply. Mr. C. Bishop would cause pupils who missed lessons to write them out at home; he was not in favor of corporal punishment, and advised firmness and the avoidance of haste. Mr. James Bishop did not like the "keeping in" process, and did not intend "to leave the stick in its native forest." Mr. G. Smith believed corporal punishment injurious. Mr. J. G. A. Belyea would not keep pupils in, but would have delinquent pupils write out lessons at home; while not abolishing corporal punishment, he disliked to inflict it. Mr. Watson and Mr. C. Bishop spoke of marks and rewards as an inducement to good behaviour.

2. "How would you prevent chewing gum?" One gentleman replied that the most expeditious way was to take away the article. Another would inflict corporal punishment.

3. "How do you carry out the provisions of the School Regulations in

respect to oversight of pupils during recess?" Several gentlemen said they were in the habit of going out and joining in the games of the pupils.

Rev. T. A. Blackadar, being called upon, offered a few remarks, comparing the old method of discipline with the present.

It was decided to hold the next meeting of the Institute in District No. 2, Hillsboro', beginning on the third Thursday in September, 1879.

A vote of thanks to the President closed the proceedings.

#### CARLETON COUNTY.

On the 6th of June, 1878, a number of the Teachers of Carleton County met in the Grammar School at Woodstock, for the purpose of organizing a Teachers' Institute. The Inspector, W. H. DIBBLEE, Esq., took the Chair, and explained the manner of organization. Mr. Charles McLean was appointed Secretary *pro tem*. The fee for membership was fixed at twenty-five cents. After the enrolment of members, the Officers and Committee for the current year were elected: viz., W. H. DIBBLEE, Esq., *President*; MR. JAMES MCCOY, *Vice-President*; MR. JOSIAH MURPHY, *Secretary-Treasurer*; MISS SUSAN PRICE and Mr. W. B. WIGGINS.

T. H. RAND, D. C. L., Chief Superintendent, addressed the Institute, fully explaining the object which the Board of Education had in view in providing for the organization of a Teachers' Institute in each County, and giving some valuable suggestions as to how these Institutes should be conducted so as to accomplish those objects.

Professional greetings were sent by telegraph to the Institute assembled at Richibucto, Kent County.

*2nd Session.*—The President introduced MR. ALEXANDER JOHNSTON, A. B., who read a very instructive and carefully prepared paper on "The importance of good *Wall Maps* and bits of other *Apparatus*," in which he showed how Teachers may secure these things "by definite representation to the Board of Trustees and to the ratepayers at the Annual School Meetings." Remarks in connection with the subject were made by Dr. Rand, Messrs. C. McLean, James McCoy, J. W. Sherwood, Charles O'Donnell and S. A. Couillard.

MR. COUNSEL T. HENDRY delivered an address on the suggestions for the teaching of *Geography* contained in the Report of the "Educational Institute," held at Fredericton in August, 1877. Messrs. W. A. Smyth, Couillard, McLean, O'Donnell, R. Wheeler and Dr. Rand also spoke upon the subject. Dr. Rand informed the Institute that a revised edition of Calkin's School Geography was in course of publication for the use of schools in New Brunswick.

*3rd Session.*—Friday, 9.30 a. m. MR. CHARLES MCLEAN delivered an address on "The importance of teaching *Common Print* and *Print Script* to Primary Pupils." This was followed by free conversation on the subject. On motion, the routine of business was then varied by a few physical exercises under the direction of Mr. C. McLean.

A discussion on "The best Method of securing good *Writing* in schools" was introduced in an elaborate address by MR. J. W. SHERWOOD. The other speakers at this session were Messrs. O'Donnell, Wheeler, H. E.

McNally, Johnston, Dibblee, Hendry, McCoy, George Stickney, Wiggins, Smyth, Couillard, and Mrs. Millar.

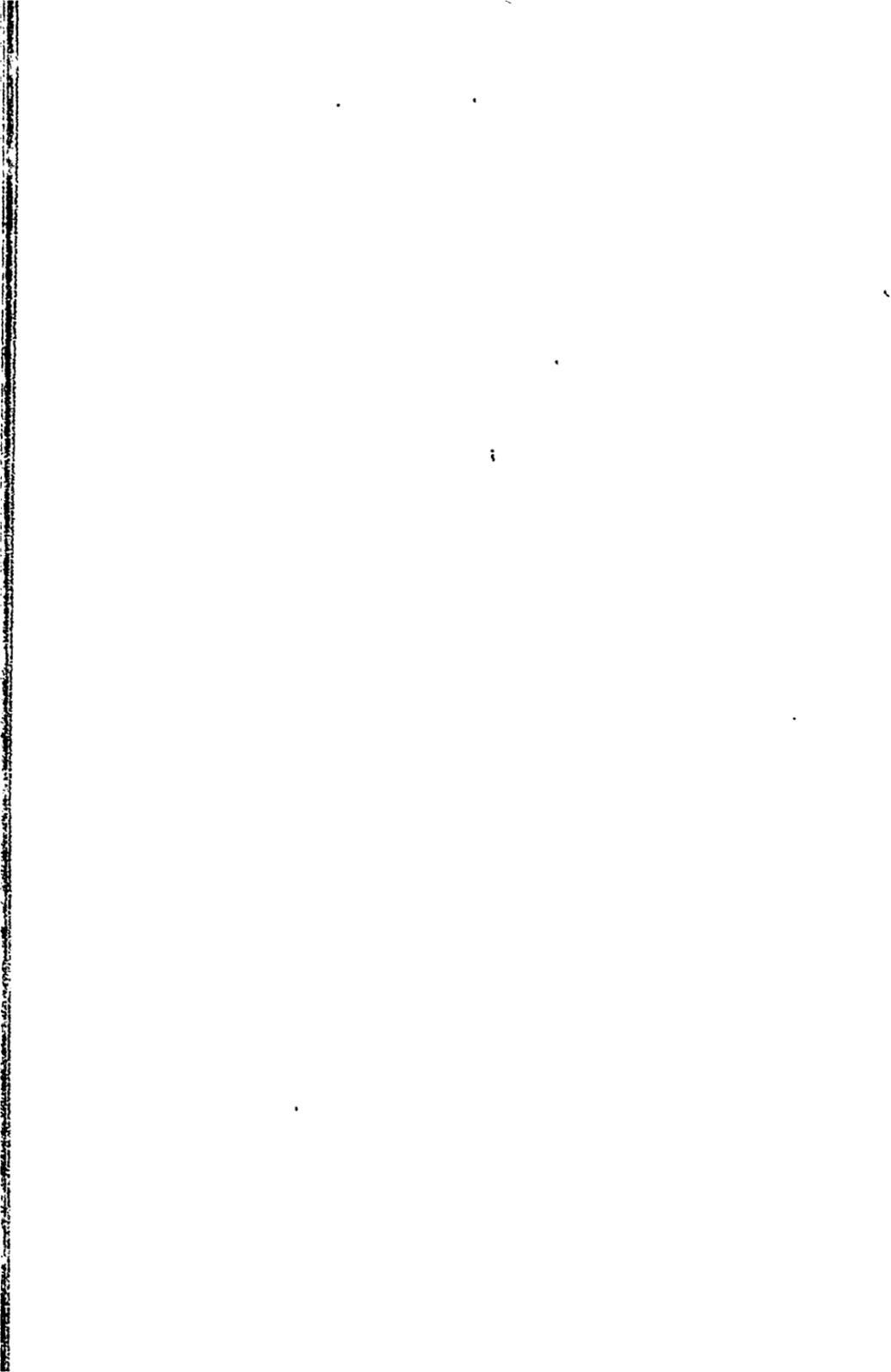
*4th Session.*—"How best to instruct a School concerning the general conditions of *Health*" was the theme of a highly instructive paper by MR. NEHEMIAH AYER, A. B.

An interesting lesson on *Colour*, to a class of primary pupils selected from the schools in the town of Woodstock, was given by Mr. CHARLES McLEAN. He was followed by Mr. James McCoy, who explained several of the points mentioned in the lesson.

It was resolved to hold the next annual meeting of the Institute at Woodstock, on the first Thursday and Friday in June, 1879. A unanimous vote of thanks was presented to the President and Secretary for the manner in which they had discharged their duties. The Institute then adjourned.

On the Thursday evening a public lecture on Education was delivered, in connection with the Institute, by DR. RAND, in the Grammar School-room. This was well attended by the people of Woodstock and vicinity.

At its close a vote of thanks was presented to the lecturer.





## OFFICIAL NOTICES.

## No. 1.

Under the Standards of Award contained in the 30th Regulation of the Board of Education, the following Candidates for License at the March Examination, 1878, have been awarded Provincial School License of the Classes herein specified. Awards which do not advance the Class of License already received by any Candidate under Regulation 30, are not included in the subjoined lists:—

**GRAMMAR SCHOOL CLASS.**—Alexander Johnston, A. B., Lower Woodstock; George Herbert Fulton, A. B., St. John.

**FIRST CLASS.**—Alban F. Emery, Carleton; Daniel Fiske, Fredericton; Robert M. Raymond, A. B., Norton, Kings County; George J. Clarke, St. Andrews; George Manfred Cooke, Dorchester; Mary A. Truswell, Fredericton; Gertrude A. Thomson, Newcastle, Miramichi; Anna S. Langin, Gaspereaux, Queens County.

**SECOND CLASS.**—William M. Hamilton, Lawrence, Charlotte County; Peter McIntyre, Dalhousie; Alexander Murray, Murray's Corner, Botsford; W. Amasa Clark, Springfield; Thomas J. Hartley, Southampton; George S. Inch, Upper Keswick Jodge; John G. Lamb, Botsford; Frank S. Milbery, Wicklow; Judson B. Clark, Springfield; Ambrose H. Sherwood, Lakefield, Sussex; William Thurrott, West Branch, Weldford; Wellington H. Jenkins, Cody's, Queens County; William H. Anderson, Springfield, York County; Leslie Myers Wiggins, Central Norton; LeBaron Starkey, Johnston, Queens County; John S. Raworth, Upper Cape, Botsford; Samuel H. Moore, Briggs's Corner, Chipman; John R. McCloskey, Fredericton; James Barry, St. John; David J. Horseman, Elgin; Edward Conley, Apohaqui; Clara E. Burrigge, Carleton; Annie M. Gifford, Pleasant Vale, Elgin; Celia J. E. Clarke, St. Martins, East; Isabel Harvey, Calais, Maine; Jennie M. Edwards, Fredericton; Frances A. Gaskin, Turtle Creek, Coverdale; Ella Gertrude Foster, Bocabec; Gertrude T. Akerly, McDonald's Point, Queens County; Elizabeth McLachlan, Nelson, Northumberland County; Eliza Buckley, Newcastle; Annie L. Chrystal, Kingston, Kent County; Lizzie V. Holte, Little Falls, Madawaska County; Lillie E. Baxter, St. John; Mary J. Long, Oakland, Johnston; Jessie M. Hill, Fredericton; Eliza Greer, New Maryland; Janet Ferguson, Point La Minn, Dalhousie; Minnie S. Carman, Woodstock; Margaret Robertson, St. John; Maggie Stohart, Portland Maine; Annie Agusta Greaves, Chatham; Sarah H. Haines, Fredericton; Maggie M. McIntosh, Chatam; Louise J. Merrithew, Douglas, York County; Angelina Sanburn, Indiantown; John Kirkpatrick, Lebec Junction; Harriet Owen Howard, Portland; Lillias J. Wilson, Kingston, Kent County; Lillia Elina Turner, St. John; Cornelia A. Watt, North Head, Grand Manan; Annie P. Gilman, Fredericton; Alice M. Annette, Fairville; Annie J. Sanson, Stanley, York County; Marguerite M. Michaud, Ectouche; Annie E. Spicer, St. John; Catharine Martin, St. John; Mary E. Thompson, Fredericton; Sarah E. Longstaff, Woodstock; Annie A. Taylor, Florenceville; Priscilla S. Belyea, Belyea's Cove; Julia E. Thompson, Tower Hill, Charlotte County; Mary J. Morgan, Fredericton; Annie S. L. Perley, Blissville; Lizzie A. McCready, Wickham; Elizabeth J. Parlee, Millstream, Studholm; Rebecca A. White, Briggs's Corner, Chipman; Diana S. Dunn, Fredericton; Gussie T. Crawford, Andover; Fannie L. Hanson, St. John, Evelina D. Brown, St. Martins.

**THIRD CLASS.**—Fred. P. Johnston, Keswick Ridge; Henry E. Macdonald, Cambridge; George H. Jonah, Elgin Road, Albert County; William Munroe, Jr., Nashwaak; Zachariah Nason, Tracy Station, Sunbury County; William A. Rees, Upper Keswick; Ed. J. Hianvue, Grand Falls; Charles E. Webb, New Jerusalem; Agnes Elder Keay, St. Andrews; Nettie A. Colpitts, Mapleton, Elgin; Lizzie R. Dunlap, Fredericton; Kate Flewelling, Gibson; Lottie L. Lord, Lord's Cove, Deer Island; Isabel A. McBride, Richmond Corner, Carleton County; Bessie B. McLean, St. John; Eva O. Stewart, Carleton; Ada B. Miller, Fredericton; Annabell Hooper, Fredericton; Theodosia A. Hart, Fredericton Junction; Mary P. Macpherson, Fredericton; Helen S. Graham, Macnaquack, York County; Mary E. Carnwath, Riverside, Albert County; Catharine F. Brown, Moore's Mills, St. Stephen; Adelia A. Barton, Cumberland Bay, Grand Lake; Sarah F. Brown, Tower Hill, St. David; Amanda E. Barker, Burton; Mary J. Linton, Bocabec; Anna J. Atkinson, Baio Verte; Janet C. Mitchell, Macnaquack; Sarah T. Lockhart, Donegal, Sussex; Ellen K. Norton, Indiantown; Abbie M. Smith, Mapleton, Elgin; Elsie McFarlane, Lower Southampton, Dorcas Irene Erb, Clifton; Minnie E. Wiley, Fredericton; Bessie M. Retallick, Carleton; Lizzie M. Owens, Tracer's Mills, Carleton County; Catharine Donovan, Hammond Vale, Kings County; Angelina E. Wasson, Brascomb's, Queens County; Olive Maria Smith, Blissville; Hannah B. Wheaton, Carleton; Annie M. Kilpatrick, Florenceville; Annie A. Colpitts, Pleasant Vale, Elgin.

## No. 2.

Teachers and Trustees are not to include in the Semi-Annual School Return any days on which the School was closed by the Teacher in consequence of his attendance at the Teachers' Institute. Returns are to include only those days on which the School was actually in session. The allowance due to Teacher and Trustees will be duly made upon the Returns at the Education Office, in accordance with the provisions of Regulation 23, (5).

## PROVINCIAL NORMAL SCHOOL.

## No. 3.

Course of Instruction prescribed for the Normal Department by the Board of Education, May 4th, 1878, and ordered to be published in the EDUCATIONAL CIRCULAR:—

## LANGUAGE

**SESSION I.—Grammar and Analysis.**—Review of the prescribed Text-book. The Sentence and its elements. Classification of words into the eight parts of speech. Inflection. Structure of Sentences. Expansion of the elements of the Simple Sentence. Complex and Compound Sentences. Fundamental laws of Syntax. Special rules of Syntax. Practical exercises in parsing and analysis at each lesson if possible.

**Composition.**—Formal answers to questions (oral and written) in Royal Readers, and complete stories and letters formed of such answers. Semi-monthly letter on common occurrences. Paraphrasing prescribed passages.

**English Literature.**—Examination of specimens in the Royal Readers.

**SESSION II.—Grammar and Analysis** continued.

**Composition.**—Structure of paragraphs. Expository paraphrases. General and special qualities of style.

**English Literature.**—Historic sketch of the English language. Further examination of specimens in the Royal Reader, and one classic Author.

**Latin and Greek.**—Instruction to be given in Latin and Greek to student-teachers who have already made some progress in these languages.

**SESSION III.—Composition.**—Criticism of style. Prose the lines, and versification.

**English Literature.**—Study of classic authors.

**Latin and Greek.**—Continued, as before.

## READING AND VOCAL CULTURE.

**SESSION I.—Reading and Recitation.**—Regular Practice. Instruction in general physical culture. Right habits of breathing. Production of tone. Elementary sounds of the language and the mode of their formation. Articulation. Leading principles of expressive reading.

**SESSION II.—Reading and Recitation.**—Regular Practice. General structure of the vocal organs. Physical and vocal culture. Modes of remedying defective speech. Principles of expressive reading.

**SESSION III.—Reading and Recitation.**—Regular Practice. Mechanism of the vocal organs. Laws of sound as applicable to the voice. Mechanism of speech. General principles of gesture, or review of previous work.

## MUSIC.

**SESSION I.—Role Singing.**—Development of Tone. Expressive Singing. Management of Juvenile Classes.

**SESSION II.—Vocal Theory.**—Practice in reading at Sight. Four-part singing.

**SESSION III.—Harmony.**—The Keys and their relations. Chords and their resolutions, or additional practice in previous work.

## MATHEMATICS.

**SESSION I.—Arithmetic.**—Mental. Review the principles contained in the prescribed elementary Text-Book with practice thereon. Sangster's National Arithmetic, first four sections. Principles and practice.

**Geometry.**—Geometrical conceptions as gained from concrete illustrations. Constructive Geometry. **Algebra.**—Symbols. Addition, Subtraction, Multiplication, and Division, with general results in these rules. **Note.**—Female Student-Teachers may be exempted by the Principal from the study of Algebra.

**SESSION II.—Arithmetic.**—Mental. Sangster's National Arithmetic, Sections v. to ix. inclusive. Principles and practice.

**Geometry.**—Logical demonstrations of the Theorems and Problems contained in the first eight Chapters of Wormell's Modern Geometry with Exercises.

**Algebra.**—Principles and practice, from Section xi. to Section xxv. inclusive of the prescribed text. **Natural Philosophy.**—Principles of Mechanics. Dynamics. Uniform and accelerated motion. Atwood's Machine. Falling bodies. Dynamical formulae. Newton's Laws of Motion.

**Note.**—Female Student-Teachers may be exempted by the Principal from Geometry, Algebra, and Natural Philosophy.

- SESSION III.—Arithmetic.—Mental.** Prescribed Text-Book completed. Principles and practice. *Geometry.*—Logical demonstrations of Theorems and Problems contained in the last seven Chapters of the prescribed text, with exercises.  
*Trigonometry.*—Right and oblique angled Triangles. Trigonometrical formula.  
*Algebra.*—Prescribed Text-book completed.  
*Natural Philosophy.*—Mechanical powers (preceded by an explanatory energy). Statics. Composition and Resolution of Forces. Parallel Forces. Centre of Gravity. Hydrostatics.

## GEOGRAPHY.

- SESSION I.—Topographical Geography.**—Land and Water Surface of the Earth, with relative positions and leading characteristics. Particular geography of one country. Map drawing.  
*Mathematical Geography.*—Form and size of the Earth. Greater and lesser Circles. Latitude and Longitude.  
**SESSION II.—Topographical Geography.**—Particular Geography of one country. Map drawing.  
*Mathematical Geography.*—The Terrestrial Globe. Problems. Phenomena and causes of day and night. Causes of the Seasons. Plane construction of Maps.  
**SESSION III.—Topographical Geography.**—Particular Geography of British Colonies and Dependencies. Exports and Imports.  
*Mathematical Geography.*—Systems of Circles. Celestial Globe. Problems. Construction of Maps. Conical Projection. Mercator's Projection,

## HISTORY.

- SESSION I.—Canadian History.**—Outlines of the different Periods. One of the Periods in detail. Outlines of the Constitution of the Dominion of Canada.  
**SESSION II.—British History.**—Outlines of the great English Periods. One of the Periods in fuller detail. Outlines of the British Constitution.  
**SESSION III.—General History.**—Outlines of Ancient, Medieval, and Modern History.

## WRITING AND INDUSTRIAL DRAWING.

- SESSION I.**—Common Print. Print Script. Handwriting. Copying outline pictures of objects. Freehand Drawing from 1st Series Cards.  
**SESSION II.**—Handwriting. Freehand Drawing from 2nd Series Cards and No. 1 Intermediate Drawing Book.  
**SESSION III.**—Freehand Drawing Nos. 2 and 3 Intermediate Drawing Books. Outline Designs. Model Drawing.

## BOOK-KEEPING.

- SESSION II.**—Single Entry. Commercial Forms.  
**SESSION III.**—Double Entry.

## NATURAL HISTORY AND NATURAL SCIENCE.

- SESSION I.—The Atmosphere.**—Experiments. Conclusions from experiments respecting its Mechanical properties. Weight. The Barometer, and its construction. Temperature. The Thermometer, and its construction. Movements. Winds. Moisture, clouds, rain, dew. Geological Agent. Composition as inferred from experiments.  
*Water.*—Rivers, Seas, their depth, temperature, and effects on Climate. Movements, tides, currents. Geological Agent. Composition inferred from experiments. Salt and Spring Waters. Hard and Soft Waters.  
*The Earth.*—General Structure. Sedimentary Rocks. Fossils, how laid down. Upheavals. Interior of the Earth. Volcanoes. Igneous Rocks. Origin and characteristics of Soils. Vegetable life depending on Mineral food.  
*Plant Life.*—Examination of a plant; how distinguished. Its parts. Organs of vegetation and reproduction. Animal life depending on vegetable food.  
*Animal Life.*—Leading features as distinguished from plants. Examination of a quadruped, bird, reptile, fish, insect. Organs or parts.  
**SESSION II.—Chemistry.**—Non-Metallic elements. Metals, general properties. Chemical relations. Application to Arts and Manufactures. Laws of Combination by weight and volume. Chemical equations.  
*Botany.*—Examination of specimen plants in detail. Leaves, form, uses. Flowers, Calyx, Corolla, &c. Fruits, uses. Seeds in germination. Food of plants. Composition of plants. Chemical Analysis. Economic Botany; food, clothing, shelter, fuel, manufactures, medicine.  
*Zoology or Animal Physiology.*—Osseous system. Muscular system. Nervous system. Circulatory system. Organs of sight. Movement. Human Physiology and Hygiene.  
*Geology.*—Minerals, rocks, metals. Composition and arrangement of Rocks.  
**SESSION III.—Chemistry.**—Non-oxidized and albuminous principles of food, and their relations to the sustenance of animals. Vegetable acids, oils, and fats. Applications of Chemistry to Agriculture.  
*Botany.*—Classification of plants into families and genera. Distribution of plants. The Plants of New Brunswick. Effects of the flora of different regions on man or nations. Paleontology; history of plants.

*Zoology or Animal Physiology.*—Classification. Distribution, according to climate, seas, land. Theory of development.  
*Geology.*—Geological epochs. Systems and formations, how defined. Leading events of each period. The mutual dependence and harmonious movement of all the parts of Nature testify to the wisdom and constant supervision of the Creating and Governing Mind.

#### TEACHING AND SCHOOL MANAGEMENT.

- SESSION I.—1. General view of the object of education—developing and strengthening of the physical, intellectual, and moral powers.  
 2. *Method.*—Its meaning. Two methods, the Synthetic and Analytic. The application of method to the elementary branches of instruction.  
 3. *School Organization.*—Classification. Principles and construction of Time-Tables. School Registers, their uses, mode of keeping them and of making semi-annual Returns. The School System of New Brunswick.  
 4. *Discipline.*—Its meaning. The conditions necessary to ensure order. Theory of rewards and punishments.  
 5. Papers on professional subjects required of student-teachers at least monthly. Observation and practice in the Model Department. Criticism on practice of student-teachers.
- SESSION II.—1. *Nature of the Being to be educated.* (1) Physical Nature. Education of the bodily organs and functions. Training to be on hygienic principles. (2) Intellectual nature. The basis of development, perception and intuition. Classification of the faculties of the mind. Nature of the faculties. The peculiar function and order of development of each. The methods of instruction adapted to each class of faculties. The subjects best suited for the cultivation of the different faculties. Illustrations. (3) Moral nature. Distinction between nature and character. Elements of character. Principles of moral training.  
 2. *School Organization and Discipline.*—A more minute examination of principles. The School System of New Brunswick.  
 3. Papers on professional subjects required of student-teachers at least monthly. Practice and observation in the Model Department weekly while in session. Criticism on the practice of student-teachers.
- SESSION III.—1. *Uses of Psychology in Education.* The only proper basis for Method. Contrasts between past and present modes of teaching the result of a study of child nature.  
 2. *History of Method.* Educational Reformers. An examination and a comparison of their principles.  
 3. Papers on professional subjects required of student-teachers at least monthly. Extended observation and practice in the Model Department. Criticism continued.

### UNIVERSITY OF LONDON

#### No. 4.

On May 4th, 1878, the Board of Education made the following minute, and directed its publication in the EDUCATIONAL CIRCULAR, together with the Regulations and requirements of the University of London respecting Degrees in Arts and Laws:—

The London University having, at the instance of His Excellency the Governor General, agreed to admit Students in the Dominion of Canada to examinations for Degrees in Arts and Laws at prescribed centres in their respective Provinces, the Board of Education of the Province of New Brunswick have deemed it advisable to publish the Regulations of the said University respecting admission to such Degrees, in so far as this Province is concerned.

The Board are induced to take this step because they believe that the opportunity thus afforded our young men of connecting themselves with an Institution of such well-known and acknowledged standing cannot but prove a great boon to them, while tending to promote and encourage the higher education and at the same time providing aspiring Students at Law with a strong and worthy incentive to make themselves thoroughly masters of the grand principles of their Profession.

In order to secure the requisite number of Papers for the Examinations, it is essential that the Senate of the University of London should be informed, not later than the 1st of May in each year, at what centres in the Dominion, Candidates will present themselves for the First and Second Examinations for Degrees in Arts, and before the 1st of October in each year, at what centres Candidates will present themselves for the First and Second Examinations in Laws. Candidates in this Province are therefore enjoined to signify their intentions to the Chief Superintendent of Education in time for transmission of the necessary information through the Colonial Office to London not later than the dates above prescribed. Fredericton is the Station of Examination in the Province of New Brunswick.

#### REGULATIONS FOR MATRICULATION.

(N. B.—Candidates for any Degree granted by this University are required to have passed the MATRICULATION EXAMINATION.)

THERE shall be held at Fredericton one Examination for MATRICULATION in each year, commencing on the last Monday in June.

No Candidate shall be admitted to the MATRICULATION EXAMINATION unless he have produced a Certificate showing that he has completed his Sixteenth year. This Certificate shall be transmitted to the Registrar at least fourteen days before the commencement of the Examination.

1 A certified copy of the Baptismal Register is required in every case in which it can possibly be obtained. In other cases the best evidence procurable is admitted. The Certificate of each Candidate is returned to him when he inscribes his name on the Register of the University. Information respecting the time for doing this will be sent to each Candidate when the receipt of his Certificate of Age is acknowledged.

A Fee of Two Pounds shall be paid at Matriculation. No Candidate shall be admitted to the Examination unless he have previously paid this Fee to the Registrar.<sup>1</sup> If, after payment of his Fee, a Candidate withdraws his name, or fails to present himself at the Examination, or fails to pass it, the Fee shall not be returned to him, but he shall be allowed to enter for any subsequent MATRICULATION EXAMINATION upon payment, at every such entry, of an additional Fee of One Pound, provided that he give notice to the Registrar at least *fourteen days* before the commencement of the Examination.

The Examination shall be conducted by means of Printed Papers; but the Examiners shall not be precluded from putting, for the purpose of ascertaining the competence of the Candidate to pass, *viva voce* questions to any Candidate in the subjects in which they are appointed to examine.

Candidates shall not be approved by the Examiners unless they have shown a competent knowledge in each of the following subjects, according to the details specified under the several heads:—

1. Latin;
2. Any two<sup>2</sup> of the following Languages:—Greek, French, German, and either Sanskrit or Arabic;<sup>3</sup>
3. The English Language, English History, and Modern Geography;
4. Mathematics;
5. Natural Philosophy;
6. Chemistry.

The following are the particulars of the foregoing subjects of Examination:—

#### LATIN.

One Latin subject to be selected by the Senate one year and a half previously from the works of the undermentioned authors:<sup>4</sup>

*Virgil*. . . . One Book of the *Georgics*, and One Book of the *Æneid*.

*Horace*. . . . Two Books of the *Odes*.

*Sallust*. . . . The *Conspiracy of Catiline*, or the *War with Jugurtha*.

*Cæsar*. . . . Two Books of the *Gaulic War*.

*Livy*. . . . One Book.

*Cicero*. . . . De *Senectute* or De *Amicitia*, with One of the following *Orations*:—Pro *Lege Manilia*, one of the four *Catilinarian Orations*, Pro *Archia*, Pro *M. Marcello*.

*Ovid*. . . . One Book of the *Metamorphoses*, and One Book of the *Epistle* or *Heroides*.

The Paper in Latin shall contain passages to be translated into English, with questions in History and Geography arising out of the subjects of the book selected. Short and easy passages shall also be set for translation from other books not so selected. A separate Paper shall be set containing questions in Latin Grammar, with simple and easy sentences of English to be translated into Latin.<sup>5</sup>

#### GREEK.

One Greek subject, to be selected by the Senate one year and a half previously from the works of the undermentioned authors:<sup>7</sup>

*Homer*. . . . One Book.

*Xenophon*. . . One Book.

The Paper in Greek shall contain passages to be translated into English, with questions in Grammar,<sup>8</sup> and with questions in History and Geography arising out of the subjects of the book selected. Short and easy passages shall also be set for translation from other books not so selected.

#### FRENCH.

The Paper in French shall contain passages for translation into English, and questions in Grammar, limited to the *Accidence*.

#### GERMAN.

The Paper in German shall contain passages for translation into English, and questions in Grammar, limited (except when German is taken as an alternative for Greek) to the *Accidence*.

#### SANSKRIT; ARABIC.

The Paper in Sanskrit and the Paper in Arabic shall contain passages for translation into English, and questions in Grammar.

#### THE ENGLISH LANGUAGE, ENGLISH HISTORY, AND MODERN GEOGRAPHY.

Orthography: Writing from Dictation: The Grammatical Structure of the Language.

History of England to the end of the Seventeenth Century, with questions in Modern Geography.

#### MATHEMATICS.

##### ARITHMETIC.

The ordinary Rules of Arithmetic.

Vulgar and Decimal Fractions.

Extraction of the Square Root.

1 The Fee must be paid when the Candidate inscribes his name on the Register of the University.

2 No credit will be given for more than two of these Languages.

3 Candidates who desire to be examined in either Sanskrit or Arabic must give at least *two calendar months' notice* to the Registrar.

4 The LATIN Subjects for 1879 are—For June, 1879: *Cicero*, De *Senectute*, and the First Speech against *Catiline*.

5 Special stress is laid on accuracy in the answers to the Grammar questions, and on the correct rendering of English into Latin.

6 Candidates may substitute German for Greek.

7 The GREEK Subjects for 1879 are—For June, 1879: *Xenophon*, *Anabasis*, Book III.

8 Special stress is laid on accuracy in the answers to the questions in Greek Grammar.

**ALGEBRA.**

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.  
Proportion.  
Arithmetical and Geometrical Progression.  
Simple Equations.

**GEOMETRY.**

The First Four Books of Euclid, or the subjects thereof.

**NATURAL PHILOSOPHY. 1****MECHANICS.**

Composition and Resolution of Statical Forces.  
Simple Machines (*Mechanical Powers*):—Ratio of the Power to the Weight in each.  
Centre of Gravity.  
General Laws of Motion, with the chief experiments by which they may be illustrated.  
Law of the Motion of Falling Bodies.

**HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.**

Pressure of Liquids and Gases, its equal diffusion, and variation with the depth.  
Specific Gravity, and modes of determining it.  
The Barometer, the Syphon, the Common Pump and Forcing-Pump, and the Air-Pump.

**OPTICS.**

Laws of Reflexion and Refraction.  
Formation of Images by Mirrors and Simple Lenses.

**HEAT.**

Its sources. Expansion. Thermometers—relations between different Scales in common use.  
Difference between Temperature and Quantity of heat. Specific and Latent heat.  
Calorimeters. Liquefaction. Ebullition. Evaporation. Conduction. Convection.  
Radiation.

**CHEMISTRY.**

Chemistry of the Non-Metallic elements; including their compounds as enumerated below—  
—their chief physical and chemical characters—their preparation—and their characteristic tests.

Oxygen, Hydrogen, Carbon, Nitrogen. Chlorine, Bromine, Iodine, Fluorine. Sulphur, Phosphorus, Silicon.

Combining Proportions by weight and by volume. General nature of Acids, Bases, and Salts. Symbols and Nomenclature.

The Atmosphere—its constitution; effects of Animal and Vegetable life upon its composition.  
Combustion. Structure and properties of Flame. Nature and composition of ordinary Fuel.  
Water. Chemical peculiarities of Natural Waters, such as rain-water, river-water, spring-water, sea-water.

Carbonic Acid. Carbonic Oxide. Oxides and Acids of Nitrogen. Ammonia. Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen.

Hydrochloric Acid. Phosphoric Acid and Phosphuretted Hydrogen. Silica.

The Examinations shall be conducted in the following order:—

**MONDAY.**

*Afternoon,* 2 to 4. Latin.  
4 to 6. Latin Grammar and Composition.

**TUESDAY.**

*Morning,* 10 to 1. Greek, German, Sanskrit, or Arabic.  
*Afternoon,* 3 to 6. French or German.

**WEDNESDAY.**

*Morning,* 10 to 1. Arithmetic and Algebra.  
*Afternoon,* 3 to 6. Geometry.

**THURSDAY.**

*Morning,* 10 to 1. English Language.  
*Afternoon,* 3 to 6. English History.

**FRIDAY.**

*Morning,* 10 to 1. Natural Philosophy.  
*Afternoon,* 2 to 5. Chemistry.

On Monday Morning at Nine o'clock in the week next but one ensuing, the Examiners shall publish a List of the Candidates who have passed, arranged in alphabetical order. And on the Monday morning next following, at Nine o'clock, the Examiners shall publish a List of the Candidates who have passed, arranged in Three Divisions:—in the Honours Division in the order of proficiency; in the First and Second Divisions in alphabetical order. 2

1 The questions in Natural Philosophy will be of a strictly elementary character.

2 The places of Candidates in the Honours Division are determined by their respective degrees of proficiency in the subjects of the Pass Examination taken collectively.

A Pass Certificate signed by the Registrar shall be delivered to each Candidate who shall apply for it, after the Report of the Examiners shall have been approved by the Senate.

Inquiry to be made through Governor General whether these Prizes can be taken by Students in the Dominion of Canada.

## GILCHRIST SCHOLARSHIPS.

### COLONIAL SCHOLARSHIPS.

1. A Scholarship of One Hundred Pounds per annum, and tenable for three years, is annually awarded to the highest among those Candidates at the Matriculation Examination carried on in the DOMINION OF CANADA, who pass either in the Honours or in the First Division, and who are desirous of prosecuting their studies either at the University of Edinburgh, or at University College, London, with a view to Graduation in one of the four Faculties of the University of London.

(NOTE.—From the above synopsis it will be seen that the subjects required for MATRICULATION are neither numerous nor difficult, but the absolute necessity of having a minute and accurate knowledge of them cannot be too strongly impressed upon intending Candidates.)

## FIRST B. A. PASS EXAMINATION.

The First B. A. Examination shall take place once in each year, and shall commence on the third Monday in July.

No Candidate shall be admitted to this Examination within one academical year of the time of his passing the Matriculation Examination; nor shall any Candidate be admitted unless he have produced a satisfactory Certificate of Good Conduct, which shall be transmitted to the Registrar at least one Calendar month before the commencement of the Examination.

The Fee for this Examination shall be Five Pounds. No Candidate shall be admitted to the Examination unless he have previously paid this Fee to the Registrar.<sup>1</sup> If, after payment of his Fee, a Candidate withdraws his name, or fails to present himself at the Examination, or fails to pass it, the Fee shall not be returned to him; but he shall be allowed to enter for any two subsequent FIRST B. A. EXAMINATIONS without the payment of any additional Fee, provided that he give notice to the Registrar at least fourteen days before the commencement of the Examination; such notice, in respect to the privilege aforesaid, being considered equivalent to entry.

The Examination shall be conducted by means of Printed Papers; but the Examiners shall not be precluded from putting, for the purpose of ascertaining the competence of the Candidates to pass, *viva voce* questions to any Candidate in the subjects in which they are appointed to examine.

Candidates shall be examined in the following subjects:—

### I. MATHEMATICS.

#### ARITHMETIC.

The ordinary Rules of Arithmetic.  
Vulgar and Decimal Fractions.  
The Rule of Three and its applications.  
Simple and Compound Interest.  
Present Value, Discount, and Annuities.  
Extraction of the Square Root.  
Nature and use of Logarithms.

#### ALGEBRA.

The ordinary Rules of Algebra.  
Reduction and Multiplication of Algebraical Fractions.  
Ratio, Proportion, and Variation.  
Permutations and Combinations.  
Arithmetical and Geometrical Progressions.  
Simple and Quadratic Equations.  
Determination of Common Factors.

#### GEOMETRY.

The Relations and Properties of Similar Rectilinear Figures.  
The Elementary Properties of the Plane, including those of the Angles made by Planes with Right Lines and with each other.  
The Elementary Properties of the Sphere, including those of the Great and Small on the Surfaces of Spheres.  
The Mensuration of the Simpler Plane and Solid Figures, including that of the Circle, the Sphere, the Cylinder and the Cone.  
Elements of Co-ordinate Geometry, as far as the Equations and Properties of the Right Line and Circle.

#### TRIGONOMETRY.

The different Measurements of Angles, and the Ordinary Relations of their Trigonometrical Ratios.  
The Elementary Formulæ connecting the Trigonometrical Ratios of two or more Angles.  
The Solutions of the several cases of Plane Triangles, including the determination of their Areas.  
The determination of the Heights and Distances of Inaccessible Objects.

<sup>1</sup> The Fee must be paid when the Candidate inscribes his name on the Register of the University.

## II.

## CLASSICS.

## THE LATIN LANGUAGE.

The Latin subjects, one in prose, the other in verse; to be selected two years previously by the Senate from the works of the undermentioned authors<sup>1</sup> :—

*Virgil*... The Eclogues; or two Books of the Georgics; or two Books of the *Æneid*.

*Horace*... The Odes; or the Satires; or the Epistles.

*Cicero*... One of the Orations; or one Book from any of the Philosophical or Rhetorical Works.

*Livy*... One Book.

*Tacitus*... One Book of either the Annals or the Histories.

## HISTORY.

History of Rome to the death of Augustus.

The Papers in Latin and Roman History shall contain passages of the specified Authors, with simple passages of Latin from books not previously named, to be translated into English; short passages of English to be translated into Latin<sup>2</sup>; and questions in Grammar, History, and Geography

## GREEK.

One Book either of Homer or of Xenophon, to be selected two years previously by the Senate; together with easy questions in Grammar.<sup>3</sup>

## III.

## THE ENGLISH LANGUAGE, LITERATURE, AND HISTORY.

Writing out the substance of a paragraph previously read by the Examiner: The Grammatical Structure of the Language: Composition; Other special subjects to be defined two years previously<sup>4</sup>.

History of England to the end of the Seventeenth Century.

## IV.

## THE FRENCH OR THE GERMAN LANGUAGE.

Translation into English with Questions in Grammar.

The Examinations shall be conducted in the following order:—

## MONDAY.

*Morning*, 10 to 1. Latin.

*Afternoon*, 3 to 6. Latin and Roman History.

## TUESDAY.

*Morning*, 10 to 1. Greek.

*Afternoon*, 3 to 6. French or German.

## WEDNESDAY.

*Morning*, 10 to 1. Arithmetic and Algebra.

*Afternoon*, 3 to 6. Geometry, Trigonometry, and Conics.

## THURSDAY.

*Morning*, 10 to 1. English Language and Literature.

*Afternoon*, 3 to 6. English History and Literature.

Candidates will not be approved by the Examiners unless they have shown a competent knowledge in—

1. Latin and Roman History;
2. Greek;
3. English Language, Literature, and History;
4. Mathematics;
5. Either the French or the German Language.

The Examiners shall publish a List of the Candidates who have passed, arranged in Two Divisions each in alphabetical order. And a Pass Certificate, signed by the Registrar, shall be delivered to each Candidate who shall apply for it, after the Report of the Examiners shall have been approved by the Senate.

## SECOND B. A. PASS EXAMINATION.

The Second B. A. Examination shall take place once in each year and shall commence on the first Monday in October.

No Candidate shall be admitted to this Examination within One Academical Year of the time of his passing the FIRST B. A. EXAMINATION; nor shall any Candidate be admitted unless he have produced a satisfactory Certificate of Good Conduct, which shall be transmitted to the Registrar at least one calendar month before the commencement of the Examination.

The Fee for this Examination shall be Five Pounds (subject to the same conditions as stated in the FIRST B. A. EXAMINATION.)

Candidates shall be examined in the following subjects:—

1 The Latin Subjects for 1878 are: Virgil, *Æneid*, Books IX and X; Cicero, *De Natura Deorum*, Book II.

2 Grammatical correctness in the rendering of English into Latin is imperatively necessary.

3 The GREEK Subject for 1878 is: Xenophon *Convivium* (Symposium).

4 The ENGLISH Subjects for 1878 are: History of English Literature from 1688 to 1760. Pope: *Essay on Man* and Epistles. Chaucer: *Man of Lawes Tale* and *Frankeloynes Tale*. Earle: "Philology of the English Tongue," 2nd ed., Chaps. V.—IX. (both inclusive).

## I. MECHANICAL AND NATURAL PHILOSOPHY.

*The following subjects are to be treated Experimentally, and also Mathematically so far as the subjects of the FIRST B. A. EXAMINATION are applicable to them.*

## STATICS.

Elementary Statics, including the Resolution of Forces, the Mechanical Powers, the Centre of Gravity, and simple cases of Equilibrium of bodies or systems of bodies under the action of Gravity.

## DYNAMICS.

Elementary Dynamics, including the Laws of Motion, and Proportions required for determining the Rectilinear Motion of a body whether free or along inclined planes.

Direct Impact of Spheres.

Motion of Projectiles, and the simple cases of motion round Centres of Force.

Elementary Propositions relating to Mechanical Work.

## HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.

Elementary Propositions respecting the nature, transmission and intensity of Third Pressure; and the Conditions of Equilibrium of Floating Bodies.

Nature and simple properties of Elastic Fluids; and the Pressures produced by them.

Specific Gravity, and the modes of determining it.

The Common Pump and Forcing Pump.

The Barometer.

The Air Pump.

The Steam Engine.

## OPTICS (Geometrical).

Laws of Reflexion and Refraction; Reflexion at Plane Mirrors; Reflexion at Spherical Mirrors, and Refraction through Lenses, the incident pencils being direct.

Separation of Solar Light into rays of different colours; Description of the Solar Spectrum; Description of the Eye; Simple Optical Instruments; Camera Obscura; Reflecting and Refracting Telescopes.

## ACOUSTICS.

Nature of Sounds; Mode of Propagation; Musical Tones, and simple propositions respecting them.

## OPTICS (Physical).

Fundamental Hypotheses of the Undulatory Theory respecting the Origin and Propagation of Light.

General explanation of Interferences; Formation of Newton's Rings, with descriptions of simple experiments which elucidate the effects of Interference.

Polarized Light, with the description of simple experimental modes of producing it.

ASTRONOMY.<sup>1</sup>

Systems of Great Circles, to which the positions of the Heavenly Bodies are referred.

Principal phenomena depending on the Motion of the Earth round the Sun, and its Rotatory Motion round its own axis.

General description of the Solar System.

General Explanation of Lunar and Solar Eclipses.

## II. THE FRENCH OR THE GERMAN LANGUAGE.

Translation from English into French or German.

## III. CLASSICS.

## THE GREEK AND LATIN LANGUAGES.

One Greek subject and one Latin Prose subject, to be selected two years previously by the Senate from the works of the following authors:—

*Homer*.....Six Books.

*Æschylus*.....One Play.

*Sophocles*.....One Play.

*Euripides*.....One Play.

*Herodotus*.....One Book.

*Thucydides*.....One Book.

*Plato*.....Apology of Socrates, and Crito.

*Xenophon*.....Two Books, from any of his larger works.

*Demosthenes*.....One of the longer or three of the shorter public Orations; or two of the private Orations.

*Cicero*.....One of the Orations; or one Book from any of the Philosophical or Rhetorical works.

*Livy*.....One Book.

*Tacitus*.....One Book of either the Annals or the Histories.

<sup>1</sup> The Mathematical treatment of this subject will require the application of the Elements of Spherical Trigonometry: viz.: Circles of the Sphere—Measures of the sides and angles of Spherical Triangles—Supplemental Triangle.

<sup>2</sup> The Classical subjects for 1878 are: *Demosthenes*, Orations against Lucritus and Dionysodorus. *Tacitus*, Annals, Book VI.

## HISTORY.

History of Greece to the death of Alexander.

The Papers in Classics will contain passages of the specified Authors, with simple passages of Greek from Books not previously named, to be translated into English; short passages of English to be translated into Latin; and questions in Grammar, History and Geography.

## IV.

## LOGIC AND MORAL PHILOSOPHY.

Names, Notions, and Propositions.

Syllogism.

Induction and subsidiary operations.

The Senses.

The Intellect.

The Will, including the Theory of Moral Obligation.

The Examination will be conducted in the following order:—

## MONDAY.

Morning, 10 to 1. Greek.

Afternoon, 3 to 6. Latin.

## TUESDAY.

Morning, 10 to 1. Greek and Grecian History.

Afternoon, 3 to 6. French or German.

## WEDNESDAY.

Morning, 10 to 1. } Mechanical and Natural History.

Afternoon, 3 to 6. }

## THURSDAY.

Morning, 10 to 1. } Logic and Moral Philosophy.

Afternoon, 3 to 6. }

Candidates shall not be approved by the Examiners unless they have shown a competent knowledge in—

1. Classics.
2. Grecian History.
3. Mechanical and Natural Philosophy.
4. Either the French or the German Language.
5. Logic and Moral Philosophy.

The Examiners shall publish a List of the Candidates who have passed, arranged in Two Divisions, each in alphabetical order. A Certificate under the Seal of the University and signed by the Chancellor, shall be delivered to each Candidate who has passed.

(NOTE.—From the above Synopsis it will be seen that the subjects required for the B. A. PASS EXAMINATION are neither numerous nor difficult, but the absolute necessity of having a minute and accurate knowledge of them cannot be too strongly impressed upon intending Candidates.)

## LAWS.

## BACHELOR OF LAWS.

CANDIDATES for the Degree of BACHELOR OF LAWS shall be required to have passed the MATRICULATION EXAMINATION.

## FIRST LL. B. PASS EXAMINATION.

The FIRST LL. B. EXAMINATION shall take place once in each year, within the first fourteen days of January.

No Candidate shall be admitted to this Examination within Twelve Months from the time of his passing the MATRICULATION EXAMINATION. No Candidate shall be admitted unless he have produced a satisfactory Certificate of Good Conduct, which shall be transmitted to the Registrar at least one Calendar month before the commencement of the Examination.

The Fee for this Examination shall be Five Pounds. (Subject to the same conditions as already stated in the Regulations for the FIRST B. A. EXAMINATION.)

The Examination shall be conducted by means of Printed Papers; but the Examiners shall not be precluded from putting, for the purpose of ascertaining the Competence of the Candidates to pass, *visa voce* questions to any Candidate in the subjects in which they are appointed to examine.

Candidates shall be examined in the following subjects:—

## I. JURISPRUDENCE.

Austin's Lectures on General Jurisprudence (3rd edition), with Tables, Notes, and Fragments.

## II. ROMAN LAW

Institutes of Justinian; with Ortolon's Commentary and the two parts<sup>2</sup> of the Introduction (in French; the 7th or some subsequent edition).

Institutes of Gaius.

Maine's Ancient Law.

The Papers in Roman Law shall include passages in Latin which the Candidate shall be required to translate; of these passages at least one shall be from the Digests. No Candidate shall be allowed to pass who does not show a competent knowledge of Latin.

1 Grammatical correctness in the rendering of English into Latin is imperatively necessary.

2 *Histoire de la Legislation Romaine and Generalisation du Droit Romaine.*

## III. CONSTITUTIONAL HISTORY OF ENGLAND.

The Examination shall be conducted in the following order :—

## FIRST DAY.

Morning, 10 to 1. } Jurisprudence.  
Afternoon, 3 to 6. }

## SECOND DAY.

Morning, 10 to 1. } Roman Law.  
Afternoon, 3 to 6. }

## THIRD DAY.

Morning, 10 to 1. Constitutional History of England.

Candidates shall not be approved by the Examiners unless they have shown a competent knowledge in all the subjects of Examination.

The Examiners shall publish a list of the Candidates who have passed, arranged in Two Divisions, each in alphabetical order. And a Pass Certificate, signed by the Registrar, shall be delivered to each Candidate who shall apply for it, after the Report of the Examiners shall have been approved by the Senate.

## SECOND LL. B. EXAMINATION.

The SECOND LL. B. EXAMINATION shall take place once in each year, within the first fourteen days of January.

No Candidate who has not already graduated in one of the other Faculties of this University shall be admitted to this Examination within Two Academical Years of the time of his passing the FIRST LL. B. EXAMINATION; but a Graduate of Arts, Science, or Medicine, shall be admissible at the expiration of One year after so passing. No Candidate shall be admitted unless he have produced a satisfactory Certificate of Good Conduct, which shall be transmitted to the Registrar at least one Calendar month before the commencement of the Examination.

The Fee for this Examination shall be Five Pounds (*Subject to the same conditions as are already stated in the Regulations for the FIRST B. A. EXAMINATION.*)

The Examination shall be conducted by means of Printed Papers; but the Examiners shall not be precluded from putting, for the purpose of ascertaining the competence of the Candidates to pass, *viva voce* questions to any Candidate in the Subjects in which they are appointed to examine.

Candidates shall be examined in the following subjects :—

I. COMMON LAW.<sup>1</sup>

Law of Evidence.  
Law of Contracts; Law of Torts.<sup>2</sup> (For 1878.)

## II. EQUITY.

Nature and Origin of Equity Jurisprudence in England.  
Equity of Trusts, Mortgages<sup>3</sup>, Frauds, and Election.

## III. REAL PROPERTY.

History of the Law of Real Property.  
Uses; the Law relating to Terms of Years;  
Powers; Incorporeal Hereditaments<sup>4</sup>.

For 1878.  
To be varied from year to year.

Special Subjects under each of the above Branches (with the exception of the Law of Evidence, which will always form part of the Examination) are to be varied from year to year, and to be announced two years previously.

## IV. ROMAN LAW.

A portion of the Digest<sup>5</sup>. (To be announced two years previously).  
History of Roman Law to the time of Justinian.

[The heads above mentioned (I-IV) are intended as a guide to Candidates; but it will be understood that the questions may sometimes involve a knowledge of heads of Law not specified.]

The Examinations shall be conducted in the following order :—

## FIRST DAY.

Morning, 10 to 1. } Common Law.  
Afternoon, 3 to 6. }

## SECOND DAY.

Morning, 10 to 1. Real Property.  
Afternoon, 3 to 6. Equity.

## THIRD DAY.

Morning, 10 to 1. Roman Law.

Candidates shall not be approved by the Examiners unless they have shown a competent knowledge of all the subjects of Examination.

The Examiners shall publish a List of the Candidates who have passed, arranged in Two Divisions, each in alphabetical order.

A Certificate under the Seal of the University and signed by the Chancellor shall be delivered to each Candidate who has passed.

THEODORE H. RAND,

Chief Superintendent Education.

<sup>1</sup> The head of "Common Law" includes the "Law of Evidence" and "Criminal Law."

<sup>2</sup> In 1879, "Criminal Law" will be added to the above special subjects of examination.

<sup>3</sup> In 1879, "Rectification and Cancellation of Instruments" will be substituted for Mortgages.

<sup>4</sup> In 1879, "Devises" will be substituted for "Incorporeal Hereditaments."

<sup>5</sup> In 1879: *De Solutionibus et Liberationibus* (XLVI, 3).