

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index
- Title on header taken from:
Le titre de l'en-tête provient:
- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

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

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									

No. 5.

THE

EDUCATIONAL CIRCULAR.

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

PRINTED FOR THE EDUCATION DEPARTMENT,

BY D. G. SMITH, CHATHAM, N. B.

1877.

No. 5.

THE
EDUCATIONAL CIRCULAR.

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

THEODORE H. RAND,
Chief Supt. of Education.

EDUCATION OFFICE,
Fredericton, N. B., April 23rd, 1877.

DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF THE COUNTY FUND
FOR THE SUMMER TERM ENDED OCTOBER 31, 1876.

In St. John, Portland, Fredericton, Woodstock, St. Stephen, Milltown, St. Andrews, Moncton, Newcastle, and No. 1, Chatham, there were 99 teaching days in this Term; and in all other School Districts, 109. In apportioning the Provincial Grants and County Fund to the Cities and Towns above named, the time the Schools were open and the attendance made, were raised to the basis of 109 days—the full term required of the Schools in the country.

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

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

COUNTY OF ALBERT.

NAME.	Provl Grant to Teachers.			LOCALITY.	County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.		PARISH.	No. of District.	AMOUNT.				
							1	2	3	4	5	6	7
John Pearson.....	3	81	\$49 24	Alma.....	1	84	11	699	\$15 41	\$1 11	\$19 52
Marilla F. Strong.....	12	55	22 70	"	2	67	33	1319	9 22	7 77	16 99
Jessie A. Collicutt.....	12	12	6 69	"	3	109	34	1242	15 00	7 32	22 32
Margaret J. Irvin.....	3	100	35 00	"	5	170	99	5101	23 39	30 07	53 46
JEREMIAH MEAGHER.....	1	108	148 45	"	6	109	24	1989	20 00	11 72	31 72
Susan Pulsifer.....	3	62	19 91	"	2	105	38	1840	14 45	10 85	25 30
Clark Foster, c. r. a.....	3	10	2 07	"	4	109	37	1850	15 00	10 94	25 94
William McKenzie.....	3	109	69 00	Coverdale.....	5	84	14	691	11 63	4 88	15 71
Henry F. McLaughlin.....	3	105	43 34	"	7	100	33	2524	20 00	14 88	34 88
Phoebe E. Steeves.....	2	109	45 00	"	8	99	28	1239	18 16	7 30	25 46
Emma L. Bishop.....	3	84	27 13	"	10	80	36	1952	14 03	11 52	26 20
Frances A. Gaskin.....	3	99	54 49	"	12	109	46	3049	15 00	17 98	32 98
M. Keiver Smith.....	3	56	23 97	"	14	109	29	1629	15 00	9 60	24 60
Jennetta O. Steeves.....	3	24	13 21	"	15	109	23	2123	20 00	12 51	32 51
Jas. Plume, deceased.....	2	109	46 67	"	1	109	23	1671	20 00	9 85	29 85
Violet E. Bishop.....	3	100	60 00	Elgin.....	2	218	100	4556	30 00	26 86	56 86
Annie A. Duffy.....	1	109	150 00	"	3	100	31	1440	15 00	8 49	23 49
Annie E. Dobson.....	3	40	8 23	Elgin & Cardwell.....	5	109	22	1923	20 00	11 33	31 33
James H. Colpitts.....	3	109	55 00	"	6	62	5	220	.....	1 33	1 33
GEORGE SMITH, A.B.....	3	109	55 00	Elgin & Cardwell.....	6	62	21	695	8 53	3 57	12 10
J. H. Horseman, c. r. a.....	3	100	40 67	"	7	109	15	1120	20 00	6 60	26 60
Sarah E. Beck.....	3	109	45 00	Elgin & Cardwell.....	7	109	4	102	.....	0 60	0 60
Thos. H. Demill.....	3	109	45 00	"	9	169	40	1442	15 00	8 50	23 50
Emily A. Cochrane.....	2	100	60 00	"	10	109	27	1282	15 00	7 56	22 56
Tea, pd. in Kings Co.....	2	62	31 12	"	11	109	21	1414	15 00	8 34	23 34
B. R. Somerville.....	3	100	40 67	Harvey.....	12	103	46	1623	14 86	5 57	24 43
Mary E. Wilson.....	2	34	14 01	"	15	30	28	404	4 13	2 39	6 51
Tea, pd. in Kings Co.....	3	109	45 00	"	1	103	47	2654	14 86	15 65	30 51
Geo. H. Jonah.....	3	109	35 00	"	2	34	34	523	4 63	3 09	7 77
Mary E. Colpitts.....	3	109	35 00	"	3	215	111	5737	29 59	33 82	63 41
Abbie C. Colpitts.....	3	109	35 00	"	4	100	55	2556	15 00	15 07	30 07
Henry H. Keith.....	3	103	44 53	"	5	103	45	2320	14 17	13 71	27 88
Abbie M. Smith.....	3	33	9 63	"	6	105	32	2309	19 27	13 37	32 64
Maude E. Copeland.....	2	34	14 01	"	1	103	32	930	15 00	5 53	30 53
Aurelia Stiles.....	1	109	150 00	"	2	218	110	7638	30 00	45 02	75 03
ASAZEL WELLS.....	1	106	53 48	"	3	218	113	5704	30 00	33 62	63 62
Alfreda L. Marsters.....	2	103	42 52	"	4	55	53	2151	7 57	12 08	20 25
Selina L. Brewster.....	2	109	63 00	"	5	89	59	2641	12 25	15 57	27 82
Josephine L. Reid.....	2	105	77 05	"	6	218	116	5114	30 00	47 83	77 83
Thomas Morrissey.....	3	109	35 00	Hillsboro.....	7	109	37	1905	15 00	11 23	26 23
Jane McLatchey.....	2	109	63 00	"	8	105	34	1934	19 27	11 40	30 67
J. Trueman Steeves.....	3	109	35 00	"	9	100	14	777	15 00	4 53	19 58
Jane C. Duffy.....	3	109	35 00	"	10	109	57	2355	15 00	13 87	28 87
CHIPMAN BISHOP.....	3	109	35 00	"	11	109	42	1661	15 00	9 79	24 79
Isabella S. Gross.....	3	55	22 70	"	12	109	26	1644	15 00	9 69	24 69
William Smyth.....	2	89	43 99	"	14	202	29	1152	14 04	6 79	20 83
Alexander Smith.....	2	109	63 00	"	15	50	27	1095	6 88	6 45	13 33
James W. Bishop.....	3	109	35 00	"	1	218	91	4863	30 00	28 67	58 67
Laura J. Parker.....	3	61	19 59	Hopewell.....	1	218	91	4863	30 00	28 67	58 67
Lucinda A. Jonah.....	2	48	19 81	"	8	105	34	1934	19 27	11 40	30 67
Maggie C. Irving.....	3	105	44 96	"	9	100	14	777	15 00	4 53	19 58
Sarah A. Stevens.....	3	109	35 00	"	10	109	57	2355	15 00	13 87	28 87
Ada Irving.....	3	109	35 00	"	11	109	42	1661	15 00	9 79	24 79
Eliza A. Dernier.....	3	109	35 00	"	12	109	26	1644	15 00	9 69	24 69
Kate A. Dawson.....	3	109	35 00	"	14	202	29	1152	14 04	6 79	20 83
Jennie Moore.....	1	50	34 40	"	15	50	27	1095	6 88	6 45	13 33
M. Hassie Steeves.....	1	109	75 00	"	1	218	91	4863	30 00	28 67	58 67
Howard Steeves.....	3	109	35 00	"	1	218	91	4863	30 00	28 67	58 67
Bamford W. Duffy.....	3	109	35 00	"	1	218	91	4863	30 00	28 67	58 67
Maggie McLatchey.....	3	109	35 00	"	1	218	91	4863	30 00	28 67	58 67

COUNTY OF ALBERT.—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	
GEO. H. MINER.....	1	72	\$99 09	Hopewell.....	2	174	84	4188	\$23 04	\$24 69	\$48 63	
Ada Bussell.....	2	102	42 11			3	109	20	1776	15 00	10 47	25 47
Lavinia McLatchey.....	2	109	45 00			6	73	49	2131	10 04	12 56	22 60
John C. Beatty.....	2	57	31 37			7	214	106	6645	29 45	39 17	68 62
James McGorman.....	3	16	6 60			8	109	67	2307	15 00	16 55	31 55
William J. Jones.....	2	109	60 00			9	100	19	790	14 59	4 66	19 25
Annetta McLatchey.....	3	105	33 72									
Florence Reid.....	3	109	35 00									
Annie Fillmore.....	3	106	34 04									
			\$3086.51				2396	124,037	\$880.06	\$731.16	\$1611.22	

COUNTY OF CARLETON.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.								
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.				
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		
6	5	4	3	2	1	2	3	4	5	6	7		
Isabella R. Joyner.....	2	109	\$45 00	Aberdeen.....	1	109	45	2641	\$15 00	\$19 15	\$34 15		
Jane McKay.....	3	66	21 19			3	66	33	1232	9 03	9 30	18 33	
Robella Joyner.....	1	109	55 00			4	109	26	1265	15 00	9 17	24 17	
Sarah Smith.....	2	109	45 00			7	109	30	1484	15 00	10 78	25 78	
Charles Rogers.....	3	31	17 07			10	31	20	395	5 69	2 86	8 55	
John Gillespie.....	3	106	58 35		& Brighton	12	100	30	2148	19 45	15 58	35 03	
William Taylor.....	1	109	75 00		Brighton.....	1	109	47	2563	15 00	18 59	33 59	
Lucey A. B. Smith.....	1	57	23 70				2	57	37	1513	7 84	10 97	18 81
Jacob Sherwood.....	2	107	58 89				3	107	63	3639	14 72	26 39	41 11
William Killip.....	3	92	37 98				4	92	56	2754	12 66	19 96	32 62
Alexander McLean.....	2	92	50 64				5	92	34	1031	12 66	7 48	20 14
Catharine A. Bubar.....	3	109	35 00				6	109	16	920	15 00	6 67	21 67
Merabah S McGuire.....	3	103	34 68			7	103	47	2196	14 88	15 93	30 79	
Matilda E. Campbell.....	3	109	35 00	& Peel.....		7	109	39	2370	15 00	17 19	32 19	
M. E. Henderson.....	3	109	35 00			8	109	30	1649	15 00	11 96	26 96	
Rachel C. Orser.....	3	109	35 00			9	109	39	1653	15 00	12 20	27 20	
Dora M. Shaw.....	3	65	27 83			11	84	13	1056	15 41	7 60	23 07	
Annie A. Camber.....	3	19	8 13										
George McLeod.....	2	109	80 00		12	109	33	2257	20 00	16 37	36 37		
Amy C. McKilligan.....	3	90	23 90		13	90	34	1643	12 33	11 93	24 31		
D. S. Jones.....	2	109	60 00	Kent.....	1	109	58	3322	15 00	24 09	39 09		
Wayman A. Smyth.....	1	97	66 74			2	97	59	3365	13 35	24 40	37 75	

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	
Emma Giberson.....	3	74	\$31 68	Kent.....	7	109	24	1856	\$20 00	\$13 46	\$33 46	
Jane Miller.....	3	35	14 99	"								
Richard Hurley.....	3	109	45 00	"	10	109	45	1843	15 00	13 36	28 36	
Mrs. W. Leonard.....	3	108	46 24	"	11	103	21	1031	19 81	7 48	27 29	
Annie Corbitt.....	3	104	44 52	"	12	104	51	1765	19 03	12 80	31 83	
Daniel Gallagher.....	2	108	59 44	"	13	108	44	1518	14 80	11 01	25 81	
A. P. Tinslon.....	3	109	60 00	& Peel.....	14	109	40	2624	20 00		45 87	
Bal. to Trustees from April 1876.....				"						19 03	48	
Mary L. Watson.....	2	109	45 00	& Perth.....	15	109	31	1898	15 00	13 76	28 76	
Moody McGuire.....	3	109	45 00	& Peel.....	16	109	37	2078	15 00	15 07	30 07	
Jennie Cunningham.....	3	108	34 68	Northampton.....	2	108	33	1867	14 80	13 54	28 49	
W. W. B. Anderson } bal April 1873.....	1	87	55 30	"	2							
Jane D. Reed.....	2	109	55 00	"	3	109	47	2689	15 00	19 50	34 50	
William T. Kerr.....	2	107	59 17	"	4	107	68	3490	14 79	25 32	40 11	
Maria Sharpe.....	3	106	34 20	"	5	106	41	1815	14 68	13 16	27 82	
Helen M. Shea.....	3	109	46 67	"	7	109	28	1607	20 00	11 65	31 65	
Mary L. Boyer.....	2	109	45 00	Peel.....	1	109	50	3040	15 00	22 05	37 05	
Joseph Smalley.....	3	109	45 00	"	2	109	73	2700	15 00	19 58	34 58	
Becca R. Yedford.....	2	109	60 00	"	4	109	41	2902	20 00	21 04	41 04	
Lizzie M. Owens.....	3	85	36 38	"	6	85	43	1770	15 60	12 00	28 50	
Mary L. Cassidy.....	3	108	34 68	Richmond.....	1	108	37	1810	14 80	13 13	27 99	
Charlotte A. Webb.....	3	89	28 74	"	2	89	37	1362	12 32	9 88	22 46	
J. Louise LaDernier.....	3	109	35 00	"	3	109	36	1580	15 00	11 46	26 46	
Carrie R. Gilkey.....	2	109	45 00	"	4	109	18	1014	15 00	7 35	22 35	
Louisa H. Hartley.....	2	109	45 00	"	5	109	29	1791	15 00	12 99	27 99	
Jane Duff.....	3	109	35 00	"	6	109	43	1550	15 00	11 46	26 46	
Eva E. McDougall.....	2	101	41 69	"	7	101	56	3014	13 90	21 86	35 76	
Jennie Henderson.....	3	109	35 00	"	8	109	33	1763	15 00	12 78	27 78	
Ada J. Kirkpatrick.....	2	77	31 79	"	9	77	25	1280	10 60	9 28	19 88	
J. H. Hoyt.....	2	78	42 93	"	14	78	42	1804	10 73	13 08	23 81	
Flora E. Dunn.....	3	109	35 00	"	16	109	20	1047	15 00	7 59	22 59	
Clarisse J. Brownie.....	2	92	37 98	Simonds.....	1	92	47	1778	12 66	12 86	25 52	
Emma B. Merrithew.....	2	109	45 00	"	2	109	46	2215	15 00	10 06	31 06	
RICHARD WHEELER.....	1	109	150 00	"	4	109	69	3503	15 00	25 40	40 40	
Annie A. True.....	2	94	38 80	Wakefield.....	1	94	37	1871	12 93	13 57	26 50	
David M. McKenzie.....	2	109	60 00	(Lower).....	1	109	49	2436	15 00	17 67	32 67	
Henry T. Parlee.....	1	109	75 00	"	2	109	50	2774	15 00	20 12	35 12	
Frederic Carpenter.....	2	109	60 00	"	4	109	20	1066	15 00	7 73	22 73	
Emma E. Milberry.....	2	107	44 17	"	5	107	43	2141	14 72	15 53	30 25	
W. B. Wiggins, A. B.....	1	109	150 00	"	7	109	85	3790	15 00	27 63	42 53	
Margaret McDougall.....	1	108	54 40	"	8	108	30	1620	14 86	11 75	26 61	
Rebecca J. Smith.....	1	109	55 00	"	9	109	35	1933	15 00	14 02	29 02	
Luccella Seely.....	3	27	8 67	"	12	27	11	153	3 72	1 10	4 82	
Lezetta A. Cheney.....	3	50	16 06	"	13	50	11	324	0 88	2 35	9 23	
Mary Ann Collins.....	2	79	43 48	"	14	79	13	1083	14 49	7 85	22 34	
Hepsy Gregg.....	3	109	46 67	Wicklow.....	1	109	29	1011	20 00	7 33	27 33	
Hiram B. Kilburn.....	2	104	57 24	"	2	104	49	2356	14 31	17 08	31 39	
George L. Holyoke.....	2	73	40 18	"	3	73	31	993	10 04	7 20	17 24	
Alma Watson.....	3	109	35 00	"	4	109	31	1339	15 00	9 70	24 70	
Louisa Watson.....	3	109	46 67	"	6	109	23	1383	20 00	10 03	30 03	
James Lawson.....	3	109	45 00	"	7	109	61	2865	15 00	20 78	35 78	
Annie M. Wakem.....	3	90	38 53	"	8	90	31	1329	16 50	9 64	26 14	
W. D. Estey.....	2	43	23 95	"	9	43	52	1022	5 99	7 40	13 39	
Emily S. Wakem.....	3	90	23 90	"	11	90	26	1102	12 38	7 98	20 36	
Margaret Stanfield.....	3	109	45 00	"	12	109	50	2703	15 00	19 60	34 60	
Eva E. Hovey.....	2	109	45 00	"	14	109	61	3261	15 00	23 65	38 65	
Annie A. Cogswell.....	2	109	45 00	"	15	109	50	2017	15 00	14 63	29 63	
Helen M. Broderick.....	3	91	29 38	Wilmot.....	2	91	24	1190	12 59	8 67	21 26	

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
Michael Muithern.....	3	107	\$58 89	Wilnot	3	107	31	1269	\$19 63	\$9 20	\$28 83
Annie Magee.....	1	109	55 00	"	4	109	81	3094½	15 00	23 07	43 97
Richard Ahern.....	1	50	34 40	"	5	50	23	475	6 88	3 44	10 32
Angelina Faulkner.....	1	109	55 00	"	6	109	51	3253½	15 00	23 59	38 50
Jennie A. Camber.....	3	54½	17 50	"	7	54½	29	984½	7 50	4 82	12 32
Susan Price.....	2	104	42 93	"	8	104	15	591	14 31	4 29	18 60
Angelina Savage.....	3	109	35 00	"	9	109	23	1034	15 00	7 50	22 50
Carrie A. Hammond.....	2	109	45 00	" & Wicklow.	10	109	46	2551	15 00	18 50	33 50
Ben'jn F. Churchill, April 1876.....	3	32	12 20	"	11	47	....	535	6 47	13 00	56
Donald McDonald, April 1876.....	3	15	5 72	"	11	95	37	1258	13 09	.....	32
Donald McDonald.....	3	95	39 22	"	11	103	32	2088	19 81	15 14	34 95
Alice Reid.....	3	108	46 24	"	15	53	19	797	10 04	5 56	16 20
Lezetta A. Cheney.....	3	58	24 83	"	16	109	29	1304	15 00	9 48	24 40
Margaret Gilman.....	1	109	55 00	Woodstock	2	109	29	2091	15 00	15 16	30 16
Alice A. Lawrence.....	1	109	55 00	"	3	109	22	1434	15 00	10 40	25 40
Olive A. Watson.....	3	109	45 00	"	4	109	30	1537	15 00	11 15	26 15
C. Lee S. Raymond.....	1	99	75 00	"	5	504	367	23,711 raised.	90 00	171 95	261 95
James McCoy.....	1	97	36 74	"	6	109	79	4060½	15 00	29 45	44 45
I. J. McCoy, c. r. a.....	1	99	75 00	"	7	109	41	2349	15 00	17 04	32 04
Charles N. Scott.....	2	99	60 00	Woodstock	8	48	19	566	6 60	4 10	10 70
Thos. Lloyd Evans.....	1	99	55 00	"	9	109	38	2701	20 00	10 59	39 59
Eliza A. Smith.....	1	99	55 00	"	10	27	17	185	3 72	1 34	5 06
Elizabeth J. Cupples.....	1	99	55 00	"	23A	104	74	3049	14 31	22 12	36 43
Lizzie H. Hay.....	1	109	150 00	Wood'k & Canter'by							
NEHEMIAH AYER.....	3	109	17 50	"							
M. Ketchum, c. r. a.....	3	109	35 00	"							
Emma Finigan.....	1	48	24 22	"							
Lucey A. B. Smith.....	1	109	73 33	"							
Annie Price.....	1	27	13 62	"							
Julia E. Bourne.....	1	104	71 55	Wood'k & Canter'by							
George Stickney.....											
			\$5036.32				4080	206,464½	\$1483.62	\$1497.18	\$2090.70

COUNTY OF CHARLOTTE.

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								
Jos. H. Morrison...	1	88	\$121 08	Campobello	1	284	123	5232	330 08	341 79	380 87								
ROBERT LIMOND.....	1	11	15 14																
Estella Beatty.....	3	77	24 72																
Kate McGowan.....	2	108	44 58																
Mary Brown.....	1	97	48 94																
Jane G. W. Snell.....	1	101	50 95																
Harry F. Perkins.....	3	109	60 00									Clarendon							
Adelaide A. Young.....	1	93	49 44									Dufferin							
William O. Buzzell.....	3	109	45 00									Dumbarton	2	40	13	542	8 26	4 33	12 50
Hattie Caswell.....	3	60	19 27																
Belle McCulloch.....	3	78	25 05																
Barbara Carmichael.....	3	77	24 72																
Nettie A. Henry.....	2	109	45 00																
Emma McLaughlin.....	3	106	34 04																
Leah M. Stewart.....	1	70	47 09																
Maggie T. Cloney.....	3	104	33 39																
Sarah J. Hewett.....	2	109	45 00																
Emma Powers.....	2	109	45 00																
Wm. M. Hamilton.....	2	108	59 44	Grand Manan	1	218	131	7906	30 00	63 16	93 16								
Fred. A. Holmes.....	2	109	60 00																
Helena Rees.....	3	109	35 00																
Samuel W. Irons.....	2	63	34 68																
Maria J. Roop.....	2	63	38 30																
ARTHUR L. BELVEA.....	1	91	125 92																
Annetta E. Small.....	2	92	37 98																
George T. Carey.....	3	55	22 70																
Henry A. Lyle.....	3	75	30 96																
Helen Lomax.....	3	109	46 67									Lepreau & Lanc'ter							
Michael Kelly.....	2	106	58 61	Lepreau															
William D. Jones.....	3	64	20 42	Pennfield	1	109	37	1425	15 00	19 30	34 36								
Amy R. Justason.....	3	109	35 00																
Marinda Hicks.....	1	109	55 00																
Catharine L. Speer.....	3	97	31 15																
John Flanagan.....	2	101	55 50																
H. Cawley.....	3	109	45 00																
Jas. F. Covey, A. B.....	1	99	75 00																
James Vroom.....	1	99	75 00																
Eda Foye.....	1	90	55 00																
S. Agnes Alger.....	2	99	45 00																
Ellen Rogers.....	2	99	45 00																
Augusta B. Wade.....	2	99	45 00																
M. A. Taylor, c. r. a.....	1	98	27 22	St. Andrew's	1	594	394	2343	15 00	18 72	33 72								
Charles O'Donnell.....	1	109	75 00																
Mary E. Hanson.....	1	94	47 42																
Mary E. Neal.....	3	109	35 00																
Amanda Hill.....	1	75	38 00																
Abner Gaskill.....	2	97	53 39																
Fred. O. Sullivan.....	3	17	7 02																
Mary E. Carior.....	2	82	38 55																
Jennie D. Brown.....	3	92	29 54																
Ella J. Miles.....	2	91	37 56																
R. S. Nicholson.....	1	109	150 00																
Isabel Black.....	3	99	42 38	St. David	1	97	56	2406	13 35	19 22	32 57								
Sarah E. Gilley.....	3	109	35 00																
Lydia Maxwell.....	2	96	39 63																
I. M. Longley, A. B.....	1	86	118 34																
Eliza Magowan.....	1	109	55 00																
E. P. Knight.....	3	109	45 00																
Thomas O'Malley.....	2	109	60 00																
Mary E. Currie.....	2	109	45 00																
Annie Gillmor.....	3	109	35 00																
Catharine Conde.....	2	109	60 00																
Margerie Sherwood.....	3	109	46 67	St. George	1	413	240	11,921	56 83	80 64	146 47								
Ella B. Smith.....	3	94	40 24																
Do. & Pennfield.....	2	109	27																
St. George.....	6	109	56																
"	7	109	31																
"	9	109	24																
"	10	94	11																
"	2	109	27																
"	6	109	56																
"	7	109	31																
"	9	109	24																

COUNTY OF GLOUCESTER.

NAME.	Provl Grant to Teachers.		LOCALITY.			County Fund to Trustees						
	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	AMOUNT.				
								On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.		
6	5	4	3	2	1	2	3	4	5	6	7	
J. A. Freczo, A. B.	1	49	\$33 71	Bathurst.....	2	259	157	7615	\$35 64	\$174 88	\$210 52	
G. W. Mersereau, A. B.	1	27	18 55									
Christina Ellis.....	2	101	41 69									
Agnes Hachey.....	3	82	26 33	".....	3	109	30	1860	20 00	42 85	62 85	
Annie Hall.....	3	109	46 67									
Lizzie Brown.....	1	09	55 00			44	109	41	2227	15 00	51 14	66 14
Lizzie Ramsay.....	3	109	35 00	".....	5	109	48	2457	15 00	56 42	71 42	
William Carney.....	3	109	60 00			6	109	39	2316	20 00	53 19	73 19
Clara Welsh.....	3	109	34 68		Do. & Beresford.	7	109	27	1143	14 56	26 25	41 11
Francis Aube.....	3	91	29 22	Bathurst.....	7	91	40	2658	12 52	61 05	73 57	
Hannah M. Connelly.....	3	85	27 29	".....	8	85	30	1175	11 70	26 09	38 69	
Mary Doucett.....	3	109	34 68			8	109	63	2890	14 56	66 57	81 43
Annie W. Dawson.....	3	109	35 00			9	109	22	1205	15 00	27 67	42 67
Mary Arseneau.....	3	109	35 00	Do. & Beresford.	10	109	38	1433	15 00	32 92	47 92	
Elizabeth M. Ford.....	3	109	46 67	Bathurst.....	10	109	23	1670	20 00	38 35	58 35	
Rachel Forbes.....	3	109	35 00	Do. & N Bandon.	10	109	27	1017	15 00	23 36	38 36	
Isabella Doucett.....	3	109	35 00	Bathurst.....	12	109	72	2140	15 00	49 35	64 35	
J. D. Skelly.....	3	109	45 00	".....	13	109	39	1837	15 00	30 72	45 72	
Annie Hornbrook.....	3	109	35 00			14	109	34	1666	15 00	38 27	53 27
Maggie F. Hachey.....	3	109	35 00			15	109	71	3661	15 00	84 09	99 09
PETER GINWOOD.....	1	09	150 00	".....	16	218	93	4711	30 00	108 18	138 18	
Mary DesBrisay.....	2	09	45 00			17	109	24	1339	20 00	30 75	50 75
Annie E. Egan.....	3	109	46 67			1A	109	39	1937	15 00	44 48	59 48
Patrick Haley.....	2	09	45 00	B'ford & Durham.	2	109	33	1879	15 00	43 15	58 15	
Christiana Cameron.....	1	09	150 00	Beresford.....	4	181	104	8526	24 91	195 79	220 70	
JEROME BODREAU.....	3	72	23 12	".....	5	109	88	3252	15 00	74 68	89 68	
Mary Boudreau.....	3	109	45 00			6	106	60	3820	14 53	87 72	102 31
Isaac Bernard.....	3	106	34 04			7	96	26	2080	17 61	47 76	65 37
Philomene Aube.....	3	76	24 40	Do. & Bathurst.....	8	76	46	1850	10 46	42 49	52 95	
Fannie Hornbrook.....	3	06	39 63	Beresford.....	9	218	78	4717	30 00	108 32	138 32	
Jane Doucett.....	3	06	39 63	Caraquet.....	9	218	116	7018	25 46	161 22	186 68	
Sylvani Cormier.....	3	46	18 99			10	109	31	840	8 94	19 29	28 23
Prosper E. Paulin.....	3	43	17 75			10	109	36	1458	15 00	33 39	48 39
Martin Hache.....	3	65	26 83	".....	10	65	51	840	8 94	19 29	28 23	
L. M. L. Huillier.....	1	89	44 00			10	109	56	4188	15 00	96 17	111 17
Kate L. Dwyer.....	3	109	45 00		New Bandon.....	4	109	56	4188	15 00	96 17	111 17
A. T. P. Plamondon.....	3	108	34 68	".....	5	109	46	2735	14 56	62 80	77 66	
Isabella McDonald.....	3	109	35 00			6	109	36	1454	15 00	33 39	48 39
Ann McAlcar.....	3	109	35 00			7	109	32	1067	15 00	24 50	39 50
Ellen Murphy.....	2	09	60 00	".....	8	109	50	2167	15 00	49 76	64 76	
Henry R. Smith.....	1	09	150 00			9	218	78	4717	30 00	108 32	138 32
Wm. A. ANDREW.....	3	109	35 00			10	109	30	2471	20 00	56 75	76 75
Sarah Daly.....	3	109	46 67	".....	10	109	30	2471	20 00	56 75	76 75	
Elizabeth Henry.....	3	109	46 67			10A		5	155		3 58	3 58
Tea paid in Northumberland Co.	3	109	35 00		Saumarez & Alnwick	9	109	17	1099	15 00	25 24	40 24
Victoria V. Ellis.....	3	109	35 00	Shippegan.....	9	109	17	1099	15 00	25 24	40 24	

\$2018.31

1897

\$5,802

\$821.41

\$2200.00

\$2821.50

COUNTY OF KENT.

Prov'l Grant to Teachers.				LOCALITY.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
George J. Forbes.....	2	109	\$60 00	Carleton.....	1	109	61	4190	\$15 00	\$55 57	\$70 57
Francis Cullin.....	3	100	55 04	".....	2	100	20	15714	18 35	20 85	39 20
Annie McLean.....	3	44	14 13	".....							
Agnes McNulty.....	3	24	7 71	".....	3	08	58	9994	9 36	13 26	22 62
Lizzie Girvan.....	3	89A	33 32	".....	4	80A	24	1956	16 42	25 95	42 37
Joseph Johnson.....	3	39	21 47	".....	4A	39	26	829	7 16	10 99	18 15
Jessie Smith.....	3	109	46 67	".....	5	109	20	1492	20 00	10 79	30 79
Scholastic Fountain.....	3	109	35 00	".....	8	109	39	2578A	15 00	34 21	49 21
Damien Bourgeois.....	2	109	60 00	Dundas.....	1	109	68	3497	15 00	46 38	61 38
Moses M. Cormier.....	3	109	45 00	".....	3	109	53	2523	15 00	33 46	48 46
Annie Chrysol.....	3	107	45 81	".....	3	107	24	1262	19 63	16 75	36 38
Amie Vinneau.....	3	79A	32 82	".....	6	79A	25	1111A	10 94	14 75	25 69
Hippolyte Godet.....	3	99	40 87	".....	7	208	98	6271	28 62	83 17	111 79
Arthemise Saindon.....	3	109	35 00	".....							
Julie Bourgeois.....	3	94	30 18	".....	8	94	37	2060	12 93	27 32	40 25
Eugenie Bourgeois.....	3	109	35 00	".....	9	109	39	1956	15 00	25 95	40 95
Louis Gilbert.....	3	109	45 00	Dundas & Shediac.....	17A	109	25	2187	15 00	28 95	43 95
Margaret Wellwood.....	3	109	46 67	Harcourt.....	3	109	8	792	20 00	10 50	30 50
Georgina L. Powell.....	3	108A	46 45	".....	5	108A	33	3043	19 91	40 36	60 27
Flora McKendrick.....	3	91	38 96	".....	6	91	24	1011A	16 69	13 41	30 10
Ing. B. Oakes, A.B.....	3	109	75 00	".....							
J. W. Harnett.....	2	109	60 00	".....							
Mary A. Gifford.....	3	109	35 00	Richibucto.....	1	436	224	13339	60 00	176 91	236 91
Sarah Forster.....	3	109	55 00								
GEORGE A. COATES.....	3	109	100 00	".....							
Silas C. Wilbur.....	2	109	60 00	".....	2	436	196	1176A	60 00	156 02	216 02
Agnes Goldie.....	2	109	45 00	".....							
Annie O'C. Smith.....	3	109	35 00	".....							
David McLeland.....	3	109	45 00	".....	5	109	33	1652	15 00	21 91	36 91
Isabella Hickey.....	3	109	35 00	".....	9	109	17	883	15 00	11 71	26 71
Cassie Wilson.....	3	108	34 68	".....	9A	108	26	1185A	14 58	15 86	30 72
Bertilda Graham.....	2	109	45 00	".....	10	109	25	1965	15 00	26 07	41 07
Mary C. Daigle.....	3	109	75 00	St. Louis.....	3	109	60	2956	15 00	39 20	54 20
Justine Bourgeois.....	3	101	32 43	".....	4	101	37	1478A	13 90	19 61	33 51
Montique Barriault.....	3	70	22 48	".....	8	70	30	1839	9 63	24 39	31 02
Raphael S. Leger.....	3	109	45 00	St. Marys.....	1	218	127	7196A	30 00	95 44	125 44
Edward Girouard.....	3	109	45 00	".....							
Jessie F. Seely.....	3	72	23 12	".....	2	72	43	1650	9 91	20 69	30 60
Clara A. Gallagher.....	3	109	35 00	".....	6	109	25	1437	15 00	19 06	34 06
Maggie Morrison.....	3	105A	33 88	".....	10	105A	21	893A	14 52	11 85	26 37
Janie McDonald.....	3	109	35 00	Weldford.....	1	109	53	1708	15 00	22 65	37 65
Sarah J. McMinn.....	3	109	35 00	".....	2	109	49	2722	15 00	36 10	51 10
Janet Adair.....	3	62	39 38	".....	2A	62	18	1572A	16 88	20 86	37 74
Maggie A. Graham.....	2	109	45 00	".....	3	109	36	2067	15 00	27 42	42 42
Jessie K. Sutherland.....	2	109	45 00	".....	3A	109	46	2679	15 00	35 52	50 52
Kate L. McDonald.....	3	109	46 67	".....	4	109	42	2915	20 00	38 60	58 66
Caroline Funchion.....	3	109	35 00	".....	5	109	39	1893A	15 00	18 55	33 55
Neil McKendrick.....	3	80	33 02	".....	8	80	51	1839	11 01	17 75	28 76
WILLIAM McINTOSH.....	1	109	137 50	".....	9	109	71	3685	15 00	48 87	63 87
Jas. P. McEachern.....	3	109	60 00	".....	10	109	39	1656	20 00	28 36	48 36
Sarah Hutchison.....	3	109	35 00	".....	12	109	37	2241	15 00	29 72	44 72
Mazy Ferguson.....	3	74	31 63	".....	13	74	30	1563	13 54	20 76	34 30
Mary C. Stevenson.....	3	109	35 00	".....	14	109	37	1779	15 00	23 59	38 59
Annie Campbell.....	3	109	35 00	".....	15	109	27	1778	15 00	23 58	38 58
Mary Morton.....	3	84	26 97	".....	16	84	54	2234	11 56	29 64	41 30
Mary McDonald.....	3	109	55 00	".....	17	109	48	2117	15 00	28 08	43 08
Annie M. Girvan.....	3	49	21 01	".....	18	108	25	1167	10 81	15 48	26 29
Isaac Trauten.....	3	59	32 48	".....							
Hattie A. Scribner.....	3	107	34 36	".....	19	107	53	1706	14 72	22 63	37 35
Robert Sutherland.....	3	109	60 00	".....	20	109	15	1344	20 00	17 82	37 82

COUNTY OF KENT.—CONTINUED.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Classes	Legally authorized days actually employed.	Amount of Grant.	PARISH.	AMOUNT.						
					No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	3	4	5	2	1	2	3	4	5	6	7
Daniel Gillis.....	3	107	\$14 17	Wellington.....	1	107	46	3060	\$14 72	\$40 70	\$55 42
Syd P. Fayle.....	3	88	36 33	"	2	88	42	1190	12 11	15 78	27 89
Annie E. Hurd.....	3	104	33 39	Do. & St. Marys.....	3	101	25	1795	14 31	23 81	38 12
Mary McPhail.....	1	109	73 33	Wellington.....	4	109	46	2779	20 00	36 86	56 86
Mary Allanach.....	3	105	44 96	"	5	105	5	523	19 26	6 94	26 20
Cyril Cormier.....	3	1064	43 97	"	7	1064	27	11454	14 60	15 19	29 85
Ellen Chrystall.....	2	108	44 58	"	2	108	41	22254	14 80	29 56	44 42
Aug. Passarriew.....	2	109	45 00	"	10	109	51	26884	15 00	35 66	50 66
			\$2000.40				2590	140,612	\$1000.27	\$1861.88	\$2865.15

COUNTY OF KINGS.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Classes	Legally authorized days actually employed.	Amount of Grant.	PARISH.	AMOUNT.						
					No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	3	4	5	2	1	2	3	4	5	6	7
Finimore M. McLeod.....	2	109	\$60 00	Cardwell.....	1	109	73	4198	\$15 00	\$25 78	\$40 78
Amelia S. Hatfield....	2	104	42 93	& Salisbury	3	104	27	13052	14 31	8 02	22 33
Teacher paid in Albert Co.....				" & Elgin.....	3		8	3714		2 28	12 28
Patrick O'Donnell.....	2	21	11 56	Cardwell.....	4	21	26	2634	2 80	1 65	4 54
Charles Foley.....	2	109	60 00	" & Elgin.....	6	109	16	923	15 00	5 67	20 67
Alfred S. Baxter.....	2	109	60 00	"	7	109	30	1414	15 00	8 68	23 68
Andrew McManus.....	3	100	41 28	"	8	100	21	9894	13 76	6 08	19 84
Lucretia Marvin.....	3	97	41 53	"	9	97	42	2360	17 80	14 49	32 29
Matilda Sprague.....	3	105	33 72	Greenwich.....	1	105	40	2303	14 45	17 24	31 69
Lizzie A. Inch.....	2	109	45 00	"	2	109	35	18554	15 00	11 30	26 39
Georgiana McLeod.....	2	109	45 00	"	3	109	28	1379	15 00	8 47	23 47
J. ANSLEY DUNHAM.....	1	100	150 00	"	4	100	54	3075	15 00	19 83	33 88
Isabella J. Wallace.....	2	109	45 00	"	5	109	35	2021	15 00	12 41	27 41
Cath. J. Lockhart.....	2	109	35 00	Hammond.....	3	109	24	1551	15 00	9 52	24 52
Maria S. Coy.....	2	108	43 76	"	4	108	54	2632	14 50	16 53	31 12
John F. Rogers.....	1	103	150 00	" & Upham.....	6	109	58	30194	15 00	18 54	33 54
Hannah Raymond.....	1	107	53 98	Hampton.....	1	107	16	829	14 72	5 09	19 81
FRED. N. WELLING.....	1	109	137 50	"	2	218	77	4353	30 00	26 76	56 76
Alma S. Sproul.....	2	109	45 00	"	3		50				
Kate M. Grant.....	2	96	39 63	"	3		50				
Frances Crawford.....	2	109	45 00	"	5	109	22	1207	15 00	7 40	22 40
										Return too late.	

COUNTY OF KINGS.—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	
Fred. S. Chapman.....	1 109	875 00		Hampton & Upham..	6 109	60	2806	\$15 00	\$17 23	\$32 23		
Mary L. Frost.....	1 87	44 14		"	7 67	23	1172	9 29	7 20	16 49		
Eliza M. Fenwick.....	3 109	35 00		"	3 109	29	2182	15 00	13 40	28 40		
Teacher paid in St. John Co.....				" Simonds.	20	6	173		1 06	1 06		
Angelina Brown.....	3 94	30 18		Havelock.....	1 94	53	2197	12 93	13 49	26 42		
Jemima Brown.....	3 107	34 36		"	13 107	44	1937	14 72	12 20	26 92		
Catherine Ryan.....	3 54	17 34		"	4 54	34	879	7 43	5 40	12 83		
Jessie Brown.....	2 109	45 00		"	5 109	26	1429	15 00	8 78	23 78		
Olivia M. Parlee.....	3 109	35 00		"	7 109	62	2346	15 00	14 40	29 40		
EDWIN MULLIN.....	1 107	147 94		"	8 216	44	8845	20 79	54 32	94 11		
Ada B. Bell.....	1 109	55 00		"								
Henry S. Scribner.....	3 109	45 00		"	9 109	38	1455	15 00	8 93	23 93		
Evelyn Fowler.....	3 92	29 54		"	10 92	45	2352	12 66	14 44	27 10		
Charles B. Herrett.....	3 109	60 00		"	11 109	22	2061	20 00	12 66	32 66		
Lyla Good.....	3 109	35 00		"	14 109	38	2051	15 00	12 60	27 60		
Teacher pd. in Westmorland Co.....				" & Salisbury	15	3	183		1 16	1 16		
Florence H. Carle.....	3 59	18 94		{ Do. & Brunswick } { Do. & Salisbury }	23 59	22	534	\$ 12	3 28	11 40		
Clara G. Flewelling.....	3 109	35 00		Kars.	1 109	19	937	15 00	5 75	20 75		
Selma Crawford.....	3 109	35 00		"	2 109	41	2138	15 00	13 13	28 13		
Theodore H. Belyea.....	2 101	55 59		"	3 101	33	1923	13 90	11 54	25 74		
Robert J. Nobles.....	3 99	56 49		"	4 99	23	1805	18 16	11 08	29 24		
Annie E. Kierstead.....	3 109	35 00		"	5 109	20	759	15 00	4 66	19 66		
Sarah J. Pickett.....	1 109	55 00		Kingston	1 109	57	3359	15 00	20 62	35 62		
Ellen M. McDougall.....	3 109	35 00		"	2 109	11	510	15 00	3 13	18 13		
Eliza A. Earle.....	2 109	45 00		"	3 109	26	1574	15 00	9 66	24 66		
William S. Fowler.....	3 92	37 98		"	4 92	16	849	12 66	5 22	17 88		
S. BATES ALLEN.....	1 82	104 07		"								
C H COMPERTWAITE, A B	1 26	33 43		"	5 218	78	4713	30 00	28 94	58 94		
Clara A. Frost.....	2 109	45 00		"								
Robert Bynd.....	3 109	45 00		"	6 109	38	1872	15 00	11 49	26 49		
Charles Warneford.....	3 109	45 00		"	7 109	10	1267	15 00	7 78	22 78		
Dorcas J. Erb.....	3 109	40 67		"	9 109	23	1967	20 00	12 08	32 08		
George H. Lasky.....	2 109	60 00		"	10 109	40	1962	15 00	12 05	27 05		
Martin Scanlan.....	3 109	45 00		"	11 109	39	2159	15 00	13 26	28 26		
Eliza S. Hogan.....	3 109	35 00		& Westfield	12 109	52	3047	15 00	18 72	33 72		
Angusta E. Crawford.....	3 109	35 00		Kingston	13 109	18	818	15 00	5 03	20 03		
William H. Haney.....	2 109	60 00		"								
H. A. Baxter.....	3 109	45 00		{ Norton	1 218	106	4311	30 00	26 47	56 47		
REV. N. NORLES.....	1 109	150 00		"	2 109	72	3898	15 00	23 93	33 93		
Celia E. Gray.....	2 109	45 00		"	4 109	22	1475	15 00	9 05	24 05		
E. J. Woods.....	2 109	45 00		"	7 109	37	1926	15 00	11 83	26 83		
Clarissa Raymond.....	1 109	55 00		"	8 109	21	1195	15 00	7 36	22 36		
Annie M. Cochrane.....	3 109	35 00		"	9 109	25	1254	15 00	7 83	22 83		
Louisa Griffin.....	3 108	46 24		& Sussex	11 108	27	1363	19 81	8 37	28 18		
Louisa E. Saunders.....	1 105	52 97		Rothsay.....	2 105	44	2542	14 45	15 60	30 05		
J. Lee Flewelling.....	2 109	60 00		"	3 109	52	2756	15 00	16 92	31 92		
Joshua N. Smith.....	2 109	60 00		"	4 109	25	453	15 00	5 55	20 55		
Sarah E. Flewelling.....	1 109	55 00		"	5 109	21	1563	15 00	8 63	24 63		
Hannah V. Monahan.....	3 109	35 00		"	6 109	17	1405	15 00	8 63	23 63		
Thomas F. Sprague.....	2 104	76 69		"	7 104	22	1472	19 17	9 04	28 21		
Teacher paid in St. John Co.....				" & Simonds	19	19	1015		6 23	6 23		
M. Louisa Ganong.....	1 107	53 95		Springfield	1 107	39	2653	14 72	16 29	31 01		
ROBERT H. DAVIS.....	1 109	150 00		"	2 109	51	3019	15 00	18 54	33 54		
Wilford Johnson.....	3 42	17 34		"	3 42	29	640	5 78	3 93	9 71		
George C. Stanley.....	3 105	43 34		"	4 105	35	1892	14 45	11 62	26 07		
Emeline A. Akerley.....	3 108	35 00		"	6 108	18	975	15 00	5 99	20 99		

COUNTY OF KINGS.—CONTINUED.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees						
NAME.	Gr. 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	8	9	10	11	12	13	14	15	16	17
Mary A. Case.....	2 108	\$44 58	Springfield.....	7 108	31	1928	\$14 80	\$11 84	\$20 70		
J. A. F. Fairweather.....	2 108	59 44	".....	8 108	32	2791 1/2	19 81	17 14	36 95		
M. Amelia Ganong.....	3 109	35 00	Do. & Kingston.....	9 109	33	1963	15 00	26 33	56 33		
Due Trustees Ap. '76.			".....	9 118		2320	15 00				
Deborah A. Reed.....	3 109	35 00	Springfield.....	12 100	46	2374	15 00	14 58	29 58		
Maggie A. Bates.....	2 105	57 79	".....	13 105	19	1192	19 27				
Robt J. Nobles, bal- lance April 1876.....	3.....	14 36	".....	13.....			6 85	7 32	33 44		
John W. Hickson.....	2 109	60 00	".....	15 109	32	2311 1/2	15 00	14 19	29 19		
John Robertson.....	2 109	60 00	".....	21 109	41	1996 1/2	15 00	12 26	27 26		
Charles Pogle.....	3 108	59 44	Studholm.....	1 108	20	1344	19 81	8 25	28 06		
Perley T. Kierstead.....	3 109	45 00	Do. & Havelock.....	3 109	43	2125	15 00	13 05	28 05		
Mary A. McLeod.....	1 109	55 00	Studholm.....	4 109	37	1675	15 00	10 23	25 23		
George E. Case.....	2 108	79 25	".....	6 108	27	1765	19 81	10 84	30 65		
Jane Brown.....	1 53	26 74	".....	9 53	25	1094 7/29	9 29	6 72	14 01		
Julia C. Frost.....	1 109	55 00	".....	10 109	33	2193 1/2	15 00	13 47	28 47		
George S. Carson.....	1 93 1/2	120 09	" & Sussex.....	11 93 1/2	52	2844 1/2	19 87	17 40	30 33		
Hiram W. Folkins.....	2 68	37 43	".....	12 68	45	1654	9 30	10 16	19 52		
Charlotte McLeod.....	3 109	45 00	".....	13 109	35	2448	15 00	15 03	30 03		
Sarah A. Sharp.....	2 109	45 00	".....	14 109	20	1163	15 00	7 17	22 17		
Charles McLean.....	1 109	75 00	".....	15 109	64	3219	15 00	10 76	34 76		
Marion E. Jack.....	3 109	35 00	".....	16 109	33	1555	15 00	9 55	24 55		
Annie E. Spicer.....	3 109	35 00	".....	17 109	38	1666 1/2	15 00	10 23	25 23		
George N. Pearson.....	3 109	45 00	".....	18 109	23	1112	15 00	6 83	21 83		
George N. Musgrove.....	3 109	45 00	".....	20 109	17	1073	15 00	6 59	21 59		
Deborah A. Chapman.....	3 106	34 04	{ Do. & Johnston } { Do. & Brunswick }	22 106	16	702	14 59	4 32	18 91		
Bessie A. Pearson.....	3 109	35 00	Studholm.....	23 109	28	1346	15 00	7 04	22 04		
S. L. T. Wiggins.....	2 109	60 00	".....	25 109	78	4100	15 00	25 17	40 17		
Abbie M. Sinnott.....	3 93	31 47	" & Sussex & Norton	26 93	23	1310	13 48	3 04	21 52		
Thos. W. Street, A. B.....	1 109	75 00	Sussex.....	1 218	87	5302	30 00	32 55	62 55		
Margaret E. Ryan.....	2 109	45 00	".....								
Sax. C. Wilmer, A. B.....	1 109	150 00	".....								
M. L. Ryan.....	1 109	55 00	".....	2 327	201	12170	45 00	74 73	119 73		
Louisa M. Nowlan.....	2 109	45 00	".....	4 109	18	1075	15 00	6 60	21 60		
Fannie A. Lisson.....	3 109	35 00	".....	5 106	41	2015 1/2	14 59	12 38	26 97		
Samuel C. Wells.....	3 106	43 76	".....	6 109	42	1996	15 00	12 26	27 26		
Bessie Keay.....	2 109	45 00	{ Do. & Waterf'd } { Do. & Cardwell }	8 109	27	1039	15 00	6 38	21 38		
Mary A. Ryan.....	3 109	35 00	Sussex.....	8 109	44	2124 1/2	15 00	13 04	28 04		
Matilda J. Booth.....	3 109	35 00	Do. & Hammond.....	9 103	35	1810	14 17	11 12	25 29		
Susan A. Davis.....	1 103	51 96	Sussex.....	10 109	36	1362	15 00	8 36	23 36		
George M. Wetmore.....	3 109	45 00	".....	11 109	41	1895 1/2	15 00	11 64	26 64		
William J. Dunlap.....	3 109	45 00	".....	12 109	21	1048	15 00	6 43	21 43		
Eliza J. Mercer.....	3 109	35 00	".....	13 109	35	1532	15 00	9 41	24 41		
Sarah M. Sharp.....	2 109	45 00	".....	14 109	30	2066	20 00	12 69	32 69		
Jeremiah Donovan.....	3 109	60 00	".....	1 106 1/2	34	1038 1/2	14 66	6 88	21 04		
Jessie Fowler.....	2 106 1/2	43 07	Upham.....	3 109	47	1850	15 00	11 36	26 36		
Eliza Fowler.....	2 109	45 00	".....	4 109	59	1509	15 00	9 27	34 27		
Charity E. Smith.....	1 109	55 00	".....	5 109	34	1409 1/2	15 00	8 05	23 05		
Frances A. Green.....	2 109	45 00	" & Hammond.....	6 109	46	2144	15 00	13 16	28 16		
Augusta M. Dodge.....	2 109	45 00	".....	7 109	44	2280	15 00	14 00	29 00		
Edna A. Gorham.....	2 109	45 00	".....								
Teacher paid in St. John Co.....			" & St. Martins	10.....	3	181 1/2		1 11	1 11		
Hattie Lawson.....	3 109	46 67	".....	25 109	22	1020	20 60	6 26	26 26		
Eunice J. Bennett.....	2 109	45 00	Waterf'd & Ham'd.....	1 109	48	1958	15 00	12 02	27 02		
John James McAfee.....	3 89	36 74	Waterford.....	2 89	49	1529 1/2	12 25	9 39	21 64		
Wm. John Haslam.....	3 109	45 00	{ Do. & Alma } { Do. & Elgin..... }	3 109	32	1197 1/2	15 00	7 35	22 35		

COUNTY OF KINGS.—CONTINUED.

Prov'l Grant to Teachers.			LOCALITY.			County Fund to Trustees.					
NAME.	Class. Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attend- ance of Pupils.	AMOUNT.			
								On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7
Sarah T. Lockhart.....	3:109	\$35 00	Waterford.....	4	109	23	1147	\$15 00	\$7 04	\$22 04	
Mary E. Bray.....	3:109	35 00	"	5	109	36	1548	15 00	9 51	24 51	
Catharine Donovan.....	3:109	46 67	"	7	109	23	1108	20 00	6 80	26 80	
Martha E. Bray.....	2:101	41 69	"	8	101	33	1496	13 90	9 19	23 09	
Hattie Nugent.....	3:109	46 67	Westfield.....	1	109	28	2129	20 00	13 07	33 07	
JOHN W. CAULFIELD.....	1:109	125 00	"	12	109	28	1807	15 00	11 10	26 10	
Martha A. Pelton.....	3:108	34 84	"	3	108	24	1493	14 93	9 17	24 10	
Alma B. Horton.....	3: 58	18 62	"	4	58	21	480	7 98	2 95	10 93	
Alice J. Day.....	3: 79	33 83	"	5	79	21	783	14 40	4 81	19 30	
Janie H. Sullivan.....	3: 84	26 97	"	6	84	24	1398	11 56	3 58	20 14	
J. T. Wallace.....	2:108	59 44	"	7	108	27	1600	14 86	10 19	25 05	
George A. Stevenson.....	3: 88	36 33	"	8	88	40	1465	12 11	9 00	21 11	
Amelia H. Peatman.....	3:109	46 67	"	9	109	17	1023	20 00	6 23	26 23	
William McRae.....	3:105	43 34	"	10	105	18	802	14 45	4 02	19 37	
John A. Joyce.....	3:109	00 00	"	11	109	17	631	20 00	3 87	23 87	
Jacob N. Pitt.....	3:109	45 60	"	12	109	23	1754	15 00	10 77	25 77	
		\$7200.92				5020	200,655	\$2088.51	\$1000.44	\$3088.95	

COUNTY OF MADAWASKA.

Prov'l Grant to Teachers.			LOCALITY.			County Fund to Trustees.					
NAME.	Class. Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attend- ance 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
Michael Fournier.....	3:109	\$45 00	Madawaska.....	1	109	49	2195	\$15 00	\$32 16	\$47 16	
Etienna Couture.....	3:109	60 00	"	1	109	26	1172	15 00	17 17	32 17	
Serephue Albert.....	3:109	35 00	"	3	109	32	2230	15 00	33 41	48 41	
Anais Theriault.....	3:109	35 00	"	4	109	27	1870	15 00	27 40	42 40	
Malvina Daigle.....	3:109	35 00	"	5	109	52	3463	15 00	50 74	65 74	
Thomas Chasse.....	3:109	45 00	"	7	109	23	925	15 00	13 55	28 55	
Abraham Perron.....	3:109	45 00	St. Basil.....	1	109	57	2760	15 00	40 44	55 44	
Harriet D. Lynch.....	3:109	35 00	"	2	109	37	1706	15 00	25 00	40 00	
Mary Levasseur.....	3:109	35 00	"	3	109	45	1594	15 00	23 38	38 36	
Eleanor Theriault.....	3:109	35 00	"	4	109	35	1618	15 00	23 71	38 71	
Sophia Martin.....	3:109	35 00	"	5	109	42	2176	15 00	31 89	46 89	
Lea Pelletier.....	3:109	35 00	"	6	109	35	2476	15 00	36 23	51 23	
LaStrois.....	3:109	46 67	"	3	109	30	3531	20 00	51 74	71 74	
Denis Martin.....	3:109	60 00	"	9	109	43	3107	20 00	45 53	65 53	

COUNTY OF MADAWASKA.—CONTINUED.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	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	8	9	10	11	12	13	14	15	16	17	
Anastasio Martin.....	3:109	35 00	\$35 00	St. Francis.....	2	109	26	1469	\$15 00	\$21 53	\$36 53	
Magloire Carron.....	3:109	45 00	45 00	"	3	109	56	2201	15 00	32 25	47 25	
Ellen Clair.....	3:109	35 00	35 00	"	4	109	35	1971	15 00	23 88	38 88	
Remy S. Pelletier.....	3:109	45 00	45 00	"	5	109	29	1830	15 00	26 82	41 82	
Margaret A. Hafey.....	3:109	35 00	35 00	"	7	109	56	2666	15 00	39 06	54 06	
Mary Hafey.....	3:109	46 67	46 67	"	8	109	22	2133	20 00	81 20	51 20	
Julia Albert.....	3:109	46 67	46 67	"	10	109	16	1264	20 00	18 52	38 52	
Flavia Michaud.....	3: 59	18 94	18 94	"	14	101	34	1310	13 90	19 20	33 10	
Salina Baker.....	3: 42	13 49	13 49	"	14	101	34	1310	13 90	19 20	33 10	
Duo Trustees Ap. 76.				"	14	63		1441	8 67	21 12	29 79	
Hattie Hebert.....	3:109	35 00	35 00	Do. & Madawaska.	16	109	33	1827	15 00	26 77	41 77	
Sophia Nadeau.....	3:109	46 67	46 67	St. Francis.....	16	109	35	1932	15 00	20 04	44 04	
Annie M. Jones.....	3: 84	26 97	26 97	"	17	84	14	8954	11 56	13 12	24 68	
Edward J. Hianveu.....	3:109	45 00	45 00	St. Leonards.....	1	109	58	29744	15 00	43 59	58 59	
M. A. E. Hammond.....	3:109	35 00	35 00	"	4	109	25	15194	15 00	22 27	37 27	
Joseph Martin.....	3:109	45 00	45 00	"	5	109	43	2104	15 00	32 15	47 15	
Mrs. John Earle.....	3:109	46 67	46 67	"	8	109	7	809	20 00	11 85	31 85	
Herm. Couillard.....	3:109	45 00	45 00	"	9	109	49	4465	15 00	65 43	80 43	
Xavier Perrault.....	3:109	41 69	41 69	"	14	101	31	2065	13 90	29 38	43 28	
Peter Nadeau.....	3:109	45 00	45 00	"	16	109	31	1867	15 00	27 35	42 35	
			\$1314.44				1130	67,6964	\$508.03	\$691.67	\$1600.00	

COUNTY OF NORTHUMBERLAND.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	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	8	9	10	11	12	13	14	15	16	17	
Maggie J. Barron.....	3:106	34 04	34 04	Altwick.....	1	106	19	1321	\$14 59	\$10 68	\$25 25	
Patrick Cunningham.....	3:109	45 00	45 00	"	2	109	24	1431	15 00	11 54	26 54	
Catharine Loggie.....	3:1034	42 73	42 73	"	3	1034	17	893	14 24	7 20	21 44	
Isiah P. Savoy.....	3:109	45 00	45 00	"	4	218	93	4683	30 00	37 78	67 78	
Thomas Allain.....	3:109	45 00	45 00	"	4	218	93	4683	30 00	37 78	67 78	
Teacher absconded..				"								
No claim.....	3: 43			"	5	60	65	2428	12 85	10 59	\$2 24	
Elen Young.....	3: 26	11 13	11 13	"								
Teacher absconded..				"								
No claim.....	3: 80			"	6	80	37	1178	11 01	9 46	20 47	

COUNTY OF NORTHUMBERLAND.—CONTINUED.

NAME.	Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand total days' attendance of Pupils.	AMOUNT.			Total amount from County Fund.
									On account of Teachers employed.	On account of average attendance of Pupils.		
6	5	4	3	2	1	2	3	4	5	6	7	
Jano J. Carruthers..	3	86	\$27 61.	Alnwick	8	86	56	1869	\$11 83	\$15 08	\$25 91	
Alice Adams.....	3	22	7 06	"	8	22	18	312	3 03	2 52	5 55	
Oliver Robicheau..	3	109	45 00	Do. & Saumarez	10A	100	45	1500	15 00	12 10	27 10	
Whelock Willey....	3	109	45 00	Blackville	1	100	57	1817	15 00	14 66	29 66	
Ellen McCarthy....	3	56	17 98	Do. & Blissfield.	1	56	20	817A	7 71	6 59	14 30	
Mary Donoghue....	3	102	32 75	Blackville	2	102	44	1866	14 04	15 05	29 09	
Serena Price.....	3	108	34 68	"	4	108	47	1328	14 80	10 72	25 58	
Wm. H. Grindley....	2	100	60 00	"	6	100	52	2522	15 00	20 35	35 35	
John Curran.....	2	109	60 00	"	7	109	40	2290	15 00	18 47	33 47	
Hannah McCarthy..	3	87	37 25	"	8	87	40	2094	15 00	16 80	32 85	
Bridget Jordan....	3	109	35 00	"	11	109	45	2460	15 00	19 24	34 24	
Mary A. Kelly.....	3	106	34 04	"	11	106	28	1465	14 59	11 82	26 41	
Lizzie Moran.....	3	109	35 00	Blissfield	1	109	31	1753	15 00	14 14	29 14	
Kate G. Porter....	8	107	34 30	"	2	107	26	1448	14 72	11 68	26 40	
Elsbet Archibald..	2	109	60 00	"	3	109	21	1009	20 00	15 40	35 40	
Amy Archibald....	2	109	45 00	"	3	109	40	2345	15 00	18 91	33 91	
Rowland Crocker..	3	109	45 00	"	4	109	44	1843	15 00	14 87	29 87	
E. H. McAlpine, A. B.	1	99	75 00	"								
Kate M. Williston..	1	99	55 00	"								
Cecelia Alexander..	1	99	55 00	Chatham	1	306	201	11,634	60 00	93 05	153 05	
Minnie R. Haviland.	3	99	35 00	"								
Isabella McIntosh..	2	108	44 79	"	1	108	51	3004	14 03	24 23	39 16	
Robert Moir.....	3	109	45 00	"	2	109	38	1233	15 00	9 95	24 95	
COUNSEL T. HENDRY.	1	104	143 10	"	3	104	71	2777	14 31	22 40	36 71	
James McIntosh....	2	109	60 00	"	10	109	69	2944	15 00	23 75	38 75	
Maggie McIntosh....	3	106	34 04	Do. & Glenelg	5	106	40	1855A	14 59	14 97	29 56	
Ellen Burns.....	2	101	41 69	Chatham	6	101	37	1344	13 90	10 84	24 74	
Maggie S. Gordon..	2	109	45 00	"	6	109	40	1865	15 00	15 05	30 05	
Anno Quinlan.....	1	92	46 41	"								
Mary R. Tweedie..	2	63	28 07	"	8	160	140	6018	22 02	48 55	70 57	
Thomas Caulfield..	1	109	75 00	"								
Bridget Flanagan..	1	106	53 48	"								
E. Flanagan, c. r. 2.	3	106	17 02	"	9	296	283	12,035	40 73	97 09	137 82	
Maggie McInnis....	3	81	20 01	"								
JAMES N. WARREN..	1	109	160 00	Derby	1	109	47	2215	15 00	17 87	32 87	
Helena Morgan....	2	109	45 00	"	1	109	53	2088	15 00	21 63	36 63	
Maggie Miller.....	2	100	41 28	"	2	100	27	1128	13 76	9 10	22 86	
Jonathan Carmult..	3	108	44 68	"	3	108	43	1973	14 86	15 92	30 78	
Lizzie M. McBeath..	2	109	45 00	Glenelg	1	109	32	1970	15 00	15 89	30 89	
Bridget Murray....	3	109	35 00	"	2	109	30	1519	15 00	12 25	27 25	
Adelaide Ritchie..	2	106	43 76	"	5	106	17	1041	14 59	8 40	22 99	
Annie Ross.....	3	109	46 67	"	6	109	19	1346	20 00	10 86	30 86	
T. G. McKay.....	2	109	60 00	"	7	109	51	1076	15 00	13 52	28 52	
Robert C. Byers....	3	109	60 00	"	7	109	44	3707	20 00	23 90	43 90	
Bridget M. Hackett.	3	82	26 33	"	8	82	20	740A	11 23	5 97	17 25	
Kate S. McLean....	3	88	28 42	Do. & Hardwicke..	8	88	23	1248	12 18	10 67	22 25	
Ellen Donovan....	3	109	35 00	Glenelg	9	109	41	2245	15 00	18 11	33 11	
Annie McEachran..	3	109	46 67	Hardwicke	1	109	39	3133	20 00	23 32	43 32	
Clementina Walsh.	3	98	41 06	"	2	98	26	793	17 07	6 40	24 37	
Charles Anthony..	3	108	50 44	"	4	108	26	1596	19 81	12 87	32 63	
Mary J. Dickson....	3	40	12 84	"	5	40	18	301	5 50	2 43	7 93	
Barbara Sargent..	3	101	32 43	"	5	101	18	785	13 90	6 33	20 93	
C. A. Williston....	2	20	8 26	Do. & Glenelg	8	20	21	302	2 75	2 44	5 19	
James Ledingham..	2	109	60 00	Ludlow	3	109	16	984	15 00	7 94	22 94	
Anna M. Pond.....	3	109	46 67	"	4	109	42	2464	20 00	19 83	39 83	
Teacher paid in York County.....				" & Stanley.....	12A		4	231		1 86	1 86	
Michael Finne....	2	109	60 00	Nelson	1	109	115	5508	15 00	46 86	61 86	
Emma Flett, c. r. a..	3	105	16 86	"								
Maggie McDonald..	2	109	45 00	"	2	109	41	1768	15 00	14 26	29 26	

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.	AMOUNT.			On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
						Legally authorized days Schools were open	Pupils enrolled.	Grand Total days' attendance of Pupils.				5	6	7
6	5	4	3	2	1	2	3	4	5	6	7
John J. Gaynor.....	3	109	\$45 00	Nelson.....	3	109	41	1549	\$15 00	\$12 50	\$27 50
J. Rainsbotham.....	3	107	34 38	".....	5	107	29	1296	14 72	10 45	25 17
Grace E. M Grennan.....	3	105	44 96	".....	6	105	26	1163	19 26	9 42	28 68
Catherine Gormon.....	3	104	33 39	".....	7	104	30	1159½	14 31	9 35	23 66
Mary A Tobin.....	2	50	20 64	Newcastle.....	1	66	30	885	9 03	7 14	16 22
Allan G McGilvary.....	3	16	6 60	".....	2	109	42	1526	15 00	12 32	27 32
Charles Stewart.....	3	109	45 00	".....	2½	109	17	1324	20 00	10 63	30 63
Mary J Gordon.....	3	109	46 67	".....	3	109	31	1267	15 00	11 22	25 22
Ellen Wall.....	3	109	35 00	".....	4	109	25	1318	15 00	10 63	25 63
Bridget Caulfield.....	3	109	35 00	".....	5	109	25	1212½	15 00	9 78	24 78
Clara McAlister.....	3	109	35 00	".....	6	218	122	6496	30 00	52 40	82 40
Donald McIntosh.....	1	99	75 00	".....							
Janie Henderson.....	3	109	35 00	".....							
C M Hurcison.....	1	99	150 00	".....							
E P Flewelling.....	1	99	75 00	".....							
Olivia Parker.....	1	99	55 00	".....							
Sara J Sinclair.....	2	99	45 00	Newcastle.....	7	891	432	27,236	135 00	219 72	354 72
Eliza Hickey.....	1	99	55 00	".....				raised.			
Eliza Russell.....	2	99	45 00	".....							
Sarah J Reed.....	2	99	45 00	".....							
Wm. Seiwright.....	3	99	45 00	".....							
Katie B. Kavanagh.....	3	99	35 00	".....							
Emma J Little.....	3	109	46 67	Northesk.....	1	109	24	1087	20 00	8 77	28 77
Mrs. M R Jamieson.....	3	109	46 67	".....	3	109	15	1565	20 00	12 62	32 62
Jennie Robinson.....	3	109	35 00	".....	4	109	23	1209	15 00	9 75	24 75
Annie Firth.....	3	87	27 94	".....	5	87	19	1124½	11 97	9 07	21 04
John Hamilton.....	2	105	57 79	".....	6	105	48	2074	14 45	16 73	31 18
Sarah A Bamford.....	3	17	5 40	".....	7	17	8	92½	2 34	0 75	3 09
Mary Jane Tail.....	3	109	46 07	".....	8	109	33	2793	20 00	22 53	42 53
Emily F Fowler.....	3	92	29 54	".....	9	92	33	1735	12 66	14 00	26 66
Sarah Tweedy.....	3	89	28 58	".....	10	89	42	1856	12 25	14 97	27 22
Mary J Wilkinson.....	3	109	35 00	".....	11	109	50	2629	15 00	21 21	36 21
Margaret Flett.....	3	109	35 00	".....	13	109	26	830	15 00		
Due Trustees Ap. 76				".....	13	77½		1096	9 85	15 53	40 38
P F Morrisay.....	5	109	60 00	".....	14	109	19	964	15 00	7 78	22 78
Maggie A. Jordan.....	2	109	45 00	".....	15	109	30	1534	15 00	12 78	27 78
Martha E. McQueen.....	2	109	45 00	".....	12	109	36	1572½	15 00	12 69	27 69
			\$4435.35				3071	196,501½	\$1432.20	\$1585.20	\$3017.40

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
Ada S. McDonald	2	109	\$45 00	Petersville	1	109	50	2647	\$15 00	\$21 29	\$36 29
Dillie Mersereau	3	97	31 15	"	3	97	36	1619	13 35	13 02	26 37
Wm. H. Allingham	2	109	60 00	"	10	109	37	2005	15 00	16 12	31 12
William Quinn	2	58	31 92	"	11	58	33	1057	7 98	8 50	16 48
E. D. Vallis	2	109	60 00	Do & Hampstead	12	109	43	1788	15 00	14 38	29 38
James McCallum	3	109	60 00	Petersville	13	109	22	1171	15 00	9 42	24 42
Cassie A. Corbett	3	103	34 68	"	14	103	42	1566	14 86	12 59	27 45
William Tilley	2	109	60 00	"	17	109	44	1812	15 00	14 57	29 57
Chas. W. Hutchins	3	109	45 00	Waterboro	1	109	46	2297	15 00	18 47	33 47
Adelia A. Barton	3	109	46 67	"	2	109	19	1163	20 00	9 35	29 35
Elizabeth S. Clark	1	109	73 33	"	3	109	16	1367	20 00		
I. W. Hetherington, bal. April 1876	3		11 95	"	3				5 34	10 99	36 33
T. William Perry	2	109	60 00	"	4	109	69	3533	15 00	23 41	43 41
Sarah A. Colwell	3	109	46 67	"	8	109	33	1828	20 00	14 70	34 70
George A. Wilson	3	109	60 00	"	9	109	27	1848	20 00	14 37	34 87
Henry Wiggins	1	109	75 00	"	10	109	21	1068	15 00	8 59	23 59
Edmund H. Belyea	2	109	60 00	Wickham	1	109	59	3425	15 00	27 64	42 54
Alfred McDonald	2	109	60 00	"	2	109	19	940	15 00	7 56	22 56
Eva A. Smith	2	109	45 00	"	3	109	16	963	15 00	7 74	22 74
Malcom D. Brown	3	109	45 00	"	4	109	40	1968	15 00	15 33	30 33
Brad. M. Northrup	3	109	60 00	"	6	109	29	1677	15 00	13 49	28 49
Emily J. Akerley	3	109	35 00	"	10	109	31	1381	15 00	11 12	26 12
			\$8577.00				2390	123,000	\$1087.40	\$680.65	\$2077.05

COTY 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
ROBERT CHALMERS	1	109	\$150 00	Addington	1A	218	163	8953	\$30 00	\$62 04	\$92 04
Clara Kerr, c.r. a.	3	91	14 61								
Elizabeth Nash	3	109	35 00	"	2	109	35	1841	15 00	12 76	27 76
William Firth	2	109	60 00	"	4	109	37	1829	15 00	13 68	27 68
Barbara McNair	2	109	45 00	"	5	109	39	1783	15 00	12 35	27 35
Mina Gerrard	3	109	35 00	"	6	102	19	1362	18 72	8 44	27 16
Jane McNair	3	102	43 67	"	6	102	19	1362	18 72	8 44	27 16
Gavin Hamilton	3	108	44 58	Colborne	1	198	36	1757	14 86	12 18	27 04

COUNTY OF SAINT JOHN.—CONTINUED.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	AMOUNT.			Total amount from County Fund.		
						1	2	3		4	5	6	7
Lucenia Umlah.....	3	109	\$48 67	Lancaster.....	5	109	22	1571 1/2	\$20 00	\$15 47	\$35 47
Ann Richard.....	1	107	53 98	".....	6	107	69	4376 1/2	14 72	43 07	57 79
William A. Duke.....	3	100	55 04	".....	10	100	34	1576	18 35	15 51	33 86
Robert Evans.....	3	68	37 43	".....	11	68	47	2494	12 48	24 55	37 03
David Kirkpatrick.....	3	109	45 00	".....	12	109	64	3062	15 00	30 14	45 14
Bernard B. Smyth.....	2	109	60 00	".....	13	436	321	19657	60 00	193 46	253 46
H. M. Kirk.....	2	109	45 00								
Rebecca A. Armour.....	1	106	55 00								
Sarah J. Smyth.....	2	109	45 00								
W. L. Goodwin.....	1	34	51 60								
Thomas E. Burke.....	1	34	23 39	".....	14	109	60	3359 1/2	15 00	33 06	48 06
A. W. Steeves.....	2	109	60 00	".....	15	109	65	12807	15 00	27 63	42 63
L. Augusta Welling.....	1	109	55 00	".....	16	109	29	2010	15 00	19 77	34 77
G. T. TAYLOR.....	1	99	150 00	Town of Portland.....	3488 raised.	2040	132,160 raised.	480 00		\$1300 70	\$1780 70
Daniel McIntyre.....	1	99	75 00								
Abraham D. Smith.....	2	99	60 00								
Grace Murphy.....	1	99	55 00								
Bertha A. McLeod.....	1	88	47 77								
M. Amanda Jenkins.....	1	13	7 23								
Jane Cunard.....	2	99	45 00								
Helen Dale.....	2	99	45 00								
Amelia J. Laskey.....	2	99	45 00								
William J. Rolston.....	1	99	75 00								
James Crawford.....	1	99	75 00								
Kate A. Kerr.....	1	99	55 00								
John Brooks.....	2	99	60 00								
Agnes E. Livingston.....	2	99	45 00								
Margaret Gorham.....	2	99	45 00								
John Dean.....	1	99	75 00								
Joseph A. Wetmore.....	2	99	60 00								
Philip Walsh.....	1	99	75 00								
Jennie Nisbet.....	2	99	45 00								
James E. Wetmore.....	1	99	75 00								
Mary M. Rees.....	1	99	55 00								
Eliza Wetherali.....	3	91	32 17								
Maggie Gray.....	3	8	2 88								
Emily O. Smith.....	3	99	35 00								
J. Murray McDowall.....	1	99	75 00								
William H. Parlee.....	1	99	75 00								
Maude Mosher.....	1	13	7 22								
Jane H. Sullivan.....	3	12	4 00								
W. Alder Trueman.....	2	74	44 84								
Mary S. Getchell.....	2	99	45 00								
Mary W. Greene.....	1	99	55 00								
Sarah Taylor.....	1	99	55 00								
Maggie A. Nisbet.....	2	99	45 00								
Cath. M. Armstrong.....	2	94	42 72								
Maggie Gray.....	3	5	1 77								
Laura-Alma Hughes.....	2	99	45 00								
Maria DeW. Nelson.....	2	99	45 00								
Ch. G. Coster, Ph. D.....	1	99	75 00								
E. Manning, M. A.....	1	56	42 42								
George F. Burpee.....	1	43	32 58								
Wm. P. Dole, A. B.....	1	99	75 00								
John Harper.....	1	99	75 00								
C. Maria Treadwell.....	1	52	28 89								
Janet P. Robertson.....	1	47	26 11								
Janet P. Robertson.....	1	52	28 89								
Annie L. Smith.....	1	47	26 11								
D. P. Chisholm.....	1	99	75 00								

COUNTY OF SAINT JOHN.—CONTINUED.

Prov'l Grant to Trustees.				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 Montgomery.....	1	99	\$75 00	City of St. John.....							
G. U. Hay.....	1	99	75 00								
George E. Whipple.....	1	99	75 00								
Sara E. Whipple.....	1	99	55 00								
Deb. A. Thompson.....	1	99	55 00								
Margaret Brittain.....	1	99	55 00								
Kate E. Carr.....	2	99	45 00								
Caroline E. Huestis.....	1	99	55 00								
Emma F. Moran.....	2	99	45 00								
Lydia J. Baxter.....	1	99	55 00								
Wm. D. Baskin.....	1	99	75 00								
M. M. McWilliams.....	2	99	45 00								
Susie T. Robertson.....	1	99	55 00								
Thomas O'Rielley.....	1	99	75 00								
Mary A. Nannery.....	2	99	45 00								
Sarah G. Duffy.....	1	99	55 00								
Jeanie Bell.....	2	99	45 00								
Emily G. Blatch.....	2	99	45 00								
Jane H. Bell.....	3	109	46 67								
JOHN BRITTAIN.....	1	109	150 00								
Thomas F. Dwyer.....	2	109	60 00								
Carrie M. Melvin.....	2	109	45 00								
Abigail Cleveland.....	2	101	41 63								
Annabel Flewelling.....	3	109	35 00								
Eliza E. Johnson.....	2	77	31 79								
Eliza Carlyle.....	2	109	60 00								
Hannah Holland.....	3	109	46 67								
Mary E. Howard.....	2	103	44 53								
Bethia P. Tabor.....	2	109	45 00								
Emily A. Hayes.....	2	22	12 11								
Elizabeth McGowan.....	2	109	60 00								
Julia Enwright.....	3	101	43 24								
Margaret L. McGirr.....	3	109	35 00								
Annie M. Hopkins.....	3	106	34 04								
Susannah F. Burke.....	3	109	35 00								
Mary C. Power.....	3	109	34 04								
Annie G. Flaherty.....	3	103	34 68								
John F. Burditt.....	2	68	37 43								
Patrick Shanahan.....	3	109	45 00								
Michael Connelly.....	3	109	45 00								
Denis Hanifen.....	3	109	60 00								
Samuel Boyle.....	2	103	56 96								
Lizic Crozier.....	3	109	46 67								
Jane Griffith.....	2	109	45 60								
Albert A. Meybec.....	3	107	58 89								
Arthur Park.....	2	160	60 00								
Peter Brennan.....	2	109	60 00								
William Kerr.....	3	76	41 83								
Alice K. Laurson.....	3	109	46 67								
Jane Smith.....	3	52	26 26								
Eleanor Patterson.....	1	109	55 00								
				Simonds.....	1	324	203	8176	44 58	80 47	125 05
				"	3	109	54	2761	15 00	27 47	42 47
				"	4	108	77	4330	14 56	42 62	57 45
				"	5	68	48	1807	9 36	17 78	27 14
				"	9	109	46	1947	15 00	19 16	34 16
				"	10	109	35	2046	15 00	20 14	35 14
				"	11	109	26	2113	20 00	20 79	40 79
				"	13	103	47	19931	14 24	19 62	33 86
				"	15	109	24	1325	20 00	13 04	23 04
				"	16	109	49	2096	15 00	20 63	35 63
				"	17	107	12	1045	19 63	10 28	29 91
				"	18	109	16	630	15 00	6 29	21 29
				"	19	109	25	848	15 00	9 35	23 35
				Do. & Hampton.....	20	76	9	212	13 95	13 09	16 04
				Do. & St. Martins.....	21	109	26	1444	20 00	14 24	34 24
				"	22	52	11	500	9 51	4 92	14 43
				Simonds.....	33	109	30	1673	16 00	16 47	31 47
			\$30010 97				8405	540,563	\$2160 18	\$6370 27	\$7816 45

COUNTY OF SUNBURY.

Prov'l Grant to Teachers.				LOCALITY.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Elizabeth C. Secord.	2	109	\$45 00	Blissville.....	3	109	65	2792	\$15 00	\$14 91	\$29 91	
Annie Munroe.....	2	109	45 00	"	4	109	41	1345 $\frac{1}{2}$	15 00	7 18	22 18	
David G. Hendry.....	3	94	38 80	"	5	94	28	1940	12 03	9 82	21 75	
Terence P. Quinn.....	2	109	60 00	"	6	109	16	1203 $\frac{1}{2}$	15 00	6 43	21 43	
Sarah E. Alward.....	3	109	35 00	Burton.....	1	109	20	1149 $\frac{1}{2}$	15 00	6 14	21 14	
Mary E. Simpson.....	2	109	45 00	"	2	109	19	1127	15 00	6 02	21 02	
Charlotte L. Street.....	2	109	45 00	"	3	109	27	1033	15 00	5 52	20 52	
James L. Kimble.....	3	109	45 00	"	4	109	75	3951 $\frac{1}{2}$	15 00	21 09	36 09	
Lily Ger. Barker.....	3	109	35 00	"	5	109	25	1876	15 00	10 01	25 01	
Phebe A. Hartt.....	3	52	16 70	"	7	52	30	1152	7 16	6 15	13 31	
C. T. McClutcheon.....	3	109	60 00	Do. & Gagetown.....	7	109	24	2205	20 00	11 77	31 77	
Charles Lunnin.....	3	103 $\frac{1}{2}$	42 73	Burton.....	8	103 $\frac{1}{2}$	53	2631	14 24	14 05	28 29	
Charlotte M. Nason.....	3	104	33 39	"	9	104	56	2185 $\frac{1}{2}$	14 31	11 67	26 98	
Henrietta R. Hoben.....	3	96	41 11	"	12	96	31	1603	17 61	8 55	26 16	
Two Trustees Ap. 76.				"	12	118		2495	20 00	13 32	33 32	
Amelia J. Bolt.....	3	92	39 39	"	13	100 $\frac{1}{2}$	24	1644	18 44	8 78	27 22	
Charles Lunnin.....	3	8 $\frac{1}{2}$	4 68	"								
Edwin T. Miller.....	1	109	150 00	Gladstone.....	8	109	82	4282	15 00	22 86	37 86	
Annie J. Hartt.....	3	109	35 00	"	9	105	27	1687	15 00	9 01	24 01	
Zachariah Nason.....	3	109	45 00	"	10	109	34	1722	15 00	9 19	24 19	
Mary Orr Fleming.....	1	109	55 00	"	11	109	37	2115	15 00	11 29	26 29	
Janet E. McKenzie.....	3	109	35 00	"	13	109	25	1513	15 00	8 08	23 08	
Rachael Watson.....	2	109	45 00	Lincoln.....	1	109	43	2609	15 00	13 93	28 93	
Tea. pd. in York Co.				Do. & N. Maryland.....	1		6	258		1 38	1 38	
Adaline Johnson.....	3	109	35 00	Lincoln.....	3	109	49	2763 $\frac{1}{2}$	15 00	14 75	29 75	
Carrie Alexander.....	1	106	53 48	"	4	106	34	2127	14 59	11 30	25 95	
Minnie McLeod.....	3	107	34 36	"	5	107	36	2481	14 72	13 25	27 97	
Helen McKenzie.....	3	109	46 07	"	6	109	10	859	20 00	4 59	24 59	
GEORGE STEWART.....	1	109	125 00	Maugerville.....	2	109	36	2062 $\frac{1}{2}$	15 00	11 01	26 01	
Ellen F. Peake.....	2	109	45 00	"	3	109	26	1363	15 00	7 80	22 30	
Alex. Lawson.....	3	109	60 00	Do. & St. Marys.....	4	109	11	1087	20 00	5 80	25 80	
Tea. pd. in Queens Co.				North'd & Chipman.....	1		21	1153		6 18	6 18	
John P. Stewart.....	2	68	37 43	Northfield.....	3	68	31	1002	9 36	5 35	14 71	
John Clark.....	3	109	60 00	"	5	109	35	2116	20 00	11 30	31 30	
Arthur McN. Taylor.....	1	54	37 15	"	8	54	23	686	7 43	3 66	11 09	
S. H. Estabrooks.....	2	109	60 00	Sheffield.....	1	169	19	1472	15 00	7 86	22 86	
Lily A. Goodspeed.....	2	109	60 00	Do. & Canning.....	1	109	10	933	20 00	5 09	25 09	
E. M. S. Fenety, A. B.	1	109	75 00	"	2	218	56	3794	30 00	20 26	50 26	
Thomas Harrison.....	2	109	60 00	Sheffield.....	2	218	56	3794	30 00	20 26	50 26	
Annie Upton.....	3	97	31 15	"	3	97	23	903	13 35	4 82	18 17	
GEORGE S. ALLAN.....	1	109	137 50	"	4	109	34	2459	15 00	13 12	28 12	
John Caldwell.....	3	108	59 44	"	6	108	45	2579	19 31	13 77	33 58	
Agnes McCormick.....	2	109	45 00	"	7	109	35	2440	15 00	13 03	28 03	
			\$20635.00				1322	70,720 $\frac{1}{2}$	\$013.95	\$400.05	\$1023.00	

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.	AMOUNT.			On account of average attendance of Pupils.	Total amount from County Fund.	
						Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.			On account of Teachers employed.
6	5	4	3	2	1	2	3	4	5	6	7
Maria Elligood.....	3	53	\$17 02	Andover.....	1	53	25	563	\$7 20	\$2 92	\$10 21
WYRON C. FOSTER.....	1	100	150 00	".....	3	218	86	3701	30 00	11 19	49 19
Mary A. Truswell.....	2	100	45 00	".....	4	100	29	1850	15 00	9 59	24 59
Pris. F. M. Brown.....	2	100	45 00	".....	5	102	17	1371	18 72	7 12	25 84
Mary A. Harris.....	3	102	43 67	".....	11	109	35	1709	15 00	6 66	23 66
Lavinia Murphy.....	3	100	35 00	Drummond.....	14	109	34	1611	20 00	8 35	28 35
Annie E. Wilson.....	2	100	60 00	".....	1	87	48	2015	11 97	10 45	22 42
Judson C. Manzer.....	3	87	47 88	Gordon.....	2	52	26	911	7 16	4 72	11 88
James McCrea.....	3	52	21 47	".....	2	106	32	1116	14 50	5 79	20 29
Mrs. C. W. Turner.....	3	100	34 04	".....	1	96	39	1383	13 28	7 18	20 46
Lillie K. Hopkins.....	3	96	30 99	Grand Falls.....	3	109	29	1092	15 00	5 66	20 66
Elizabeth S. Everett.....	3	109	35 00	".....	5	109	26	1026	20 00	5 32	25 32
Florence E. Weston.....	3	109	46 67	".....	7	250	147	6050	38 53	31 38	69 91
S. H. Parsons, A. B.....	1	100	75 00	".....							
William J. Fowler.....	2	62	34 12	".....							
E. A. Stafford.....	3	100	35 00	".....							
Annie C. Slood.....	3	64	20 55	Lorne.....	4	64	18	915	8 81	4 75	13 56
James McCrea.....	3	45	18 58	".....	5	45	8	258	6 61	1 34	7 95
Mary E. Watson.....	3	107	45 75	".....	6	107	30	1683	19 63	8 73	28 36
Mary E. Blake.....	2	100	45 00	Perth.....	1	109	32	2503	15 00	12 93	27 93
Adah De Wolfe.....	3	109	35 00	".....	12	100	53	4178	15 00	21 67	36 67
James Walker.....	3	109	60 00	".....	3	109	33	3628	20 00	18 82	38 82
Janey O. Curry.....	3	109	46 67	".....	5	109	26	1911	20 00	9 02	29 02
Edward Henderson.....	3	100	45 00	".....	7	109	18	1427	15 00	7 40	22 40
Rebecca Barclay.....	3	100	46 67	".....	9	100	27	2334	20 00	12 10	32 10
Alex. Murray.....	3	68	59 10	".....	10	103	21	1350	19 81	5 00	24 81
Alex. Straton.....	3	65	35 77	".....	11	65	24	1117	11 92	5 79	17 71
Mice M. Straton.....	3	81	34 68	".....	12	51	36	2169	14 87	11 25	26 12
A. M. Straton, balance April 1876.....	3	.....	2 00	".....	12	.....	.....	.....	.....	.....	.....
			\$1250 63				919	47,872	\$112.77	\$248.28	\$661.05

COUNTY OF WESTMORLAND.

Prov'l Grant to Teachers.			LOCALITY.		County Fund to Trustees.						
NAME.	Amount of Grant.		PARISH.	No. of District.	Legally authorized days Schools were open.		Pupils enrolled.	Grand total days' attendance of Pupils.	AMOUNT.		
	Class.	Legally authorized days actually employed.			1	2			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	8
Alexander Murray	3 104	857 24	Botsford	1	104	43	2576	819 08	821 13	840 21	
Willard A. Copp	3 109	45 00	"	2	109	44	1209	15 00	10 41	25 41	
Enoch B. Phelan	2 07	36 88	"	3	67	24	942	9 22	7 73	16 95	
John Jas. Mahoney	3 109	45 00	"	5	109	52	2149	15 00	17 62	32 62	
James Barry, Jr.	3 109	45 00	"	6	109	13	1545	15 00	12 67	27 67	
Maggie Ibbitson	3 109	35 00	"	7	109	40	1570	15 00	12 88	27 88	
Eliza A. Joyce	3 109	35 00	"	8	109	31	1676	15 00	13 75	28 75	
Rosannah Allen	3 109	35 00	"	9	109	43	2410	15 00	19 77	34 77	
William M. Spence	3 109	45 00	"	10	109	29	1199	15 00	9 83	24 83	
William J. Stephens	3 102	42 11	"	11	102	29	1016	14 04	13 26	27 30	
Samuel C. Murray	2 109	60 00	"	12	109	45	2124	15 00	17 42	32 42	
William B. Welsh	2 109	60 00	"	13	109	39	1861	15 00	15 27	0 27	
Isidore Reid	3 109	46 67	"	14	109	40	2603	20 00	21 35	41 35	
John C. Chapman	3 92	37 98	"	15	92	70	3426	12 66	23 11	40 77	
John N. WELLS	1 109	150 00	"	16	186	81	3846	25 60	31 55	57 15	
Henry Leger	3 77	31 79	"	17	89	54	2629	12 25	21 57	33 82	
Patrick O'Brien	3 13	7 84	" & Shediac	21	19	46	535	2 61	4 39	7 00	
Rebecca Brownell	3 108	34 68	Dorchester	1	108	25	1382	14 86	11 34	26 20	
Edw. V. Tait	3 60	24 77	"	2	293	163	9460	40 32	77 60	117 92	
W. S. J. Davidson	3 49	20 23	"								
Martha G. Barnes	1 54	27 24	"								
Edw. V. Tait	3 44	18 16	"								
Mary E. Godfrey	3 86	27 61	"								
George B. Phelan	2 169	60 00	"	3	109	30	2075	15 00	17 02	32 02	
Carrie Anderson	3 103	33 67	"	5	103	43	822	14 17	6 74	20 91	
Rosalie Landry	2 26	10 73	"	6	26	63	1056	3 53	8 06	12 24	
George M. Cook	2 108	59 44	"	14	108	43	2531	14 86	21 17	36 03	
Dominick Legere	3 109	45 00	"	15	109	91	5011	15 00	41 50	56 10	
Alpheo T. Belliveau	2 74	41 00	"	17	74	42	20054	10 25	16 45	26 70	
Marg. J. Glennie	3 109	35 00	"	18	109	19	979	15 00	8 03	23 03	
Aime A. Bourgeois	3 108	44 58	"	19	108	73	4788	14 86	39 20	54 12	
George L. Edgell	3 109	60 00	"	20	109	40	2831	20 00	23 22	43 22	
Thomas C. Chapman	2 107	58 89	"	21	107	55	3588	14 72	29 43	44 15	
Victoria Glennie	3 109	35 00	"	22	109	26	18754	15 00	15 38	30 38	
Henry Town	2 109	60 00	Moncton	1	109	60	36894	15 00	30 27	45 27	
Sarah McSweeney	1 109	55 00	"	2	109	27	1284	15 00	10 53	25 53	
Demis A. Bourgeois	3 74	30 55	"	3	74	68	25954	10 18	21 29	31 47	
S. J. JENKINS, A. B.	1 77	116 66	"								
S. A. McLeod, A. B.	1 22	33 34	"								
Jas. G. McCurdy	1 99	75 00	"								
DeLancy M. Trites	2 99	60 00	"								
Catharine Hennessy	1 99	55 00	Moncton	5	787	506	32 07 raised.	119 24	263 19	382 36	
Anna M. Allen	1 95	52 77	"								
Mary M. McCarthy	1 98	54 44	"								
Car. A. Trenholm	3 99	35 00	"								
Maggie J. Harris	3 99	25 60	"								
James R. Sullivan	2 109	60 00	Moncton	7	109	54	2560	15 00	21 07	36 07	
Andrew R. Galloway	3 109	45 00	"	9	109	51	2511	15 00	20 60	35 60	
D. Currie Black	3 109	45 00	"	10	109	45	2653	15 00	21 76	36 76	
Neil McDougall	3 109	45 00	"	11	109	40	1577	15 00	12 94	27 94	
Almira A. Colpitts	3 109	46 67	"	12	109	18	1557	20 00	12 77	32 77	
Mary J. McRoberts	2 109	45 00	"	13	109	32	1773	15 00	14 54	29 54	
John Keenan	2 109	60 00	"	14	109	67	3569	15 00	29 28	44 28	
Willie W. Keith	3 109	60 00	"	15	109	44	2797	20 00	22 63	42 63	
Mary E. Trites	2 109	45 00	"	16	109	62	3022	15 00	24 79	39 79	
Gessner A. Taylor	3 109	60 00	"	17	109	29	1261	20 00	10 84	30 84	
Sarah M. Trites	3 109	35 00	"	18	109	52	1655	15 00	13 58	28 58	
Lizzie McFarlane	3 109	35 00	"	19	109	28	9854	15 00	8 08	23 08	
Henry Adams	3 109	45 00	"	20	109	54	1315	15 00	10 79	25 79	

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.	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
Mary Wood.....	3 109	46 67	Moncton.....	22	109	16	1893	\$20 00	\$15 53	\$35 53	
Sarah McHugh.....	3 109	46 67	Sackville.....	2	109	20	1245	20 00	10 21	30 21	
James C. King.....	1 44	30 27	".....	2	44	43	1207	6 05	9 90	15 95	
Annie Chapman.....	3 62	26 54	".....	3	62	27	1200	11 37	9 84	21 21	
Ethna C. Maxwell.....	3 109	46 67	".....	4	109	27	2100	20 00	17 23	37 23	
Clara P. Atkinson.....	1 109	55 00	".....	5	109	53	2968	15 00	24 33	39 33	
Isabella M. Wright.....	1 109	55 00	".....	6	109	36	1875	15 00	15 33	30 33	
Mathew R. Knight, for Oct. 1875.....	3 27	11 15	".....	6							
A. L. Powell.....	3 109	45 00	".....	7	109	49	1423	15 00	11 71	26 71	
Fannie Glennie.....	3 109	46 67	".....	8	109	16	1240	20 00	10 17	30 17	
James L. Tait.....	3 105	43 34	".....								
Mary A. Lyons.....	1 101	50 95	".....								
Mil. Kinnear, c. r. a.	3 95	15 25	".....	9	311	258	13912	42 80	114 12	150 92	
Edith A. Fawcett.....	2 105	43 34	".....								
Lelia Coleman, c. r. a.	3 40	6 42	".....								
Alice H. Fawcett.....	3 106	34 04	".....	10	106	46	2464	14 59	20 22	34 81	
Thomas Kinnear.....	1 106	72 93	".....								
Julia A. Hicks, c. r. a.	3 101	16 29	".....	11	215	162	9258	29 59	75 94	105 53	
Mittie Barnes.....	1 109	55 00	".....								
James G. Atkinson.....	2 109	60 00	".....	13	215	114	4738	29 59	38 86	68 45	
Bertha J. Cook.....	3 106	34 04	".....								
Mary R. Touss.....	2 109	60 00	".....	15	109	33	1615	20 00	13 25	33 25	
Mary L. Fowler.....	1 109	55 00	".....	16	109	55	2790	15 00	22 80	37 80	
J. P. LAWRENCE, A. B.	1 106	145 86	Salisbury.....	1	215	136	6083	29 59	40 90	70 49	
Bertha A. Curry.....	2 109	45 00	".....								
Alma J. Bleakney.....	3 109	35 00	".....	2	109	33	2210	15 00	18 19	33 19	
Ella Kennedy.....	2 97	40 04	".....	3	97	24	1284	13 35	10 54	23 89	
Tea. pl. in Kings Co.			Do. & Cardwell.....	3			748		6 14	6 14	
Alice Lillian Curry.....	3 108	34 84	Salisbury.....	4	108	25	1494	14 93	12 26	27 19	
Annie L. Price.....	3 109	35 00	".....	5	109	10	583	15 00	4 77	19 77	
B. A. Herrett.....	2 108	59 44	".....	7	108	71	2382	46 86	23 64	38 50	
Mary McAlpine.....	5 107	45 81	".....	10	107	19	1384	19 63	11 35	30 98	
Mrs. Charles Jones.....	3 109	46 67	".....	11	109	38	2623	20 00	21 52	41 52	
Samuel A. Webb.....	1 109	75 00	".....	12	109	45	1931	15 00	15 84	30 84	
Tillie Lawrence.....	3 109	46 67	".....	13	109	41	3477	20 00	28 52	48 52	
Mary Keenan.....	2 109	60 00	".....	14	109	30	2177	20 00	17 86	45 86	
Balance to Trustees April 1876.....			".....	14				7 72			
Beauman Keith.....	3 102	56 15	Do. & Havelock.....	15	102	31	2211	18 72	18 14	36 86	
Rachel Baskin.....	2 109	45 00	Salisbury.....	16	109	64	3193	15 00	26 19	41 19	
David Eagles.....	3 109	45 00	".....	17	109	43	1925	15 00	15 79	30 79	
Ethier Russell.....	1 109	55 00	".....	18	109	51	2550	15 00	20 92	35 92	
Hanford C. Keith.....	2 109	80 00	".....	19	109	35	2668	20 00	17 20	37 20	
Ida C. Flewelling.....	3 109	46 67	".....	20	109	46	3185	20 00	26 13	46 13	
Flora A. Powell.....	2 109	45 00	".....	21	109	45	2599	15 00	21 32	36 32	
Henry T. Colpitts.....	2 109	60 00	"..... & Moncton	24	203	124	7166	23 69	58 78	87 47	
Amanda J. Colpitts.....	2 99	41 08	".....	3	99	47	1619	7 84	13 28	21 12	
Sylvain E. Hebert.....	3 57	23 53	Shediac.....	3	57	47	1619	7 84	13 28	21 12	
Amanda B. White.....	1 103	71 21	".....								
Sophia M. Nesbit.....	1 98	40 44	".....								
Julia R. Bateman.....	1 107	72 31	Shediac.....	10	510	234	18160	76 41	149 03	225 44	
Mary Steadman.....	2 101	41 69	".....								
Celina Bourque.....	3 92	29 54	".....								
Maria B. Bourque.....	3 17	5 46	".....								
WILLIAM A. BARNES	1 109	150 00	Shediac.....	11	109	50	2832	15 00	23 23	38 23	
James Kay.....	2 109	80 00	".....	12	109	62	2762	20 00	22 66	42 66	
Edward Belliveau.....	3 81	33 44	".....	15	81	42	1844	11 15	15 13	26 28	
Fannie L. Steves.....	3 81	34 68	".....	16	81	29	1714	14 87	14 06	28 93	
Tea. pl. in Kent Co.....			" & Dundas.....	17A		35	2691		22 07	22 07	

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
Annie L. McDonald...	3	109	\$35 00	Shediac	20	109	26	1651	\$15 00	\$13 54	\$28 54
Amelia F. Wrigley...	3	109	35 00	Do. & Moncton	23	109	37	1747	15 00	14 33	29 33
David Grant	3	109	60 00	Westmorland	1	109	78	4823	15 00	39 60	54 60
Margaret A. Teakles	3	109	45 00	"	2	109	91	4713	15 00	38 66	53 66
Mrs. J. Costin, c. r. a.	3	76	12 20	"	3	109	59	3540	15 00	29 04	44 04
Rufus W. Gooden	3	109	75 00	"	4	1054	35	2361	19 36	19 37	38 73
Samuel J. Huston	3	105	58 07	"	4	104	70	2989	14 31	24 52	38 83
James Doyle	3	104	57 24	"	5	104	74	3645½	14 17	29 90	44 07
Sarah E. Finley	3	103	33 07	"	6	103	74	3645½	14 17	29 90	44 07
MARCUS C. ATKINSON.	1	109	135 00	"	7	109	53	2571	15 00	21 09	36 09
Julia West	3	109	35 00	"	8	109	67	4018½	15 00	32 97	47 97
William Fozlow	3	109	60 00	"	9	109	19	2403	20 00	19 72	39 72
C. Maria Fawcett	3	109	60 00	"	10	109	36	2860½	20 00	23 46	43 46
William Fozlow, for April 1876.	3	40	20 33	"	10	40		869	6 67	7 13	13 80
Bertha Turner	3	109	46 67	"	11	109	16	1075	20 00	8 82	28 82
			\$6235.43				5,814	811,000	\$1338.70	\$2668.01	\$4397.67

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 School were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Sarah Burpee	2	109	\$45 00	Bright	1	109	30	1665	\$15 00	\$7 26	\$22 26
Lottie Sloat	2	109	35 00	"	2	109	23	1701½	15 00	7 45	22 45
CHARLES B. WHATHEN	1	92	109 72	"	2	92	44	1723½	12 00	7 57	20 57
Mary A. Colter	2	109	45 00	"	4	109	35	1010½	15 00	6 36	21 36
Bertha C. Yerxa	2	94	30 18	"	5	94	40	1923½	12 00	9 44	21 44
George E. Morrell	2	109	60 00	"	6	109	39	2572	15 00	11 26	26 26
Mary Handlan	2	87	37 25	"	7	87	18	1384	15 00	8 25	23 25
Alma Estey, deceased.	2	43½	17 90	"	8	43½	46	1064½	5 99	4 06	10 05
William E. Simmers	3	109	56 25	"	9	109	33	2310	20 00	10 20	30 20
Theora Fillmore	3	109	35 00	Do. and Queensbury	10	109	32	1759	15 00	7 70	22 70
Martha E. Huestis	1	109	55 00	Canterbury	1	109	13	1321	15 00	5 73	20 73
A. B. Cronkhite	3	93	38 39	"	2	93	48	2799½	12 00	12 25	25 05
Clare J. Marsten	2	109	45 00	Do. & Woodstock	4	109	45	2100	15 00	9 19	24 19
Adella Carpenter	3	53½	17 18	Canterbury	7	53½	27	741½	7 36	3 25	10 61

COUNTY OF YORK.—CONTINUED.

Prov'l Grant to Teachers.				LOCALITY.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Margaret London	2	109	\$45 00	Canterbury.	8	218	92	5000	\$30 00	\$21 39	\$51 39	
JOSIAH MURPHY	1	109	150 00									
Samuel Wright	3	109	45 00			9	109	49	2253	15 00	3 86	24 86
Mary E. Moore	3	109	46 67			10	109	17	1895	20 00	6 30	28 30
Cath. M. Gillespie	3	109	35 00			11	109	39	1748	15 00	7 65	22 65
Emma Price	3	109	43 75			12	109	22	1498	18 75	0 56	25 31
Julia A. Lucey	3	109	46 67			13	109	26	2535	20 00	11 32	31 32
Etiza J. Lucy	3	109	40 67			13 ¹	109	33	2055	20 00	9 00	29 00
W. W. McGeorge	2	106	53 34			15	106	42	2549	14 59	11 16	25 75
Selenda Dow	3	57	18 30			16	57	24	830	7 84	3 85	11 69
John Keenan	3	109	60 00			17	109	17	1348	20 00	5 90	25 90
Mrs. Eliza Croypley	3	109	35 00			18	109	23	2001	15 00	8 76	23 76
Sara Graham	3	109	35 00			19	109	39	1487	15 00	6 51	21 51
Sarah A. McCue	3	75	32 11		20	75	14	505	13 76	2 21	15 97	
James Hartin	3	109	45 00		21	109	39	1007	15 00	4 40	19 40	
Julia A. Dow	3	109	46 67		22	109	23	2475	20 00	10 83	30 83	
DAVID P. HARRIS.	1	106	145 86	Douglas	1	106	62	3940	14 59	14 62	29 21	
Albert Perkins	2	17	9 38			2	17	53	599	2 34	2 62	4 96
James W. Smith	2	109	60 00			3	109	71	3460	15 00	15 15	30 15
Mosely T. Wathen	3	109	45 00			4	109	37	1758	15 00	7 70	22 70
Mary E. Allen	3	102	32 75			6	102	52	3272	14 04	14 32	28 36
Moses H. Pickard	3	89	36 74			7	89	18	764	12 25	3 35	15 60
Annie Johnston	2	109	45 00			8	109	29	1257	15 00	5 50	20 50
Kate L. Johnston	3	109	35 00			9	109	44	2542	15 00	11 13	26 13
Martha P. Douglas	3	105	44 90			10	105	23	2055	19 29	9 00	28 29
Charles H. Jacobs	2	109	60 00			11	109	53	2825	15 00	12 37	27 37
Helen McAdam	3	65	35 77			12	65	21	1049	11 92	4 59	16 51
Mel. J. Hammond	2	22	9 08			13	22	23	321	3 03	1 41	4 44
Iva E. Yerxa	2	109	45 00			15	109	36	1023	15 00	7 11	22 11
Emma C. Armstrong	3	109	46 67		16	109	27	1346	20 00	8 03	28 03	
Ellen C. Elliott	3	109	35 00		17	109	53	2570	15 00	11 25	26 25	
Edwin C. Hayes	2	109	60 00	Dumfries	1	109	33	1891	15 00	3 28	23 28	
A. Rankin Bedell	1	104	71 55			2	104	18	813	14 31	3 53	17 89
Mary M. Yerxa	3	105	33 72			4	105	28	1459	14 45	6 39	20 34
Matilda Graham	2	109	45 00			5	109	21	791	15 00	3 46	18 46
Abigail Starkey	3	106	34 04			7	106	34	1777	14 59	7 78	22 37
Sarah A. Harmar	2	109	60 00			8	109	16	1178	20 00	5 16	25 16
G. R. Parkin, A. M.	1	99	75 00									
H. M. Stramberg, A. B.	1	99	75 00									
G. W. Fenwick, A. B.	1	99	75 00									
L. J. Gregory	1	99	55 00									
F. P. Rivet	1	99	75 00									
John L. McInnis	1	99	75 00									
Mrs. E. M. Hazen	1	99	27 50									
M. Alice Clark	1	95	53 33									
Sophia Lloyd	1	4	2 22									
Frances I. Ross	1	99	55 00									
Susie E. Perley	1	99	55 00									
Joanna Peters	1	99	55 00									
Louisa Pickard	1	99	55 00									
Frances N. Seely	2	99	45 00									
John Lawson	1	99	75 00									
Elizabeth R. Scovil	1	99	55 00									
Ella L. Thorne	1	94	52 50									
Annie Harvey	1	3	1 95									
Amelia Atherton	1	99	55 00									
Eva Atherton	2	99	45 00									
Sarah A. Brymer	1	65	36 11									
Mary N. Jacob	1	34	18 89									
Jennie Lyle	1	99	55 00	City of Fredericton.								

COUNTY OF YORK.—CONTINUED.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	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	
Eubesia E. Minard.....	1	99	\$55 00	City of Fredericton.....								
Annie L. Smith.....	1	12	0 35									
C. A. Yandall.....	2	98	59 39									
Mary A. Marsh.....	2	73	83 18									
Lizzie H. Yandall.....	2	23	10 00									
Ida McAdam.....	2	99	45 00									
Clara B. Peters.....	2	94	42 72									
Mary N. Jacob.....	1	5	2 78									
Hattie E. Magee.....	1	73	96 83									
Maggie K. Smith.....	1	10	5 04		Kingsclear.....	1	83	50	2119	\$11 42	\$9 28	\$20 70
Maggie L. Alexander.....	2	106	43 70	"	2	106	49	2111	14 50	9 24	23 83	
Melinda A. Barker.....	3	109	35 00	"	3	109	31	1420	15 00	6 22	21 22	
Jacob B. Grant.....	2	54	29 72	"	4	54	29	989	7 43	4 33	11 76	
Georgina Kelly.....	2	109	45 00	"	6	109	29	1993	15 00	8 72	23 72	
Matilda F. Moffatt.....	7	102	43 67	"	7	102	34	2831	28 72	12 39	31 11	
Cornelius Launey.....	9	109	60 00	"	9	109	25	1556	20 00	6 81	26 81	
Elizabeth V. Holto.....	10	109	35 00	"	10	109	50	2240	15 00	9 82	24 82	
Jennie H. Estey.....	11	109	40 67	"	11	109	17	1481	20 00	6 48	26 48	
John Timmons.....	1	109	45 00	Manners Sutton.....	1	109	29	813	15 00	3 56	18 56	
SAM. A. COUILLARD.....	1	109	140 00	"	2	109	71	3023	15 00	13 25	28 25	
Helen Murphy.....	3	109	35 00	"	3	109	31	1307	15 00	5 72	20 72	
Annie C. Hartt.....	3	74	23 78	"	4	74	29	934	10 18	4 00	14 27	
Annie M. Paton.....	3	109	35 00	"	5	109	29	825	15 00	3 61	18 61	
Mary Bell Perley.....	2	109	45 00	"	6	109	36	1969	15 00	8 62	23 62	
Fannie J. Thompson.....	2	109	45 00	"	8	109	38	2164	15 00	9 47	24 47	
Sarah E. Turner.....	3	109	35 00	"	9	109	11	545	15 00	2 30	17 30	
Hannah A. Barker.....	3	108	43 85	"	10	108	21	1261	18 54	5 52	24 06	
Minnie Cameron.....	2	109	45 00	New Maryland	1	109	36	1480	15 00	6 48	21 48	
Olivia Barker.....	3	109	35 00	Do. & Lincoln	14	109	20	1330	15 00	5 82	20 82	
Mary McKenzie.....	3	109	35 00	New Maryland	2	109	31	1722	15 00	7 54	22 54	
Arthur C. Bully.....	3	103	56 69	"	3	103	17	1056	18 89	4 62	23 51	
Mary Skene.....	3	109	35 00	Prince William	1	109	29	1548	16 00	6 78	21 78	
Charles Bailey.....	3	109	45 00	"	2	109	27	1948	16 00	8 53	23 53	
Edith J. Bully.....	2	109	45 00	"	3	109	30	1594	16 00	6 98	21 98	
Helena Weddall.....	3	109	35 00	"	4	109	44	2552	15 00	11 17	26 17	
Elizabeth Graham.....	3	103	34 63	"	5	103	41	1869	14 86	8 18	23 04	
Mary Elligood.....	3	100	43 75	"	6	109	17	1509	18 75	6 61	25 36	
Eliza A. Perley.....	2	109	45 00	"	7	109	48	2638	15 00	11 55	26 55	
John E. McCutcheon.....	2	109	75 00	"	8	109	21	1900	18 75	8 32	53 64	
To Trustees, Ap. '76.....				"	8	118		1787	18 75	7 82		
Sabina Bolton.....	1	89	44 90	"	9	89	28	1669	12 25	7 31	19 56	
Susie A. Hendry.....	2	109	45 00	"	10	109	37	1627	15 00	7 12	22 12	
Sam. D. Alexander.....	2	109	60 00	Queensbury.....	1	109	32	1936	15 00	8 48	23 48	
Alma Yerexa.....	3	90	28 90	"	2	90	18	895	12 38	3 91	16 29	
Ernest A. Shaw.....	2	108	59 44	"	4	108	39	2063	14 86	9 03	23 89	
FRANK H. HAYES.....	1	109	150 00	"	5	109	47	2891	15 00	12 65	27 65	
Anthony Nobles.....	2	109	60 00	"	6	109	37	2481	15 00	10 86	25 86	
Wm. H. Anderson.....	3	109	45 00	"	7	109	23	977	15 00	4 28	19 28	
Pamelia J. Christy.....	2	109	45 00	"	8	109	38	1852	15 00	8 10	23 10	
Barbara J. Cliff.....	3	109	46 67	"	9	109	22	1548	16 00	6 78	26 78	
Adelia E. Gunter.....	2	109	35 00	"	10	109	20	950	15 00	4 16	19 16	
Martha Hood.....	2	08	44 58	"	11	108	37	2422	14 86	10 60	25 4	
Mary E. Adams.....	1	106	55 00	Saint Mary's	1	109	38	2298	15 00	10 06	25 06	
Louisa J. Duffy.....	2	109	45 00	"	1	109	47	2631	15 00	11 74	26 74	
Maggie K. Smith.....	1	100	50 15	"								
Louisa F. Morgan.....	1	109	55 00	"	2	427	292	12891	58 76	56 43	115 19	
Annie M. Hanson.....	2	100	45 00	"								
Electra Atherton.....	3	100	35 00	"								

COUNTY OF YORK.—CONTINUED.

NAME.	Prov'l Grant to Teachers.			LOCALITY.	County Fund to Trustees.							
	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	
W. TEMPLE DAY.....	1	61	883 05	St. Marys	3	327	134	7074	845 00	830 97	875 97	
R. GRENVILLE DAY ..	1	48	66 05									
James Trueman.....	2	109	60 00									
Agnes Boyd.....	2	109	45 00									
John A. Gunter.....	2	109	60 00	"	4	109	51	2578½	15 00	11 20	26 29	
Teacher paid in Sun- bury Co.....				Do. & Maugerville..	4	...	3	252	...	1 10	1 10	
Maggie C. Clayton...	3	109	35 00	St. Marys	5	109	54	2610	15 00	11 46	26 46	
Robert M. Dennison	2	109	60 00	"	6	109	42	1930	15 00	8 45	23 45	
Anabel Gunter.....	3	71	22 80	"	7	71	54	1328	9 77	5 31	15 58	
Isabel Anderson.....	2	109	45 00	"	8	109	32	1876	15 00	8 22	23 22	
Hattie M. Stool.....	3	109	46 67	"	9	109	28	1664	20 00	6 85	26 85	
Maggie McBean.....	3	71	30 40	"	10	71	27	876	18 03	3 83	16 36	
William Munroe.....	3	109	60 00	"	11	109	15	1398	20 00	6 12	26 12	
S. Grace Young.....	2	109	45 00	"	12	109	44	1928½	15 00	8 44	23 44	
Lydia L. Avery.....	3	109	35 00	"	13	109	57	2197	15 00	9 62	24 62	
Eliza M. Young.....	3	109	46 67	"	14	109	34	1650	20 00	7 22	27 22	
Geo. A. Lounsbury...	3	109	45 00	Southampton	1	109	56	3354	15 00	14 68	29 68	
Charles L. Brown.....	2	109	60 00	"	4	109	43	2787	15 00	12 20	27 20	
Anna L. Hartley.....	2	96	39 63	"	5	96	26	1877	13 21	8 22	21 43	
Mary E. Young.....	2	109	45 00	"	6	109	30	2053	15 00	8 99	23 99	
Georgia Fox.....	3	55	17 66	"	7	55	24	716	7 57	3 13	10 70	
Cecelia A. McCallum.	3	97	31 15	"	8	97	36	1678	13 35	7 35	20 70	
Catharine Brown.....	3	99	31 70	"	10	99	16	1014½	13 62	4 44	18 06	
Emeline D. Hayes.....	3	109	35 00	"	11	109	34	1395	15 00	6 11	21 11	
Annie H. J. Grant.....	3	109	46 67	"	14	109	21	1531	20 00	6 70	26 70	
Maggie E. Chapman...	3	94	37 72	"	15	94	33	1723	16 16	7 54	23 70	
Christina Marsten...	3	109	46 67	"	16	109	22	1433	20 00	6 29	26 29	
A. McE. McKinnon...	3	109	35 00	Stanley	1	109	42	1526	15 00	6 68	21 68	
Christina M. Young...	3	109	46 67	"	1½	109	13	1094	20 00	4 79	24 79	
Mary A. McBean.....	2	109	60 00	"	2	109	44	3892	20 00	17 04	37 04	
Charles A. Miles.....	2	109	60 00	"	3	218	130	6606	30 00	28 92	58 92	
John R. Egan.....	2	109	75 00	"	5	109	56	2928½	15 00	12 82	27 82	
Ellen M. Sansom.....	2	109	45 00	"	6	109	59	3700½	15 00	16 20	31 20	
Susan Sansom.....	2	109	45 00	"	7	109	40	3905	20 00	17 09	87 09	
Emma Bendall.....	2	109	46 67	"	7	109	39	1609½	15 00	7 05	22 05	
George Parker.....	2	109	75 00	"	11	109	32	1446½	15 00	6 33	21 33	
E. B. Saunders.....	2	109	35 00	Do. & Ludlow	12A	109						
			\$7,942 56				5,760	257,223	\$2,044 12	\$1,135 03	\$3,179 10	

GRAMMAR SCHOOLS.

COUNTIES.	LOCATION.	PRINCIPALS.	Legally authorized days Principals' Department open.	Amount of Governm't Grant.
Albert,	Hopewell,	Bamford W. Duffy,	109	\$200 00
Carleton,	Woodstock,	James McCoy,	99	200 00
Charlotte,	St. Andrews,	James F. Covey, A. B.,	99	200 00
Gloucester,	Bathurst,	(J. Arthur Freeze, A. B.,	40	89 91
Kent,	Richibucto,	Geo. W. Mersereau, A. B.,	27	40 54
Kings,	*Hampton,	Ingram B. Oakes, A. B.,	109	200 00
Madawaska,		John Raymond,	6 mo.	200 00
Northumberland,	Chatham,	E. H. McAlpine, A. B.,	109	200 00
Queens,	Gagetown,	Philip Cox, A. B.,	109	200 00
Restigouche,	Dalhousie,	A. Ross, A. B.,	109	200 00
St. John,	St. John City,	Rev. Chas. G. Coster, Ph. D.,	99	1300 00
Sunbury,	Sheffield,	E. M. S. Fenety, A. B.,	109	200 00
Victoria,	Grand Falls,	S. H. Parsons, A. B.,	109	200 00
Westmorland,	Shediac,	D. B. White,	103½	189 90
York,	Fredericton,	George R. Parkin, A. M.,		1500 00
				\$3,129 35

* Not in Union.

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

‡ Government aid paid from University Grant.

ABSTRACT. - For the Term ended 31st October, 1876.

COUNTIES.	No. of Schools in operation.	No. of Teachers employed.	Provincial Grants to Teachers.	Pupils enrolled this Term.	County Fund to Trustees.	Total number of different pupils in attendance at School within the Year ended 31st Oct., 1876.
Albert,	61	66	\$3,036 51	2,306	\$1,611 22	3,050
Carleton,	105	108	5,036 32	4,030	2,990 70	5,767
Charlotte,	119	122	5,798 82	5,180	3,882 30	6,447
Gloucester,	44	45	2,018 31	1,867	2,321 50	2,184
Kent,	66	68	2,990 49	2,589	2,865 15	2,792
Kings,	141	142	7,260 92	5,020	3,638 95	6,757
Madawaska,	32	33	1,314 44	1,130	1,500 00	1,279
Northumberland,	95	102	4,435 35	3,971	3,017 40	4,774
Queens,	70	70	3,577 90	2,390	2,077 05	3,683
Restigouche,	27	29	1,428 01	1,137	836 25	1,436
Saint John,	163	171	9,019 97	8,405	7,845 45	9,424
Sunbury,	40	41	2,058 96	1,352	1,023 60	1,750
Victoria,	28	28	1,250 63	919	661 05	1,138
Westmorland,	121	129	6,235 43	5,314	4,397 67	6,018
York,	150	166	7,842 56	5,760	3,170 10	7,275
Grammar Schools,	1,274	1,320	\$33,365 52 3,120 85	52,020	\$42,388 39	64,689
Total,	1,274	1,320	\$36,494 57	52,020	\$42,388 39	64,689

EXTRACTS FROM THE LAST EDUCATION REPORT.

ATTENDANCE OF PUPILS FROM 1861 TO OCTOBER 31st, 1876.

	WINTER.		SUMMER.		DURING THE YEAR
1861.	25,618	.....	27,982	.....
1862.	26,401	.....	28,630	.....
1863.	27,078	.....	28,487	.....
1864.	27,171	.....	30,632	.....
1865.	27,879	.....	30,496	.....
1866.	28,333	.....	30,264	.....
1867.	28,725	.....	31,364	.....
1868.	28,226	.....	31,988	.....
1869.	30,431	.....	33,327	.....
1870.	31,487	.....	34,336	.....
1871.	32,673	.....	33,981	.....
1872.	28,756	.....	39,837	.....
1873.	40,405	.....	42,611	.....
1874.	44,785	.....	45,561	.....
1875.	46,039	.....	48,340	.....	62,349.
1876.	47,870	.....	52,020	.....	64,689.

Not reported.

Regularity of Attendance of Pupils.

The Inspectors for Albert, Queens, Victoria, Westmorland, and York, each make special reference to the irregularity of attendance, and they, with the Inspector for Charlotte, strongly recommend the enactment of a compulsory provision respecting School attendance. On the introduction of the Free Schools Act, two reasons were adduced by many persons to show that the average attendance of pupils must be less regular under the present system than under the one which preceded it. It was urged that as subscription was abolished, one incentive to regularity of attendance was removed, for those who subscribed generally made it a point to receive the largest possible return for their subscription. It was less frequently urged, but with more force, that Schools being free, a large number who knew little of the benefits of education, and cared very little for them as well, would be enrolled in the Schools, but the irregularity of their attendance would be such as to seriously lower the percentage of the daily average. These criticisms do not really involve the points they were intended to serve by those who urged them; for, their correctness being admitted, the necessity of a vigorous system of free education is made only the more apparent.

A comparison, however, of the School attendance under the Free Schools Act with that under the Parish Schools Act, shows that the

greater inherent energy and momentum of the present system have not only added 53.09 per cent. of names to the School rolls during the five years of its operation (against 12.27 per cent of the previous law during an equivalent period), but have actually secured a larger average attendance of these pupils than was had under the more limited and select enrolment of the previous law. The following is the comparative statement:—

		WINTER.	SUMMER.
Percentage of enrolled pupils for the Province in daily attendance from 1876 to 1871, - - - -		52.88	51.35
Do. do. from 1872 to 1876, - - - -		56.02	52.56

The following Comparative Statement exhibits the percentage of attendance for each term during the last five years' operation of the Parish Schools Act, and the first five years' of the Free Schools Act. The figures relating to the fragments of the Term connected with the expiry of the previous law and the introduction of the present one are, for obvious reasons, excluded in these exhibits of percentages:—

HALF-YEARLY PERCENTAGE

Of Enrolled Pupils for the Province in Daily attendance from 1867 to 1876.

YEARS.	Albert.		Carleton.		Charlotte.		Gloucester.		Kent.		Kings.		Madawaska.		Northumberland.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1867.....	48.5	48.0	50.0	48.4	49.3	47.0	58.5	58.4	53.9	57.1	49.3	47.3	..	..	49.6	50.2
1868.....	50.6	49.5	50.8	52.4	53.8	51.2	58.7	57.0	53.0	55.3	50.0	49.6	..	..	53.7	50.6
1869.....	50.03	49.72	53.73	48.59	51.56	50.61	55.48	55.50	59.53	57.21	51.67	51.16	..	..	52.90	50.87
1870.....	49.36	48.63	51.75	51.56	56.36	49.20	57.83	58.27	58.41	50.30	50.34	48.40	..	..	52.71	52.00
1871.....	48.83	48.89	55.35	52.18	55.86	51.77	51.19	53.79	58.40	54.72	51.19	48.07	..	..	52.04	51.40
1872.....	* 48.72	..	..	50.20	..	52.03	..	52.09	..	48.09	..	45.93	..	..	..	46.76
1873.....	52.49	50.40	53.74	48.83	58.63	59.27	57.60	54.87	49.	51.18	52.80	50.64	..	..	51.49	49.50
1874.....	55.79	50.55	55.05	51.54	60.09	50.05	62.41	56.21	55.75	53.00	55.73	50.19	..	..	53.87	50.31
1875.....	52.43	48.97	53.95	45.85	53.39	54.50	61.04	50.42	53.71	48.40	50.08	49.63	..	..	165.83	56.50
1876.....	57.80	51.29	53.	48.14	60.12	55.88	60.29	52.54	57.06	52.48	52.35	50.16	67.73	63.81	56.06	48.18

YEARS.	Queens.		Restigouche.		Saint John.		Sunbury.		Victoria.		Westmorland.		York.		FOR THE PROVINCE.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1867	49.6	46.9	63.4	51.3	55.0	53.3	50.3	49.6	57.2	50.9	52.0	51.1	52.5	51.3	51.94	50.77
1868	47.0	49.0	58.6	54.9	50.2	58.7	55.8	52.4	60.2	54.2	53.5	63.9	50.7	53.52	53.05	53.05
1869	50.32	46.88	55.77	54.12	69.72	54.63	48.97	50.18	62.15	55.51	54.09	51.59	55.71	52.67	54.00	52.15
1870	48.30	50.71	53.27	53.11	57.95	56.08	50.95	51.58	50.43	58.92	53.0	52.29	53.11	53.92	54.17	52.37
1871	51.75	49.14	54.49	54.19	58.12	59.14	57.13	54.85	61.29	58.78	55.93	52.25	57.82	53.62	55.21	53.32
1872	..	50.36	..	48.89	..	54.05	..	69.85	..	48.83	..	46.58	..	53.83	..	50.32
1873	52.22	50.74	57.29	48.87	56.09	69.55	59.05	55.95	53.90	53.93	57.76	49.73	54.45	50.40	54.86	53.23
1874	52.41	48.91	54.93	52.92	62.98	61.59	59.49	57.27	53.80	45.29	53.49	50.40	55.03	52.38	57.00	53.56
1875	52.17	47.50	59.71	50.65	61.90	61.53	57.60	53.95	51.18	48.98	52.52	46.81	54.59	54.51	55.00	52.15
1876	51.82	48.87	55.97	47.71	65.32	62.31	55.35	61.85	54.70	51.14	55.34	51.60	53.01	54.22	57.61	53.24

*As this Term was composed of three months under each School Act, the figures cannot be used for the purposes of this Table.

†A new County.

The terminal number of enrolled pupils during the periods included in the foregoing Table, was as follows:—

WINTER TERM.		SUMMER TERM.	
An average of		An average of	
1868-72, (4 yrs.)	30,704	1867-72, (5 yrs.)	32,999
1872-6, (4 yrs.)	44,775	1872-6, (5 yrs.)	45,674

The percentage of enrolled pupils in daily attendance at the Schools embraced within the Cities and Incorporated Towns under both the old law and the new law, is shown in the following Table. The attendance for these Districts is included in the Table immediately preceding.

PERCENTAGE, OF ENROLLED PUPILS

Daily present on an average in the School Districts embracing the Cities and Incorporated Towns during the last Five Years of the Parish Schools Act, and the first Five Years of the Free Schools Act. (The percentages are reckoned on a Term's, or half Year's attendance.)

Saint John.			Portland.		Fredericton.		St. Stephen.		Milltown.		Woodstock.	
School Year.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1867	55.66	65.32	53.41	52.35	61.71	59.01						
1868	56.45	60.27	56.52	58.78	57.33	56.41						
1869	62.44	55.78	58.86	53.90	62.52	55.01						
1870	59.06	57.88	57.17	56.45	62.90	60.	The data for a comparison of the average attendance in these Districts do not exist.					
1871	53.85	59.67	60.28	55.98	63.21	57.87						
1872	-	78.28		56.60		62.49		64.98		74.15		56.20
1873	53.04	61.64	58.93	58.90	62.42	60.45	69.48	65.19	71.90	74.05	58.60	57.22
1874	70.69	66.67	59.34	60.04	62.58	63.55	67.38	69.35	66.21	71.38	60.05	61.86
1875	66.18	66.19	58.70	59.47	65.19	64.	69.91	73.13	69.74	71.42	69.65	66.13
1876	69.33	67.13	64.25	62.50	72.89	64.35	74.95	76.03	69.08	66.78	63.04	57.22

* A broken Term

Suggestions of these Tables.—A careful examination of the statistics submitted will confirm the most sanguine anticipations respecting the efficiency of the Free School System in the particular under consideration. It will also beget the conviction that the time has fully come when efforts may be successfully made to secure a regularity of attendance at school much in excess of that hitherto known in this Province. Irregular attendance is most harmful to the pupil and injurious to the School. It neutralizes in a very serious degree the most skilful plans of the wisest Teachers, and interferes grievously with every progressive course of instruction. The pupils that are most regular in their attendance are of necessity compelled to suffer loss in consequence of the irregularity of their fellows. A very large proportion of School absences arises from wholly unnecessary causes, and the effects of these absences are evil, and only evil, and that continually. I believe it is possible to bring the daily average attendance of pupils throughout the Province up to 75 per cent of the enrolled number. Were this accomplished, the amount of education given would be increased at least *one quarter* without the outlay of

scarcely a dollar's additional expense. The moral advantages secured through the formation of habits of punctuality and regularity would be of inestimable value to the pupils themselves, and would powerfully tend towards the removal of those causes which engender friction in any system of School management.

Power of the Teacher.—I do not propose to discuss the merits of a compulsory law to accomplish this most desirable object, for it appears to me that we have not yet systematically applied other and powerful means which are readily available. A healthy and well equipped School room being provided, no agent can exercise more power over the attendance of the pupils than a cheerful, painstaking, sympathetic Teacher. The absence of a pupil from School will be a matter for personal enquiry on the part of such a Teacher, and this practice, regularly pursued, can hardly fail to enlist the sympathy and co-operation of parents to a degree that must very largely diminish irregularity of attendance. Such a practice is also productive of many subsidiary benefits to both Teacher and scholars. The methods of School management, and especially of instruction, have also much to do with School attendance. If the exercises of the School are carefully adapted to the ages and temperaments of the children, with a view of making school life pleasant and happy, and the desire for knowledge is skilfully awakened and intelligently fostered, even very young children will become so fond of the school as to be willing to breast even the cold and stormy weather of our winter months with marked regularity, rather than absent themselves from the companionship of their Teacher and fellow pupils.

Attendance at the Model School.—I have not specially compared the regularity of attendance in our Primary Schools, but in support of what I have stated I adduce the percentage of the enrolled pupils daily present, during the past four years, at the Primary departments of the Model School. In the case of such young children—ranging from 5 to 9 years of age—there are many necessary cases of absence. The attendance on these departments was not stimulated by the awarding of prizes:—

Percentage of Enrolled Pupils daily present for the Term.

1873,	66.66	83.13
1874,	84.33	82.72
1875,	85.18	86.07
1876,	85.90	80.66

Average during the four Winter Terms, 80.75 per cent.

Do. do. Summer do. 83.02 do.

I know of no good reason why an equally high percentage is not possible in all the Schools of Fredericton, Saint John and of the Towns and Villages, especially under the steady application of the stimuli of which I have spoken, aided by those which I shall presently suggest. If this percentage be practicable in the large

Districts to which I have referred, I am confident that the intelligent application of the same means in other School Districts would soon so far diminish irregularity that the daily percentage for all the Schools of the Province would ere long reach three quarters of the total number enrolled, term by term. Of course it will be years before this point is reached, but it should be aimed after at once and persistently pursued. The increased facilities for the proper training of Teachers will render it possible to do much more than has hitherto been accomplished in this behalf, by securing more generally in the Schools the practice of the most approved methods of management and instruction, and awakening in Teachers enlarged conceptions of the responsibilities of their office.

Districts making a good Attendance.—The following is an exhibit of the School Districts of the Province, the daily average attendance of whose Schools for both Terms of the past year was upwards of two-thirds the number of pupils enrolled. The percentage of attendance in these Districts is also given in the Table for previous Terms, until it falls below 66 per cent.

PARISH.	No. District.	1876.		1875.		1874.		1873.	
		W.	S.	S.	W.	S.	W.	S.	W.
Springfield,.....	15	66.66	68.75						
Saint Martins,.....	13	66.66	88.88	80.					
Burton & Gagetown,...	7A	67.65	66.66						
Glenelg & Hardwick,...	8½	68.	71.43						
Milltown,.....	3	69.08	66.78	71.42	69.74	71.38	66.21	74.65	71.90
Westfield,.....	6	69.22	70.83						
Saint Francis,.....	8	69.22	68.18						
Sheffield,.....	1	69.23	73.68						
Saint John City,.....		69.33	67.13	66.19	66.18	66.67	70.69		
Madawaska,.....	4	69.56	66.66	75.					
Lancaster,.....	4	70.	80.	70.					
Saint David,.....	7	70.58	75.	89.28	77.42	70.			
Hillsboro',.....	6	71.30	68.10	69.69	68.13				
Sackville,.....	2	71.69	72.09						
Saint David,.....	10	72.72	74.29						
Fredericton,.....		72.89							
Beresford,.....	4	73.33	95.19						
New Bandon,.....	5½	73.68	67.39						
Saint Stephen,.....	2	74.95	76.03	73.23	69.91	69.35	67.88		
Prince William,.....	9	75.86	71.42						
Blissfield,.....	3	76.19	66.66						
Prince William,.....	8	76.47	66.66	80.	86.66	80.			
Saint Leonards,.....	9	76.92	83.67						
Cardwell & Salisbury,	3	78.12	85.18						
Carraquet,.....	10-	78.57	80.	93.75	88.23				
Perth,.....	3	80.	75.75	69.23					
Wellington,.....	5	86.36	80.						
Saint Leonards,.....	8	87.50	87.71						
Northesk,.....	3	88.23	73.33	81.25	93.33	87.50	72.22	87.50	
Bathurst,.....	7	88.88	80.						

The number of School Districts in the Province which made a daily attendance of upwards of 66 per cent. was 104 in the Summer Term, closed October 31st, 1876, and 145 in the Winter Term, closed April 30th, 1876. The enrolled attendance in the 30 Districts which made this percentage during both Terms of 1876, was—in the Winter, 6,716, with a daily average for the Term of 4,732 or 70.46 per cent.; and for the Summer, 5,695, with a terminal average of 3,940 or 69.18 per cent. It will be observed that but three Counties have no place in the table—Carleton, Queens, and Restigouche—and that the rural districts are represented. It is evident that these Districts can, by diligent attention to their School interests, maintain that degree of regularity of attendance which they have already reached, while many, if not all of them, are in a position to secure yet greater regularity. It is evident, also, that no sufficient reason can be adduced why hundreds of Districts which have no place in the Table should not have reached as high a percentage as many that are there. What has been accomplished in these districts can, by reasonable diligence, be unquestionably accomplished in hundreds of others, while there is no District in which the regularity of attendance can not be improved by wise and persistent efforts on the part of the School authorities.

School Prizes.—I would suggest that an important auxiliary to other means is available in School Prizes. Much has been written by educational authorities both in advocacy and in condemnation of Prizes; but all discussions of this subject which fail to take account of *the conditions on which prizes are awarded*, overlook that which, in point of fact, really determines the legitimacy or illegitimacy, the benefit or injury, the wisdom or unwisdom of School prizes. To offer to children under fifteen years of age prizes for proficiency in special subjects is indirectly to offer inducements for the neglect of other school studies. The recipients of such prizes will almost invariably be those who not only needed no extraordinary stimulus in the direction in which it was furnished, but who, having their activities diverted from subjects in which they were not proficient, or else being stimulated to overwork, become the ready victims of a system which has not the sanction of any sound educational principle, but of long time custom only in its support. To offer prizes for regularity, or punctuality, or good conduct, or diligence, or any combination of these, is to elevate one or more virtues in the mind of the child by indirectly depressing every other. Every member of a well ordered School must become acquainted with a variety of subjects of study, and have varied duties to perform. Every subject and duty is equally important to the pupil as a member of the School, and the regularity, promptness, good spirit, and devotion with which every school obligation is discharged are scarcely if at all of less

moment than the obligations themselves. If it is unsound to emphasize the importance of one prescribed intellectual task to the indirect disparagement of another, it is no less unsound to emphasize intellectual attainments to the virtual exclusion of other elements of a successful school life. The converse is equally true. But it is legitimate, beneficial and wise to acknowledge and reward those who distinguish themselves in the discharge of all their obligations *as members of the School*. The conditions, therefore, on which School prizes should be awarded must include regularity and punctuality of attendance, conduct, quality of school work, and application to all school duties; and these elements of school life are not to be divorced from each other, but regarded as parts of one whole—*character*. Prizes thus conditioned would afford a pleasant and many-sided stimulus to every pupil, and would prove an important auxiliary to the efforts of parents, Teachers and Trustees in behalf of regularity of school attendance, and at the same time facilitate the best discharge of every other school duty.

In view of the great importance of securing as regular an attendance as possible at all the Schools of the Province, I would earnestly recommend that the Boards of School Trustees be empowered by law to offer, every Term, at least a first and second School Prize in each School or department under their management, the prizes to be awarded on the basis which I have specified above. The cost of each prize would be small, and would be fully met by the increased amount received by the Trustees from the County Fund on account of the larger average attendance of pupils that would thus be secured by the District. No prizes should be offered in any School except through the Board of Trustees, who should be held responsible for the character and general suitability of the same. These prizes should be awarded by the Trustees on the written report of the Teacher of the School or department.

Merit Book.—I may here express my regret that I have not yet been able to complete the "School Merit Book" for the approval of the Board of Education. The pressure of other important duties of my office has alone retarded the execution of this aid to Teachers. It is designed to record the standing of each pupil as a member of the School, and daily to report the same to the parents; while it would relieve the Teacher from the labor of making minute records for permanent preservation. Such an aid would furnish an adequate means for the prompt exposure of truancy, and also provide a direct and constant means of co-operation between parents and Teachers. School duties would thus be rendered more pleasant to Teachers, irregular attendance would be diminished, while at the close of each Term trustworthy data would exist for a report to the Board of Trustees respecting the award of School Prizes. A certificate of School standing, signed by the Teacher,

should be tendered to every pupil at the close of each Term; and every pupil who has completed the course of instruction in the School, or series of departments, of the District, should receive from the Board of School Trustees a properly executed certificate.

It appears to me that the steady application of the means which I have now suggested, and which can all be readily made universally available at a trifling expense, would within the next five years increase by one quarter the amount of education actually received by the pupils enrolled in all the Schools of the Province. If the recommendation which I have made respecting Trustees' Prizes be adopted by the Legislature, an adequate interest will be established, by which ancillary aids will be speedily called into the most successful exercise.

Text-Books.

Since my last report, the Third French-English Reader has been published, and the Board of Education has also prescribed a Grammar of the French Language and an Arithmetic, to meet the wants of Schools composed wholly or partly of French children. Wornell's Modern Plane Geometry, revised under the direction of the Board, and containing an Appendix by President Jack of the University, has been prescribed as a text book in place of Chambers' Euclid. The University has accepted the first twelve Chapters of this text as an equivalent of the first five Books of Euclid previously required for matriculation. This new text brings into our Schools the results of the progress made in recent years in the determination of improved methods of teaching Geometry, and will enable a very much larger number of scholars to obtain a practical familiarity with the principles of this important subject. The lack of interest shown by pupils in this subject, testifies to a prevailing defect in the method of presenting it to them.*

A text of Natural Philosophy has received much consideration by the Board, and it is probable that a simple text of the Elements of Physics for use in all the schools, with a more advanced text for use in Superior, High or Grammar School departments, may shortly be prescribed. An Agricultural Class-Book for the use of

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

Schools in the farming Districts of the Province, and a text of General History for Superior, High or Grammar Schools, have also been matters of careful consideration. The publication of the French-English Primer, and the Introduction to Geography, have been delayed from causes but imperfectly under the control of the Board. It is to be hoped that the latter text will be on sale by the end of February.

It may be thought that the Board of Education ought before this to have completed its list of text-books, and it seems to me that it is now desirable to do so at an early day. The Schools, however, have not in general been prepared hitherto for the study of the subjects for which no texts have been provided. The care which has been exercised by the Board in this discharge of duty has involved much correspondence, and an amount of labor and time which on a superficial view might be deemed unnecessary. I think that competent judges, however, will cordially acknowledge that no Board on this Continent, charged with the duty of prescribing text-books for use in Schools, has secured a series of texts better adapted for a progressive course of instruction in a general public School system, or one of greater educational value, than that thus far provided by the Board of Education of New Brunswick. I record this opinion after a personal inspection of the School texts displayed at the American Centennial.

In a system of non-sectarian public Schools it is necessary that both the subjects and the matter of instruction be such that all denominations of Christians in the Province can equally participate in the same. It is generally conceded, also, that the very great educational advantages arising from a uniformity of good text-books far outweigh any possible disadvantages that may occasionally accrue to individual pupils or Teachers. In this Province, where Teachers are so frequently changed, such uniformity is of enhanced importance. As the purchase of text-books must always be a considerable and to many parents a serious item of expense, it is important that the text-books used should be as few in number as is consistent with the end to be attained; and whilst every care should be taken that they always are the best of their kind, they should be changed as seldom as all the interests involved may require. In order to secure, among other things, the above objects for the entire Province, the Legislature created a Board of Education, and empowered it "To prescribe text-books and apparatus for the use of Schools."—[Chapter of Consolidated Statutes of Schools, sec. 5 (5).]

In order to render effective the labors of the Board of Education in this particular, the Legislature enacted that it should be the duty of each Board of School Trustees—

"To visit at least monthly each School under their charge, and see that it is conducted according to this Chapter and the Regulations of the Board of Educa-

tion ; to notify the district of the opening or re-opening of the Schools, to provide for the health of the School, and to see that the Schools are properly supplied with the books prescribed by the Board of Education. and that no books unauthorized by the Board are used :

If any parent, master, or guardian, after notice from the Trustees that a child under the care of such person is unprovided with the necessary prescribed school books, shall refuse or neglect to furnish such child with the books required, the Trustees shall, subject to the power to exempt indigent persons, furnish them at the expense of the District, and the cost thereof may be collected from the parents, master, or guardian, by warrant of the Trustees as in case of assessed rates.—[Sec. 74, (4) (5).]

At the last Session of the Legislature the following words were added to the affidavit which every Teacher is required to make to the half-yearly Return of the Trustees transmitted to this Department: "No text-books unauthorized by the Board of Education have been used in the School (or department)." The amendments of last Session not having been published for general circulation till in September, I instructed the Inspectors, as well as the Secretaries of the Boards of School Trustees in the Cities and incorporated Towns, to request any Teacher who should be unable to make the prescribed affidavit, to state upon the "Report" or "Return" the reason of such inability. Out of the 1,274 Schools returned, 12 Teachers were unable to make the required affidavit, and for the following reasons:—3 had used "Greenleaf's (American) Arithmetic;" 4, "Collier's British History;" 1, "Moody and Sankey's Hymn Book;" 1, "Cornell's (American) Geography;" 1, "several works on Book-keeping and Mathematics;" 1, "a large number of unauthorized books;" 1, "Brown's Chemistry and extra Latin and Greek Classics." In the circumstances, the department deemed it right to recognize these Returns.

As the prescribed texts are now in almost exclusive use, and are on sale in unlimited quantities, I do not see that any hardships can arise from a careful enforcement of the existing provisions of the law respecting the use of these texts in the Schools. If, however, a contrary course were pursued, it is easy to foresee that manifold cases of hardship and injustice would ensue, while the object of the Legislature in the enactment of the important provisions which I have cited would fail of its purpose.

I may here remark what, it seems to me, should be obvious to any one on a little reflection, that the study of all subjects and all books being open to every Teacher, he is not only at liberty but is expected to amplify and often enrich, from his own study, the matter contained in any prescribed text,—provided always that he conscientiously abstains from violating the intent of any provision of the School system in this behalf. Thus, both the Teacher and the pupils receive a more general knowledge of any particular subject than is contained in any given text-book. The text-book must always be of secondary consideration in the School-room, for

if the Teacher's instruction is to reach its true end, he must be so fully impressed with the primary importance of the *subject*, as to ensure that degree of mastery of it which will enable him to feel a freedom as well as exercise a discrimination akin to that which accompanies original treatment. Within the specific limitations of the law, it is subjects which Teachers are required to teach, not text-books; but it is a mistake to suppose that any necessary antagonism exists between the two. Given a uniform series of good texts, and a most important and, in general, necessary means has been supplied both to teachers and pupils, for the giving and receiving of a definite amount of knowledge of the usual subjects of School instruction. It will be observed that the Inspectors speak in the highest terms of the excellent service rendered by the prescribed texts.

School Apparatus.

The following Table exhibits the amount and character of the School Apparatus owned by the Boards of Trustees throughout the Province, on December 31st last. In respect to the amount of blackboard surface, I have no doubt that the figures given in the Tables are too low, "square feet" being an expression which seems to have been imperfectly understood in numerous instances. It will be seen that while a good deal has been done towards providing apparatus, very much remains to be done before the Schools are properly equipped. This matter should now receive the special attention of School Trustees. The large expenditures for School accommodation will soon be fully liquidated in the great majority of the School Districts, and there will remain no real hindrance to the rapid providing of such appliances as the Schools require. A small sum annually expended for this purpose would burden no District, while the results would be at once apparent in the increased interest manifested by pupils and Teachers in the work of instruction.

School Apparatus belonging to the Board of School Trustees in the Province.

COUNTIES.	Number of square feet of Blackboard surface.	Number of Teachers' hand-bells.	No. of Thermometers.	No. of Clocks.	No. of Ball-Frames.	No. of Wall-Maps.	No. of Globes.	No. of sets of Wall-Cards for use with the Primer.	No. of Prints and Diagrams for oral lessons.	No. of models of solids.	No. of English Dictionaries for the Teachers' Desk.	No. of Biographical Dictionaries.	No. of Gazetteers.	No. of Cabinets of Specimens in Natural History.	Other Apparatus.	No. of Vols. in School Library.	Estimated present value of Library.	Estimated present value of the foregoing Apparatus, (exclusive of Library.)
Albert,	4,360	25	4	14	1	111	7	19	..	..	10	..	1	..	..	603	\$433	\$887
Carleton,	3,498	38	9	12	2	162	7	60	..	..	13	..	..	..	..	291	112	748
Charlotte,	6,752	55	24	62	14	290	14	22	25	6	29	..	2	1	1	160	85	1793
Gloucester,	785	18	3	5	9	88	5	9	14	..	14	3	..	..	..	57	38	364
Kent,	1,339	4	..	3	1	104	3	16	9	..	10	1	1	..	..	10	8	410
Kings,	7,082	60	8	27	17	314	18	49	1	12	43	4	1	2	2	658	260	1719
Madawaska,	1,012	5	..	14	2	31	..	29	1	..	21	..	..	1	..	..	..	223
Northumberland,	2,352	24	3	13	7	195	7	29	60	6	5	..	..	..	..	165	75	660
Queens,	2,573	17	3	6	7	177	5	19	3	1	12	..	..	..	..	89	28	334
Restigouche,	990	3	1	1	5	92	2	16	..	..	7	1	..	1	..	380	245	5433
Saint John,	14,330	163	92	75	42	399	32	55	787	255	96	1	1	1	12	80	25	304
Sunbury,	932	10	1	2	2	65	4	3	..	..	9	..	..	..	..	60	25	104
Victoria,	623	5	..	1	..	31	..	5	..	..	2	1	..	..	..	50	37	1110
Westmorland,	6,742	44	2	12	18	259	31	24	3	1	45	2	..	..	..	1	..	..
York,	6,487	56	22	20	18	308	9	33	15	1	32	2	1	4	..	616	315	1440
New Brunswick,	59,707	527	172	267	145	2596	144	388	618	292	348	15	7	10	16	3219	\$1686	\$16,093

The Grading of Schools.

I am not aware that there was a graded School in the Province five years ago. The provisions of the Parish Schools Act did not take advantage of aggregations of population in the organization of Schools and the classification of pupils. The Schools in the centres of population are generally less efficient than in the small villages and well-to-do rural districts. Immediately on the introduction of the Free Schools Act, the problem of providing accommodation for the pupils in the populous Districts of the Province, and of establishing a consecutive series of Schools, was a very serious one, and demanded much expenditure of labor and means for its solution. From preceding statements of this Report, it will be seen what amount has been expended by the Cities and incorporated Towns in procuring permanent School accommodation. Nearly all of the Districts maintaining graded Schools have excellent School-rooms, furniture, and general equipment.

On October 31st last, there were 325 graded School departments, being 25.51 per cent. of all the Schools of the Province. These Schools accommodated 17,146 pupils, or nearly 33 per cent. of the children enrolled at School for the Term. The average daily attendance of these Schools was 10,268, being 59.88 per cent. of the pupils enrolled therein during the half year; while the percentage of attendance in the miscellaneous Schools was but 47.93 per cent. The following are the number of graded departments in each County, with the half-yearly percentage of daily attendance at the same, and at the miscellaneous Schools, for the Term closed October 31st, 1876:—

	Departments.	Percentage of attendance.	
		Graded.	Miscellaneous.
Albert,	18	54.72	49.11
Carleton,	8	56.21	47.15
Charlotte,	35	62.41	51.20
Gloucester,	12	66.42	66.77
Kent,	10	57.38	52.
Kings,	13	55.	49.76
Madawaska,	2	.....	.....
Northumberland,	20	54.14	46.06
Queens,	2	52.38	48.74
Restigouche,	5	52.60	45.70
Saint John,	130	63.98	51.84
Sunbury,	2	52.40	53.45
Victoria,	5	44.21	53.50
Westmorland,	29	49.65	52.35
York,	36	60.64	51.81
New Brunswick,	325	59.08	47.93

It will be seen that the graded departments in each of the Counties except Sunbury (2), Victoria (5), and Westmorland (29), surpassed the miscellaneous Schools in the regularity of daily attendance of pupils. The application of those incentives to greater

regularity, which I have already indicated, is especially needed in the graded departments of the exceptional Counties referred to. On the whole, the record of the first five years' work connected with the grading of our Schools, is one of which the Province may justly be proud.

School Accommodation.

I am able to present a tolerably complete exhibit of the School accommodation owned by the several Districts of the Province. The Returns of the Board of Trustees, from which the facts about to be presented have been compiled, have, at my request, been carefully reviewed by the several Inspectors. In a few comparatively unimportant Districts of some Counties, I have adopted the Inspectors' estimates, no answers to my enquiries having yet been received from the Trustees. The facts given are exclusive of any rented School-rooms or other property.

SCHOOL-HOUSES.—On December 31st, 1876, there were 1,172 School-houses *owned* by the several School Districts of the Province. Of these, 553 (including 27 log houses) were erected previous to the introduction of the new law, and 619 subsequently. These latter contain 719 School-rooms, 3 examination halls, and about 100 class or library and apparatus rooms; four houses are of brick and stone and the remainder are framed houses. In addition to the erection of these new houses, 363 of those built prior to January 1st, 1872, have been enlarged or repaired. Thus it will be seen that nearly 53 per cent. of all the School-rooms owned, were built during the past five years; while nearly 66 per cent. of the remainder have been enlarged or repaired during the same period. Or, to state the facts differently, the increase of School-houses since January 1st, 1872, is 111.93 per cent., and the increase of School-rooms 158.71 per cent.

SCHOOL-FURNITURE.—Of 1,099 of the 1,171 School-houses owned by the Trustees, 86 are reported as being furnished with single desks and chairs; 553, with double desks and chairs; and 460 with long desks and benches. These figures do not include the rented rooms in Saint John, Fredericton, and other Districts. The two Districts named have provided all their School-rooms with single desks and chairs.

PLAY-GROUNDS.—There are 937 playgrounds owned by the School Districts, 291 of which are enclosed and 646 uninclosed. The following are the areas of these grounds: an acre or upwards, 96; one-half acre and less than an acre, 411; one-quarter acre and less than half an acre, 349; one-eighth acre and less than a quarter acre, 56; less than one-eighth acre, 31.

EXPENDITURE FOR SCHOOL-HOUSES, FURNITURE AND GROUNDS, OWNED BY THE TRUSTEES, AND RETURNED VALUATION OF THE SAME ON DECEMBER 31ST, 1875, with indebtedness of Districts for the same.*—The amount expended by the various School Districts from January 1st, 1872, to December 31st 1876, in providing School-houses, furniture and grounds, is returned at \$652,012, while the valuation of all the houses, furniture and grounds owned by the Trustees is returned at \$777,735. Nearly \$25,000 of this amount was provided by the Legislature to aid poor Districts in building. The indebtedness of the several School Districts for the above objects was, on December 31st, 1876, \$286,043. The School-houses and furniture are insured in the sum of \$222,550. Of the value of all these School-houses, furniture and grounds owned by the Trustees on 31st of December last, 83.83 per cent. has been created since January 1st, 1872. and of the whole amount expended for these purposes 36.80 per cent. remains as indebtedness upon the Districts:

If the amount of \$50,000 provided by the Legislature at its last Session for the erection of a Provincial Normal School Building, be added to the above valuation, the total sum will be \$827,735 as the value of houses, furniture and grounds; of which \$702,012 has been created within the past five years,—\$75,000 by the Province, and \$627,012 by the School Districts.

The following Table presents the foregoing facts relating to permanent School Accommodation not only for the Province, but for each of the Counties as well.

*Exclusive of \$17,779 returned as the value of Apparatus and Libraries, a large portion of which has been created within the past five years, but is not included in the figures here given.

School Accommodation owned by the Trustee-Corporations, December 31st, 1876.

COUNTIES.	SCHOOL HOUSES, FURNITURE AND PLAYGROUNDS OWNED BY THE TRUSTEE-CORPORATIONS.												Insurance of Houses and Furniture.						
	Directed before Jan. 1, '72	Directed since Jan. 1, '72	Old Houses repaired since Jan. 1, '72	Framed.	Log.	No. of Schoolrooms (including rented rooms).	No. of Class-rooms.	No. School Halls.	PLAY-GROUNDS.						Value of foregoing houses, furniture and lands owned by Trustees.	Amount expended by Trustees on foregoing from Jan. 1, 1872, to December 31, 1876.	Indebtedness of Trustees on account of foregoing expenditure, December 31, 1876.		
									1 acre or upwards.	½ acre and less than 1 acre.	¼ acre and less than ½ an acre.	Less than ¼ acre.	Enclosed.	Not enclosed.					
Albert,	24	47	18	71	85	21	2	42	8	37	14	1	19	41	\$36,814	\$33,276	\$3,935	\$2,400	
Carleton,	46	66	34	112	132	17	12	64	5	42	52	7	39	67	58,894	46,278	8,148	23,000	
Charlotte,	58	47	36	104	138	18	10	63	11	30	30	9	21	63	110,450	92,852	49,986	41,660	
Gloucester,	18	22	15	35	50	2	2	17	2	21	6	2	16	18	15,360	11,069	602	2,300	
Kent,	37	39	19	75	88	4	2	12	15	22	14	1	4	48	23,840	19,031	4,434	5,300	
Kings,	81	72	41	150	170	24	11	94	8	41	47	9	2	38	69	72,514	49,986	10,225	17,750
Madawaska,	12	20	1	26	34	3	2	17	3	14	3	2	2	20	7,519	6,222	7	5,050	
Northumberland,	42	52	41	89	108	8	8	15	7	37	26	2	10	65	35,229	27,172	7,283	4,800	
Queens,	66	29	38	95	101	5	8	50	2	22	30	7	17	44	31,747	18,973	2,257	4,800	
Restigouche,	15	11	9	25	29	2	6	7	3	5	13	3	15	11	11,450	7,324	776	1,800	
Saint John,	24	28	18	49	169	15	3	15	2	9	17	11	13	34	304,756	*197,481	*150,923	87,415	
Sunbury,	21	16	10	37	38	3	3	22	3	15	8	1	2	27	13,145	8,841	976	1,500	
Victoria,	4	21	6	23	30	3	4	8	4	10	7	3	21	43	8,686	7,501	485	17,950	
Westmorland,	30	74	25	108	132	22	14	67	9	52	30	1	43	49	75,972	67,554	20,968	17,950	
York,	74	75	52	142	178	2	14	60	8	54	52	1	34	81	71,359	68,452	25,045	11,625	
New Brunswick,	553	619	363	4,114	27,148	146	3	86	553	460	190	411	349	56	31,291,646	\$777,735	\$652,012	\$286,043	\$222,550

*In compiling these figures, the sum of \$131,707 increased by the amount of \$3,387, the shrinkage in Debentures, is set down as the expenditure for the City of Saint John; while the balance of \$31,887 realized from Debentures but not expended, increased by its proportion of such shrinkage, is deducted from the indebtedness of the City Trustees.

Of the statistics included in the foregoing Table, the following respecting the Cities and Incorporated Towns may be read with interest:—

	Houses erected or purchased since Jan. 1st, 1872.			Brick.	Framed.	School Rooms.	
City of Saint John,.....	3	.....	1	.....	2	.....	28
Fredericton,	4	.....	0	.....	4	.....	13
Town of Portland,	3	.....	1	.....	2	.....	23
Saint Stephen,.....	3	.....	1	.....	2	.....	10
Milltown,	5	.....	0	.....	1	.....	6
Woodstock,.....	1	.....	0	.....	1	.....	11
Moncton,.....	4	.....	0	.....	4	.....	8
Total,.....	23		3		16		99

There are two spacious School Halls in the houses erected in Saint John, and one in the new house in Portland. There are also a number of class and apparatus rooms in the School-houses above reported. All these houses are supplied with either single or double desks and chairs. The Districts of Saint John, Portland and Fredericton have also 73 rented School-rooms.

	Amount expended since Jan. 1, 1872, for Houses, Furni- ture, Grounds, and Premises,	Indebtedness of Trustees. on account of foregoing expenditure,
City of Saint John,....	\$140,094	\$140,094
Fredericton,	17,002	15,400
Town of Portland,....	42,400	*7,700
Saint Stephen,.....	40,000	40,000
Milltown,.....	9,512	2,000
Woodstock,.....	13,000	5,475
Moncton,.....	15,000	13,000
	<u>\$277,008</u>	<u>\$223,669</u>

The above Districts have, therefore, incurred 42.48 per cent. of the whole expenditure in the Province for School accommodation during the past five years. The Trustees of these Districts own 36.28 of the estimated value of the School accommodation, and are indebted for 78.19 per cent. of their expenditure on this account. All the other School Districts of the Province are indebted for but 21.81 per cent. of their expenditures for houses, lands and furniture procured within the past five years.

Some of the Results of the Free Schools Act.

The outcome of the educational activity of the past five years is the establishment of the great outlines of an enduring and efficient School System. With much pains and labor the Province has been divided into School Districts. Twelve hundred and

* As reported by the Trustees.

seventy-four Schools have been set in operation. The number of School-houses owned by Trustee Corporations has increased 111.93 per cent., the School-rooms belonging to them, 158.71 per cent., and 66 per cent. of the Houses previously owned have been enlarged or extensively repaired. School Furniture of the most approved patterns has been introduced into one-half of the Schools now existing in the Province. School Play-grounds have very generally been procured, and a considerable proportion of them have already been suitably enclosed, while School Premises have been improved in a marked degree. The value of School-houses, grounds and furniture *owned* by the Trustees has been increased from \$125,723 to \$777,735, or 518.61 per cent.; nearly two-thirds of the expenditure for which had been discharged on December 31st, 1876, and of the balance but 35.86 per cent. rests upon the School Districts outside the seven Districts which embrace the Cities and incorporated Towns. Insurance to the amount of \$222,550 has been secured on School-houses and Furniture. A uniform and superior series of Text-Books has been provided, eleven of which have been prepared at the instance and under the supervision of the Board of Education, while the selection or adaptation of others has received especial care; and the series is now in universal use in the Schools. A good beginning has been made by way of introducing necessary School Apparatus. The enrolled attendance of pupils has been increased 53.09 per cent., and the percentage of average daily attendance has not only been preserved but carried upward over the five years to a degree equal to 3.14 for each Winter Term, and 1.21 for each Summer Term. The organization of Schools in the most populous Districts has been successfully grappled with, and as a result 25.51 per cent. of all the Schools of the Province have been classified into graded departments during the five years, embracing nearly 33 per cent. of all the pupils returned to this Office. Fixed Courses of Instruction have received much local attention, and marked interest has been awakened in Methods of teaching and School management. The Normal School has been strengthened and conducted with all the energy practicable within its straitened accommodation; and a new and commodious building of brick and stone has been provided, at a cost of \$50,000, in order to secure a permanent supply of trained Teachers. An impartial and uniform system of Licensing candidates for the office of Teacher has been established, and holders of Licenses issued under its operation are accredited Teachers in every District in the Province, during good behaviour. The remuneration of Teachers has been made certain, and has been raised to an amount tolerably commensurate with the duties by their office; and an educational periodical has been instituted for the Department for the regular communication of official and other scholastic information to all Officers and Teachers connected with

the administration of the School System.

These splendid results have not been achieved without local struggles and conflicts, many of which were those inseparable from all progressive movements involving the varied interests of all the people. The County Inspectors, the Boards of School Trustees and their officers, the Teachers generally, and especially the Principal of the Normal School and his coadjutors, as well as many thousands of noble-hearted men in the discharge of the duties of an intelligent citizenship, have laboriously striven by a loyal and zealous execution of the powers and duties devolved upon them by the operation of the Free Schools Act, to render the system of Schools which it created a blessing to all the people of New Brunswick. The author of the Free Schools Act, and the Legislature which passed it and has sustained it in unimpaired operation, as well as the Board of Education, upon whom has been largely devolved the determination of questions of administration, have before them as marked and beneficent educational results as were ever developed in any country within an equal period of time. It only remains that a similar devotion and singleness of purpose shall characterize the future administration of the System, and that provisions be made at once for its complete development in those particulars which are either contemplated by existing enactments or are compliments essential to the continued vigor and virtue of their operation, to place the School System of New Brunswick permanently abreast of the increasing requirements of our people as "honest sons of honest industry," citizens of a free State, and members of that Commonwealth of general intelligence and culture whose sovereignty embraces the world.

The activity which has in five years wrought such surprising results in the department of the externals of education must be conserved by being promptly and skilfully directed, in greater measure than has hitherto been practicable, to the more difficult and complex task of elevating the character and quality of the work done in the Schools. A high standard of educational efficiency must be intelligently striven for, in order that the energizing and moulding power of a sound education may be brought home to every pupil and household in the Province. This is the true aim, and the work already performed has well prepared the way for its fuller accomplishment. But this stage in our progress is one requiring in an especial degree the general direction of the Board of Education, and the people have a right to look to the Legislature for such provisions as may be necessary to enable the Board to guarantee sound, efficient and suitable work in the Schools. Whatever is necessary to this end will undoubtedly receive the hearty support of those who have so cheerfully erected and furnished houses and put Schools into operation. Considerable portions of the Province are now as fully prepared as they

ever will be for the first steps of this advance, and I would most respectfully and urgently invite the attention of the Legislature to the suggestions offered in my last Report (pp. xxxiii-xli.) in reference to provisions for SCHOOL INSPECTION, a RESERVE AID FUND for Teachers, and the encouragement and security of SECONDARY EDUCATION. I would also here refer to what I have suggested in a previous part of this Report, respecting School Prizes (p. xlv). These subjects are worthy of the most careful attention at the present time, and their consideration should not, in my judgment, be longer deferred. The data necessary for an intelligent conclusion respecting each are now available, and the administration of the 13th Section of the Chapter of the Consolidated Statutes relating to Schools cannot be properly effected by this Department, until the Legislature shall authorize suitable arrangements for Inspection proper. The spirit of our Schools will suffer declension, or fail to reach the high level to which it may now be successfully stimulated, if this most important branch of the service is not put in the way of attaining its normal completion.

CORPORAL PUNISHMENT.

The infliction of physical pain as a means of discipline in the education of children has the sanction of high authority and time-honored example, but in recent times has fallen considerably into disrepute and disuse. Its necessity and propriety have been much discussed; and there are, probably, but few subjects in connection with practical education upon which more diverse opinions are entertained; some contending that a resort to corporal punishment, in families and schools, is legitimate and necessary, others, that it is a "relic of barbarism," and should never be employed, but that children can be, and always should be, governed by the use of "moral suasion,"—an appeal to their reason, their sensibilities, and their sense of right. Anciently, the propriety of this mode of educational coercion seems to have been scarcely questioned. Solomon is emphatic in his approval of it, in proof of which the following citations from the *Book of Proverbs* are often used:

"He that spareth his rod hateth his son; but he that loveth him, chasteneth him betimes."—xiii, 24.

"Foolishness is bound in the heart of a child; but the rod of correction shall drive it far from him."—xxii, 15.

"Withhold not correction from the child; for if thou beatest him with the rod he shall not die. Thou shalt beat him with a rod, and shalt deliver his soul from hell."—xxiii, 13, 14.

"Correct thy son and he shall give thee rest, yea, he shall give delight unto thy soul."—xxix, 17.

"Whom the Lord loveth He correcteth; even as a father the son in whom he delighteth."—iii, 12.

"Chasten thy son while there is hope, and let not thy soul spare for his crying."—xix, 18.

"The rod and reproof give wisdom; but a child left to himself bringeth his mother to shame."—xxix, 15.

Whether the practice enjoined in these Scriptural texts is to be considered as sanctioned thereby or not, its existence, if not its usefulness and necessity, has been recognized at all times and in all countries. Horace refers to it when he says: "*Memini [carmina] quæ plagosum mihi Orbilius dictare* (I remember the verses which Orbilius, my flogging (or feruling) schoolmaster, used to dictate to me, when a boy). Juvenal speaks of this school discipline as a matter of course: *Et nos ergo manum ferulæ subducimus*

("And we ourselves, once snatched the hand away
From prone descending rod, as well as they.")

St. Paul speaks in a similar manner of the use of the rod as a means of family discipline: "Whom the Lord loveth he chasten-

eth, and scourgeth every son whom he receiveth"; and again: "God dealeth with you as with sons; for what son is he whom the father chasteneth not?" (Hebrews, xii, 6, 7). St. Augustine says, in his *Confessions*: "Discipline is needful to overcome our puerile sloth, and this also is a part of Thy government over Thy creatures, O God, for the purpose of restraining our sinful impetuosity. From the ferules of masters to the trials of martyrs, Thy wholesome severities may be traced." Melancthon confessed that his teacher made him learn by using the rod. (*Nihil patiebatur, me omittere; quoties errabam, dabat plagas mihi.*) and he remarks, "Thus he made me a grammarian. He was the best of men; he loved me like a son, and I loved him like a father, and I hope we shall both meet in heaven." Dr. Johnson uniformly testified in favor of corporal punishment in schools. To Langton he said on one occasion, "My master whipped me very well; without that, sir, I should have done nothing." Goldsmith said, "It is very probable that parents are told of some masters who never use the rod, and are, consequently, thought the properest instructors for their children; but, though tenderness is a requisite quality in an instructor, yet there is often the truest tenderness in well-timed correction." Colridge says, "I had one just flogging"; the cause being that he told his preceptor that he "hated the thought of being a clergyman," because he was an infidel. "For this," says he, "Bowyer flogged me,—wisely, as I think,—soundly, as I know." Any whining and sermonizing would have gratified my vanity, and confirmed me in my vanity." (*Table-Talk.*) Locke, who was very much averse to the use of the rod, both in families and schools, says, "There is one, and but one, fault for which I think children should be beaten; and that is obstinancy and rebellion. And in this, too, I would have it ordered so, if it can be, that the shame of the whipping, and not the pain, should be the greatest part of the punishment."

Nothing, however, has been so grievously and shockingly abused by parents and teachers as corporal punishment, in all its various and loathsome forms,—flogging, flagellation, caning, whipping, scourging, beating with birch twigs, "taws," the ferule (a flat piece of wood, generally with a hole in the broad part), etc., etc. When the vile and unnecessary cruelties perpetrated upon children by these various instruments are considered, it is no wonder that corporal punishment appears to many persons altogether revolting,—a thing to be banished forever. Montaigne says, "Do but come in when the youths are about their lesson, and you shall hear nothing but the outcries of boys under execution, and the thundering of pedagogues drunk with fury;" and again, "How much more decent would it be to see their classes strewed with leaves and flowers, than with bloody stumps of birch!" It is a sad fact that, in whatever countries the rod has been used, it has degenerated into

an instrument of cruelty and torture. Says Cooper, in *The History of the Rod*, "It is recorded of a Suabian school-master that, during his fifty-one years' superintendence of a large school, he had given 911,500 canings, 121,000 floggings, 209,000 custodes, 136,000 tips with the ruler, and 10,200 boxes on the ear. It was further calculated that he had made 700 boys stand bare-footed on peas, 6,000 kneel on a sharp edge of wood, 5,000 wear the fool's-cap, and 1,700 hold the rod." Girls as well as boys, and even young women, in schools of high repute and attended by the children of rank and fashion, it was once the custom to subject to the most disgraceful and indecent flagellation. In a poem entitled *The Terrors of the Rod*, published in 1815, the whole scene is depicted:

"The governess now takes her stand,
The birchen sceptre in her hand;
With lofty air, inspiring awe,
And upraised arm to enforce the law,
She shakes the whistling twigs, and then,
Whip—whip—whip—whip—inflicts the pain:
Now pauses—while Miss roars aloud
Sad warnings to the little crowd—
Crying 'Oh! dear ma'am, pray-give o'er,
I never will do so no more.'"

On such occasions, it seems to have been insisted that the other children should be witnesses of the pain and disgrace of their fellow-pupil. Thus Shenstone, describing such a scene, says:—

"— Brandishing the rod, she doth begin
To loose the bloques, the stripling's late delight!
And down they drop, appears his dainty skin,
Fair as the furry coat of whitest ermin."

But the most touching incident of the affair is the presence of the offender's sister.

"O ruthless scene! when from a nook obscure,
His little sister doth his peril see."

And as the punishment proceeds, the sympathies of the little girl are painfully excited,

"No longer can she now her shrieks command,
And hardly she forbears, the rough awful fear,
To rushen forth, and with presumptuous hand,
To stay harsh justice in its mad career."

The "horsing," as it was called—that is, the mounting of the boy to be punished on the back of another boy, was a practice that must have debased and hardened all concerned. In the *Spectator* (No. 168), the master of Eton School at that time is described as a brutal tyrant. "Many a white and a tender hand," says the writer, "which the fond mother had passionately kissed

a thousand and a thousand times, have I seen whipped until it was covered with blood; perhaps for smiling, or for going a yard and a half out of a gate, or for writing an *o* for an *a*, or an *a* for an *o*." Dr. Johnson, an advocate of judicious corporal punishment, had been the victim of its abuse. "The master," he said, "was severe, and wrong-headedly severe. He used to beat us unmercifully; and he did not distinguish between ignorance and negligence; for he would beat a boy equally for not knowing a thing as for neglecting to learn it. For instance, he would call a boy up, and ask him the Latin for candlestick, which the boy could not expect to be asked. Now, sir, if a boy could answer every question, there would be no need of a master to teach him." So necessary was the rod deemed, that it was made an instrument of vicarious punishment in the case of princes, for whose offences other lads, called *whipping-boys*, were made to suffer. Of this numerous instances are cited. Plutarch gives one in speaking of his tutor, Ammonius. "Our master," says he, "having one day observed that we had indulged ourselves too luxuriously at dinner, at his afternoon lecture, ordered his freedman to give his own son the discipline of the whip in our presence; signifying, at the same time, that he suffered this punishment because he could not eat his victuals without sauce. The philosopher all the while had his eye upon us, and we knew well for whom this example of punishment was intended." Langhorne, commenting upon this incident, remarks, "This mode of punishment in our public schools is one of the worst remains of barbarism that prevails among us."

Dr. Cotton Mather, in his elegy on "Master Ezekiel Cheever," refers thus to the severities of teachers in his time:

Tutors, Be strict; But yet be Gentle too;
 Don't by fierce Cruelties fait' Hopè's undoe.
 Dream not, that they who are to learning slow,
 Will mend by Arguments in *Ferò*;
 Who keeps the *Golden Fleece*; Oh, let him not,
 A Dragon be, tho' his three Tongues have got
 Why can you not to Learning, find the way,
 But thro' the Province of *Severia*?
 'Twas *Moderatus*, who taught, *Oxyen*;
 A Youth which proved one of the best of men,
 The Lads with Honour first, and Reason Rule;
 Blowes are, but for the *Refractory Fool*."

The abuses referred to, and especially the strong tendency to cruelty and excess in the infliction of corporal punishment, have led to the most earnest and emphatic denunciation of it in every form, and the advocacy of its total abolition. In some places, all resort to this kind of discipline is strictly prohibited, and expulsion substituted in its place. The opinions of educators in regard to the expediency of this measure are very diverse. Lyman Cobb,

an extreme and enthusiastic advocate of exclusive moral suasion, expresses the sentiment of probably the entire class of thinkers to which he belonged. "I conscientiously believe that corporal punishment, as a means of moral discipline, is averse to the proper, full, and happy development of the social, moral, religious, and intellectual character of those who are flogged; and because, also, I believe it has a degrading and hardening influence on those who receive it, and on those who inflict it." Here, it will be perceived, the argument is two-fold, (1) Corporal punishment is hurtful and degrading to those who receive it; (2) It degrades and hardens the sensibilities of those who inflict it. The first proposition cannot be maintained as generally true, since there are innumerable examples to prove that those who have been habitually subjected to the severest discipline of this kind in their youth, have grown up to be men of the highest character for talent, benevolence, and worth. The cases of Johnson, Coleridge, and others, already referred to, are instances of this. The second point of the argument would seem to be pretty well established by the "history of the rod," since we see persons who have been accustomed to inflict pain upon others in this way become harsh, tyrannical, and unfeeling. At any rate, if this is not the invariable result, it appears to be quite generally the effect of an habitual administration of this kind of discipline. George B. Emerson says, "The great objection to corporal punishment is the fact that it excites angry passions, not only in the child, but in the master, and more in the latter than in the former. My own experience teaches me that the effect is almost necessarily bad on the individual who inflicts the pain. It excites a horrible feeling in him—a feeling which we might conceive to belong to evil spirits." It must be borne in mind, however, that school-masters, in the past, were entrusted with an almost unlimited authority and power over their pupils; and few persons are so constituted as to be able to exercise any such power for a long period without greatly abusing it. At the present time no such authority exists; and neither public opinion nor the law would permit teachers to commit with impunity the barbarities charged upon them in former times. Very many, perhaps nearly all of the arguments against corporal punishments may be shown to be objections to its abuse rather than to its legitimate use. Thus, it is stated that the punishment is often inflicted in anger, that it is frequently excessive, sometimes administered without proper care and discrimination, or in an improper manner, or with unsuitable instruments. All this is true; and, perhaps, it may be truthfully alleged, that where corporal punishment is permitted at all, these abuses are, to some extent, unavoidable. The only questions, however, to be discussed are, Is corporal punishment ever necessary as a means of discipline; and, if necessary, in what

cases, and under what restrictions, should it be permitted? The first question being decided in the negative, the second would, of course, be disposed of, since nothing but necessity can justify the infliction of physical pain upon others. Nor does the showing that corporal punishment is useful as a prompt and expeditious mode of punishing the offences of children prove its necessity; all will admit that its concomitants and tendencies are, in many respects, so much to be avoided that any other effectual mode of discipline is to be preferred. In judging of its necessity, we are to consider (1) the nature of the child to be governed, (2) the circumstances under which school or family discipline is to be carried on, and (3) the agents by whom the child is to be instructed and controlled. All sentimentalism is, of course, to be eliminated, and the facts of experience alone are to be appealed to. We must take human nature as it is, and not as we would wish it to be. We must consider the selfishness, wilfulness, idleness, and spirit of mischief that must be controlled or exorcised before instruction can accomplish its purpose; and, before concluding that corporal punishment is never necessary, we must be prepared to say that under all circumstances and with all available instrumentalities, this control can be effected without any appeal to physical coercion. Are there not children so self-willed, so bent upon mischief, so determinedly wayward, and at the same time so devoid of sensibility, or moral sense, that there is no way of controlling them except through the fear of bodily pain? Most educators say, from their own experience, that there are. The average nature of children is of this character, though varying in degree. They are ruled by their propensities, while the elements of moral restraint are undeveloped, and hence inoperative. Says Dr. Dwight, "The parents' will is the only law to the child; yet, being steadily regulated by parental affection, is probably more moderate, equitable, and pleasing to him than any other human government, to any other subject. It resembles the Divine government more than any other. Correction, which is sometimes considered the whole of government, is usually the least part of it, a part indispensable indeed, and sometimes efficacious, when all others have failed." John Locke, an enemy to corporal punishment, admits that sometimes children are so obstinate that they can be subdued by no other means. Mrs. Willard said in 1847, "I believe that corporal punishment should always be resorted to as soon as other modes of discipline fail, and I have known some young persons whose consciences were so weak, and who had so much of the animal in them, that the rod would be for them the most beneficial mode of punishment." Dr. P. Page, an educator of long experience, great moral force, and singular kindliness of nature, fully admitted the necessity of corporal punishment as a last resort. "I do not hesitate," he says, "to teach that corporal infliction is one of the justifi-

fiable means of establishing authority in the school-room. To this conclusion I have come after a careful consideration of the subject, modified by the varied experience of twenty years, and by a somewhat attentive observation of the workings of all the plans which have been devised to avoid its use or to supply its place." Horace Mann, one of the most enthusiastic advocates of moral-suasion, recognized the necessity of corporal punishment in some cases. "Punishment," he says, "should never be inflicted except in cases of the extremest necessity; while the experiment of sympathy, confidence, persuasion, encouragement, should be repeated forever and ever." An English teacher says, "It is necessary for a child to learn that the violation of law, whether of school, society, or God, brings inevitable suffering. The sense of right is so imperfectly developed in children that one of the ways of impressing upon a child that right is right, and wrong is wrong, is by showing that suffering follows from one, enjoyment and a sense of satisfaction from the other." Corporal punishment is sanctioned by Rosekranz in *Pedagogics as a System*. "This kind of punishment," he says, "provided always that it is not too often administered, or with undue severity, is the proper way of dealing with wilful defiance, with obstinate carelessness, or with a really perverted will, so long or so often as the higher perception is closed against appeal." Under peculiarly favorable circumstances,—a condition of things which may be considered ideal, that is, where the home training of the pupils of a school has been judicious and correct; where all have been taught, from their earliest years, to obey their elders and superiors; and this not by violence and severity, but with gentleness and firmness; and moreover, where the teacher or teachers of the school are gifted with the same talents for discipline,—under such circumstances, most educators would agree that a resort to corporal punishment would scarcely ever, if at all, be necessary. But such are not the circumstances under which children are instructed in school. This point is ably presented by Horace Mann. "The children who attend school," says he, "enter it from the vast variety of homes which exist in the State. From different households, where the widest diversity of parental and domestic influences prevails, the children enter the school-room, where there must be comparative uniformity. At home some of these children have been indulged in every wish, flattered and smiled upon for the energies of their low propensities, and even their freaks and whims enacted into household laws. Some have been so vigorously debarred from every innocent amusement and indulgence that they have opened for themselves a way to gratification through artifice, and treachery, and falsehood. Others * * have been taught that honor consists in whipping a boy larger than themselves; others, that the chief end of man is to own a box that cannot be opened, and to get

money enough to fill it; and others, again, have been taught upon their fathers' knees, to shape their young lips to the utterance of oaths and blasphemy. All these," as he says, "must be made to obey the same general regulations, to pursue the same studies, and to aim at the same results." He further says, "He who denies the necessity of resorting to punishment in our schools, virtually affirms two things: (1) That this great number of children, taken at all ages and in all conditions, can be deterred from the wrong and attracted to the right without punishment; and (2) That the teachers employed to keep their respective schools, are, in the present condition of things, able to accomplish so glorious a work. Neither of these propositions am I at present prepared to admit." He also prudently remarks that "it is useless, or worse than useless, to say that such or such a thing can be done and done immediately, without pointing out the agents by whom it can be done."

These considerations assume that every available agency has been employed before corporal punishment is resorted to; for all educators are agreed upon the point that this kind of discipline is only, if ever, justifiable as a last resort; that is, after every possible substitute for corporal punishment has been used. There is then one, and only one alternative, as far as school discipline is concerned, and that is *expulsion*. To this it is objected that to expel a pupil, and particularly from a public school, is to acknowledge the inadequacy of the means to restrain him. "The vicious and ignorant scholar," says D. D. Page, "is the very one who most needs the reforming influence of a good education. Sent away from the fountains of knowledge and virtue at this, the very time of need! And what may we expect for him but utter ruin?" In the city of New York, corporal punishment has been prohibited in the public schools since 1870, expulsion being substituted for it. In the superintendent's report for 1873, the following statement is made: "There is a large class of boys whom our schools do not and can not restrain, and whom, therefore, they cannot benefit, but must send adrift, to find their way inevitably to the reformatories and prisons, after having committed those injuries to the community which our school system was designed to prevent." It is further stated, "There are pupils, the sons of widowed mothers, who cannot be restrained at all at home; and when these are turned from the school they are lost indeed. To these children the city owes an education, and in order to be able to bestow it, it is bound by every obligation of right and duty to govern them; and if its chosen officers expel them, they evade a most solemn responsibility." On the other hand, in Chicago, in which corporal punishment, though not prohibited by positive enactment, has been abandoned for several years, the superintendent states, "Suspensions for misconduct, the great bug-bear in the sight of

apologists for the use of the rod, have been far less frequent than in the years when corporal punishment was in vogue. The most favorable year under the old regime gave us one suspension for each 22,000 pupils in daily attendance. The past year (1874-5) shows but one suspension for each 48,888 pupils in daily attendance." He also states that "a greater good has been secured at less cost than by the old methods. The chief element of cost has been time spent in discipline," and added to this is loss of school time by enforced absence. The superintendent of St. Louis (1869-70) says, "Corporal punishment is still inflicted in the schools of our city, but I am glad to say in fewer cases every succeeding year. * * Experienced teachers affirm that they think it impossible to do without it." In 1873-4, he says: "We have had but very few cases of corporal punishment, when compared with former years, but still the number is quite large when brought together. * * Our general average is now about 1,000 cases per quarter for 25,000 pupils. Sixteen years ago, there was one hundred times this amount *pro rata*. The superintendent of Baltimore (1875) says: "The rules of the Board allow the infliction of corporal punishment by the principals in cases of necessity; but it must be said, to their credit, that they have used the power but seldom. * * It is to be hoped that the day is not distant when corporal punishment will be with us a thing of the past."

This kind of punishment survives in most American and English schools; but the frequency and severity with which it was formerly inflicted would not be tolerated at the present time. The opinions of practical teachers are generally in its favor; but the tendency of public opinion is towards its abolition, notwithstanding all that may be said in its support as being, under proper regulations, a wholesome and necessary means of discipline. In Germany, corporal punishment is permitted in the public schools for certain offences, as resistance to the teacher's authority, obscenity, irreverence, etc.; but its infliction is limited by strict regulations. In the school law of Prussia, adopted in 1845, it is provided that no punishment shall be administered exceeding "the bounds of moderate parental discipline," and that the teacher may be prosecuted for inflicting any excessive punishment. Another local ordinance provides that corporal punishment may be inflicted (but only after the lessons are over) with parental moderation and a due regard to the physical condition of the child.* Blows with the hand, or on the head, are strictly prohibited. Similar laws prevail in the cantons of Switzerland. In France, the law of 1850, which is still in force, prohibited all corporal punishment in the primary schools; and the substitutes for it are such punishments as *bad marks*, confinement, the imposition of tasks, placing the names of delinquents on a roll

* Compare with the provisions of Reg. 22 (7).

of dishonor, etc. In Russia, corporal punishment was prohibited in the primary schools at a very early date; but, in 1820, was restored under certain restrictions. In 1862, a statute was proposed for the government of the schools without corporal punishment; and this statute was submitted to German educators for their criticism and suggestions. Of the twenty-one who presented opinions, eleven opposed the abolition of corporal punishment, and two favored it, while eight expressed no opinion of that part of the statute. The statute was finally so modified as to leave the decision of the question to the local boards.

The school codes of the United States are generally silent in regard to the right of teachers to inflict corporal punishment; but there are numerous judicial decisions in favor of this right. By English and American law, a parent may correct his child in a reasonable manner, and the teacher is in *loco parentis* (see 2 Kent, 205; 1 Blackstone, 453; 9 Wendell's Reports, 355; 27 Maine, 280; 32 Vermont, 123; 2 Devereaux and Battle, 365; 4 Gray, 37). In the last decision mentioned, the Supreme Court of Massachusetts held that a *ferule* is a proper instrument of school punishment. There are numerous decisions which support this authority, even while the pupils are going to or returning from school. In a case reported in 32 Vermont, 114, the judges of the Supreme Court unanimously held that "the supervision and control of the master over the scholar extends from the time he leaves home to go to school till he returns home from school."† The decisions of many of the state superintendents have also sanctioned this doctrine. Pupils of all ages are equally amenable to such punishment. (See 27 Maine, 226.)

As to the offences for which corporal punishment should be inflicted as a last resort, and the proper mode of inflicting it, the following suggestions (of a practical teacher) would probably meet with universal approval from those who claim that this mode of discipline is, in certain cases, necessary: (1) It should be reserved for the baser faults. A child should never be struck for inadvertencies, for faults of forgetfulness, for irritability and carelessness or for petty irregularities. It is a coarse remedy, and should be employed upon the coarse sins of our animal nature. (2) When employed at all, it should be administered so as to be felt. The whole system of slaps, pinches, snappings, ear-pulling, hair-pulling, (often practised by those who imagine that they never resort to corporal punishment), and irritating blows is to be condemned. These petty disciplines tend to stir up anger, and rather encourage evil in the child than subdue it. (3) In administering physical punishment to a child, the head should be left sacred from all violence. Pulling the hair or the ears, rapping the head with a

†See the provisions of Reg. 28 (5).

thimble or with the knuckles, boxing the ears, slapping the cheeks or the mouth, are all brutal expedients. These irritating and annoying practices are far more likely to arouse malignant passions than to alleviate them. (4) The temper with which you administer punishment will, generally, excite in a child a corresponding feeling. If you bring anger, anger will be excited; if you bring affection and sorrow, you will find the child responding in sorrowful feelings; if you bring moral feelings, the child's conscience will be excited. Anger and severity destroy all the benefit of punishment; love and firmness will, if anything can, work penitence and a change of conduct.

EXAMINATION FOR SCHOOL LICENSE—MARCH, 1877.

QUESTIONS SUBMITTED TO CANDIDATES.I. [1] *Mar. '77.* SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

- 1 In what respects should the government of young children differ from that of older ones? Why?
- 2 Name some of the leading principles adopted in the government of numbers (as distinguished from that of individuals) by any of the educational reformers.
- 3 State concisely what means you would adopt to secure throughout your school a popular sentiment in favor of order and virtue.
- 4 What are your views respecting rewards and punishments? Give your reasons.
- 5 Draw up a Course of Instruction for a School District having three Departments,—Elementary, Advanced, and High. Construct a Time-Table for the last Department.

I. [2] *Mar. '77.* TEACHING. *Time, 1 hr. 30 m.*

- 1 State and illustrate the principles which determine the methods to be employed in the systematic teaching of (1) Geography, (2) Arithmetic, (3) Grammar.
- 2 What is the most suitable kind of historical teaching for children under 12 years of age? Draw out such a scheme as you consider adapted for this purpose.
- 3 "After all, the more important thing is not what is taught, but how it is taught." From what point of view can this statement be held to embody an important truth, and in what way should it influence the Teacher's practice?
- 4 Give a short account of one of the following educational reformers and the leading features of his system: Pestalozzi, Fellenberg, Jacotot, Froebel.
- 5 Write out notes, as below, of an oral lesson adapted to pupils about 12 years of age.

SUBJECT—*Circulation of the Blood.*

Matter.

Method.

1

—1

2

2

3

3

&c.

&c.

I. [3] Mar. '77. THE SCHOOL SYSTEM. Time, 30 m.

- 1 State the distinctive features of the Schools Act in respect of—
 - (1) Mode of Support.
 - (2) Apportionment of County Fund.
 - (3) Local School Management.
- 2 Specify the character of the School discipline enjoined upon Teachers by the Board of Education.
- 3 Under what circumstances may it be justifiable to suspend or expel a pupil from School, and how may such suspension or expulsion be legally effected ?
- 4 What would be the Teacher's duty in each of the following cases ? State your reasons :—
 - (1) On entering the School-house some day he finds notices of a show or exhibition posted in the School-room or placed upon the desks.
 - (2) A ratepayer or a trustee requests the Teacher to open the School-house for other than School purposes.
 - (3) The Board of Trustees requests the Teacher to deliver the key of the School-house, at the close of the school on a certain day or days, to some person who wishes to use the house (say) for exceptional purposes.

I. [4] Mar. '77. CANADIAN HISTORY. Time, 1 hr.

- 1 Write brief explanatory notes on "Feudal Tenure," "Quebec Act," "Clergy Reserves," "Casual and Territorial Revenues," and "Ashburton Treaty."
- 2 The three chief Indian "families" found in Canada by the French were the Sioux, the Algonquin, and the Huron. Give the character of each "family" and the general boundaries of the Territory which each inhabited.
- 3 Sketch the career of Admiral Kirk in Canada.
- 4 What were the terms of the Treaties of Utrecht and Paris, so far as they related to America ?
- 5 As far as time will permit, state with explicitness the leading provisions of the Constitution of the Dominion of Canada.

Answers must be written on this paper.

I. [5] Mar. '77. MENTAL ARITHMETIC. Time, 8 m.

- 1 What principle at 6 per cent. will amount to \$2,800 in 6 years and 8 months ? *Ans.*

- 2 Three men entered into partnership: A. put in \$2,000, B. put in \$3,000, and C. \$4,000. They gained a sum equal to $\frac{2}{3}$ of the whole stock. What was each man's share of the gain? *Ans.*
- 3 The sum of two numbers is $5\frac{2}{3}$, and their difference $1\frac{1}{3}$: What are the numbers? *Ans.*
- 4 Find the price of 248 yards of cloth at 3s. and 10d. per yard *Ans.*
- 5 Sold a watch for \$35 and thereby lost 25 per cent., when there ought to have been gained 30 per cent. How much was it sold below its proper value? *Ans.*
- 6 How much greater is a circle 22 inches in circumference than a square of the same perimeter? *Ans.*

Answers must exhibit the whole operation.

I. [6] Mar. '77. ARITHMETIC. Time, 1 hr. 30 m.

- 1 Define Exchange, *par* of exchange, arbitration of exchange. Reduce 7593 dollars 70 cents to sterling money, exchange between Britain and Canada at 4s. 7d. per dollar.
 - 2 Find the amount which a banker gained by discounting a bill of \$4,326, drawn 14th May, at 6 months, and discounted 18th August, at 5 per cent per annum. What is the difference between true and bank discount? Illustrate your answer.
 - 3 Suppose a salary of \$600 per annum, payable quarterly, to be forborne at compound interest for 10 years, to what sum will it amount at 5 per cent. per annum?
 - 4 Transfer 543210 senary, into the tertiary, septenary and duodenary scales, and prove the results by reducing each of them to the decimal scale.
 - 5 How many gallons of water are in a well 30 feet deep and 4 feet in diameter, when the well is $\frac{2}{3}$ full?
 - 6 From the fourth proportional to $\frac{1}{13}$, $\frac{1}{14}$, and $\frac{1}{15}$, take the fourth proportional to $\frac{1}{14}$, $\frac{1}{15}$, and $\frac{1}{16}$.
 - 7 What are the principal features of the Elementary Text-Book on Arithmetic? Illustrate your answer by examples. State how Simple Proportion is treated.
- $\frac{(4\frac{1}{7} - 1\frac{2}{3}) \times .356}{.9}$
- 8 Find the value of $.648' \times .9'$

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

I. [7] Mar. '77. GEOGRAPHY. Time, 1 hr. 30 m.

I.

- 1 Describe the principle watersheds of Asia, and name the rivers on each slope.

- 2 Describe minutely one of the following mountain ranges :—
Sudetic, Alps, Apennines. Give the localities and heights of the most elevated parts, with any notable facts respecting them.
- 3 If two persons set out from the same place to sail round the world, but in opposite directions, and meet half way, how much time has each gained or lost? Explain.
- 4 Explain by means of a diagram the cause of the seasons.
- 5 Between what degrees of latitude and longitude does Europe extend? Give the latitude of each of the European Capitals,
- 6 Explain the cause of twilight, and state how its duration may be found by the artificial globe at any place at a given day.

II.

Draw from memory an outline Map of (1) British Columbia, (2) Africa; accurately indicating on each the chief rivers and towns, and noting recent explorations in the case of Africa.

I. [8] *Mar. '77.* COMPOSITION. *Time, 1 hr.*

- 1 Arrange the following separate propositions into a compound sentence :—
 - A. Other attendants crowned the golden cups with flowers wet with dew.
 - + B. Dancers executed the most graceful movements.
 - b'* Dancers were purposely hired (attr.)
 - + C. Singers poured fourth an ode of Horace or of Anacreon.
 - c'* Singers were accompanied by the lyre (attr. phrase to subject.)
 - abc.* The cup bearers filled their golden cups (adv. time.)
The cups were filled with the rarest and most delicate wines (attr. phrase to cups in *abc.*)
- 2 Explain and illustrate the different kinds of paraphrase treated of in the prescribed text-book.
- 3 As indicated below, make an elegant paraphrase of the following passage :—

“Weak is the will of man, his judgment blind,
Remembrance persecutes, and hope betrays ;
Heavy is woe, and joy for human kind
A mournful thing, so transient is the blaze !
Thus might he paint our lot of mortal days,
Who wants the glorious faculty assigned
To elevate the more than reasoning mind,
And color life's dark cloud with orient rays.”

- (1) Frame questions on the passage. (2) Write formal answers in your own words to each of your questions. (3) Using whatever connectives may be necessary, and making such alteration in the construction as a proper arrangement requires, complete the paraphrase.

- 4 Scan the first and last lines. What is noticeable respecting the rhyme ?
- 5 Point out and name the figures of speech in the passage, and quote other examples.

I. [9] Mar. '77. GRAMMAR AND ANALYSIS. Time, 1 h.

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

“About them *frisking* played
 All beasts of the earth, *since* wild, and of all *chase*
 In wood or wilderness, forest or den:
 Sporting the lion *ramped*, and in his paw
Dandled the kid: bears, tigers, ounces, pards,
 Gambolled before them; th' unwieldy elephant,
 To make them mirth used all his *might*, and wreathed
 His *lille* proboscis: *close* the serpent sly,
Insinuating, wove with Gordian twine
 His braided train, and of *his* fatal guile
 Gave proof *unheeded*.”

- 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.	Inflection.	Syntax.	Rule of Syntax.

- 4 What is a complex sentence? In how many relations may a substantive clause stand in a sentence? Give an example of each relation.
- 5 Define the term *case*. What seems to be the present tendency with respect to the use of the possessive case? Give examples in support of your answer. Explain the different uses of the objective case, and give an example of each.
- 6 Discuss the Number of the following words:—Physics, politics, bellows, scissors, riches, alms, news.

- I. [10] Mar. '77. BRITISH HISTORY. *Time, 1 h.*
- 1 Describe briefly the condition of the Britons under the sway of Rome.
 - 2 State fully, but concisely, the causes which led to the granting of Magna Charta. Give its principal provisions.
 - 3 Mention two revolts previous to the Reign of Henry VII. and specify the causes which led to them.
 - 4 "The change from the old England to the new is so startling that we are apt to look on it as a more sudden change than it really was, and the outer aspect of the restoration does much to strengthen this impression of suddenness." Explain and illustrate this statement.
 - 5 Give some account of any *one* of the following:—"Thorough," Court of Star Chamber, Cardinal Wolsey, John Hampden, Edmund Spenser.
 - 6 Enumerate the wars carried on by Great Britain during the present Reign.
- I. [11] Mar. '77. BOOK-KEEPING. *Time, 45 m.*
- 1 Give in full your method of closing a set of Books (Double Entry).
 - 2 Journalize the following transactions, post and close the Ledger:—
 May 1st, 1876. Commenced business with cash, \$5,000; Mdse. \$3,200; Notes against others, \$800; an accepted Draft for \$300, drawn by Robert Smith on Thomas Roan; debts due, \$420. Sold S. Johnson mdse, \$310, received in payment cheque on Maritime Bank for \$150, his note to balance. Sold T. Andrew \$467 of mdse. Shipped 450 bbls. flour at \$5 per bbl., received in payment a cheque on Bank for \$1,000, and for the balance an order on Quigley Walker. Mdse. on hand, as per inventory, \$1,200.
 - 3 Write out the *business form* of the above Draft drawn by Smith on Roan.
- I. [12] Mar. '77. CHEMISTRY OF COMMON THINGS. *Time, 45 m.*
1. Explain by means of symbols or otherwise the reaction which takes place when a solution of sodium carbonate is added to one of phosphoric acid.
 - 2 Explain the chemical processes going on when a candle burns.

- 3 Describe a mode of preparing chlorine. What are its chief properties and its compounds?
- 4 Discuss the subject of the rotation of crops, and explain the terms *alluvium*, *argillaceous*, *calcareous*, and *leguminous*.
- 5 Compare the chemical composition of wheat and beef.

Answers must exhibit the whole operation.

I. [13] Mar. '77.

ALGEBRA.

Time, 1 hr. 30 m.

- 1 Show that $(a+b+c)^3 - (a+b+c)(a^2-ab+b^2-bc+c^2-a)$
 $-3bc=3(a+b)(b+c)(c+a)$.
- 2 Find the value of the following expression:
 $\frac{x+y-1}{x-y+1}$ when x equals $\frac{a+1}{ab+1}$ and y equals $\frac{ab+a}{ab+1}$.
- 3 What are simultaneous equations? Solve.
 $\frac{x}{a} + \frac{y}{b} + \frac{z}{c} = 1, \frac{x}{a} + \frac{y}{c} + \frac{z}{b} = 1, \frac{x}{b} + \frac{y}{a} + \frac{z}{c} = 1$.
- 4 What do you consider the best definition of the term *least common multiple*? Why? Demonstrate the rule for finding the least common multiple of three compound expressions.
- 5 A person buys a piece of land at \$30 an acre, and by selling it in allotments finds the value increased threefold, so that he clears \$150, and retains 25 acres for himself. How many acres were there?
- 6 Make notes of a lesson for a Class beginning Division.

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

- 7 Find the value of x and y if $x^2+xy=12$, and $xy-2y^2=1$.
 $\frac{1+x^3}{(1+x)^3} + \frac{1-x^3}{(1-x)^3} = a$. Find x .
- 8 $\frac{1+x^3}{(1+x)^3} + \frac{1-x^3}{(1-x)^3} = a$. Find x .
- 9 Find two numbers whose product is equal to the difference of their squares, and the sum of their squares equal to the difference of their cubes.

I. [14] Mar. '77.

GEOMETRY.

Time, 1 hr. 30 m.

- 1 What are the leading features of the prescribed text of Geometry? Illustrate your answer by examples.
- 2 What is a locus? How many propositions is it necessary to prove to establish a locus? Illustrate your answer.
- 3 Determine the *locus* of the middle point of a straight line connecting any fixed point with a point on the circumference of a given circle.

4. Explain the terms *chord*, *secant*, *symmetry of the circle*. From your definition of the last term, deduce three truths respecting chords.
5. Of all straight lines drawn to the circumference of a circle from a point which is not the centre, the shortest and the longest lie along the line which passes through the centre; and, of two others, that which is drawn to a point on the circumference nearest the extremity of the longest, is longer than one more remote.
6. What conditions determine a circle? Let your answer specify the different forms which the conditions may assume. Describe a circle which shall touch a given circle in a given point, and shall pass through a given point.

~~5~~ Female Candidates are not required to work the following, but credit will be given for work done

7. The side and diagonal of a square are incommensurable.
8. The bisector of the vertical angle of a triangle divides the base into parts proportional to the sides. The converse is also true.

I. [15] Mar. '77. NATURAL PHILOSOPHY. Time, 1 hr. 30 m.

1. Define the term *force*. What is the fundamental law of force on which the science of statics depends?
2. State the principle of the Parallelogram of Forces, and prove it so far as the direction of the resultant is concerned.
3. A lever without weight is c feet in length, and from its ends a weight is supported by two strings in length a and b feet respectively. Find the ratio of the lengths of the arms, if there be equilibrium when the lever is horizontal.
4. State the conditions of equilibrium in the wheel and axle. Show that such conditions are necessary.
5. The radius of the wheel being three times that of the axle, and the string on the wheel being only strong enough to support a tension of 36 lbs., find the greatest weight which can be lifted.
6. With what initial velocity must a body be thrown downwards that it may strike the ground, which is 69 feet below the starting point, with a velocity of 104 ft. per second?
7. Define mass, density, specific gravity. What is the relation among mass, volume, and density?

I. [16] Mar. '77. GENERAL HISTORY. Time, 1 hr. 30 m.

1. Name in the order of time the nations that played the most prominent part in Ancient History.

2. Name the Dorian states that were founded in the Peloponnesus, and describe briefly the rise and progress of *one* of them.
- 3 Distinguish the Punic wars of Rome; name the chief leaders engaged, and the principal battles in each. Give dates.
- 4' What is meant by the Merovingian Dynasty? Give its duration, and sketch briefly the career of *one* of its monarchs.
- 5 Give a short account of one of the following historical characters:—Cardinal Richilieu, Fredrick the Great, or Napoleon Bonaparte.
- 6 Write explanatory notes on the following:—"Edict of Nantes," "Thirty Years' War," "War of Spanish Succession," "Pragmatic Sanction."

I. [17] Mar. '77. PRACTICAL MATHEMATICS. Time, 1 hr.

- 1 One of the sides of a field in the form of a parallelogram is 415 yds. 2 ft., which is $\frac{2}{3}$ of the length of the opposite side, and the perpendicular dropped from the extremity of the shorter side to the side opposite is 868 ft. The field was sold at the rate of \$25 per acre; how much was received for it?
- 2 A vertical axis in the form of a capstan was placed at the distance of 3 yds. 2 ft. from a wall; a lever or shaft 5 yds. in length was inserted in the capstan. How much of the wall must be removed to allow the shaft to revolve.
- 3 Describe the theodolite. Specify the uses to which it is applied.
- 4 Draw the plan and find the area of a field from the following dimensions:—

—	1360 = A. B.	—
—	1190	625.
342	600	—
—	□ A. go East.	—
Left.	Base Line.	Right.

- 5 If the diameter of the earth is 7912 miles, and if Mount Ætna can be seen at sea at a distance of 126 miles, what is its height?

Note.—The above questions are set to the prescribed text of Geometry.

II. [1] Mar. '77. SCHOOL MANAGEMENT. Time, 1 hr. 30 m.

- 1 Name some of the leading points to which attention must be paid in enforcing authority over a school, in distinction from an individual pupil.

- 2 In some Schools the pupils are indolent and morose, in others industrious and cheerful. To what cause do you ascribe the difference? Answer fully.
- 3 Give instances of offences at School, and state how you propose to treat each of them.
- 4 What considerations should guide the Teacher in drawing up a Time Table? Show why the considerations you specify should be taken into account.
- 5 In illustration of your answer to the last question, draw up a Time Table for one week for an Elementary School. Should there be any departure from the principles stated in your answer to Question 4, give a reason for it.

II. [2] *Mar.* '77

TEACHING.

Time, 1 hr. 30 m.

- 1 What do you understand by the education of the senses? Point out some of the consequences arising from the neglect of such training.
- 2 Give the heads of a series of lessons on Colour, and illustrate your method of teaching the subject by a supposed lesson to one of your classes.
- 3 What is the difference between the Phonic and the Phonetic methods of teaching the first steps of reading? Which of them would you employ, and at what stage of the child's progress? Give your reasons.
- 4 What distinction do you make between Number and Arithmetic? Give the heads of a series of lessons in the former, and state what principles you would keep steadily in view in teaching the latter.
- 5 What is the design of Object Lessons? Describe your mode of conducting such lessons, and illustrate it by writing notes of a lesson as indicated below. (Pupils 7 years of age.)

Subject:—ICE.

Matter.

1

2

3

&c.

Method.

1

2

3

&c.

II. [3] *Mar.* '77.

THE SCHOOL SYSTEM.

Time, 30 m.

- 1 Detail the mode of support for Schools.
- 2 Show what is meant by adequate School accommodation.

- 3 What are the regulations relating to (1) the minimum capacity of the School-room, (2) Time Tables, (3) opening of the School-room for the reception of pupils, (4) the suspension or expulsion of a pupil ?
- 4 What conditions must be observed to make the contract between the Teacher and the Board of Trustees a lawful one?
- 5 What is the regulation respecting the entry in the Register, in the event of a pupil being transferred from one department to another during the Term ?

II. [4] Mar. '77. CANADIAN HISTORY. Time, 1 hr.

- 1 Distinguish between the discoveries of Cartier and Cabot.
- 2 Give the names and dates of the Treaties made between England and France during the time that England ruled over the whole of North America from Labrador to Florida, and from the Atlantic to the Mississippi. Show what territory England gained or lost by each of them ?
- 3 Describe the first seige of Louisburg.
- 4 Give a brief account of the expulsion of the Acadians from Nova Scotia.
- 5 Explain the following terms :—Legislature, Executive, Government, Cabinet, Senate, House of Commons, House of Assembly, Legislative Council, Imperial Parliament, Congress, Bill, Act, British North America Act.

Answers must be written on this paper.

II. [5] Mar. '77. MENTAL ARITHMETIC. Time, 8 m.

- 1 If sugar is bought at 7 cents a pound and sold at 11 cents, what is the gain per cent. ? *Ans.*
- 2 What is the interest of \$70 for 4 years and 8 mos. at 6 per cent. ? *Ans.*
- 3 What is the price of 488 yds. of cloth at 2s. 6d. per yd. ? *Ans.*
- 4 If a property brings $\frac{3}{4}$ of its value every nine years, how much per cent. is received on it each year ? *Ans.*
- 5 Find the price of $16\frac{1}{2}$ yds. at $14\frac{1}{2}$ cents per yard. *Ans.*
- 6 How many steps will a soldier take in walking a mile, if the length of each step is 2 ft. 6 inches ? *Ans.*

Answers must exhibit the whole operation.

II. [6] Mar. '77. ARITHMETIC. Time, 1 hr. 30 m.

- 1 Detail the different steps you would adopt in presenting Simple Proportion to a class of beginners, so as to lead the pupils to infer the Rule.

- 2 Two fields have a joint area of 14 acres, 2 roods, 13 per., 8 yds., and the area of one is 4 acres, 3 roods, 14 perches, 13 yards. What is the smallest fraction representing their comparative magnitudes ?
- 3 If 16 men in 14 days of 8 hours each can dig 564 yds. of a drain which was to be $1\frac{1}{2}$ miles in length, how many men will be required to finish the remainder in 36 days of 10 hours each.
- 4 Find by Practice the price of 85 cwt. 3 qrs. 16 lbs. (long weight) at £12 4s. 8d. per cwt.
- 5 At what rate per cent. would \$460 amount to \$1,000 in 14 years, simple interest ?
- 6 Reduce 54321 in the senary scale to the quaternary, and prove the result by reducing the 2 numbers to the decimal scale.
- 7 Add together $\frac{3}{5}$ of $\frac{8}{15}$ of \$3 4s.; $\frac{2}{3}$ of five guineas and $.364$ of £5 4s. 6d., and reduce the result to the decimal of £40.
- 8 Upon what principle is the Elementary Text-Book of Arithmetic constructed? Illustrate your answers by examples.

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

II. [7] Mar. '77.

GEOGRAPHY.

Time, 1 hr. 30 m.

I.

- 1 In an imaginary voyage from St. Petersburg to Constantinople, name the chief coast waters, capes and islands, noting anything remarkable respecting them.
- 2 Name the colonies and foreign possessions of Great Britain, in Europe and in Asia.
- 3 Name in order the Eastern Counties of England from the Cheviot Hills to the Straits of Dover. Give the localities of the great coal fields of England, and the chief seats of the manufacture of cotton, woollen, and hardware.
- 4 Where and what are the following:—The Hebrides, Crimea, Siam, Moluccas, the Levant, the Hague, the Solent, Joppa, The Golden Horn, the Antilles ?
- 5 Enumerate the chief causes on which the climate of a country depends.
- 6 What is meant by the Sun's declination? How can it be found from the Globe? When found, how can you tell where the sun is vertical ?

II.

Draw from memory an outline map (1) of the basin of the St. Lawrence; and (2) of North America, with the chief rivers and mountains accurately marked in each.

II. [8] Mar. '77.

COMPOSITION.

Time, 1 h.

- 1 Define the terms *circumlocution*, *tautology*, *redundancy*, and give examples of each.
- 2 Distinguish between *enlargement* and *expansion*, and give three examples of each.
- 3 Put the following into prose order without destroying the sense:

"Who was the thane, lives yet;
 But under heavy judgment, bears that life,
 Which he deserves to lose. Whether he was
 Combined with Norway: or did line the rebel
 With hidden help and vantage; or that with both
 He laboured in his country's wreck, I know not;
 But treasons capital, confessed, and proved,
 Have overthrown him."

- 4 Arrange the following separate propositions into one sentence:

- A. The delicate mental pictures may appear to have vanished.
- × B. The mental pictures have been printed in invisible ink.
- ✓ B'. Printed as it were in invisible ink (adv. comp./cond.)
- + C. The pictures will come out with sufficient clearness and distinctness.
- c' They are subjected to the heat of an excited imagination (adv. time.)

- 6 Write a letter to a Teacher describing your mode of teaching Composition before the pupil is prepared to take up a text-book:

II. [9] Mar. '77.

GRAMMAR AND ANALYSIS.

Time, 1 h.

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

Then with expanded wings he *steers* his flight
Aloft, incumbent on the *dusky* air,
That felt unusual weight, till on dry land
 He *lights*; if it *were* land that ever burned
 With solid as the lake with liquid *fire*.

- 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.	Inflection.	Syntax.	Rule of Syntax.

- 4 Define *Inflection*, and state the purposes for which verbs, adjectives and nouns are inflected.
- 5 Define *voice*. What kind of verbs have two voices? When is a verb in the passive voice followed by the objective case?
- 6 Write the past tense and past participle of *eat, go, lie, think, die, drink, loose, singe, hew, lade*.

II. [10] Mar. '77. BRITISH HISTORY. Time, 1 h.

- 1 Name the Danish Kings of England, and briefly describe their Reigns.
- 2 Name in the order of their accession the Kings of the early Norman period, and enumerate the chief events in the reign of any one of them.
- 3 Under what circumstances did the battle of Poitiers occur. Describe the contest.
- 4 Under what circumstances were Ireland, Wales and Scotland severally united with England. Give dates.
- 5 What is meant by the British Constitution? Write a short account of its leading features.
- 6 Give a short account of *one* of the following persons:—Alfred the Great, Simon de Montfort, Shakespere, Oliver Cromwell, Marlborough, Nelson.

II. [11]. Mar. '77. BOOK-KEEPING. Time, 45 m.

- 1 Explain the following terms:—Shipment, Drawee, Acceptance, Protest, Bills Receiveable, Bill of Entry.
- 2 Make the proper entries in the Day Book, Cash Book, and Ledger, of the following transactions:—
 - A. Richards invests in business \$3,000 in Cash; \$4,240 in Mdse.; Notes against others, \$400; he owes \$430 to T. Jordan, and \$100 to G. Adams. He takes for his private use \$200, and Goods to the value of \$160.

- 3 Write out a specimen "Joint Promissory Note," using fictitious names; also a Receipt for six months' rent of a house owned by you.

II. [12] Mar. '77. CHEMISTRY OF COMMON THINGS. Time, 45 m.

- 1 State the composition of the different kinds of hard water. How can hard water be softened? Explain.
- 2 Describe three experiments which may be performed to illustrate the properties of Oxygen.
- 3 Write in tabular form the properties of Hydrogen, Nitrogen, and Carbonic Acid.
- 4 What is Ozone? Describe its action as a disinfectant.
- 5 What is the chemical composition of Bones? Explain how they are nourished. What is their value as a fertilizer?

~~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. '77. ALGEBRA. Time, 1 h. 30 m.

- 1 Distinguish between factor and coefficient, power and exponent, dimensions and degree, and give an example of each.
- 2 Show by means of examples, how you would lead a pupil to infer the *rule for the signs* in Division.
- 3 Give the formulas for the resolution of trinomials into binomial factors. Frame and resolve two examples.
- 4 Demonstrate (1) the two principles upon which the rule for finding the *greatest common measure* depends, and (2) demonstrate the rule itself.

5 Simplify the expression $x + 1 \frac{3}{2} \frac{2x-1}{x^2+x} \frac{1}{2}$

6 $\frac{x-1}{4} - \frac{x-5}{32} + \frac{15-2x}{40} = \frac{9-x}{2} - \frac{7}{8}$

- 7 An officer can form the men of his regiment into a hollow square 12 deep. The number of men in the regiment is 1296. Find the number of men in the front of the hollow square.
- 8 A and B. can perform a piece of work together in 48 days; A and C in 30 days; B and C in $26\frac{2}{3}$ days. Find the time in which each could perform the work alone.

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

II. [14] Mar. '77.

GEOMETRY.

Time, 1 hr. 30 m.

- 1 What is an angle? Name the different kinds of angles. State what illustrations you would use to convey to a pupil correct ideas respecting the magnitude of an angle.
- 2 If two straight lines intersect, and one of the angles formed is a right angle, the other three are also right angles.
- 3 Name any exercises which you would propose to your pupils to enable them to determine for themselves what a circle is. Prove that in equal circles, equal angles at the centre stand on equal arcs.
- 4 What illustration would you adopt to lead your pupils to infer that *whatever be the form of a triangle, all its angles are together equal to two right angles*? Name several deductions that may be made from this proposition. Give the geometrical proof of the proposition.
- 5 Name the different kinds of four sided figures and give their properties. Prove that when two straight lines bisect one another, the lines joining their extremities form a parallelogram.
- 6 Prove that the locus of points equidistant from two intersecting straight lines is the bisector of the angle between them.
- 7 What is the distinction between *theorems* and *problems*? Construct a right-angled triangle, having given the hypotenuse and one of the acute angles.

III. (1) Mar. '77.

SCHOOL MANAGEMENT.

Time, 1 hr. 30 m.

- 1 What considerations besides attainments should be taken into account in classifying pupils?
- 2 There are several modes of classification of pupils in Schools. State one you would adopt, and give your reasons.
- 3 Some pupils frequently come to school with unprepared lessons and unwritten exercises. How would you proceed to secure the co-operation of such pupils?
- 4 What proportion of time do you propose to set apart for instruction in Arithmetic and in Reading respectively? If you had three classes in Arithmetic and three in Reading, show how you would distribute among them your allotted time.

III. (2) Mar. '77.

TEACHING.

Time, 1 hr. 30 m.

- 1 What use do you propose to make of the blackboard in teaching the first steps of Reading? Describe your method of teaching Reading at this stage.

- 2 What are the various uses to which the blackboard may be put in connection with class lessons in the First Reader?
- 3 State what means you would employ to make your pupils good writers.
- 4 Give the heads of a series of lessons in oral Geography.
- 5 What excellences in Arithmetic would you aim to secure in your pupils, and by what means?

III. [3] *Mar.* '77. THE SCHOOL SYSTEM. *Time, 30 m.*

1. How would you find the grand total number of days attended by all the pupils of a School, and the average number daily present for the Term?
- 2 State the requirements respecting (1) School Examinations, (2) Notices of Examinations, (3) the Classification of Pupils, (4) the awarding of Prizes by the Teacher.
- 3 Who is legally responsible for the entries in the School Register, and to whom does the Register belong?
- 4 What is the Teacher's duty in difficult cases of School discipline?
- 5 How long before the opening of the School is the Teacher required to be in the School-room?
- 6 Specify the sources of support for Schools.

III. [4] *Mar.* '77. CANADIAN HISTORY. *Time, 1 hr.*

- 1 Distinguish between the discoveries of Cartier and Cabot.
- 2 Give the names and dates of the Treaties made between England and France during the time that England ruled over the whole of North America from Labrador to Florida and from the Atlantic to the Mississippi. Show what territory England gained or lost by each of them.
- 3 Describe the first siege of Louisburg.
- 4 Give a brief account of the expulsion of the Acadians from Nova Scotia.
- 5 Explain the following terms:—Legislature, Executive, Government, Cabinet, Senate, House of Commons, House of Assembly, Legislative Council, Imperial Parliament, Congress, Bill, Act, British North America Act.

Answers must be written on this paper.

III. [5] *Mar.* '77. MENTAL ARITHMETIC. *Time, 8 m.*

- 1 If 24 yds. of cloth cost \$8, how many yds. can be bought for \$458. Ans.

- 2 Find the price of 81 articles at 51 cents each *Ans.*
- 3 Multiply 4,864 by 125 *Ans.*
- 4 If a person earn a dollar a day and save 25 cents of it in how many days would he be able to pay off a debt of \$18? *Ans.*
- 5 What is the interest of \$840 for 8 years at 5 per cent? *Ans.*
- 6 Which is greater, $\frac{7}{8}$ or $\frac{8}{9}$, and how much? *Ans.*

III. [6] *Mar.* '77. ARITHMETIC. *Time, 1 hr. 30 m.*

- 1 How often would a wheel 24 ft. 6 in. in circumference, revolve in running between Fredericton and St. John, a distance of 64 miles?
- 2 How many cubic feet of air does a School-room contain, whose length, breadth and height are respectively 28, 28, and 12 feet? What should be the maximum number of pupils, if to each is allotted at least 150 feet of cubic air?
- 3 If \$6.40 will buy 70 yds of cotton when it is 1 yard wide, what amount would be required to buy 45 yards three-quarters wide.
- 4 Whether is the product of $3\frac{1}{10}$ by $2\frac{1}{9}$, or the product of $2\frac{1}{10}$ by $3\frac{1}{9}$ greater, and what is the difference?
- 5 Divide the sum of $3\frac{1}{4} + \frac{2}{3}$ of $\frac{1}{5}$ by $1\frac{2}{3}$ of $\frac{7}{8}$.
- 6 If the circumference of the earth is 24,000 miles, in how many months of 30 days each could a steamer sail round it at the rate of 18 miles an hour, including two delays of 14 hours each for coaling?
- 7 Find by practice the price of 5 yds. 3 qrs. of cloth at £2 3s. 4d. per yard.

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

III. [7] *Mar.* '77. GEOGRAPHY. *Time, 1 hr. 30 m.*

I.

- 1 Define longitude, meridian, isthmus, zone, rational horizon.
- 2 Name in order the coast waters, capes, islands and mouths of rivers one would pass in sailing from Berwick-on-Tweed to Land's End.
- 3 Describe the course of the following rivers:—Fraser, Saskatchewan, Ottawa, Saint John.
- 4 Name the countries of Europe with their capitals.
- 5 Explain the formation of dew.

II.

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

III. [8] *Mar.* '77.

COMPOSITION.

Time, 1 h.

- 1 Correct or justify the following expressions :—

He don't know when to come. He ought not have had to have done it.

He divided the remainder between they and me. They could not have saw it laying there. He has several times went to the shop that is handy. The two boys look near alike, the elder fell in the river yesterday. Whom say ye that I am? Whom the gods love die young. The dress of the princess was very graceful. Next these is placed the vile blasphemers; him whose impious wit profaned the sacred mysteries of faith.

NARRATIVE.

2

Outline :—It is Mary's birth-day—their father takes her and Fred to the City—they wonder at the busy streets—their father has to leave them for a little—they look in at the windows—they are weary—Fred tries to cross the street—he falls—a horse and van are coming up—some one pulls Fred out of the way—he gets up on his feet—looks round to see who had been so kind—it is the little girl (no longer a beggar) to whom they had once been so kind—Mary tells Fred, a good deed is never lost.

Questions :—What day came round? Where did their father take Mary and Fred? At what did they wonder? What had their father to do? What did they look in at? How did they feel? What did Fred try to do? What happened? What were coming up? How was Fred taken out of the way? What did he do? Why did he look round? Whom did he see? Where had they met her before? What did Mary say?

- (a) Write in order *formal* answers to the above questions.
 (b) From your formal answers write a story in the form of a letter from Mary to a friend.

III. [9] *Mar.* '77.

GRAMMAR AND ANALYSIS.

Time, 1 h.

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

*All worldly shapes shall melt in gloom,
 The sun himself must die,
 Before this mortal shall assume
 Its immortality.*

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

[See the Form given under Class II.]

- 3 Parse in tabular form the words in
- italics*
- ;

[See the Form given under Class II.]

- 4 Classify the words—light, round, square, die, use, farther, so.

- 5 Give all the inflexions of lion, be, he, I, go, pretty, went, came.

- 6 Write the plural of lady, man, pea, chimney, hoof, wharf, cherub, genius, axis, penny.

SUCCESSFUL CANDIDATES.

The following persons, Examined in March last, received Provincial Licenses from the Board of Education of the Classes indicated below.

FIRST CLASS.

William J. Fowler, Grand Falls.

SECOND CLASS.

Gillis H. Burnett, Hayes' W. O., Norton, Kings County.

Bradford C. McKeen, McKeel's W. O., Keswick Ridge, York County.

John A. McGuire, Waterville, Carleton County.

Daniel Gillis, Kingston, Kent County.

Melbourne F. Keith, Havelock.

Wesley E. Everett, Lower French Village, York County.

Amasa W. Crabbe, New Jerusalem, Queens County.

James Lawson, Fredericton.

Julian G. Nobles, Grafton, Carleton County.

Stanley E. Moore, Portland, St. John.

John J. Clarke, Springfield.

S. L. Tilley Frost, Hampton.

Walker B. Flewelling, Oak Point, Greenwich, Kings County.

William B. Parent, Upper Queensbury, York County.

William E. Young, Bear Island, York County.

Isaac H. Hallett, Sussex.

Charles L. Tracy, Gladstone, Sunbury County.

John R. Flewelling, Clifton, Kings County.

Margaret R. Gray, Portland, St. John.

Annie Morill, Newcastle.

Henrietta M. Thompson, St. John.

Helen A. Morrison, Carleton, St. John.

Amy M. Iddles, Portland, St. John.

Theora Fillmore, Moncton.

Alicia R. Greene, Portland, St. John.

Sarah G. Adams, Bloomfield, Kings County.

Helen E. Woodcock, Tower Hill, St. David.

Helen Adam, St. John.

Hattie Cochrane, Moncton.

Sarah A. Joye, St. Stephen.

Mary H. Loring, Prince William Station, York County.

Carolina L. Warman, Kingston, Kent County.

Annie J. McLeod, Newcastle.

Hettie E. McKeen, Gibson.

Ella K. Turner, St. John.

Mary G. Gunn, St. John.

Dora E. Smith, Upper Coverdale, Albert County.

Joanna Atkinson, Richibucto.

Annie McLean, Kingston, Kent County.

Annie E. Buchanan, Sussex Vale.

Sarah J. Price, Canaan Forks, Queens County.
 Marion E. Jack, Springfield.
 Annie M. Huestis, Fredericton.
 Clara A. Young, Galloway, Kingston, Kent County.
 Nanie H. Price, Havelock.
 Phoebe P. Colter, Upper Keswick Ridge, York County.
 Josephine M. Kinnie, Harvey Corner, Albert County.
 Gertrude A. Thomson, Newcastle.
 Eleanor M. W. Carey, St. John.
 Eliza M. Adams, Douglastown.
 Alice K. Meagher, Fredericton.
 Mary Louise Hunt, Fredericton.

THIRD CLASS.

Calvin F. Alward, Havelock.
 Alonzo Kelly, Stanley.
 Angelina Sanburn, Indiantown.
 Eliza Greer, New Maryland, York County.
 Lizzie A. Cochrane, St. Stephen.
 Eva F. Moore, Moore's Mills, St. Stephen.
 Athelina E. Sharp, Apohaqui.
 Clara L. Sulis, St. John.
 Annie P. Gilman, Fredericton.
 John Caldwell, Cumberland Bay W. O., Queens County.
 George W. McEwin, Lower Maugerville, Sunbury County.
 A. Judson Brown, Upper Queensbury, York County.
 Isaac N. Thorne, Gaspereaux Station, Queens County.
 Margaret A. Long, Springfield.
 Eliza J. Alexander, Fredericton Junction.
 Mary E. Thomson, Fredericton.
 Maggie J. E. McRae, Black Brook, Chatham.
 Mary J. Morgan, Fredericton.
 Cecilia E. Smith, Fredericton.
 Isabella A. Mitchell, Scotch Settlement, Mactuaquack, York County.
 Mina Milton, Hillsborough.
 Annie A. Greaves, Bright, York County.
 Pamela J. Carter, Middle Coverdale, Albert County.
 Josephine Hanson, Bocabec, Charlotte County.
 Lillie Hanson, Bocabec, Charlotte County.
 Mary A. Paul, St. John.
 Hannah White, Indiantown.

PROFESSIONAL MISCELLANY.

"WE OFTEN find," says the Bishop of Exeter, "that when teachers fancy their pupils have obtained a thorough mastery of a subject, they are deceived, because they have not noticed that, in almost imperceptible ways, they have been doing for the pupil what he ought to be doing for himself. I have repeatedly gone into a school, and on examining it, say in arithmetic, have been told by the master: 'It is very strange that the boys do not know it; I thought they knew it thoroughly.' I have always asked them this: 'When you have examined them, have you made them answer for themselves?' And the reply has been: 'Yes; I have left them with themselves except just the very slightest possible help occasionally: just enough to prevent them from wandering about.' *That is the whole thing.* That very little help is the thing which vitiated the examination altogether; and the test of real mastery is that the knowledge shall be produced without any help at all. When a man or woman in after-life comes to use their knowledge, they will find that the knowledge is really of no use unless they are able to apply it absolutely without assistance, and without the slightest guidance to prevent them falling into the most grievous mistakes."

A CYCLOPEDIA of Education is in course of preparation in the United States, the first ever published in English. The article in this CIRCULAR on "Corporal Punishment" will appear in the Cyclopaedia.

GREAT EMPHASIS is justly laid upon thorough instruction; but the mistake is often made of putting *exhaustive* for *thorough*. One may know little of a given department of knowledge, yet know that little just as thoroughly as if one were acquainted with everything that pertains to the department. One may have a clear comprehension of the great principles, laws, of any science, yet be totally ignorant of nine hundred and ninety-nine facts in every thousand known to be embraced by those principles or those laws. Now, it happens that too frequently text-books are made,

and too frequently teachers attempt to teach, on the exhaustive plan. Cramming is the inevitable result, instead of rational instruction. Every text-book designed for public schools should be made, *first*, with reference to the best educational, *second*, with reference to the greatest practical, results derivable, not from one study, but from the whole course. Agreeably to these requirements, the books should be made large or small, more or less exhaustive, but always rational, always according to sound principles of instruction. And teachers of the public schools should always labour with the same objects in view, not unduly fostering one study, and neglecting another, because they chance to like the former while they dislike the latter.—*Stetson.*

THERE IS FAILURE to secure energetic work and the best results, from lack of enthusiasm. Without this no teacher can have the best success, however learned and faithful and hard-working he may be. Enthusiasm is the heat which softens the iron, that every blow may tell. Enthusiasm on the part of the teacher gives life to the scholar and an impulse to every mental power. It gives the work of the school-room a quickening impulse, and by this impulse makes the scholar a gatherer wherever he goes. It gives to the scholar independent power; power to go alone. When this is accomplished, there is no more waste in lifting, dragging, or driving. It is said one loses this enthusiasm after a while. Then one ought to stop teaching. If one cannot grow enthusiastic in presenting for the fiftieth time to a *new mind*, the simplest operations in arithmetic, for example, with a view to calling into free exercise the latent energies of that mind, then one is unfit for one's work. Stone or clay or wood or iron, which can yield only to force but can never take form at the mere glow of enthusiasm in the worker, is the fitting material on which such a one should spend labour.

THAT INSTRUCTION or that education which does not make prominent *justice*

as well as benevolence, *law* as well as liberty, *honesty* as well as thrift, and *purity of life* as well as enjoyment, is essentially defective. Those who attain to a love of *labour*, of *truth* and *justice* and unsullied *honour*, are alone capable of exercising that spirit of *self-sacrifice* which ensures the verities of life, and blesses the world.

IMPERFECT TEACHING, says Dr. Chadbourne, of Williams College, is a source of great waste. "I do not so much refer to the defective knowledge imparted in the school-room, as to the wretched habits of study formed in some schools. These are schools without system, without any standard of accurate scholarship, and without any enthusiasm; for a genuine enthusiasm for study is impossible under any false system of instruction. The pupil labours, but it is as one might labour piling stones together to form a wall without any reference to the nature of the work in hand, stones of all sorts going alike into foundation and top." Not only is much of the labour in such a school lost, but the habits there formed cling to the pupil; and it is only in rare cases that they are ever entirely corrected. Those who receive pupils from such preparatory schools sympathize with the old Greek musician, who charged double price to those who had ever taken lessons before coming to him—one half for correcting bad habits.

MUCH LOSS comes from the bungling recitations of those who might be trained to accuracy. It is too often the case that the pupil is allowed to stumble through his work, showing only here and there any proper understanding of the subject, so that he gains nothing in clearness of thought, accuracy of information, or precision in language. A little more careful labour on the part of the pupil, a little more pressure in the right direction on the part of the teacher, would render the work of both of double worth.

IT IS NO WASTE of labour to spend time on dull scholars, if we attempt to teach them only what they are capable of learning and what it is essential they should learn. They are entitled to extra labour. But the mischief is, stupid pupils are often forced, by their parents or by their own over-estimate of their powers, into classes where they are a dead-weight upon the movements of all

connected with them. The exhaustion that comes to the faithful teacher from daily lifting and pulling and encouraging and driving such pupils is known only to those who have toiled long and seen their efforts as useless as attempts to warm snow.

IT IS MARVELLOUS what a number of marriages and special occasions occur in some families,—as an excuse for taking sons and daughters from school. The sons of some families are almost always absent at the beginning of a term. The parent sends an excuse which every teacher feels is no excuse. The scholar is injured by the loss and the whole class feels the effect. The teacher's work is hard enough at the best. To load him with extra work, by irregularity in the performance of school duties on the part of pupils; or to depress him by rendering his labours, term by term, defective, through the caprice of the pupil and the inconsiderateness or ignorance of the parent, is a misfortune to him and a shame to the offenders.

PUPILS SHOULD have too much work to do in the essentials of arithmetic to spend time over complicated puzzles,—questions which no one should undertake to answer till well versed in algebra and geometry. At the proper stage, such puzzles, which are a discouragement to the young scholar because he thinks them essential to the subject, will be solved in the natural progress of his work. They are an annoyance and discouragement when introduced before their time, before the study of the principles on which their solution depends.

THE OUTLINES of geography and history should be so fully secured in school that the reading of the newspaper shall be intelligent work, because the scholar knows where events transpire; and such training in natural history should be secured that the senses shall be on the alert for the forms and phenomena of the natural world.

MACHINERY is as essential in a school as in a factory, but the simplest machinery possible that will accomplish the work is the best in both. Simplicity and directness are doubly essential in a school, because you are dealing with living beings; and it is the contact of the living teacher with the pupil in the whole process of education that arouses activity and makes every germ of know-

ledge quicken to the fullest development.

IT IS A fallacy that "he who knows a subject can teach it." The postulate, that a teacher should thoroughly know the subject he professes to teach, is by no means disputed, but the question is to be mainly decided by considerations lying on the pupils' side of it. The process of thinking, by which the pupil learns is essentially his own. The teacher can but stimulate and direct, he can not supersede it. He can not do the thinking necessary to gain the desired result for his pupil. The problem, then, that he has to solve is how to get his pupil to learn; and it is evident that he may know the subject without knowing the best means of making his pupil know it too, which is the assumed immediate end of all his teaching. He may be an adept in his subject, but a novice in the art of teaching it—an art which has principles, laws, and processes peculiar to itself.

THE DEVELOPMENT of a child's powers under the influence of external circumstances constitutes his natural education. Formal education in the schools should continue and supplement natural education, and, the necessary change being made, recognize and adopt the same agencies, processes and means. On this view, it follows that sound teaching, in general, is the practical application of the principles of natural education. Will and Feeling being assumed, the following are conditioning Principles of education in general, and more especially that of the Intellect:—

General Principles.—1. Every child is an organism, furnished by the Creator with inherent capabilities of action, and surrounded by material objects which serve as stimulants to action.

2. The channels of communication between the external stimulants and the child's inherent capabilities of action are the sensory organs,—those organs by whose agency he receives impressions.

3. These impressions, or sensations, being incapable of resolution into any thing simpler than themselves, are the fundamental elements of knowledge. The development of the mind begins with the reception—the experience—of sensations.

4. The grouping of sensations forms perceptions, which are registered in the mind as conceptions or ideas. (By "conception," or "idea," is meant the trace,

residium, or ideal substitute which represents the real perception.) The development of the mind, which begins with the reception—the experience—of sensations, is carried onward by the formation of ideas.

5. The action and reaction between the external stimulants and the mind's inherent powers, involving processes of development and implying growth, may be regarded as constituting a system of natural education. (The term "development" is here employed to indicate that unfolding of the natural powers of which "growth" is the registered result.)

6. A system of education implies: (1) an education influence, or educator; (2) a being to be educated, or learner; (3) matter for the exercise of the learner's powers; (4) a method by which the action of these powers is elicited; and (5) an end to be accomplished.

Principles of Natural Education.—In the case before us, the educating influence is Nature, or natural circumstances; the being to be educated, or learner, a child; the matter, the objects and phenomena of the external world; the method, the processes by which this matter is brought into communication with the learner's mind; and the objects or end in view, intellectual development and growth. In view of the different agencies concerned in effecting this intellectual education, and their mental relation, we have the following principles of natural education:—

1. Nature, as an educator, recognizes throughout all her operations the inherent capabilities of the learner. The laws of the learner's being determines her action upon him, what she does, and what she leaves undone. She ascertains so to speak, from the child himself how to conduct his education.

2. Nature is the prime mover and director of the action and exercise in which the learner's education consists.

3. Nature moves the learner's mind to action by exciting his interest in the new, the wonderful, the beautiful; and maintains this action through the pleasure felt by the learner in the simple exercise of his own powers—the pleasure of developing and growing by means of acts of observing, experimenting, discovering, inventing, performed by himself—of being his own teacher.

4. Nature limits herself to supplying materials suitable for the exercise of the learner's power, stimulating those pow-

action. She co-operates with, but does not supersede, this action.

5. The intellectual action and exercise in which the learner's education essentially consists, are performed by himself alone. It is what he does himself, not what is done for him, that educates him.

6. The child is, therefore, a learner who educates himself under the stimulus and direction of the natural educator.

7. The learner educates himself by his personal experience; that is, by the direct contact of his mind, at first hand with the matter (object or fact) to be learned.

8. The mind, in gaining knowledge for itself, proceeds from the concrete to the abstract, from particular facts to general facts, or principles; and from principles to laws, rules, and definitions; and not in the inverse order.

9. The mind, in gaining knowledge for itself, proceeds from the indefinite to the definite, from the compound to the simple, from complex aggregates to their component parts, from the component parts to their constituent elements—by the method of Investigation. It employs both analysis and synthesis, and often in close connexion.

10. The learner's process of self-education is conditioned by certain laws of intellectual action. These are (1) the Law of Consciousness; (2) of Attention, including that of Individuation, or singling out; (3) of Relativity, including those of Discrimination and Similarity; (4) of Retentiveness, including those of Memory and Recollection; (5) of Association, or Grouping; (6) of Reiteration, or Repetition, including that of Habit.

11. Memory is the result of attention, and attention is the concentration of all the powers of the mind on the matter to be learned. The art of memory is the art of paying attention.

12. Ideas gained by personal experience are subjected by the mind to certain processes of elaboration; as classification, abstraction, generalization, reasoning, and judgment. These processes imply the possession of ideas gained by personal experience, and they are all performed, in some degree, by the youngest child who possesses ideas.

13. The learner's knowledge consists in *ideas*, gained from objects and facts by his own powers, and consciously possessed—not in *words*. Nature, by her action and influence, secures the learner's possession of clear and definite primary ideas. Such ideas, so gained, are necessarily incorporated with the

ers to action, and maintaining their organic life of the learner's mind, and becomes a permanent part of his being.

14. Words are the conventional signs, the objective representatives of ideas, and their value to the learner depends on his previous possession of the ideas they represent. The words without the ideas are not knowledge to him.

15. Personal experience is the condition of development, whether of the body, mind, or moral sense.

16. Education as a whole consists of development and training, and may therefore be defined as the cultivation of all the native powers of the child, by exercising them in accordance with the laws of his being, with a view to development and growth.

The foregoing facts or principles being the results of an analytical investigation into the nature of the child as a thinking being, and into the processes by which his earliest education is carried on, discover the rationale of Natural Education. But as it is the same mind which is to be cultivated throughout, Natural Education is the pattern or model of Formal Education, and consequently the rationale of Natural Education is the rationale of Education in general. The formal educator or teacher, therefore, who professes to take up and continue the education begun by Nature, or natural circumstances, is to found his methods of action upon the above principles, and in supplementing the work of Nature as an educator, he is to proceed on the same lines. He is not to intrude modes of action which contravene and neutralize the principles of natural education.

The Art of Education, or Teaching.—

1. The principles already stated set the child or pupil before us as one who gains knowledge for himself, at first hand, by the exercise of his own native powers, through personal experience, and therefore as a learner who teaches himself.

2. This is the central principle of the Art of Teaching. It serves as a limit to define both the functions of the formal teacher, and the nature of the matter on which the learner's powers are first to be exercised—that is, of the subject of instruction.

3. The limit which includes, also excludes—it proscribes as well as prescribes. The teacher who regards the child as a learner who is to teach him-

self through personal experience, is therefore interdicted from doing any thing to contravene the learner's own method—from needless telling, cramming, explaining, and even from correcting, merely on his own authority, the learner's blunders. The function assigned him by the principles of education is that of a stimulator, director, and superintendent of the learner's work, and to that office he is to confine himself.

4. But the limit in question determines also the character of the matter on which the learner's own powers are to be first exercised. If he is to teach himself, he can only do so by exercising his mind on concrete objects, or actions—on facts. These furnish him with ideas. He cannot teach himself by abstractions, rules, and definitions, packed up for him in words by others; for these do not furnish him with ideas of his own. In all that he has to learn he must begin with facts—that is, with personal experience. It is clear, then, that the conception of the learner as a self-teacher determines both the manner and the means of teaching.

5. This notion of the Art of Teaching, which has specially in view the period of the child's life when the formal teacher first takes him in hand, in order to develop and train his mind, is capable of general application. It applies, therefore, with the requisite modifications, to instruction properly so called, which consists in the orderly and systematic building of knowledge into the mind, with a definite object.

6. The sum of what is here set forth is, that the Art of Education consists in the practical application of principles gained by studying the nature of the child and the natural means and processes by which his earliest education is carried on; the central principle, which governs all the rest, being that it is *what the child does for and by himself that educates him*.

PROVINCIAL NORMAL SCHOOL.

Fredericton, March 16th, 1877.

DEAR SIR,—I have used for the last twelve months in my classes in Geometry Wormell's Text-Book in place of Chambers' Euclid, which was the Text-Book for many years. I have found Wormell's preliminary illustrations and exercises of great service in giving correct conceptions of geometrical truths and in enabling the student to comprehend clearly the logical demonstrations of the resulting propositions, and to appreciate their value. Many of the students who possessed a knowledge of Euclid seemed for some time to undervalue the preliminary exercises, until they found them the means of removing many

erroneous conceptions which all teachers of Geometry know pupils are so liable to form from the very mode in which the subject has until recently been presented. I have sometimes as an experiment required the students to prepare the demonstrations of the propositions before carefully going through the preliminary processes, and have almost invariably found misapprehension and lack of real interest.

I regret that I had not an opportunity to-day, at our review exercises, of illustrating to the visitors the mode pursued in the Institution in dealing with this subject.

I cordially endorse every sentiment contained in Dr. Harrison's letter to you as published in your last Annual Report, and I may be allowed to add that if Geometry is taught according to the principles laid down in the prescribed Text-Book, I hold it an impossibility for a pupil to find the study dry or repulsive.

I am, dear Sir, yours truly,

WM. CROCKET, *Principal*,

Theodore H. Rand, Esq., D. C. L.,
Chief Supt. Education.

AN ANGLE is the difference in direction of two lines which meet, or only tend towards each other. It is not essential, that the lines actually meet in order to form an angle. An angle is not strictly speaking a corner; it is not the space between the two lines: *it is the difference in their direction*. The size of an angle, therefore, does not depend at all upon the length of the lines forming it. Nor does the name of an angle depend at all upon the position of the lines. Though it is not mathematically correct, yet it is popular usage, to apply the name "angle" to the vertex, or point where the two lines meet. For convenience, we shall frequently use the word in this way. But see that the pupil understands the strictly scientific usages also: otherwise he will not get a clear comprehension of some things.—*Intermediate Manual of Drawing by Professor Walter Smith*.

A BOY FIFTEEN years old had been flogged and harshly treated at home and at school until he had lost his self-respect, and became utterly reckless of his character. So bad, indeed, was he, that the trustees in his native district had caused his expulsion from the public school. His father, almost in despair, requested a teacher in the neighboring district, who was known for his great success in managing the worst boys, to try his son. On entering the school, the teacher lent him an interesting book, telling him he might read it the first day, and not commence to study until he had become acquainted with the place. That night he told the boy he thought him capable of becoming one of the best scholars in

the school, and that if he would try to excel, he should have every opportunity afforded him, which would enable him to disappoint the expectations of everybody. The poor outcast opened his eyes with astonishment, amazed that any one should speak kindly to and be interested in him. For several weeks he seemed to forget his wayward habits, and devoted his mind to study with remarkable success, to the surprise of all who knew his history. One day he became very angry because the teacher would not aid him, at the moment, in solving a problem. He laid down his books and sat nursing his wrath, and when the teacher found leisure and offered to aid him, he tartly replied, "I do not wish it." When the school was closed the boy was requested to remain, doubtless expecting a flogging, as in former times; but what was his astonishment when the teacher sat down by his side and said, "Thomas, I thought you were willing, and meant to be a good boy, and I had given you a good name among all your acquaintances, which seemed to give them great joy. Must I now go and tell them, that all my hopes for you are crushed, that all my kindness toward, and efforts to help you, are lost?" Thomas wept under this appeal, for he had expected the whip or expulsion from school; and from that hour his reformation was confirmed. After he had found that one at least "cared for his soul," he became an excellent scholar, and was known for exemplary conduct, and a more worthy man than he now is cannot be found in the neighborhood. He dates the turning point of his life and character to that hour with the teacher at the close of the school on that eventful day.

Now, suppose the teacher had allowed his anger to be provoked by the boy's sullen insolence, and he had scolded and whipped him, as others had done, instead of arousing the boy's benevolence and friendship, and awakening his self-respect and regard for the opinion of others, he would have gone from that school but an outcast and an Ishmael. — *Phrenological Journal*.

AT THE LAST annual meeting of the American Social Science Association, Dr. D. F. Lincoln, Secretary of the department of health, submitted the following rules for the care of the eyes:—When writing, reading, drawing, &c., always take care that (a) the room is comfortably cool and the feet warm:

(b) there is nothing tight about the neck, (c) there is plenty of light without dazzling the eyes; (d) the sun does not shine directly upon the object we are at work upon; (e) the light does not come in front—it is best when it comes from over the left shoulder; (f) the head is not very much bent over the work; (g) the page is nearly perpendicular to the line of sight—that is, that the eye is nearly opposite the middle of the page, for an object held standing is not seen so clearly; and (h) that the page or other object is not less than fifteen inches from the eye. In any cases where the eyes have any defect, avoid the drawing of fine maps, and all such work, except for very short tasks, not exceeding half an hour each; and in the morning never study or write before breakfast by candle light. Do not lie down when reading. If your eyes are aching from fire light, from looking at the snow, from overwork, or other causes, a pair of colored glasses may be advised to be used for a while. Light blue or grayish blue is the best shade, but these glasses are likely to be abused, and usually are not to be worn except under medical advice.

DR. LINCOLN summed up the most conspicuous results of the investigation into school hygiene as follows:—

(1.) School work if done in an unsuitable atmosphere, is peculiarly productive of nervous fatigue, irritability, and exhaustion.

(2) By "unsuitable," is chiefly meant "close" air, or air that is warm enough to flush the face, or cold enough to chill the feet, or that is "burned," or infected with noxious fumes of sulphur or carbonic oxide.

(3) Very few schools are quite free from these faults.

(4) Anxiety and stress of mind, dependent mostly on needless formalities in discipline or unwise appeals to ambition, are capable of doing vast harm.

(5) The amount of study required has not often been found so great as would harm scholars whose health is otherwise well cared for.

(6) Teachers who neglect exercise and rules of health seem to be almost certain to become sickly or "break down."

(7) Gymnastics are peculiarly needed by girls in large cities.

AT THE SAME meeting of the Social Science Association, Dr. S. S. Putnam said,—One way in which [school children may be greatly benefited is by

helping them perfect the process of respiration. This was demonstrated by the work done by Professor Munro with the children of the Boston schools. Good breathing is by no means common, and the singing teacher has always much to accomplish in this respect. Instruction in this regard may not only give vastly increased power to healthy persons, but it may save many who are affected by lung diseases from early deaths. Proper physical instruction in schools would also relate to the sitting of the scholars, to proper methods of studying or of mental application, to proper means of ventilation, &c. It is a notorious fact that many cases of injury to the spinal column arise from improper postures while sitting. Among 731 pupils at Neufchatel, 62 cases of this sort were observed among 350 boys and 156 cases among 381 girls. The curvature of the spine occasioned was mostly to the right, caused no doubt largely by writing at unsuitable desks. * Herr Ragg, of Berlin, says that he has found physical exercises very useful in preventing these spinal curvatures. For proper school gymnastics it is only requisite that there should be space enough about the desks to enable the pupil to advance one step and to swing the arms freely.

A large school hall with a few desirable pieces of apparatus is all that is needed for further gymnastic exercise, which is to give to the scholars special accomplishments in this matter. In Europe, halls are now considered absolutely necessary for the use of scholars in the public schools.

THE CLAY for the manufacture of the brick—half a million—for the new building erected for the Provincial Normal School, was dug subsequent to July 6th, 1876. The excavation for the foundations of the building was begun July 10th. The foundation and stone basement were begun July 20th and completed early in September. The first pressed brick was laid on the basement September 8th, and the last brick was placed on the walls October, 31st,—forty working days. A class of 80 student-teachers entered the building on May 15th, 1877, and two days later all the student-teachers, (148), with the Principal and his Assistants, took possession of the Class-rooms and Assembly Hall. The school rooms for the existing Model Departments, were occupied June 12th. The grounds are but partly cleared, graded, and fenced.



OFFICIAL NOTICES.

NO. 1.

TEACHERS' INSTITUTE.

A Teachers' Institute will be held in the Assembly Hall of the Provincial Normal School, Fredericton, on Tuesday, Wednesday, and Thursday, the 14th, 15th, and 16th of August, 1877. Attendance at this Institute is entirely voluntary. Teachers and School Officers, who can attend all the sessions of the Institute, are cordially invited from all parts of the Province to be present. Introductory exercises in connection with the opening of the New Normal School Building will be held at 10 o'clock, a. m., on Tuesday, at which it is expected His Honor the Lieutenant Governor will preside. The Railways and the River Steamers will grant free return passages to those whose attendance at the Institute shall be certified by the undersigned on their Tickets.

NO. 2.

THE SCHOOL LAW AND REGULATIONS OF THE BOARD OF EDUCATION.

A new edition of the *School Manual* will be issued in August, 1877. Copies can be obtained free of charge from the County Inspector, or by application to this office. A copy of the *Manual* should be upon every Teacher's desk.

TREODORE H. RAND, Chief Supt. Education.

EDUCATION OFFICE, Fredericton, N. B.