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No. 6.

THE EDUCATIONAL CIRCULAR.

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

THEODORE H. RAND,
Chief Supt. of Education.

EDUCATION OFFICE,
Fredericton, N. B., October 16th, 1877.

DISBURSEMENT OF PROVINCIAL GRANTS AND APPORTIONMENT OF THE COUNTY FUND FOR THE WINTER TERM ENDED APRIL 30, 1877.

In St. John, Portland, Fredericton, Woodstock, St. Stephen, Milltown, St. Andrews, Moncton, Newcastle, and Chatham No. 1, there were 115 teaching days in this Term; and in all other School Districts, 116. 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 116 days—the full term required of the Schools in the country.

In the following statement, names in SMALL CAPITALS indicate the Teachers who received the Superior School Grant. This Grant cannot exceed \$150 per Term. Names in *Italics* indicate the Teachers who taught in poor Districts, and whose Grants, and those to the Trustees from the County Fund, were increased beyond the ordinary amounts. The Grants to Class-Room Assistants (c. r. a.) are one-half the ordinary Grants to Teachers, according to the class of License. The ordinary 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 June last.

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	115	\$140 36	Hopewell.....	2	208	92	5831	\$26 80	\$25 95	\$52 84	
Mary J. Steeves.....	2	92	35 87		3	115	25	2002	14 87	8 01	23 78	
Lavinia McLatchey.....	2	115	44 01		5	110	31	1834	14 22	8 39	22 61	
Alfreda L. Marsters.....	1	110	52 15		6	116	53	2876	15 00	12 80	27 80	
James McGorman.....	2	116	45 00		6	116	53	2876	15 00	12 80	27 80	
William J. Jones.....	2	112	57 03		7	224	105	5507	23 06	24 52	47 58	
Alice Stewart.....	2	112	33 79		8	116	50	2878	15 00	12 81	27 81	
Nelson Smith.....	2	116	45 00		9	116	52	279	20 00	4 36	24 36	
Annie Fillmore.....	3	116	46 67									
			\$3410 07				2402	149,109	\$937 00	\$903 74	\$1,840 80	

COUNTY OF CARLETON.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Helen M. Broderick.....	2	14	\$ 4 22	Aberdeen.....	1	14	43	369	\$ 1 81	\$ 2 41	\$ 4 22	
Jane McKay.....	3	116	35 00		3	116	53	3638	15 00	23 77	38 77	
Robella Joyner.....	1	110	55 00	4	116	26	1491	15 00	9 74	24 74		
Isabella R. Joyner.....	2	115	44 01	6	115	42	1800	14 87	11 76	26 63		
Sarah Smith.....	2	110	45 00	7	116	37	1810	15 00	11 83	26 83		
Charles Rogers.....	3	89	46 03	10	89	44	1865	15 38	12 18	27 56		
William Taylor.....	1	116	75 00	Brighton.....	12	116	59	4658	15 00	30 43	45 43	
William Killip.....	3	116	45 00		4	116	54	3163	15 00	20 70	35 70	
Maggie E. Henderson.....	3	116	35 00	8	116	29	1709	15 00	11 16	26 16		
Dora M. Shaw.....	3	110	44 25	11	110	19	1125	18 96	7 35	26 31		
D. S. Jones.....	2	116	60 00	Kent.....	1	116	60	4873	15 00	31 84	46 84	
Robert Vince.....	3	105	40 73		12	105	57	3221	13 53	21 05	34 63	
Priscilla F. M. Brown.....	2	110	45 00	4	116	38	2053	15 00	13 41	28 41		
F. Jane Miller.....	3	110	46 07	Kent & Perth.....	7	116	20	1533	20 00	10 02	30 02	
Richard Sutton.....	3	116	60 00		8	116	60	3884	20 00	25 37	45 37	
Richard Hurley.....	3	39	15 13	10	39	50	1013	5 04	6 62	11 66		
Annie Price.....	1	114	72 07	11	114	26	1708	10 65	11 16	21 81		
Mary Corbett.....	3	116	46 07	12	116	52	2036	20 00	17 22	37 22		
Daniel Gallagher.....	2	90	46 54	13	90	39	1595	11 64	10 42	22 06		
A. P. Fenlason.....	3	116	60 00	Kent & Peel.....	14	116	27	1563	20 00	10 18	30 18	
Alice M. Straton.....	3	92	27 76		15A	92	28	2034	11 90	13 29	25 19	
Adelia Carpenter.....	3	111	33 64	Northampton.....	1	111	22	1184	14 42	7 74	22 16	

COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.			Locality.	County-Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	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	7	8	2	1	2	3	4	5	6	7
Louisa H. Hartley.....	2	115	Northampton.....	2	115	41	2513½	\$14 87	\$16 42	\$31 29
Geo. L. Holyoke.....	2	113	".....	3	113	50	3212	14 01	20 98	35 59
William T. Kerr.....	2	110	".....	4	110	08	4527	15 00	29 58	44 58
Jane D. Reed.....	1	83	".....	5	83	42	1593	10 73	10 41	21 14
Eleanor J. Kearney.....	3	113	".....	7	113	27	2118	19 51	13 84	33 35
Joseph Smalley.....	3	113	Peel.....	2	113	03	1953	14 61	12 70	27 37
Wayman A. Smyth.....	1	113	".....	3	113	04	3968	14 61	25 02	40 53
Becca R. Tedford.....	2	114	".....	4	114	41	3327	19 65	1 74	41 39
Lizzie H. Tompkins.....	3	21	".....	6	21	19	283½	3 63	1 85	5 48
Moody McGuire.....	3	116	Peel & Kent.....	16	116	36	2320	20 00	15 16	35 16
Margaret McDougall.....	1	55	Richmond.....	1	84	47	1245½	10 86	8 14	19 00
Mary L. Cassidy.....	3	29								
Kate Crawford.....	1	104	".....	2	104	48	2538½	13 45	16 58	30 03
I. Louisa La Dernier.....	3	112	".....	3	112	34	2077	14 48	15 57	28 05
Carrie R. Gilkey.....	2	116	".....	4	116	21	1406	15 00	9 19	24 19
John Geddes.....	4	93	Do. & Wakefield.....	6	93	43	1870	12 67	12 26	24 93
Ernest A. Shaw.....	2	114	".....	7	114	03	3750½	14 74	24 50	39 24
Geo. B. Martin.....	2	112	".....	8	112	42	2661	14 48	17 38	31 86
Helen M. Gilkey.....	3	71	".....	9	71	33	1403	9 18	9 17	18 35
Ada J. Kirkpatrick.....	2	116	".....	12	116	24	1381	15 00	9 01	24 01
Jennie Henderson.....	3	112	".....	13	112	32	2208	14 48	14 48	28 01
Joseph H. Atkinson.....	1	116	".....	14	116	43	2545½	15 00	16 03	31 63
Flora E. L. Dunn.....	3	116	".....	16	116	24	1020	15 00	6 66	21 66
John L. Bacon.....	2	93	Simonds.....	1	93	50			Returns too late.	
Emma B. Merrithew.....	2	116	".....	2	116	43	2955	15 00	19 31	34 31
Chariss Brown.....	1	110	" & Wm. not.....	2	110	30	1838	14 22	13 01	26 23
M. Lizzie Ferguson.....	3	94	".....	3	94	43	2275	12 15	14 86	27 01
RICHARD WHEELER.....	1	110	" & Wicklow.....	4	110	68	4132	15 00	26 99	41 99
Richard S. Bowser.....	1	116	".....	6	116	36	1880	15 00	12 23	27 23
Daniel J. Hatfield.....	3	96	Wakefield.....	1	96	40	2003½	12 41	13 11	25 52
Saml. A. Couillard.....	1	116	".....	2	116	67	3794½	15 00	24 79	39 79
Jacob W. Sherwood.....	2	113	".....	3	113	56	3419½	14 01	22 34	36 95
Frederick Carpenter.....	2	113	".....	4	113	31	1436	14 61	9 38	23 99
Emma C. Milbery.....	2	116	".....	5	116	39	2902½	15 00	18 98	33 98
Annie A. True.....	2	116	".....	6	116	25	2029½	15 00	13 26	28 76
W. B. Wigors.....	1	116	".....	7	116	100	6600½	25 21	43 70	68 91
Henrietta G. Simonson.....	3	79	".....	7	79	23	83½	20 00	"	"
David M. McKenzie.....	2	116	".....	8	116	32	2060½	15 00	13 40	28 40
Mrs. R. J. Alexander.....	1	108½	".....	9	108½	42	2548	14 03	16 05	30 08
Jennie Cunningham.....	3	115	".....	10	115	47	2016	14 87	17 09	31 96
Jane Duff.....	3	116	".....	12	116	28	1245	15 00	8 13	23 13
Matilda E. Campbell.....	3	55	".....	13	55	15	523	9 48	3 42	12 90
Amy C. McKiligan.....	3	96	Wicklow.....	1	96	20	1024	16 55	6 68	23 23
Hiram B. Kilburn.....	2	116	".....	2	116	53	3258	15 00	21 28	36 28
Emma Giberson.....	3	83½	".....	3	83½	30	1158½	11 45	7 57	19 02
Eunice W. De Wolfe.....	3	103	" & Andover.....	5	103	21	1490	13 32	9 70	23 02
E. A. Kilpatrick.....	3	169	".....	6	169	29	1740	18 78	11 87	30 15
Richard Ahern.....	1	112	".....	7	112	48	1017	14 48	10 50	25 04
Annie M. Wakem.....	3	116	".....	8	116	38	2517	20 00	16 44	36 44
Mary E. Boyer.....	2	116	".....	9	116	58	2952	15 00	19 29	34 29
Alice E. Fraser.....	2	116	".....	10	116	59	3568	14 87	23 32	38 19
Amelia J. Simonds.....	2	116	".....	12	116	54	3340	15 00	21 86	36 86
Albina C. Tracy.....	2	115	".....	13	115	57	2994½	14 87	18 98	33 85
Annie A. Cogswell.....	2	116	".....	15	116	42		Returns too late.		
Annie S. Palmer.....	3	69	Wilmot.....	3	69	30	1350½	11 50	8 86	20 42
Annie Magee.....	1	113½	".....	4	113½	93	5065½	14 08	33 09	47 77
Alice Johnson, c. r. a.....	3	60½	".....	4	60½	10	103	"	"	"
George McLeod.....	2	116	".....	5	116	50	3499	15 00	22 86	37 86
Angelina Faulkner.....	1	116	".....	6	116	50	4906	15 00	32 05	47 05
Nettie E. Hartt.....	1	59	".....	7	58	36	1370	7 50	9 02	16 52

COUNTY OF CARLETON.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.		Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.	
			On account of Teachers employed.							On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Eva E. Hovey.....	2	114	\$44 22	Wilmot.....	10	114	54	3285½	\$14 74	\$21 46	\$36 20
Donald McDonald.....	2	114	44 22	".....	11	114	38	1427	14 74	9 32	24 06
Florence J. Carvell.....	2	114	44 22	".....	12	114	53	1240½	14 74	8 10	22 84
Anna L. Hartley.....	2	41	21 20	".....	14	41	42	1570½	7 06	10 32	17 38
John Wallace.....	3	116	45 00	Wilmot & Wicklow	16	116	31	1842	15 00	12 03	27 03
James Hartin.....	3	95	36 85	Woodstock.....	1	95	57	2051	12 23	13 40	25 63
Alice A. Lawrence.....	3	115	34 70	".....	2	115	35	1653	14 37	10 30	25 67
Edmund N. Stevens.....	2	114	58 96	".....	3	114	32	2015	14 74	13 16	27 90
C. Lee S. Raymond.....	3	116	45 00	".....	4	116	27	1390	15 00	9 08	24 08
James McCoy.....	1	115	75 00								
Isaiah J. McCoy, c.r.a.....	1	115	37 50								
Charles McLean.....	1	113	73 68								
Charles N. Scott.....	1	2	1 32								
Thos. Lloyd Evans.....	2	115	60 00	Woodstock.....	5	600	362	24065	90 00	157 23	247 23
Elizabeth J. Cupples.....	1	115	55 00								
Eliza A. Smith.....	1	115	55 00								
Lizzie H. Hay.....	1	115	55 00								
H. B. Montgomery.....	3	62	24 05	Do. & Richmond..	5	62	33	1207	7 89	7 89	15 78
NEHEMIAH AYER.....	1	116	150 00	Woodstock.....	6	222	80	5280½	30 00	34 50	64 50
Maria Sharpe.....	3	116	35 00	".....	7	112	39	1739	14 48	11 36	25 84
Emma Finnigan.....	3	112	33 79	".....	8	61½	17	541½	7 96	3 54	11 50
Eva E. McDougall.....	2	61½	33 50	".....	9	116	29	2115½	20 00	13 32	33 32
John Furlong.....	3	116	60 00	".....	10	77	24	880	9 90	5 75	15 71
Julia E. Bourne.....	1	23	10 00								
Lucy A. B. Smith.....	1	54	25 60	Do. & Canterbury	23A	.....	59	2053	.....	13 41	13 41
Teachers paid in York.....											
			\$5004 51				4360	239,362	\$1426 92	\$1663 78	\$2096 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.	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	
ROBERT LIMOND.....	1	116	\$150 00	Campobello.....	1	338	123	7374	\$48 71	\$66 47	\$110 18	
Kate McGowan.....	2	116	45 00									
Helena Rees.....	3	106	31 98	Dufferin.....	1	49	43	1213	6 34	10 94	17 28	
Bessie Keay.....	2	40	19 01			3	112	28	1620	14 48	14 68	29 16
Hattie Caswell.....	3	112	33 79	Dumbarton & } St. Patrick..... }	2	103	44	3035	13 06	27 36	41 32	
Maggie Cockburn.....	1	108	51 20			3	107	25	1027	13 84	9 26	23 10
Emma J. McLaughlin	2	89	24 62	".....	6	89	33	2265	11 51	20 69	32 20	
Sarah J. Hewitt.....	2	114	44 42			7	114	40	2793	14 80	25 18	39 98
Teresa C. McAlcena	3	41	12 37	".....	7	41	50	1277	5 30	11 62	16 82	
Sarah E. Gilley.....	2	116	60 00			1	229	144	9054	29 61	81 01	111 22
Fred. A. Holmes.....	3	113	34 09	Grand Manan... }	2	116	80	3623	15 00	32 71	47 71	
M. A. Pelton.....	2	116	60 00			3	96	61	3995	12 41	30 01	48 42
Samuel W. Irons.....	2	96	37 24	".....	4	172	109	4943	22 24	44 56	66 80	
Maria J. Roop.....	1	107	138 36			5	103	60	3263	13 38	29 45	42 83
ARTHUR L. BELVEA.....	3	65	19 61	".....	6	63	63	2756	8 15	24 84	32 00	
Janie H. Sullivan.....	2	103	53 53			3	114	50	3391	14 74	30 67	45 31
Marshall V. Brown.....	1	63	40 73	Lepreau.....	1	107	30	1138	13 84	10 27	24 11	
Patrick Casey.....	3	114	34 39			2	112	40	2756	14 48	24 84	39 32
Lecenia Umlah.....	2	107	41 51	Penfield.....	3	50	24	5314	6 47	4 79	11 26	
C. D. Jackson.....	2	112	33 79			4	95	41	2240	12 28	20 20	32 48
Catharine L. Speer.....	3	98	38 01	".....	5	98	26	1233	12 67	11 07	23 74	
John Flanagan.....	1	114	74 35									
L. Augusta Welling.....	1	115	75 00	St. Andrews.... }	1	680	370		89 87	229 56	329 43	
L. Augusta Welling.....	2	115	45 00						26,570			
Macdonald B. Hurd.....	2	115	45 00	".....	6	113	55	2976	14 61	26 83	41 44	
James F. Covey.....	1	113	73 05			2	114	28	1853	14 74	16 70	31 44
James Vroom.....	3	114	24 39	St. Croix.....	3	115	71	3482	14 87	31 39	46 26	
Eda Foye.....	2	115	45 00			4	109	46	2229	14 09	20 09	34 18
Ellen Rogers.....	2	115	45 00	".....	5	116	68	3005	15 00	27 09	42 09	
S. Agnes Akcar.....	2	116	60 00			1	116	66	4250	15 00	38 31	53 31
Augusta B. Wade.....	3	93	28 06	St. David.....	2	93	26	1233	12 02	11 12	23 14	
Mary A. Taylor, c. r. a.	3	99	38 40			3	99	42	2736	12 80	24 67	37 47
Charles O'Donnell.....	1	100	47 41	".....	4	100	37	1717	12 93	15 48	28 41	
Mary Eliza Neal.....	2	94	36 46			5	94	38	2156	12 15	19 44	31 59
Nellie McDiarmid.....	2	109	42 28	".....	5	109	31	1957	14 09	17 64	31 73	
Wm. M. Hamilton.....	2	77	30 82			6	77	50	2373	9 98	21 30	31 35
Mary E. Currie.....	3	106	42 84	".....	7	106	30	2851	18 37	25 70	44 07	
Abner Gaskill.....	2	76	20 48			8	76	22	1203	9 83	10 84	20 67
Catharine F. Brown.....	2	116	60 00	".....	9	116	54	2832	15 00	25 53	40 53	
Frederic O. Sullivan.....	2	59	30 51			10	59	34	1299	7 63	11 71	19 34
Victoria Smith.....	1	116	150 00	St. George..... }	1	463	242		59 87	125 66	185 53	
Clara McAllister.....	2	110	55 00						13,011			
Lizzie A. Roulston.....	3	102	39 57	".....	6	102	54	3170	15 10	28 57	41 76	
Arthur M. Smith.....	2	116	60 00			7	116	35	2619	20 00	23 61	43 61
Gabel Black.....	3	110	45 00	".....	12	116	25	1078	15 00	15 13	30 13	
Mary E. Carter.....	2	105	54 57			13	105	73	3241	13 65	29 22	42 87
George J. Clarke.....	3	110	45 00	".....	14	116	60	4560	15 00	41 10	56 10	
James King.....	2	114	58 96			16	114	46	2423	14 74	21 85	36 59
LEWEL A. CURRY, A.B	3	71	30 61	".....	17	71	.....	791	12 23	7 13	19 46
Thomas O'Malley.....	2	97	37 83			1	97	50	2649	12 60	23 88	36 48
Eliza H. Knight.....	3	110	55 00	St. James.....	1	97	50	2649	12 60	23 88	36 48	
Eliza Magowan.....	3	102	39 57									
H. Cawley.....	3	116	60 00	".....	12	116	25	1078	15 00	15 13	30 13	
Catharine Condie.....	3	110	45 00			13	105	73	3241	13 65	29 22	42 87
George Bogle.....	2	110	45 00	".....	14	116	60	4560	15 00	41 10	56 10	
Saml. M. Bogle.....	2	114	58 96			16	114	46	2423	14 74	21 85	36 59
James Doherty.....	2	114	58 96	".....	17	71	.....	791	12 23	7 13	19 46
Hugh Copley.....	2	114	58 96									
Ad. Thomas, Oct. '76	3	71	30 61	St. James.....	1	97	50	2649	12 60	23 88	36 48	
Julia S. Dean.....	2	97	37 83									

COUNTY OF CHARLOTTE.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	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. Herbert Moore.....	2	98	\$50 09	St. Jas. & St. David	14	98	62	41854	\$12 67	\$37 73	50 40
Isabel Jenkins.....	2	32	31 81	St. James	2	32	60	2794	10 60	25 19	35 79
Minnie G. McKay.....	2	94	36 46	"	3	94	32	1511	12 15	13 63	25 78
Joseph Robinson.....	2	83	60 62	"	4	83	26	16884	15 17	15 22	30 39
John Timling.....	3	80	31 03	"	9	80	40	1726	10 34	15 56	25 90
Hugh Morrison.....	1	73	47 19	"	14	73	48	2012	9 44	18 17	27 61
Eva T. McCann.....	2	100	38 79	"	15	100	36	1861	12 93	16 76	29 69
Kate Morrison.....	3	95	28 66	"	18	95	47	2540	12 28	22 98	35 26
Mary J. Linton.....	3	109	32 89	St. Patrick.....	1	109	45	2490	14 09	22 50	36 59
Addie Hanson.....	1	115	54 52	"	2	115	61	3796	14 87	34 22	49 09
Barbara A. Mitchell.....	2	107	41 51	"	4	107	30	1634	13 84	14 73	28 57
Nettie A. Henry.....	2	116	45 00	St. Patrick, Dumbarton & St. Croix	4	116	32	19554	15 00	17 63	32 63
Joanna Turner.....	2	115	44 61	St. Patrick.....	5	115	31	2120	14 87	19 10	33 97
James Brown.....	1	103	66 59	"	6	103	42	2257	13 32	20 34	33 66
Annie Smith, deceased.	2	23	8 92	St. Stephen.....	1	91	48	23224	11 77	20 92	33 69
Charlotte Thompson.....	2	63	26 38	"							
H. S. Bridges, M. A.....	1	115	150 00	"							
W. G. Gaunce.....	1	115	75 00	"							
Rebecca Logan.....	1	115	55 00	"							
R. Speirs Nicholson.....	1	115	75 00	"							
Marinda Hicks.....	1	115	55 00	St. Stephen.....	2	1136	517	44,400	148 17	401 18	549 35
Alice Perley.....	1	103	49 25	"							
Emily D. Thompson.....	2	115	45 00	"							
Emma S. Morrison.....	1	115	55 00	"							
Eleanor S. Dowling.....	1	113	54 04	"							
Annie M. McLean.....	1	115	55 00	"							
F. W. Emmerson, A.B.....	1	115	75 00	"							
E. L. McAllister.....	1	115	55 00	"							
Thomas Harrison.....	2	115	60 00	St. Stephen.....	3	686	401	27,234	89 47	245 48	334 95
Tillie S. Kirk.....	2	115	45 00	"							
Charlotte M. Casewell.....	2	115	45 00	"							
Lydia M. Randall.....	3	111	33 77	"							
Lydia Maxwell.....	2	116	45 00	Do. & St. James...	34	116	24	15184	15 00	13 69	28 69
Nellie E. Hitchings.....	4	59	17 56	St. James.....	4	59	31	1194	7 63	10 76	18 39
J. Edmund Brown.....	2	97	50 17	"	6	175	115	60714	22 63	54 72	77 35
Charlotte M. Robinson.....	3	78	23 53	"	6	99	34	17224	12 80	15 52	28 32
Emma T. McCann.....	3	99	20 87	"	7	102	52	28244	13 19	25 41	38 63
Mary A. Horan.....	2	102	33 77	"	7	102	52	28244	13 19	25 41	38 63
Katharine Woodcock.....	2	64	25 03	West Isles.....	2	1124	43	23654	14 55	21 31	35 86
Mary E. Hanson.....	1	48	22 76	"	2	48	76	.....	Returns too late.		
Edmund H. Fowler.....	3	1134	44 62	"	42	352	896	5 43	8 63	13 51	
Cornelia Watt.....	3	42	12 67	"	42	352	896	9 96	24 06	34 02	
S. JAS. WADDELL, A.B.....	1	75	96 93	"	5	75	77	2670			
			\$49,347				4815	255,200	\$1310 72	\$2571 58	\$3682 30

COUNTY OF GLOUCESTER.

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
<i>Annie Hall.</i>	3	116	\$46 67	Bathurst	3	116	30	2827	\$20 00	\$40 05	66 65
G. W. Mersereau, A. B.	1	116	75 00	"							
Christina Ellis.	2	115	44 61	"	2	346	163	12097	44 74	190 00	244 24
Agnes Hache.	3	115	34 70	"							
Lizzie Brown.	1	116	55 00	"	4	116	45	3201	15 00	52 83	67 83
Grace Hillock.	3	116	35 00	"	5	116	52	3555	15 00	58 66	73 66
James D. Skelly.	3	116	45 00	"	6	116	27	1203	15 00	19 85	34 85
<i>Philomene Aube.</i>	3	116	46 67	"	7	116	36	3007	20 00	59 52	79 52
<i>Elizabeth J. Buttiner.</i>	3	115	46 26	" & Beresford	7	115	21	1341	14 87	22 14	37 01
Hannah M. Connolly.	3	101	30 47	"	8	101	18	806	13 00	13 30	26 30
Mary Doucett.	3	107	32 28	"	8	107	40	2454	13 84	40 50	54 34
Mary A. Ross.	3	116	35 00	"	9	116	27	1638	15 00	27 04	42 04
<i>Elizabeth M. Ford.</i>	3	115	46 26	"	10	115	22	1721	10 87	29 40	48 27
Mary Arseneau	3	111	33 49	" & Beresford	10A	111	25	1000	14 35	17 93	32 34
Rachel Forbes.	3	101	30 47	Do. & New Bandon	10A	101	23	1560	13 06	25 75	38 81
Isabella A. Doucett.	3	110	35 00	Bathurst	12	116	53	1775	15 00	29 28	44 28
Annie P. Hickson.	2	116	45 00	"	13	116	43	2355	15 00	38 86	53 86
Annie Hornibrook.	3	115	34 70	"	14	115	33	1888	14 87	31 15	46 02
Maggie F. Hache.	3	97	29 26	"	15	137	79	4801	17 72	79 22	96 94
Tharsilla Hache.	3	40	12 07	"							
PETER GRWOOD	1	116	150 00	"	16	232	118	7814	30 09	123 94	153 94
Jennie Rainey.	2	116	45 00	"							
<i>Amanda S. Scott.</i>	3	113	45 45	"	17	113	15	1484	19 48	24 49	43 97
Patrick Haley.	3	116	45 00	Beresford & Durham	1A	116	47	2985	15 00	49 25	64 25
Christina Cameron	2	116	45 00	Beresford.	2	116	33	1888	15 00	31 10	46 10
JEROME BONDREAU.	1	116	150 00	"	4	231	106	8089	29 87	143 33	173 25
Christina Godin.	3	115	34 70	"							
Aime H. Belliveau.	3	115	44 61	"	5	155	113	5200	20 04	86 70	106 83
Josephine Paraut.	3	40	12 07	"							
John White.	3	115	44 61	"	6	115	73	4295	14 87	70 87	85 74
Clara Walsh.	3	116	35 00	Do. & Bathurst.	7	116	20	1004	15 00	16 57	31 57
<i>Jane Doucett.</i>	3	112	45 05	Beresford.	8	112	42	2717	10 31	44 83	64 14
Frances Aube.	3	35	10 50	"	11	35	24	775	4 53	12 79	17 32
Mary Roy.	3	115	34 70	"	12	115	44	3131	14 87	51 67	66 54
Sylvain Cormier.	3	111	43 26	"	2	227	131	8981	29 41	148 18	177 59
Prosper E. Paulin.	3	116	45 00	Caraquet	5	27	58	1272	3 49	20 99	24 48
Flora Allard.	3	27	8 15	"	7	64	27	1205	8 28	19 88	28 16
Juste Hache.	3	64	24 83	"							
Trustees claim for October 1876.				"	10	80		1310	11 51	21 76	33 27
Mary A. Babineau.	3	99	29 87	Inkerman.	1	99	27	877	12 60	14 48	27 28
Charles Francis Bryson	3	92	35 69	"	7	92	26	1563	11 90	25 80	37 70
Marie Bondreau.	3	112	33 79	New Bandon	4	112	64	3806	14 48	62 80	77 28
Onesime Blanchard.	3	93	30 07	"	5	93	44	2752	12 02	45 43	57 45
Isabella McDonald.	3	115	34 70	"	5	115	36	2526	14 87	41 69	56 56
Annie McAlear.	3	100	30 17	"	6	100	28	1641	12 93	27 09	40 02
<i>Ellen Murphy.</i>	3	111	44 65	"	7	111	27	1673	10 13	27 60	40 73
Counsel T. Hendry.	3	112	72 41	"	8	112	46	2384	14 48	39 34	53 82
WILLIAM A. ANDREW.	1	116	150 00	"	9	232	68	4516	30 00	74 53	104 53
Sarah Daley.	3	116	35 00	"	10	116	32	2365	20 60	39 02	59 02
<i>Elizabeth Henry.</i>	3	116	46 67	"							
<i>Susan Ellis, day school 103 days, & ev. sch. 18</i>	3	121	48 68	Shippegan	10	121	32	1877	20 87	30 97	51 84
			48					2022			
			\$2230					126,724	\$730 62	\$2090 08	\$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.	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
Joseph Johnson.....	3	115	\$50 48	Acadiaville.....	4	115	31	2320	\$10 83	\$33 74	\$53 57
Jessie Smith.....	5	104	41 84	".....	5	104	19	1470	17 03	21 52	39 45
George J. Forbes.....	2	116	60 00	Carleton.....	1	116	69	4807	15 00	60 02	95 30.
Bal. due Trustees Ap. 74				".....					13 38		
Francis Clatten.....	2	108	55 85	".....	2	108	22	1422	18 01	20 63	39 29
George Clarke.....	3	33	12 80	".....	3	33	18	2861	4 27	4 17	8 44
Lizzie Girvan.....	3	30	12 07	".....	4	30	17	517	5 17	7 52	12 69
Scholastique Fontaine	3	112	33 79	".....	3	112	45	1701	14 48	24 75	39 23
Margaret Wellwood.....	3	116	46 67	Harcourt.....	3	116	11	1311	20 00	19 07	39 07
John McMinn.....	3	83	32 20	".....	5	83	38	14571	10 73	21 20	31 93
Annie Campbell.....	3	95	33 21	".....	6	95	26	12394	16 37	18 03	34 40
Damien Bourgeois.....	3	116	60 00	Dundas.....	1	116	59	3203	15 00	48 59	61 59
Bertie Graham.....	2	114	44 22	".....	3	114	56	3017	14 74	43 88	58 02
Jerome Bellevau.....	2	104	40 34	" & Moncton	6	104	32	2160	13 45	31 36	44 81
Tea. pd. in Westm'd Co.				" & Moncton	6A			2089		35 15	35 15
Tea. pd. West. Co. Oc. 70				" & Moncton	6A			3251			
Hypolyite Godet.....	3	16	6 21	".....	7	204	122	4708	26 38	68 48	94 86
Cyrille Cormier.....	3	96	37 24	".....	8	92	37	803	2 84	4 41	7 25
Philia Richard.....	3	92	35 69	".....	9	116	21	849	15 00	13 36	27 36
Julia Bourgeois.....	3	22	6 04	" & Moncton	10A	20	14	397	5 17	5 77	10 94
Eugenie Bourgeois.....	3	116	35 00	".....	10	65	37	1666	8 40	23 36	31 76
Carrie Hicks.....	3	30	12 07	" & Shediac	11	116	52	2792	15 00	40 61	55 61
John Le Blanc.....	3	65	25 21	".....	17A	116	19	1366	15 00	19 00	34 00
Auguste Boimeau.....	3	116	45 00	".....							
Louis Gilbert.....	3	116	45 00	".....							
Thos. W. Street, B. A.	1	113	73 05	Richibucto.....	1	458	226	16,170	50 22	235 32	291 54
C.H. Cowperthwaite, B.A.	1	114	73 70	".....							
Sarah Forster.....	1	116	55 00	".....							
Mary A. Gifford.....	1	115	54 52	".....							
GEORGE A. COMES.....	1	116	150 00	".....							
J. W. Harnett.....	2	116	60 00	".....	2	462	305	15,131	50 74	220 07	270 81
Caroline Fuchion.....	3	114	34 39	".....							
Mrs. Annie Smith.....	3	116	35 00	".....	9	114	16	836	14 74	12 16	26 90
Isabella Hickey.....	3	114	34 39	".....	9A	23	13	1333	2 97	1 94	4 91
Cassie H. Wilson.....	3	23	6 94	".....	10	69	22	1401	8 92	20 38	29 30
Sarah J. McMinn.....	3	69	20 82	St. Louis.....	2	116	25	1995	15 00	29 02	44 02
Joseph Comeau.....	3	116	45 00	".....	3	115	52	2458	14 87	35 75	50 62
Mary C. Daigle.....	3	41	12 37	".....	4	41	25	751	5 30	10 93	16 23
Victoria Legere.....	3	109	32 50	".....	8	109	31	2813	14 09	40 92	55 01
Monique Barriault.....	3	113	43 83	St. Marys.....	1	229	69	5031	28 63	73 91	102 54
Eduoard Girouard.....	3	108	42 09	".....	2	113	44	1871	14 61	27 21	41 82
Raphael S. Legere.....	3	113	34 09	".....	6	105	23	1745	18 11	25 38	43 40
Kate McDonald.....	3	105	42 24	".....	10	108	18	986	14 02	14 34	28 36
Mary Wood.....	3	108	32 73	Weldford.....	1	116	42	1916	15 00	27 87	42 87
Maggie Morrison.....	3	116	35 00	".....	3	116	29	1278	15 00	18 80	33 60
Jane McDonald.....	3	116	45 00	".....	3	116	36	1382	7 76	20 10	27 86
Maggie A. Gr. nam.....	3	60	18 10	".....	5	107	23	1410	13 84	20 51	34 35
Lillias Wilson.....	3	94	23 36	".....	5	94	14	960	12 15	13 07	26 12
Mary Chrystal.....	3	116	45 00	".....	8	116	44	1067	15 00	28 61	43 61
Honora Hickey.....	3	114	58 06	".....	9	114	72	4170	14 74	60 78	75 52
James Porteous.....	3	60	9 05	".....	10	116	36	2269	20 00	33 00	53 00
S. C. Wilbur.....	3	116	60 00	".....	12	116	31	1923	15 00	27 98	42 98
George L. Powell, c.r.a.	3	116	35 00	".....	13	116	28	1690	15 00	24 07	39 07
James P. McEachern.....	3	110	39 18	".....	14	101	34	1388	13 06	10 75	32 81
Sarah Hutchinson.....	3	116	45 00	".....	10	116	58	2464	15 00	35 84	50 84
Eveline McEachern.....	3	116	55 00	".....	17	116	48	2397	15 00	34 86	49 86
William Thurrot.....	3	112	45 25	".....	18	112	18	1443	19 40	20 99	40 39
Jannie Morton.....											
Mary McDonald.....											
Annie McGovern.....											

COUNTY OF KENT.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.			
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.	
6	5	4	3	2	1	2	3	4	5	6	7	
Hattie A. Scribner.....	3	114	\$34 39	Welford.....	19	114	39	13284	\$14 74	\$19 32	\$34 06	
Robert Sutherland.....	3	108	55 85	".....	20	108	19	1178	18 61	17 13	35 74	
Agnes McNulty.....	3	90	27 15	Wellington.....	1	90	69	4387	11 64	63 81	75 45	
Mary Johnson.....	3	116	45 00	".....	2	116	50	2927	15 00	42 57	57 57	
Annie E. Hard.....	3	31	9 35	Do. & St. Marys.....	3	31	18	336	4 01	4 89	8 90	
Mary McPhail.....	1	115	54 52	Wellington.....	4	115	44	2294	14 87	33 37	48 24	
Jane Jones.....	3	95	28 65	".....	5	95	12	1849	12 28	26 89	39 17	
Ellen Chrystal.....	2	116	45 60	".....	6	116	38	2477	15 00	36 03	51 03	
Augustin Passareau.....	3	111	43 06	".....	10	111	46	2151	14 35	31 29	45 64	
			\$2611 67				2433	136,252	\$83 42	\$108 73	\$2865 15	

COUNTY OF KINGS.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	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	
Finimore McLeod.....	2	112	\$57 93	Cardwell.....	1	112	63	3745	\$14 48	\$25 01	\$39 49	
Harriet A. Sproul.....	2	36	13 95	Do. & Salisbury.....	3	36	34	801	4 65	5 35	10 00	
Patrick O'Donnell.....	2	115	59 74	Cardwell.....	4	115	40	2071	14 94	13 83	28 77	
Fannie P. Cochrane.....	2	97	37 63	" & Elgin.....	7	97	40	2375	12 54	15 86	28 40	
Andrew McManus.....	3	116	45 00	".....	8	116	31	1230	13 00	8 23	21 23	
Zora E. Freeze.....	2	97	37 83	".....	9	97	45	2231	12 61	14 89	27 50	
Eliza J. McConchie.....	2	111	43 06	Greenwich.....	1	111	43	2502	14 35	16 70	31 05	
Lizzie A. Inch.....	2	115	44 61	".....	2	115	34	1952	14 87	13 04	27 91	
Georgiana McLeod.....	2	116	45 00	".....	3	116	41	2061	15 00	13 76	28 76	
J. ANSLRY DUNHAM.....	1	116	150 00	".....	4	116	38	2428	15 00	16 21	31 21	
Isabella J. Wallace.....	2	113	43 83	".....	5	113	37	2218	14 61	14 80	29 41	
Catherine J. Lockhart.....	3	116	35 00	Hammond.....	3	116	24	1562	15 00	14 43	29 43	
Maria S. Coy.....	2	114	44 22	".....	4	114	55	2127	14 74	14 20	28 94	
JOHN F. ROGERS.....	1	107	138 36	Do. & Upham.....	6	107	55	3127	13 84	20 88	34 72	
Mary A. Ryan.....	3	85	28 66	Do. & Sussex.....	3	85	41	1707	12 28	11 40	23 68	
Hannah Raymond.....	1	114	54 67	Hampton.....	7	114	20	1217	14 74	8 12	22 86	
FRED. N. WELING.....	1	116	137 50	".....	2	116	96	5389	30 00	35 98	65 98	
Alina S. Sproul.....	2	116	45 00	".....	2	116	96	5389	30 00	35 98	65 98	
Edwin C. Hayes.....	2	116	60 00	".....	3	116	48	2962	15 00	36 65	64 65	
Trustees claim for Oc. 78.....				".....				2529	12 41			
Lydia J. Fullerton.....	2	116	45 00	Do. & Rothesay.....	4	116	30	1738	15 00	11 60	26 60	
Jessie M. Fowler.....	2	114	36 46	Hampton.....	5	114	23	1430	12 15	9 59	21 74	
Fred. S. Chapman.....	1	116	75 30	Do. & Upham.....	6	116	65	3540	15 00	23 70	38 70	

COUNTY OF KINGS.—Continued.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Mary L. Frost.....	1	109	\$51 68	Hamp'n & Rothesay	7	169	33	1683	14 09	\$11 27	\$8 11
Bal. to Trustees, Oct. '76				"					2 75		
Eliza M. Fenwick.....	3	115	34 70	Hampton.....	8	115	35	2533	14 87	16 91	31 78
EDMON MULLIS.....	1	107	138 36	Havelock.....	8	223	159	557	28 84	57 00	85 84
Hanford C. Keith.....	2	116	60 00								
John F. Black.....	2	115	44 61	"	10	115	52	2595	14 87	19 33	34 20
Ada S. McDonald.....	2	105	54 31	"	11	105	16	1237	18 11	8 26	26 37
Elzina L. Goeline.....	2	110	42 67	"	13	110	45	2501	14 22	16 70	30 92
Tea. paid in West'd Co.				Do. & Salisbury	2			226		1 51	1 51
Tea. paid in West'd Co.				Havelock, Salisbury & Brunswick	23					2 23	2 23
Eva A. Smith.....	2	116	45 60	Kern.....	1	116	20	1197	15 00	7 99	22 99
Geo. M. Wetmore.....	3	114	42 22	"	2	114	47	2681	14 74	17 90	32 64
Celia Frost.....	2	107	41 51	"	3	107	33	1727	13 84	11 53	25 37
Charles W. Delyca.....	3	116	60 00	"	4	116	27	2549	20 00	17 02	37 02
Charlotte M. Sprague.....	3	90	27 15	"	5	90	50	931	11 61	6 21	17 85
Geo. B. B. Wetmore.....	2	116	60 00	Kingston.....	1	116	76	3857	15 00	25 76	40 76
W. S. Fowler.....	3	103	41 89	"	2	103	19	850	13 96	5 14	19 50
Henry A. Perkins.....	3	115	44 61	"	3	115	33	1204	14 87	14 71	29 58
JOSEPH H. MONNISON.....	1	41	53 02	"	5	157	55	2790	20 30	18 63	38 93
Celia R. Wetmore.....	2	110	45 03	"	6	106	51	2316	13 78	15 46	29 24
Selma Crawford.....	3	103	32 13	"	7	114	31	1816	14 74	12 12	26 86
Amelia H. Pentman.....	3	114	34 39	"	9	115	22	1518	19 83	10 13	30 96
Dorcas I. Erb.....	3	116	46 27	"	10	116	39	2143	15 00	14 31	29 31
Geo. H. Leskey.....	3	116	60 00	"	11	116	36	1187	7 83	7 92	15 75
Annie E. Kierstead.....	3	114	18 25	"	12	114	33	1304	14 81	8 71	23 52
Oliva S. Hogan.....	3	104	31 38	Kingst'n & Westfd	13	104	18	757	13 45	5 05	18 50
Eliza M. Parlee.....	1	116	75 09	Kingston.....	1	222	91	4441	30 60	29 65	59 66
John N. Wells.....	3	116	45 00	Norton.....	2	114	84	5310	14 74	25 46	50 20
H. A. Baxter.....	1	114	147 40	"	3	115	38	2715	14 87	18 13	33 00
BEVERLY N. NOBLE.....	3	103	21 04	"	5	93	33	1581	12 02	10 56	22 58
Edwin A. Hayes, c. r. a.	2	115	44 61	Do. & Studholm.	7	116	46	2202	15 00	19 50	34 50
Frances Crawford.....	3	113	28 60	Norton.....	11	113	38	2048	19 48	13 67	33 15
Deborah A. Reed.....	2	116	45 00	" & Sussex	2	113	42	2261	14 68	15 77	30 45
Elizabeth J. Wood.....	1	113	53 51	Rothesay.....	3	114	48	2090	14 74	13 26	28 70
Duncan McDonald.....	3	114	58 86	"	4	104	21	1890	13 45	12 62	26 07
Louisa E. Saunders.....	3	116	10 56	"	5	116	21	1225	15 00	8 24	23 24
J. Lee Flewelling.....	3	116	55 00	"	6	115	22	2302	19 83	15 36	35 19
Catharine Bates.....	3	116	46 23	"	7	115	31	1490	14 87	9 96	24 83
Clara G. Flewelling.....	3	116	54 52	"	19	116	19	1869	20 00	12 47	32 47
Joshua N. Smith.....	3	116	75 00	" & Simonds	1	116	63	3909	15 00	26 10	41 10
Sarah E. Flewelling.....	3	116	80 00	Springfield.....	2	116	62	4592	15 00	30 65	45 65
Hannah V. Monahan.....	3	116	150 00	"	3	116	41	2201	15 00	15 30	30 30
Clarissa Raymond.....	3	116	60 00	"	5	116	25	1694	15 00	11 31	26 31
Peter Brennen.....	3	116	60 00	"	7	99	37	1686	12 00	11 26	24 06
Frank H. Hayes.....	3	116	45 00	"	8	116	30	1836	15 00	12 26	27 26
Delia Kierstead, c. r. a.	3	116	45 00	Do. & Kingston.	9	116	48	2343	15 00	18 98	33 98
S. F. Wilson, A. B.....	3	116	35 00	Do. & Wickham.	11	116	22	1659	15 00	11 08	26 08
Jas. A. McIntyre, c. r. a.	3	116	59 48	Springfield.....	12	115	48	1784	14 87	9 25	24 12
Issac C. Sharp.....	3	116	60 00	"	13	116	17	907	20 00	6 06	26 06
B. M. Northrup.....	3	116	60 00	"	15	116	36	2572	15 00	17 17	32 17
Geo. C. Stanley.....	3	116	60 00	"	16	108	23	1561	13 96	10 42	24 38
Celia E. Gray.....	3	116	60 00	"	21	93	37	1393	12 02	9 30	21 32
Maggie A. Bates.....	3	116	60 00	"							
Emeline A. Akerly.....	3	116	60 00	"							
John B. Hayes.....	3	116	60 00	"							
Melissa J. Delyca.....	3	116	60 00	"							
John W. Hickson.....	3	116	60 00	"							
Lucretia Marvin.....	3	116	60 00	"							
Patrick McBriarty.....	3	116	60 00	"							

COUNTY OF KINGS.—Continued.

NAME	Prov'l Grant to Teachers.		Locality.	County Fund to Trustees.							
	Class.	Legally authorized days actually employed.		PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
G	4	5	2	1	2	3	4	5	6	7	
Charles Boyle.....	3	110	\$56 80	Studdholm	1	110	20	1453	\$18 96	\$ 9 70	\$23 66
Susie M. Snider.....	3	103	41 44	"	2	103	12	966	17 76	6 45	24 21
Perley T. Kierstead.....	3	116	45 00	" & Havlock	3	116	40	2072	15 00	13 83	28 83
Martha J. Cripps.....	2	115	44 61	"	4	115	37	1827	14 87	12 20	27 07
Geo. E. Case.....	2	103	71 03	"	6	103	30	1947	17 76	13 00	30 76
Jane Brown.....	2	116	55 00	"	9	116	40	2106	15 00	20 74	35 74
Wm. S. Carter.....	2	116	60 00	"	10	116	48	3607	15 00	20 48	35 48
S. L. T. Wiggins.....	2	115	59 88	" & Sussex	11	115	65				Returns too late.
Lewis S. Pickett.....	2	118	40 34	"	12	142	73	3570 1/2	18 36	23 84	42 20
Ella Kennedy.....	2	112	45 03	"	13	116	41	2722 1/2	15 00	13 83	33 18
Charlotte McLeod.....	2	116	45 00	"	14	116	20	1102 1/2	15 00	7 36	22 36
Sarah A. Sharp.....	2	116	157 06	"	15	106	67	3697 1/2	13 71	24 69	35 40
S. A. McLeon, A. B.....	3	114	44 22	"	16	114	39	1979	14 74	13 29	27 94
David L. Gaunce.....	3	116	35 00	"	17	116	32	1419	15 00	9 47	24 47
M. Amelia Ganong.....	3	115	41 61	"	18	115	20	\$29 1/2	14 87	5 54	20 41
Geo. N. Pearson.....	3	112	33 70	Studdholm, John-son & Brunswick	22	112	30	1415	14 48	9 45	23 93
Annie E. Spicer.....	2	116	60 00	Studdholm & Sussex	25	116	94	5800	15 00	38 72	53 72
Edmund Puddington.....	1	21	13 58	Sussex	1	193 1/2	95	5441 1/2	25 67	36 33	62 00
Enoch Thompson.....	1	49	31 68	"	2	332 1/2	211	15337	43 77	162 40	146 17
Oscar J. McCully, A. B.....	2	113	44 63	"	5	95	50	2310	12 28	15 42	27 70
Maggie E. Ryan.....	2	113	54 44	"	6	113	41	2252 1/2	14 61	15 04	29 65
GEORGE S. CARSON.....	2	113	43 83	"	8	95	45	2176 1/2	12 28	14 53	26 81
Wm. E. Hornbrook.....	2	113	36 85	"	9	85	35	1844 1/2	11 12	12 29	23 41
Louisa M. Nowlan.....	2	113	43 83	"	10	116	42	2233 1/2	15 00	15 31	30 31
Eliza A. Earle.....	2	113	43 83	"	11	116	63	3283 1/2	15 00	21 92	36 92
Eunice J. Bennett.....	2	113	43 83	"	12	99	25	1229	12 30	8 19	20 99
George W. Fowler.....	2	116	45 09	"	13	116	40	2102	15 00	14 03	29 03
Susan A. Davis.....	2	116	60 00	"	14	116	23	1963	20 00	13 10	33 10
Alfred S. Baxter.....	2	116	80 00	"	15	116	28	2059	20 00	18 73	38 73
Andrew Sprague.....	2	116	55 00	"	1	116	44	2529 1/2	15 00	16 89	31 89
Matilda J. Booth.....	3	99	39 83	" & Simonds	2	99	28	1487	17 07	9 93	27 00
Sarah M. Sharp.....	2	116	45 00	"	3	116	65	3835 1/2	15 00	25 61	40 61
Jeremiah Donovan.....	2	116	45 00	"	4	106	50	2603 1/2	13 71	13 98	27 69
Caleb Smith.....	2	116	45 00	" & Hammond	5	116	46	1860	15 00	12 42	27 42
Alice C. Sherwood.....	2	111	43 06	"	6	111	57	3534 1/2	14 35	23 60	37 95
Charlotte M. Nason.....	2	116	45 00	"	7	116	42	2142	15 00	14 30	29 30
Eliza Fowler.....	3	93	48 00	" & St. Martin	25	93	5	292		2 00	2 00
Charity E. Lackie.....	3	93	24 44	Waterford	4	93	32	1736	16 03	11 59	27 62
Frances A. Greene.....	3	103	54 31	"	5	63	39	1674	8 15	11 18	19 33
Bertha A. Curry.....	3	103	45 00	"	6	105	39	2970	18 10	19 83	37 93
Edna A. Gorham.....	3	103	45 00	"	8	116	53	3136	15 00	20 04	35 04
Tea pd. in St. John Co.....	3	116	46 67	Westfield	1	116	26	1931	20 00	13 23	33 23
Wm. John Haslam.....	3	116	75 00	"	2	116	28	2001	15 00	18 30	33 30
John Forbes Peters.....	3	21	6 34	"	3	21	22	370	2 72	2 47	5 19
Wm. J. Dunlap.....	3	209	42 28	"	6	109	27	1776	14 09	11 86	25 95
Martha E. Bray.....	3	116	63 00	"	8	116	43	2859	15 00	10 09	34 09
Hattie M. Nugent.....	3	92	47 58	" & Kingston	9	92	20	1127 1/2	15 87	7 53	23 40
John W. Caulfield.....	3	116	45 00	"	11	116	23	965	15 00	6 01	21 01
Robina F. Wheaton.....	3	116	45 00	"	12	116	31	1025	15 00	6 84	21 84
Maggie Ellsworth.....								4656			
J. T. Wallace.....								270,000			
James H. Carter.....								\$1820 21			
John A. Boyce.....								\$1808 74			
Jacob N. Pitt.....								\$2088 06			

COUNTY OF MADAWASKA.

Prov'l Grant to Teachers.			Locality.		County Fund to Trustees.						
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Francis Morehouse.....	3115	34 70	Madawaska.....	1	115	63	4931	\$14 87	\$44 92	\$59 19	
Serephine Albert.....	3116	35 00	".....	2	116	36	2292	15 00	20 69	35 69	
Annais Theriault.....	3116	35 00	".....	3	116	24	1772	15 00	15 99	30 99	
Maxime Cyr.....	3116	45 00	".....	4	116	43	2915	15 00	26 20	41 20	
Olive Ouellet.....	3115	46 20	".....	6	115	15	1640	19 83	14 74	34 57	
Thomas Classe.....	3 43	16 63	".....	8	43	9	204	5 56	2 37	7 93	
Abraham Perron.....	3116	45 00	St. Basil.....	1	116	47	2302	15 00	21 50	36 50	
Joseph Martin.....	3113	43 83	".....	2	113	33	2223	14 61	19 98	34 59	
Mary A. Bellefleur.....	3116	35 00	".....	3	116	30	1766	15 00	15 86	30 86	
Euphemia Saucy.....	3115	34 70	".....	4	115	34	2063	14 87	18 00	32 87	
Severine Dufour.....	3116	35 00	".....	5	116	49	3348	15 00	35 46	50 46	
Sophia Martin.....	3116	35 00	".....	6	116	32	2323	15 00	20 92	35 92	
Lea Sirois.....	3112	45 05	".....	7	112	33	3127	19 31	23 09	47 40	
Denis Martin.....	3116	60 00	".....	9	116	33	2440	20 00	21 93	41 93	
Hattie Herbert.....	3116	35 00	St. Francis.....	1	116	23	1354	15 00	12 17	27 17	
Magloire J. Carron.....	3116	45 00	".....	3	116	43	2110	15 00	18 90	33 90	
Ellen Clair.....	3 78	23 53	".....	4	78	29	1125	10 69	10 12	20 21	
R. S. Pelletier.....	3116	45 00	".....	4	116	26	1503	15 00	13 50	23 50	
Elizabeth A. Dec.....	3116	35 00	".....	5	116	52	3012	15 00	27 05	42 05	
Mary Hasey.....	3116	46 67	".....	6	116	18	1459	20 00	13 12	33 12	
Selma Baker.....	3116	40 67	".....	13	116	11	1127	20 00	10 14	30 14	
Sophia Nadeau.....	3113	45 45	".....	14	113	35	2520	10 48	22 66	42 14	
Elizabeth Herbert.....	3116	35 00	".....	15	116	37	2343	15 00	26 46	41 46	
Edward J. Hianven.....	3116	45 00	St. Leonards.....	2	116	46	2495	15 00	22 43	37 43	
Caroline Cayonett.....	3 84	25 34	".....	5	84	34	2404	10 80	21 60	32 46	
Harriett D. Lynch.....	3 84	25 49	".....	5	84	26	1252	10 93	11 25	22 18	
Mrs. John Earle.....	3111	44 65	".....	9	111	7	592	19 13	5 32	24 45	
Hermegilde Couillard.....	3115	59 48	".....	10	115	36	2373	19 83	25 82	45 65	
Peter Nadeau.....	3116	60 00	".....	11	116	23	1848	20 00	16 61	36 61	
Xavier Perriault.....	3103	39 05	".....	16	103	34	2409	13 32	21 65	34 97	
Elizabeth Philideau.....	3111	33 49	".....	16	111	31	2040	14 35	18 33	32 68	
		\$1230 40				1002	07,108	\$492 01	\$603 06	\$1086 10	

COUNTY OF NORTHUMBERLAND.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.							
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days attendance of Pupils.	AMOUNT.				
									On account of Teachers employed.	On account of average Attendance of Pupils.	Total amount from County Fund.		
6	5	4	3	2	1	2	3	4	5	6	7		
Kate Loggie.....	2	1134	\$4 03	Alnwick	3	1134	15	\$244	\$14 68	\$ 6 42	\$21 10		
Romain B. Hache.....	3	114	44 22	"	4	114	23	1829	14 74	14 24	28 98		
Thomas Allain.....	3	12	4 65	"		12	23	195	1 55	1 52	3 07		
Ellen Young.....	3	116	46 67	"	5	116	38	2364	20 00	18 41	38 41		
Jane J. Carruthers.....	3	1134	46 67	"	2	116	35	2173	20 00	16 02	36 02		
Alice Adams.....	3	1134	34 24	"	3	1134	39	1694	14 68	13 19	27 87		
Oliver Robicheau.....	3	116	45 60	"	10A	116	44	2586	15 09	20 14	35 14		
Thomas Allain.....	3	97	50 17	"	11	97	37	2729	16 72	21 25	37 97		
W. Willey.....	3	122	35 69	Blackville	1	92	52	2305	11 90	17 95	29 85		
Ellen McCarthy.....	3	54	16 29	& Blissfield	1	54	23	503	6 98	3 02	10 90		
John Hoynes.....	3	109	42 28	"	2	109	41	1780	14 09	13 80	27 89		
W. H. Grindley.....	2	116	60 00	"	6	116	58	3381	15 00	20 33	41 33		
John Curran.....	2	116	60 00	"	7	116	49	2080	15 00	20 87	35 87		
Lizzie E. Moran.....	3	110	44 25	Blissfield	1	110	22	1182	18 96	9 20	28 16		
Eliza M. Young.....	3	77	23 23	"	2	77	30	1251	9 96	9 70	19 72		
Mrs. McDonald.....	3	116	35 00	"	2A	116	28	1413	15 00	11 00	26 00		
Elisbet Archibald.....	2	116	60 00	"	3	116	33	2390	20 00	18 66	38 66		
Amy Archibald.....	2	116	45 00	& Ludlow	3	116	30	2494	15 00	19 42	34 42		
Rowland Crocker.....	3	116	45 00	"	4	116	44	2633	15 00	20 50	35 50		
Ingram B. Oakes, B. A.	1	114	74 35										
K. M. Williston.....	1	115	55 00	Chatham	1	457	183	14,587	59 61	113 59	173 29		
Minnie K. Haviland.....	3	115	35 00	"									
Cecelia Alexander.....	1	113	54 04	"									
Robert Morr.....	3	115	44 61	"	2	115	41	1926	14 87	15 00	29 87		
DONALD McINTOSH.....	1	114	147 40	"	3	114	26	5427	14 74	42 26	57 00		
James McIntosh.....	2	116	60 00	"	4	116	56	3225	15 00	25 11	40 11		
Lizzie S. McIntosh.....	3	113	34 09	& Glenelg	5	113	33	1715	14 61	13 35	27 96		
J. Ellen Burns.....	2	92	35 69	"	6	92	52	2049	11 90	15 96	27 86		
Maggie S. Gordon.....	2	113	43 83	"	6	113	47	2296	14 61	17 88	32 49		
Mary R. Tweedie.....	2	109	42 28	"	8	109	103	6375	14 09	49 64	63 73		
Adelaide Ritchie, c. r. a.	2	102	19 79	"	8	113	97	6328	14 61	43 28	63 89		
Annie Quinlan.....	1	113	53 57	"									
Thomas Caulfield.....	1	116	75 00	"									
Maggie McInnis.....	3	113	34 09	"	9	387	275	10,707	50 04	130 50	180 54		
Bridget Flanagan.....	1	115	54 52	"									
Lizzie Flanagan.....	3	43	12 97	"									
JAMES N. WATKIN.....	1	115	148 70	Derby	1	115	62	3525	14 87	27 45	42 32		
Helena Horgan.....	2	116	45 00	"	1	116	54	2921	15 00	22 75	37 75		
Lizzie M. McKeith.....	2	116	45 00	"	2	116	26	1642	15 00	12 79	27 79		
Jonathan Carmalt.....	3	103	39 95	"	3	103	46	2544	13 22	19 80	33 12		
Maria C. Baldwin.....	3	89	26 85	Glenelg	1	89	33	1406	11 51	10 95	22 46		
Bella McIntosh.....	2	112	43 44	"	1	112	53	3744	14 48	12 15	43 63		
Bridget Murray.....	3	110	44 25	"	2	110	23	1869	18 96	14 55	33 51		
Mary McEachern.....	3	116	55 00	"	3	116	20	1287	15 00	10 02	25 02		
Maggie Perley.....	3	104	31 38	"	5	104	15	787	13 45	6 13	19 58		
Annie M. Ross.....	3	95	38 21	"	6	95	23	1469	16 37	11 44	27 81		
T. G. McKay.....	2	92	47 58	"	7	92	34	1081	11 90	8 42	20 32		
Robert C. Byers.....	3	116	60 00	"	7	116	51	4580	20 00	25 66	55 66		
Bridget M. Hackett.....	3	108A	32 73	"	8	108A	17	703	14 03	5 47	19 50		
Maggie Miller.....	2	77	30 07	"	8	77	25	11501	10 03	8 06	18 09		
Ellen M. Donovan.....	3	103	31 08	"	9	103	28	1205	13 32	10 08	23 40		
Annie McEachern.....	3	116	35 00	Hardwicke	1	116	33	1416	15 00	11 03	26 03		
Clementine Bransfield.....	2	110	56 89	"	2	110	32	2823	13 96	21 98	40 94		
Charles Anthony.....	3	116	60 00	"	4	116	18	1050	20 00	8 19	28 18		
Mary J. Dickson.....	3	116	35 00	"	5	116	23	900	15 00	7 02	22 02		
Barbara Sargent.....	3	105	31 63	"	5	105	13	748	13 58	5 82	19 40		
James Ledingham.....	2	100	54 82	Ludlow	3	100	26	1237	13 71	9 64	23 35		
Michael Flinn.....	2	96	49 65	Nelson	1	.....	103						
Erma Flett, c. r. a.....	3	93	14 03										

Returns too late.

COUNTY OF NORTHUMBERLAND.—Continued.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.																	
NAME.	Chas. 5	Legally authorized days actually employed. 4		Amount of Grant. 3	PARISH.	No. of District. 1	Legally authorized days Schools were open. 2	Pupils enrolled. 3	Grand Total days' attend- ance of Pupils. 4	AMOUNT.											
			On account of Teachers employed. 5							On account of average attendance of Pupils. 6	Total amount from County Fund. 7										
6				2																	
Maggie McDonald.....	2	110	\$42 67	Nelson	2	110	40	2334	\$14 22	\$17 40	\$31 62										
John J. Gaynor.....	3	116	45 00	"	3	116	34	2311½	15 00	18 00	33 00										
Susan Cram.....	3	107	32 28	"	4	107	14	1009	13 84	7 86	21 70										
Josephine Ramsbotham	3	116	35 00	"	5	116	29	1593	15 00	12 40	27 40										
Grace E. M. Greenan...	3	116	46 67	"	6	116	29	2063	20 00	16 00	36 00										
Maggie Buckley.....	3	116	35 00	"	7	116	22	1052½	15 00	8 29	23 29										
Allan G. McGilvary....	3	112	43 44	Newcastle	1	112	32	1392½	14 45	10 55	25 33										
Charles Stewart.....	3	113	43 83	"	2	113	39	1937	14 61	15 08	29 69										
Maggie J. Barron.....	3	112	45 05	"	2½	112	20	2008	19 31	15 64	34 95										
Ellen Wall.....	3	109	32 89	"	3	109	24	1182	14 09	9 20	23 29										
Clara A. McAllister....	3	113	45 45	"	5	113	21	1397	19 48	10 88	30 36										
Mary J. Russell.....	2	113½	44 03	"	6	200½	199	11010½	37 57	85 74	123 31										
James Townley.....	3	108	41 89																		
Eliza Buckley.....	3	69	20 82																		
C. M. Hutchinson.....	1	1144	149 34																		
E. P. Flewelling.....	1	1144	74 67																		
Eliza Hickey.....	1	1144	54 70																		
Sarah Sinclair.....	2	1144	44 80																		
Olivia Parker.....	1	1144	54 76																		
Sarah Jane Reid.....	2	1144	44 90																		
Annie Morrell.....	2	19	7 3																		
Eliza Russell.....	2	82	32 09																		
Wm. Sievewright.....	3	113	44 22	Northesk	1	110	21	1472	18 96	11 46	30 42										
Patrick F. Morrisay....	2	112	58 43																		
Emma L. Little.....	3	110	44 25																		
Hedley Henderson.....	3	110	56 89																		
Mrs. Mary R. Jamieson	3	98	39 43																		
Annie Firth.....	3	108	32 58																		
John Hamilton.....	2	116	60 00																		
Sarah A. Bamford.....	3	103	31 08																		
Maggie A. Jordan.....	2	100	38 79																		
Clementine Robinson.	3	116	35 00																		
Mary J. Swim.....	2	104	40 34	"	10	116	47	2201½	15 00	17 14	32 14										
Martha E. McQueen....	2	1144	44 42																		
Jennie Robinson.....	3	99	29 57																		
Elizabeth McLachlan..	3	103	31 08																		
			\$4207 08					3080		215,928	\$1235 06	\$1081 44	\$3017 40								

COUNTY OF QUEENS.

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		
Howard Alward.....	2	113	\$58 44	Brunswick.....	1	113	25	2037 1/2	\$14 01	\$14 11	\$28 72		
Ella Johnson.....	2	114 1/2	34 74	"	2	114 1/2	29	1648 1/2	14 81	11 42	26 23		
Theodore H. Belyea.....	2	77	39 82	"	3	77	14	1061	9 96	7 36	17 32		
<i>Estimate Price.</i>	3	96	33 61	"	4	96	35	1493	16 55	10 37	26 92		
Tea. paid in West'd Co.				Drums'ck, Salisbury & Havoclock Cambridge.	23		3	38		0 26	0 26		
Wellington Camp.....	2	116	60 00	"	1	116	42	2674 1/2	15 00	13 52	33 52		
Minnie J. Smith.....	2	116	45 00	"	2	116	59	3397	15 00	23 53	33 53		
Louise Bulyea.....	2	42	16 29	"	3	42	24	1132 1/2	0 51	7 84	17 35		
Geo. Palmer.....	2	31 1/2	13 22	"	3	73 1/2	24	1132 1/2	0 51	7 84	17 35		
Rachel J. Robinson.....	2	116	45 00	"	4	116	21	1207	15 00	9 06	24 06		
Annie A. Colwell.....	3	115	34 70	"	5	115	12	725	14 87	5 04	10 91		
Geo. S. Vandenburgh.....	2	110	56 89	"	9	110	29	1866 1/2	14 22	12 92	27 14		
Arthur C. Belyea.....	2	108	55 86	"	10	108	42	2145	13 96	14 85	25 81		
William Somerville.....	2	77	39 82	"	12	77	46	2065	9 96	14 30	24 26		
Agnes McCormick.....	2	116	45 00	Canning.....	1	116	39	2339	15 00	16 20	31 20		
John O'Mar.....	1	110	85 33	"	3	110	11	744	18 96	5 15	24 11		
Sylvester S. Earle.....	3	83	32 20	"	5	83	30	930	10 73	6 44	17 17		
James A. Johnson.....	3	107 1/2	41 71	"	6	107 1/2	55	2804	13 91	19 42	33 33		
Thomas Wright.....	2	116	60 00	"	8	116	87	5296 1/2	15 00				
Bal. to Trustees from October, 1876				"						36 68	53 65		
Anna S. Langin.....	2	116	45 00	Chipp'n & North'ld.	1A	116	32	2186	15 00	15 14	30 14		
Diana S. Dunn.....	3	116	35 00	"	4	116	38	1826 1/2	15 00	12 65	27 65		
Newton Burpee.....	1	75	48 49	"	5	75	42	1887 1/2	9 70	10 99	20 69		
Julia C. Frost.....	1	20	9 48	"	6	20	37	458 1/2	2 59	3 19	5 77		
Charles L. Barnes.....	2	108	55 86	"	8	108	39	1623 1/2	13 96	11 27	25 24		
Margaret S. Cox.....	2	116	45 00	"	11	116	42	3197	15 00	22 14	37 14		
Robert Derrah.....	2	116	60 00	Gagetown.....	1	116	18	831 1/2	15 00	5 76	20 76		
Thomas E. Ferguson.....	2	107 1/2	55 60	Do. & Hampstead	2A	107 1/2	14	966	13 91	6 27	20 18		
Philip Cox, A. E.....	1	115 1/2	74 68	"	3	233 1/2	82	4150	29 54	30 82	60 36		
J. Leslie Smith.....	2	113	58 44	Gagetown.....	3	233 1/2	82	4150	29 54	30 82	60 36		
James Barnett.....	2	97	50 17	"	4	97	26	1449 1/2	12 54	10 04	22 58		
Phebe A. Hartt.....	3	104	31 38	Gagetown, Canning & Camb'ge.	5A	104	18	793	13 45	5 49	18 94		
Charles L. Tracy.....	2	10	9 82	Gagetown.....	6A	10	60	824	2 46	5 71	8 17		
Benjamin Hayes.....	2	116	60 00	Gagetown, Canning & Hampstead.	8A	116	26	1292	15 00	8 05	23 05		
William Wetmore.....	1	116	75 60	Hampstead.....	1	116	25	2562	15 00	17 75	32 75		
J. Wesley Clarke.....	3	115	44 61	"	1A	115	25	1849 1/2	14 87	12 81	27 68		
Geo. W. Foster.....	2	116	45 00	"	2	116	11	614	15 00	4 25	19 25		
Wilfred P. McDonald.....	3	107	55 34	" & Gagetown	3	107	19	1237	18 45	3 57	22 02		
E. D. Vallis.....	2	116	60 00	"	4	116	53	2884	15 00	19 97	34 97		
Ernest Wall.....	2	99	51 20	"	5	99	45	2976 1/2	12 80	14 38	27 18		
James D. Nealis.....	3	116	45 00	" & Gagetown	7	116	37	1921 1/2	15 00	13 31	28 31		
L. J. Flower.....	3	113	43 83	"	8	113	34	1171 1/2	14 61	8 11	22 72		
William J. Nickerson.....	2	116	45 00	"	9	116	46	1658 1/2	15 00	11 49	26 49		
T. William Perry.....	2	59 1/2	30 77	Johnston.....	2	59 1/2	27	724	7 70	5 01	12 71		
W. M. Crait.....	2	114	58 96	"	3	114	27	1491	14 74	10 12	24 86		
A. F. Armstrong.....	2	62	32 07	"	4	62	38	1839	8 02	12 24	20 26		
Elizabeth S. Clark.....	1	104	49 31	"	5	104	28	1534 1/2	13 45	10 63	24 08		
Eca T. S. Austin.....	3	103	43 44	"	6	103	23	1591	13 01	11 02	29 63		
Trustees claims for October, 1876.				"	7	28		253	4 83	1 75	6 58		
Isaac T. Hetherington.....	3	100 1/2	51 95	"	8	100 1/2	25	1419	13 00	9 83	22 83		
Lemuel W. Fowler.....	2	116	60 00	Do. & Cambridge.	10	116	33	2278 1/2	15 90	15 88	30 78		
John A. Strong.....	2	115	58 48	Do. & Springfield.	15	115	40	2182	14 87	15 10	29 97		
Margt. A. McNaughton.....	3	115	34 70	Johnston.....	16	115	20	1756	14 87	12 16	27 03		
Henry Adams.....	3	90	46 54	"	17	90	39	1760	16 52	12 10	27 71		
Tea. paid in King's Co.				Do. & Studholm.	22		3	32 1/2		0 23	0 23		

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
A. Machum.....	1	116	\$75 00	Petersville.....	1	116	60	3571½	\$15 00	\$24 73	\$30 73
Emma F. Berry.....	2	116	60 00	".....	2	116	31	2310	20 00	16 06	36 06
J. Newton Thorne.....	3	116	45 00	".....	3	116	61	3315	15 00	23 96	37 96
Mary Jane Murray.....	3	62	18 71	".....	5	62	34	1302	8 02	9 62	17 04
William Malone.....	3	81	31 42	".....	8	81	40	1869	10 47	12 94	23 41
Olive J. T. Bailey.....	2	116	45 00	".....	9	116	19	978	15 00	6 77	21 77
W. H. Allingham.....	2	116	60 00	".....	10	116	47	2492	15 00	17 26	32 26
William Quinn.....	2	112½	58 19	".....	11	112½	54	2745½	14 55	19 01	33 56
Denis Hanifen.....	3	60	31 03	".....	13	60	20	1494	10 35		
Bal. to Trustees for October, 1876.....				".....					8 14	10 35	28 84
James McCallum.....	3	59	22 89	".....	14	59	38	1217	7 63	8 43	16 06
John Nugent.....	2	116	60 00	".....	15	116	36	1614	15 00	11 18	26 18
William Tilley.....	2	116	60 00	".....	17	116	53	2447	15 00	16 95	31 95
William Derrah.....	3	47	24 31	".....	19	47	11	500	8 11	3 46	11 57
Charles W. Hutchins..	3	116	45 00	Waterboro.....	1	116	55	2590	15 00	17 94	32 94
Lucinda Reid.....	3	116	35 00	".....	4	116	32	1198	15 00	8 30	23 30
Peter W. Cody.....	2	114	58 96	".....	4	114	60	3201½	14 74	22 17	36 91
Isabella D. McLean.....	2	116	45 00	".....	6	116	28	1705	15 00	11 81	26 81
Charles A. Murray.....	3	116	45 00	".....	7	116	41	2754	15 00	19 07	34 07
John Gale.....	3	109	56 37	".....	8	109	29	1162	14 09	8 05	22 14
William O. Miller.....	3	108½	56 12	".....	9	108½	33	2327	18 71	16 12	34 83
Thomas W. Smith.....	2	114	58 96	Wickham.....	1	114	54	2657½	14 74	18 40	33 14
Jenie E. McDonald.....	3	104	31 38	".....	2	104	23	1344½	13 45	9 32	22 77
Alfred McDonald.....	2	116	60 00	".....	3	116	23	1252½	15 00	8 67	23 67
Malcolm D. Brown.....	3	108	41 80	".....	4	108	36	1471½	13 96	10 19	24 15
J. Edgar Hendry.....	2	103	53 27	".....	5	103	51	2388½	13 32	16 54	29 86
Sarah W. Long.....	3	116	46 67	".....	8	116	27	1867½	20 00	12 93	32 93
Emily J. Akerly.....	3	112	33 79	".....	10	112	27	1188	14 48	8 23	22 71
Lillie Herrington.....	2	109	42 28	" & Johnston..	11	109	21	850	14 09	5 89	19 98
Ten. paid in King's Co.				" & Springfield	11		14	499		3 46	3 46
			\$3073 83				2788	142,268½	\$1001 76	\$935 20	\$2077 05

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	5	4	2	1	2	3	4	5	6	7
Mary Kelly.....	3 41	\$16 49	Lancaster.....	4	41	10	455	\$ 7 07	\$ 4 19	\$11 26
M. ALLAN WALL.....	1 116	150 00	".....	3	116	53	2402	15 00	22 13	37 13
Ann Richard.....	1 116	55 00	".....	6	116	70	4718	15 00	43 45	58 45
William Duke.....	3 115	50 74	".....	10	115	27	1864	19 92	17 17	37 09
David Kirkpatrick.....	3 64	33 11	".....	12	64	60	3176	11 04	29 25	40 29
Rebecca A. Armour.....	1 115	54 52	".....	13	463	306	21003	59 57	195 19	256 06
Helena M. Kirk.....	2 116	45 00								
Sarah Smyth.....	2 116	45 00								
B. B. Smyth.....	2 116	60 00								
Thomas E. Burke.....	1 114	73 70								
A. W. Steeves.....	2 116	69 00								
Geo. R. Camp.....	2 116	60 00								
GEO. T. TAYLOR.....	1 115	150 00								
Daniel McIntyre.....	1 115	75 00								
Abraham D. Smith.....	2 115	60 00								
Grace Murphy.....	1 115	55 00	".....	14	114	67	2907 4	14 74	26 78	41 52
Jessie K. Sutherland.....	2 115	45 00								
Helen Dale.....	2 115	45 00								
Jane Cunard.....	2 115	45 00								
Amelia J. Lasky.....	2 115	45 00								
Wm. Rolston.....	1 115	75 00								
James Crawford.....	1 115	75 00								
Kate A. Kerr.....	1 110	52 61								
Isabella B. Mersereau.....	1 5	2 39								
Agnes E. Livingstone.....	2 115	45 00								
John Brooks.....	2 115	60 00	".....	15	116	63	3970	15 00	36 56	51 56
Margaret Gorham.....	2 115	45 00								
J. Edwin Dean.....	1 115	75 00								
James A. Wetmore.....	2 113	58 96								
Jennie Nisbet.....	2 112	43 83								
Philip Walsh.....	1 115	75 00								
James Elias Wetmore.....	1 115	75 00								
Mary M. Rees.....	1 105	50 22								
Robina F. Wheaton.....	3 10	3 04								
Eliza Wetherill.....	3 115	35 00								
Emily Smith.....	3 115	35 00	".....	16	116	36	2608 4	15 00	24 02	39 02
J. Murray McDowall.....	1 115	75 00								
William Parlee.....	1 115	75 00								
Sarah Taylor.....	1 115	55 00								
Mary W. Greene.....	1 115	55 00								
Maggie A. Nesbet.....	2 115	45 00								
Catharine Armstrong.....	1 115	55 00								
Maria D. W. Nelson.....	2 115	45 00								
Laura A. Hughes.....	2 115	45 00								
Winefred P. Hayes.....	1 115	55 00								
Mary S. Getchell.....	2 115	45 00	Town of Portland.....	3780	2141	133,276	\$188 70	\$1227 42	\$1716 21	
Sarah Burchill.....	3 18	5 48								
Catharine Donovan.....	3 18	5 48								
Ellen O'Grady.....	3 18	5 48								
Mary Rootaine.....	2 18	7 04								
C. G. Coster, Ph. D.....	1 115	75 00								
Geo. F. Burpee.....	1 115	75 00								
Wm. P. Dole, A. B.....	1 115	75 00								
John Harper.....	1 115	75 00								
Janet P. Robertson.....	1 115	55 00								
Annie L. Smith.....	1 115	55 00	".....	17	63	3970	15 00	36 56	51 56	
Thomas Stohart.....	1 115	75 00								
Sara E. Wood.....	2 09	27 00								
Lavinia C. Read.....	1 46	22 00								
Wm. M. McLean, A. B.....	1 115	75 00								
Mary Cameron.....	1 46	22 00	City of St. John.....	18	63	3970	15 00	36 56	51 56	

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.	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
Kate Sugrue.....	1	19	\$ 09	City of St. John.....	9302						
Mary Shortland.....	2	19	5 78								
Frances McLeod.....	2	19	7 43								
Ellen McKenna.....	2	19	5 78								
Henrietta McGrath.....	2	19	5 78								
Margaret Nealis.....	2	19	5 78								
Bridget Cosgrove.....	2	19	5 78								
Ellen Toomey.....	2	19	5 78								
Lizzie Lawlor.....	2	19	5 78								
Mary Walsh.....	2	19	5 78								
Mary J. Rodgers.....	2	19	5 78								
John Montgomery.....	1	115	75 00								
Geo. U. Hay.....	1	115	75 00								
Geo. E. Baxter.....	1	115	75 00								
Sara E. Whipple.....	1	115	55 00								
Deborah A. Thompson.....	1	115	55 00								
Margaret Brittain.....	1	115	55 00								
Kate E. Carr.....	2	115	45 00								
Catharine E. Hucstis.....	1	115	55 00								
Emma F. Moran.....	2	115	45 00								
Lydia J. Baxter.....	1	115	55 00								
William D. Baskin.....	1	115	75 00								
Marion M. McWilliams.....	2	115	45 00								
Susie T. Robertson.....	1	115	55 00								
Thomas O'Rielly.....	1	115	75 00								
Mary Agnes Nannery.....	2	115	45 00								
Sarah G. Duffy.....	1	114	54 52								
Elizabeth O'Regan.....	1	10	9 09								
Isabella Burchill.....	3	19	5 78								
Jennie Bell.....	2	115	45 00								
Emily G. Blatch.....	2	115	45 00								
JOHN BRITAIN.....	1	116	150 00								
Anabel Flewelling.....	3	115	34 70								
Abigail Cleaveland.....	2	116	45 00								
Thomas F. Dwyer.....	2	116	60 00								
Eliza E. Johnson.....	2	116	45 00								
Carrie M. Melvin.....	2	93 ¹ / ₂	38 21								
Eliza Carlyle.....	2	116	60 00								
Hannah L. Holland.....	3	110	44 25								
Phebe E. McMonagle.....	3	85	25 04								
Mary McLaren.....	3	116	35 00								
Agnes Bell.....	3	97	39 01								
Emily A. Hayes.....	2	116	60 00								
Fannie L. Hanson.....	3	116	46 67								
William Kerr.....	3	89	34 52								
Patrick Bennett.....	3	116	60 00								
Margaret L. McGirr.....	3	111	33 49								
Annie M. Hopkins.....	3	111	33 49								
Kate S. Hopkins.....	2	113	43 83								
Tea. paid in King's Co.....											
Mary C. Power.....	3	116	35 00								
Annie G. Flaherty.....	3	116	35 00								
William McNulty.....	1	116	75 00								
Charles White.....	1	115	74 35								
Robert Rynd.....	3	65	25 21								
Michael Kelly.....	2	51	20 33								
Annetta Small.....	2	115	44 61								
Jane H. Bell.....	3	111	33 49								
Lizzie Crozier.....	2	116	40 67								
Janie M. Griffith.....	2	116	45 00								
Anna M. Slean.....	3	91	36 00								
Arthur Park.....	2	111	57 41								
				St. Martins.....	2	463	246	16,653 ¹ / ₂	\$59 87	143 24	203 11
				".....	3	214 ¹ / ₂	58	3337 ¹ / ₂	27 74	30 74	58 48
				".....	4	116	33	1964	20 00	18 09	38 09
				".....	9	110	18	1839	18 96	10 94	35 90
				" & Upham.....	10	85	13	718	10 99	6 60	17 59
				".....	11	116	20	1324 ¹ / ₂	15 00	12 20	27 20
				".....	12	97	16	1105	16 72	10 18	26 90
				".....	13	116	24	2056 ¹ / ₂	20 00	18 94	38 94
				" & Simonds.....	21	116	19	1357	15 00	12 50	27 50
				" & Upham.....	25	89	11	514 ¹ / ₂	11 51	4 74	16 25
				".....	30	116	13	1427	20 00	13 14	33 14
				Simonds.....	1	335	147	8743	43 32	80 52	123 84
				" & Upham.....	2		15	627 ¹ / ₂		5 78	5 78
				".....	3	116	53	3316 ¹ / ₂	15 00	30 54	45 54
				".....	4	116	72	5285	15 00	48 67	63 67
				".....	8	116	82	5190	15 00	47 80	62 80
				".....	9	115	47	2959 ¹ / ₂	14 87	27 26	42 13
				".....	10	65	32	1366	8 40	12 03	20 43
				".....	12	51	43	1173 ¹ / ₂	6 59	10 80	17 39
				".....	13	115	47	2957 ¹ / ₂	14 87	27 24	42 11
				".....	14	111	19	979	14 35	9 02	23 37
				".....	15	116	26	1564	20 00	14 40	34 40
				".....	16	116	43	2065	15 00	18 47	33 47
				".....	17	91	12	859	15 09	7 96	23 59
				".....	18	111	13	713	14 35	6 57	20 92

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.	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
Tea. paid in King's Co.	1	115	59 48	Simonds & Rothe'y	19	115	17	1760	19 83	\$16 29	\$16 22
Rebecca J. Neill	2	115	59 48	"	20	115	25	1331	19 83	12 26	32 709
Jane Smith	3	115	46 27	" & St. Martins	22	115	13	1413	19 83	13 02	32 85
Eleanor Patterson	1	110	55 00	"	23	116	23	1800	15 00	10 59	31 59
			\$38 74				924	534,046	\$2466 50	\$5378 80	\$7845 46

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
ANG'S SILLARS, A. B.	1	84	\$90 51	Blissville	3	84	62	2707	\$10 86	\$18 80	\$29 75
David G. Hendry	3	100	42 28	"	4	119	50	2601	14 09	18 77	32 86
Terence P. Quinn	2	116	60 00	"	6	116	19	1010	15 00	7 05	22 05
Annie J. Hartt	3	104	31 53	" & Gladstone	7	104	32	2120	13 52	14 85	28 37
Zachariah Wason	3	113	58 44	"	15	113	33	2413	19 48	16 87	36 35
Oliver J. T. Bailey, Oc. 76	2	100	60 00	"	15	109	11	1503	20 00	11 11	31 11
Eliza A. Perley	2	91	35 30	Burton	2	91	16	705	11 77	5 55	17 32
L. Gertrude Barker	2	97	20 21	"	3	97	21	924	8 00	6 45	15 11
Maggie L. Alexander	2	73	30 46	"	7	73	42	1960	10 16	13 68	23 84
Claudius T. McCutchen	2	105	55 85	" & Gagetown	7	105	22	2427	18 01	10 93	33 54
Frances E. Carr	3	101	40 63	"	9	101	55	2916	17 41	20 34	37 75
Ellen Haney	3	73	31 57	"	10	73	40	1957	10 16	13 65	23 81
Amelia J. Beacom	2	91	47 33	"	12	91	23	1237	15 78	8 63	24 41
Amelia J. Bott	3	109	43 85	"	13	109	28	1569	18 78	10 94	29 72
Edwin T. Miller	1	116	150 00	Gladstone	8	116	77	4118	15 00	23 73	43 73
Thos. A. Hartt, c. r. a.	3	70	13 58	"	10	70	30	1043	14 83	11 40	26 20
Mary E. Dixon	2	97	44 48	"	11	97	28	1154	8 66	8 05	16 71
Annie Munroe	2	97	25 99	"	13	116	31	1074	15 00	11 05	26 05
Janet E. McKenzie	3	116	35 00	"	1	115	53	3145	14 87	21 94	36 81
Joseph Read	3	115	41 61	Lincoln	3	116	45	2900	15 00	20 23	35 23
Addie Johnson	3	116	35 00	"	4	116	38	2716	15 00	18 94	33 94
Carrie Alexander	1	116	55 09	"	5	114	45	3040	14 74	21 20	35 94
Minnie McLeod	3	114	34 39	"	6	110	12	635	20 00	4 43	24 43
Helen McKenzie	3	116	40 07	"	1	108	25	1894	13 00	13 21	27 17
A. W. B. Garrison	2	108	55 80	Maugerville	2	110	36	2730	15 00	19 08	34 08
GEORGE STEWART	1	116	125 00	"	3	116	24	1666	15 00	11 62	26 62
Herbert W. Harrison	2	116	60 00	"	4	110	10	733	18 96	5 11	24 07
Sarah E. Alward	3	110	44 25	" & St. Mary's	1	110	28	2781	19 40	19 40	
Tea. paid in Queen's Co.				North'd & Chip'n							

COUNTY OF SUNBURY.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
John P. Stuart.....	2	113	\$58 44	Northfld & Chip'n	2	113	24	1487	\$14 61	\$10 37	\$24 98
John Clarke.....	3	116	60 00	"	5	116	34	2523½	20 00	17 64	37 64
Stephen H. Estabrooks	2	112	57 03	Sheffield.....	1	112	22	1548	14 43	10 80	25 23
E. M. S. Fenety, A. B..	1	116	75 00	"	2	331	64	5006	42 80	41 83	84 63
Nottie L. Belyea.....	2	106	41 12								
Mary McAlpine.....	3	109	32 89	"	3	89	19	952½	11 51	6 64	18 15
Ida May Guntor.....	2	89	26 85								
GEO. S. ALLAN.....	1	115	136 31	"	4	115	37	2729½	14 87	18 99	33 86
			\$1006 33				1140	72,407	\$518 57	\$505 03	\$1023 60

COUNTY OF VICTORIA.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
									On account of Teachers employed.	On account of average attendance of Pupils.	Total amount from County Fund.
6	5	4	3	2	1	2	3	4	5	6	7
Hugh T. Parlee.....	1	110	\$71 11	Andover.....	1	110	56	2342½	\$14 22½	\$21 20	\$35 51
Augusta F. Crawford..	2	116	35 00	"	2	116	36	1731½	15 00	15 74	30 74
BERTOX C. FOSBER, A.B.	1	115	148 70	"	3	230½	85	4901	29 81	45 30	75 17
Mary A. Truswell.....	2	115½	44 81	"	4	115	39	1921	14 87	17 46	32 33
Charles A. Cliff.....	2	115	44 61								
Tea. paid in Carleton Co.				" & Wicklow.....	5		24	1014		14 67	14 67
Mary L. Cassidy.....	3	59	23 73	Drummond.....	14	59	37	1549	10 18	14 03	24 26
Judson C. Manzer.....	2	103	53 27	Gordon.....	1	103	49	2230½	13 32	20 33	33 65
James McCrea.....	2	116	45 00	"	2	116	27	1554	15 00	14 13	29 13
Martha J. Smith.....	3	116	40 67	"	3	116	13	996	20 00	9 05	29 05
John Moser, A. B.....	1	84	54 31	" Grand Falls.....	7	194	133	6362½	25 08	57 83	82 91
Wm. James Fowler.....	2	110	56 89								
Lizzie McCluskey.....	3	43	12 97	"	8	43	42	1663	5 56	15 10	20 72
Ida J. Sadler.....	3	116	35 00	Lorne.....	1	116	13	838	15 00	7 62	22 62
Mary E. Blake.....	2	102	39 57	Perth.....	1	102	45	1563	13 10	14 20	27 30
Minnie A. DeWolfe.....	3	116	35 00	"	2	116	47	3201	15 00	29 09	44 09
James Walker.....	3	116	60 00	"	3	116	36	4009	20 00	36 44	56 44
Rebecca Barclay.....	3	103	43 44	"	9	103	50	2704	18 61	25 11	43 72
Alex. S. Murray.....	3	78	40 35	"	10	78	35	2340	13 45	21 27	34 72
Jas. A. S. Findlay.....	3	82	42 41	"	12	82	33	1073	14 13	9 80	23 93
			\$632 84				780	42,769	\$272 42	\$338 63	\$611 05

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.						
						1	2	3	4	5	6	7
A. W. D. Knapp.....	2	116	\$69 00	Sackville	2	116	58	4649	\$15 00	\$38 79	\$83 79	\$83 79
Charles J. Cole.....	3	116	60 00	"	2	116	24	1904	20 00	15 89	35 89	35 89
Eliza McSweeney.....	3	116	4 83	"	4	16	23	243	2 07	2 63	4 10	4 10
John Keenan.....	2	112	57 93	"	5	112	52	3369	14 48	23 12	42 60	42 60
Louisa Siddall.....	3	116	35 00	"	6	116	47	2313	15 00	19 30	34 30	34 30
Eliza A. Joyce.....	3	115	34 70	"	7	115	52	2110	14 87	17 61	32 48	32 48
Eunice Glennie.....	5	113	45 65	"	8	113	20	1895	19 57	15 82	35 39	35 39
Charles E. Lund.....	1	116	75 00	"								
Char. J. Carter, c. r. a.	3	98	14 78	"								
Sarah McQuarrie, c. r. a.	3	105	15 84	"	9	319	285	15913	41 25	132 79	174 04	174 04
Chas. A. Bishop.....	3	115	44 61	"								
Mary Ann Lyons.....	1	88	41 72	"								
Ella Coates.....	3	68	29 67	"	10	68	37	1150	8 86	9 60	18 46	18 46
A. D. McCully, A. B.....	1	115	74 35	"								
Mittie Barnes, c. r. a.	1	112	26 55	"	11	230	169	11486	29 74	95 93	125 67	125 67
Henry Town.....	2	115	59 48	"								
Victoria Glennie.....	3	105	31 68	"	13	209	111	5789	27 02	48 31	75 33	75 33
Bertha J. Cook.....	3	104	31 38	"	15	112	34	2244	19 31	19 56	38 87	38 87
Mary R. Touss.....	2	112	57 92	"	16	110	55	3757	14 22	31 35	45 57	45 57
Edith A. Fawcett.....	2	110	42 67	"	2	116	37	1967	15 06	16 41	31 41	31 41
Anna J. Bleakney.....	3	116	35 00	Salisbury	3	116	37	1967	15 06	16 41	31 41	31 41
Tea paid in King's Co.				" & Cardwell				288		2 40	2 40	2 40
Alice L. Currey.....	3	36	10 86	"	4	36	19	454	4 65	3 79	8 44	8 44
Mary Wright.....	3	61	18 40	"	5	61	16	510	7 89	4 26	12 15	12 15
Mrs. Jennie J. Hoar.....	3	111	44 65	"	9	111	27	2299	19 13	19 18	38 31	38 31
Rachel Baskin.....	2	116	30 00	"	10	116	30	2392	20 00	19 90	39 96	39 96
Mrs. Charles Jones.....	3	116	35 00	"	11	116	31	1557	15 00	12 99	27 99	27 99
Benj. A. Herrett.....	2	110	57 15	"	12							
Loretta Hoar.....	3	110	46 67	"	13	116	46	3256	20 00	27 17	47 17	47 17
Jessie Brown.....	2	59	22 89	"	15	59	61	1285	7 63	10 73	18 36	18 36
David Eagles.....	3	116	45 00	"	17	116	49	1720	15 69	14 43	29 43	29 43
Naomi Dunfield.....	1	109	51 68	"	18	109	44	2933	14 09	24 47	38 56	38 56
Ida C. Flewelling.....	3	116	35 00	"	20	116	36	2096	15 00	17 49	32 49	32 49
Flora A. Powell.....	2	108	41 89	"	21	108	49	2865	15 96	23 92	37 88	37 88
David Horseman.....	2	115	79 31	" & Havelock	22	115	34	2525	19 83	21 07	40 90	40 90
Amasa Ryder.....	3	104	53 78	Salisbury, Havelock & Bruns'k	23	104	16	707	17 93	5 90	23 83	23 83
BAMFORD W. DEFFY.....	1	93	120 24	Salisbury, Moncton & Coverdale	24	209	142	\$260	27 02	68 94	95 96	95 96
Amanda J. Colpitts.....	2	116	45 00	Shediac	3	109	58	3284	14 69	27 40	41 40	41 40
Philias Boudreau.....	2	109	42 28	"								
David B. White.....	1	98	63 36	"								
Sophia M. Nesbit.....	1	116	55 00	"								
Mary Steadman.....	2	115	44 61	"	10	55	254	1777	75 65	148 34	223 99	223 99
Julia R. Datanan.....	1	106	67 32	"								
Maria B. Bourque.....	3	116	35 00	"								
WILLIAM A. BARNES.....	1	116	150 00	"	11	116	51	2916	15 00	21 83	36 83	36 83
James Kay.....	2	97	50 17	"	12	97	58	2303	12 54	10 72	23 26	23 26
Edward Belliveau.....	3	102	52 76	"	15	102	33	2186	17 58	15 24	32 82	32 82
Minnie L. Steeves.....	3	59	17 80	"	16	59	27	950	7 63	7 76	15 39	15 39
Tea paid in Kent Co.				" & Dundas	17A			1693		14 13	14 13	14 13
Annie L. McDonald.....	3	116	35 00	"	20	116	24	1415	15 00	11 81	26 81	26 81
Ferdinand M. Cormier.....	3	115	44 81	" & Botsford	21	115	80	4044	14 94	33 75	48 69	48 69
Marcus C. Atkinson.....	1	116	75 00	"								
Susie Silliker, c. r. a.	3	69	10 41	Westmorland	2	116	86	5413	15 00	45 17	60 17	60 17
Rufus W. Gooden.....	1	116	75 00	"	3	116	60	4179	15 00	34 87	49 87	49 87
H. G. Huestas.....	1	115	74 35	"								
Eva Brownell, c. r. a.	3	50	7 61	"	5	115	89	4553	14 87	37 10	52 03	52 03
John S. Raworth.....	3	115	44 61	"								
Amasa Tingley, c. r. a.	3	108	20 95	"	6	115	80	5566	14 87	46 45	61 32	61 32
Clara P. Atkinson.....	1	116	55 00	"	7	116	48	3178	15 00	26 52	41 52	41 52

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.	
			5							4	3	1	2	3	4	5	6	7
Julia A. West.....	3	113	34 09	Westmorland.....	8	113	66	39554	\$14 61	\$33 01	\$47 62
William Foxlow.....	3	114	58 96	"	9	114	10	1940	19 05	16 19	35 24
C. Maria Fawcett.....	2	116	60 00	"	10	116	33	23231	20 00	19 39	39 39
Julia S. Dobson.....	3	115½	46 47	"	11	115½	18	1429	19 92	11 01	31 93
			\$3694 23				5778	331,018	\$1037 12	\$2751 70	\$1638 82

COUNTY OF YORK.

Prov'l Grant to Teachers.			Locality.	County Fund to Trustees.								
NAME.	Class.	Legally authorized days actually employed.		Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	Grand Total days' attendance of Pupils.	AMOUNT.		
			5							4	3	1	2	3	4	5	6	7
Lottie Sloat.....	3	78	\$23 53	Bright.....	1	114	26	1715	\$14 74	\$12 43	\$27 17	
Sarah Burpee.....	2	30	13 96		2	106	37	2022	13 71	14 05	28 76	
John A. McPherson.....	2	106	54 82		3	113	54	2899	14 61	21 01	35 62	
R. GRENVILLE DAY.....	1	113	126 63		4	116	36	20314	15 00	14 73	29 73	
Mary A. Colter.....	1	114	73 70		5	114	55	3951	14 74	28 85	43 59	
George D. Carter.....	2	116	60 00		6	116	37	2389	15 00	17 31	32 31	
George E. Morrell.....	2	106	73 09		7	106	38	2335	18 28	17 36	35 64	
Charles H. Jacobs.....	3	116	43 75		8	116	37	1612	20 00	11 68	31 68	
Mary Ann Yerxa.....	3	22½	6 79		9	22½	19	303	2 91	3 20	5 11	
Annie Augusta Greaves	1	116	55 00		Canterbury.....	1	116	17	1582	15 00	11 46	26 46
Martha E. Huestis.....	3	95	36 85	2		95	44	1901	12 28	15 77	28 05	
A. B. Cronkhite.....	3	109	42 28	3		109	24	1743	14 69	12 63	27 32	
John B. Adams.....	3	79	30 64	4		79	30	1699	10 21	12 31	22 52	
Arthur Chas. Bulley.....	3	58	23 36	5		58	8	492	10 00	3 56	13 56	
Mary Jane Way.....	1	116	150 00	6		232	82	4767	30 00	34 54	64 54	
Josiah Merritt.....	2	116	45 00	7		116	50	1722	15 00	12 48	27 48	
Margaret London.....	3	60	22 62	8		60	34	1298	7 76	8 75	16 51	
Samuel Wright.....	2	109	56 87	9		109	44	3459	14 09	25 07	39 16	
W. W. McGeorge.....	1	114	74 03	10		114	33	2295	14 81	16 06	31 47	
John Home.....	3	21	10 87	" & Woodstock	1	21	17	421	3 63	3 05	6 68	
Edward Henderson.....	3	94	48 61		10	94	24	1873	16 20	9 95	26 15	
Thomas Hartley.....	2	50	15 08		23A	50	37	750	6 47	5 43	11 90	
Clara Hughes.....	2	110	56 89		23A	110	49	1661	14 22	12 04	26 26	
John Lavery.....	2	79	30 64		Douglas.....	1	79	73	3721	10 21	26 97	37 18
Sarah Burpee.....	2	113	58 44			2	113	73	4323	14 61	31 33	45 94
John A. Gunter.....	2	116	60 00			3	116	54	2800	15 00	20 35	35 35
James W. Smith.....	2	116	60 00									

COUNTY OF YORK.—Continued.

Prov'l Grant to Teachers.				Locality.		County Fund to Trustees.					
NAME.	Class.	Legally authorized days actually employed.	Amount of Grant.	PARISH.	No. of District.	Legally authorized days Schools were open.	Pupils enrolled.	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
Mosely T. Wathen.....	3	116	\$45 00	Douglas.....	4	116	32	1776	\$15 00	\$12 87	\$27 87
Mary E. Allan.....	3	112	33 79	".....	6	112	36	1554	14 48	11 26	25 74
Annie Johnston.....	2	116	45 00	".....	7	116	24	15694	15 00	11 38	26 38
Ellen C. Elliott.....	3	115	34 70	".....	8	115	23	11704	14 87	8 48	23 35
Kate L. Johnston.....	3	109	32 80	".....	9	109	46	17814	14 09	12 01	27 00
Helen McAdam.....	3	115	46 27	".....	12	115	26	2044	19 83	14 81	34 64
Melvina J. Hammond..	2	116	45 00	".....	13	116	37	23155	15 00	16 78	31 78
S. Charlotte Hammond.	2	116	60 00	".....	14	116	25	2275	20 00	16 48	36 48
Iva E. Yerxa.....	2	1124	43 64	".....	15	1124	35	20274	14 55	14 69	29 24
Catharine Brown.....	3	1094	44 05	".....	16	1094	24	1673	18 88	12 12	31 00
Tillie Lawrence.....	3	103	31 08	".....	17	103	59	31854	13 32	23 08	36 40
Ada Smith.....	3	87	35 00	".....	18	116	17	1574	20 00	11 40	31 40
Mildred J. Smith.....	2	29	15 00	".....	18	116	17	1574	20 00	11 40	31 40
George B. Nevers.....	2	113	58 44	Dumfries.....	1	113	35	2415	14 01	17 50	32 11
Mary Belle Perley.....	2	115	44 61	".....	3	115	41	3424	14 87	24 21	39 08
Mary M. Yerxa.....	3	114	34 39	".....	4	114	20	1457	14 74	10 77	25 51
Sarah A. Harmer.....	2	70	27 15	".....	8	70	20	7234	9 05	5 24	14 29
William E. Summers..	3	60	31 03	".....	9	60	15	8604	10 35	6 24	16 59
Geo. R. Parkin, A. M..	1	115	75 00	".....							
H. M. Stromberg, A. B.	1	115	75 00	".....							
Geo. W. Fenwick, A. B.	1	115	75 00	".....							
L. Jane Gregory.....	1	115	55 00	".....							
F. P. Revit.....	1	115	75 00	".....							
Elizabeth M. Hazen..	1	574	27 50	".....							
John L. Melnis.....	1	1094	71 41	".....							
Sophia Lloyd.....	1	1144	54 77	".....							
Frances J. Ross.....	1	114	54 52	".....							
Annie A. Tucker.....	2	114	44 61	".....							
Joanna Peters.....	1	115	55 00	".....							
Louisa Pickard.....	1	115	55 00	".....							
Frances N. Seely.....	2	115	45 00	".....							
John Lawson.....	1	115	75 00	".....							
Elizabeth R. Seovil..	1	115	55 00	".....							
Ella L. Thorne.....	1	114	54 52	".....							
Amelia Atherton.....	1	115	55 00	".....							
Eva Atherton.....	2	115	45 00	".....							
Sarah A. Brymer.....	1	101	48 31	".....							
Annie M. Harvey.....	1	14	6 69	".....							
Jennie Lyle.....	1	115	55 00	".....							
Agnes Lawson.....	1	113	54 04	".....							
C. A. Yandall.....	2	115	60 00	".....							
Mary A. Marsh.....	2	93	36 39	".....							
Ida McAdam.....	104	40 70		".....							
Clara B. Peters.....	2	106	41 48	".....							
Lizzie Yandall.....	2	17	6 65	".....							
H. C. Magee.....	1	104	49 31	Kingsclear.....	1	104	52	20154	13 45	21 13	34 58
Brunswick W. Fox.....	3	116	45 00	".....	2	116	49	2256	15 00	21 41	36 41
G. Ward Merrithew..	2	115	59 48	".....	3	115	34	19160	14 87	13 88	28 75
Jacob Byron Grant..	2	115	59 48	".....	4	115	37	1987	14 87	14 39	29 26
Pennington E. Cliffe.	2	116	60 00	".....	5	116	37	13644	15 00	9 91	24 91
Anna M. Gibson.....	3	110	35 00	".....	8	116	22	8944	15 00	6 48	21 48
Helen Murphy.....	3	40	16 09	".....	9	40	32	918	6 89	6 65	13 54
Elizabeth V. Holte..	3	112	33 79	".....	10	112	48	2172	14 48	15 74	30 22
Amy Kelly.....	3	110	44 25	".....	11	110	22	1896	18 06	13 74	32 70
John Timmins.....	3	110	45 00	Manners-Sutton..	1	116	41	15473	15 00	11 21	26 21
Michael Connolly.....	3	40	16 52	".....	3	40	31	7412	5 17	5 37	10 54
Annie C. Hart.....	3	116	35 00	".....	4	116	35	2010	15 00	14 56	29 56
Wm. H. Anderson.....	3	116	45 00	".....	5	116	46	1764	15 00	12 80	27 80
Charles Lunnin.....	3	104	40 34	".....	6	104	42	1630	13 45	11 01	25 36
Fannie J. Thompson..	2	103	39 95	".....	8	103	36	22034	13 32	16 40	29 72

COUNTY OF YORK.—Continued.

NAME.	Prov'l Grant to Teachers.			Locality.	PARISH.	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		
Hannah A. Barker...	3	112	\$42 24	Manners-Sutton...	10	112	23	1320	\$19 10	\$0 62	\$23 72		
George McClaskey...	3	113	54 79	"	11	133	18	934	10 48	6 77	26 25		
Tea. no claim for Oc. '70				"	11	33	15	129	5 69	0 93	6 62		
Mary McKenzie.....	3	110	35 00	New Maryland.....	2	116	35	1064	15 00	14 23	29 23		
Mary Skene.....	3	118	35 00	Prince William.....	1	116	28	1022	15 00	13 93	28 93		
Charles T. Bailey.....	3	116	45 00	"	2	116	31	1043	15 00	14 09	29 08		
Hattie J. Jones.....	3	64	19 31	"	2	64	25	1229	8 25	8 92	17 20		
Henrietta Weddall.....	3	112	33 79	"	4	112	43	1920	14 48	13 98	28 46		
Mary Elligood.....	3	114	42 98	"	6	114	19	1382	19 65	10 02	29 67		
J. E. McCutcheon.....	2	112	72 41	"	8	112	15	1458	19 30	10 50	29 80		
Neil Lochary.....	2	42	21 72	"	9	42	15	1768	11 77	12 74	24 51		
William O'Buzzell.....	3	49	19 01	"	10	49	15	1647	13 45	11 94	25 39		
Susie A. Hendry.....	2	104	40 34	"	2	104	23	1127	15 00	8 17	23 17		
Joseph E. Collins.....	2	116	60 00	Queensbury.....	3	116	23	43					
Samuel D. Alexander.....	3	113	55 44	"	4	113	34	3054					
A. Judson Brown.....	3	21	8 15	"	5	21	42	2159	15 00	15 64	30 64		
GEORGE H. PERKINS.....	1	116	150 00	"	7	116	41	14 307	5 30	2 66	7 96		
John Watson.....	3	21	8 15	"	8	21	36	401	2 72	3 91	5 63		
George S. Incl.....	3	99	39 83	"	9	99	26	1753	17 07	12 70	29 77		
Anabell Guxter.....	2	97	37 63	"	11	97	37	1754	12 54	12 71	25 25		
Martha Hood.....	1	115	54 52	St. Mary's.....	1	115	31	1858	14 87	13 47	28 34		
Mary E. Adams.....	2	115	44 81	"	1	115	44	2351	14 94	20 66	35 60		
Louisa J. Duffy.....	1	115	54 52	"	2	462	180	11848	50 81	85	145 66		
Maggie K. Smith.....	1	116	45 00	"	3	348	153	9254	45 00	67 06	112 06		
Annie M. Hanson.....	1	116	55 00	"	4	110	57	2664	14 22	19 30	33 52		
Louisa F. Morgan.....	3	115	34 85	"	4	110	57	110		0 80	0 80		
Electra Atherton.....	1	116	150 00	"	5	38	32	634	4 98	4 96	9 94		
W. Temple Dav.....	1	116	75 00	"	6	115	37	2143	14 87	15 53	30 40		
W. Lovings.....	2	110	45 00	"	7	115	71	3652	14 87	26 46	41 33		
Agnes Boyd.....	2	110	42 67	"	8	115	27	1052	14 57	7 03	21 50		
Pernelia J. Christy.....	2	38	14 94	" & Maugerville	9	20	24	350	3 45	2 75	6 20		
Tea. pd. in Sunbury Co.	2	115	59 48	"	12	115	45	2303	14 87	16 69	31 56		
Lily A. Goodspeed.....	2	115	44 61	"	13	116	49	1966	15 00	14 25	29 25		
Robert M. Dennison.....	2	115	44 61	"	14	116	25	1791	20 00	12 98	32 98		
Ellen F. Peake.....	3	120	8 04	"	1	116	61	\$605	15 00	26 12	41 12		
Hattie M. Sloat.....	3	115	44 61	"	4	116	35	2528	15 00	18 32	33 32		
S. Grace Young.....	2	116	45 00	"	5	115	39	2148	14 87	15 57	30 44		
Louisa M. Young.....	2	116	60 00	"	7	116	37	1034	15 00	14 39	29 39		
Mary E. Young.....	3	113	34 24	"	11	113	50	2631	14 68	10 43	25 11		
Geo. A. Lounsbury.....	2	116	60 00	Southampton	16	103	31	1880	17 70	10 00	27 70		
C. L. Brown.....	2	116	60 00	"	1	116	42	1635	15 00	12 21	27 21		
J. W. Freeman.....	3	116	35 00	Stanley.....	2	116	36	3287	20 00	23 82	43 82		
Jane Dore.....	3	113	34 24	"	3	116	96	6137	15 00	44 47	59 47		
Elizabeth Graham.....	3	103	41 44	"	5	116	52	3112	15 00	22 55	37 55		
Mary J. Tripp.....	2	112	43 44	"	6	112	44	2303	14 48	17 34	31 82		
Martha B. Douglas.....	3	116	35 00	"	7	116	37	3348	20 00	34 26	44 26		
M. M. Doucett.....	2	116	60 00	"	10	116	26	2250	20 00	16 37	36 37		
Charles A. Miles.....	3	115	17 43	"	11	116	35	1615	15 00	11 70	26 70		
Margt. J. Douglas, c. r. a.	2	116	46 67	"	12	114	33	971	14 74	7 04	21 78		
Ellen M. Sansom.....	2	116	46 67	"									
Susan Sansom.....	3	116	46 67	"									
Emma Bendall.....	2	116	75 00	" & Ludlow.....									
Christina M. Young.....	2	114	44 22										
George Parker.....													
Mary A. McBean.....													
			\$4021 73					5072					
								221,311	\$1550 50	\$1003 60	\$6100 10		

GRAMMAR SCHOOLS.

COUNTIES.	LOCATION.	TEACHERS.	Legally authorized days Principals' Department open.	Amount of Government Grant.
Albert,	Elgin,	George Smith, A. B.,	116	\$200 00
Carleton,	Woodstock,	James McCoy,	115	200 00
Charlotte,	Saint Andrews,	James F. Covey, A. B.,	114	193 26
Gloucester,	Bathurst,	George W. Mersereau, A. B.,	116	200 00
Kent,	Richibucto,	Thomas W. Street, B. A.,	113	104 82
Kings,	*Hampton,	John Raymond,	6 months.	200 00
Madawaska, .....	.....	.....	.....	.....
Northumberland,	Chatham,	Ingram B. Oakes, A. B.,	114	193 26
Queens,	Gagetown,	Philip Cox, A. B.,	115½	190 14
Hestigouche,	Dalhousie,	A. Ross, A. B.,	116	200 00
Saint John,	City of Saint John,	Rev. Chas. G. Coster, Ph. D.,	115	1300 00
Sunbury,	Sheffield,	E. M. S. Fenety, A. B.,	116	200 00
Victoria,	Grand Falls,	John Moser, A. B.,	84	144 83
Westmorland,	Shediac,	D. B. White,	98	163 95
York,	Fredericton,	George R. Parken, A. M.,	115	1500 00
				\$3,104 26

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

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

‡ Government aid paid from the University Grant.

ABSTRACT.—For the Term ended 30th April, 1877.

COUNTIES.	Province's Grants to Teachers.	Pupils enrolled this term.	County Fund to the Trustees.	Total number of different Pupils in attendance at School within the Year ended 30th April, 1877.
Albert,	\$3,419 97	2,402	\$1,600 89	3,096
Carleton,	5,004 51	4,402	2,990 70	5,737
Charlotte,	4,918 47	4,815	3,882 30	6,254
Gloucester,	2,253 60	2,022	2,821 50	2,463
Kent,	2,641 67	2,433	2,865 15	3,155
Kings,	6,731 97	4,955	3,638 95	6,696
Madawaska,	1,236 94	1,002	1,035 10	1,624
Northumberland,	4,297 93	3,639	3,017 40	4,755
Queens,	3,673 83	2,738	2,077 05	3,023
Hestigouche,	1,244 79	1,066	\$36 25	1,369
Saint John,	9,038 74	9,294	7,845 45	10,487
Sunbury,	1,906 33	1,140	1,023 60	1,670
Victoria,	932 84	780	661 05	1,202
Westmorland,	5,684 23	5,778	4,388 82	7,308
York,	6,621 73	5,072	3,160 10	6,955
Grammar Schools,	\$50,587 60 3,104 26	51,588 *50	\$11,944 22	66,300
Total,	\$62,691 86	51,638	\$11,944 22	66,300

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

EXAMINATION QUESTIONS—SEPTEMBER 1877.

For College Graduates working professional papers only.

GR. SCH. [1] *Sept.* '77. SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

- 1 What difference would you make between the government of your elder and younger pupils? Illustrate your answer by supposing a case. Give your reasons.
- 2 Describe the exercises given in the prescribed Manual of Physical and Vocal Training with respect to chest expansion and chest percussion. State their objects, and explain the physiological principles involved.
- 3 Describe any two recognized methods of School organization, and indicate the method you prefer.
- 4 What is meant by sympathy of numbers? Specify any of the purposes for which you would take advantage of it in the management of your School,—pointing out the relation between the means employed and the end sought.
- 5 State briefly how you would keep the prescribed School Register daily, how you would post it at the close of the Term, and what means you would take to verify its accuracy.
- 6 (1) Give instructions to an assistant to draw up a Time-Table for one week for a Primary department, naming the subjects to be taught and the time to be allotted to each daily. (2) If you had four reading classes in your own department, make out a tabular statement showing how each class could receive instruction daily from yourself, and how the other three classes would be employed while each in turn received your immediate instruction.

For College Graduates working professional papers only.

Time, 3 hours for papers 2 and 3.

Papers 2 and 3 will be estimated separately by the Examiner, and are to be separately folded by the Candidate before insertion in the envelope.

GR. SCH. [2] *Sept.* '77. TEACHING.

- 1 State your working classification of the faculties of the mind, and specify the peculiar function of each faculty.
- 2 Classify the leading subjects of instruction and state what faculties they are severally fitted to cultivate.
- 3 Describe and illustrate your method of teaching any two of the subjects named in your answer to question 2.

- 4 "What one is forced to learn is not assimilated." Show on a psychological basis that this statement is true.
- 5 Name one of the most prominent Educational Reformers (in respect of method), and set forth the leading principles of the one with whom you are best acquainted.
- 6 Incidental opportunities frequently occur in the School which may be made the occasions of producing valuable impressions. Specify any of these opportunities and describe your course in regard to them, indicating the principles upon which you would proceed.

GR. SCH. [3] *Sept.* '77. THE SCHOOL SYSTEM.

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

I. [1] *Sept.* '77. SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

- 1 What School arrangements, in respect of air and exercise, do you deem necessary to ensure the physical welfare of the pupils? (Detail the arrangements, and justify them).
- 2 What elements should be taken into consideration in classifying pupils into classes or departments.
- 3 What do you understand to be the nature and object of School discipline, and how do you propose to secure its presence in a high degree in your School?
- 4 Given, in District A a School of 40 children, and in District B a School of 150 children. Draw up a Time-Table for A, and another for the lowest department of B, for the Summer Term. Give a working programme for the former month.

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

- 1 Set down, in order, the leading principles by which you propose to determine the method to be adopted in teaching any subject.
- 2 Justify these principles.

- 3 Illustrate clearly these principles, as fully as time permits, by showing how you would teach two or more of the branches of instruction. (Select what branches you please).
- 4 What are the objects of the prescribed physical and vocal exercises?

I. [3] *Sept. '77.* SCHOOL SYSTEM. *Time, 30 m.*

- 1 Detail the mode of support provided by Law for Schools.
- 2 What constitutes adequate School accommodation?
- 3 How can you find the *grand total* days attended by all the pupils; and what test should you apply to secure the correctness of the result? How can you find the number of pupils daily present on an average, and also the percentage of enrolled pupils daily present on an average?
- 4 What apparatus is considered essential for a Primary School?
- 5 Point out some of the distinctive features of the Schools Act, other than that referred to in Question 1.
- 6 Specify the conditions of eligibility for examination for a license of the first class.

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

- 1 What is meant by the "Constitutional Act" of 1791?
- 2 State the principal concessions and reforms recommended by the "Canada Committee" of 1828.
- 3 Trace the public career of William Lyon Mackenzie.
- 4 State what you know of the first Session of the first Parliament of the United Canadas.
- 5 What was the Rebellion Losses Bill? Narrate some of the events that happened just after Lord Elgin had given his assent to the Bill.
- 6 In what respects was the period between 1857 and 1867 an important decade in the history of the British North American Provinces?

Answers must be written on this paper.

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

- 1 What is the number to which if its $\frac{1}{2}$ and its $\frac{1}{4}$ be added the sum will be 100?.....*Ans.*
- 2 If 4 pounds of flour will make 40 four-cent loaves of bread, how many six-cent loaves can be made from the same quantity?.....*Ans.*

- 3 A person being asked what time it was, answered that the time past noon was $\frac{1}{4}$ of the time past midnight. What time was it?..... *Ans.*
- 4¹ Required the time that \$40.00 must be on interest at 2 per cent. to gain \$8.00?..... *Ans.*
- 5 Three men hired a pasture for 60 dollars. A put in 4 oxen, B 3 oxen and C 5 oxen; how much ought each to pay?... *Ans.*
- 6 Add the $\frac{1}{3}$ and the $\frac{1}{2}$ of $\frac{1}{3}$ of 13..... *Ans.*

Answers must exhibit the whole-operation.

I. [6] *Sept. '77.*

ARITHMETIC.

Time, 1 hr. 30 m.

- 1 Prove that a number is divisible by nine when the sum of its digits is divisible by nine.
- 2 Multiply 11.3568 by 29.1972 by the abridged method, so as to have four decimal places in the product; multiply them also by the ordinary method, and by a comparison of the two, line for line, state in a common sense way why the two results are so nearly identical.
- 3 State and prove the rule for reducing a mixed repetend to an equivalent vulgar fraction.
- 4 If two men working 8 hours a day can copy a manuscript in 32 days, in how many days can x men working y hours a day copy it?
- 5 Define a Logarithm. What is the logarithm of 81 to the base 3? Express in the form of an Equation the fact that the logarithm of 81 to the base 10 is 1.908485. What is the use of logarithms?
- 6 Prove that the discount is equal $\frac{Art}{1 + rp}$; and hence solve the following:—The interest on a certain sum is \$180.00 and the discount on the same sum for the same time and at the same rate is \$150.00. Find the sum.
- 7 If the interest on \$A for a year be equal to the discount on \$B for the same time, find the rate of interest.
- 8 Find how many years must elapse before a sum of money trebles itself at $3\frac{1}{2}$ per cent. compound interest, having given $\log. 10350 = 4.01494$ and $\log. 3 = .47712$.
- 9 Prove the formula used in the solution of question 3.

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

I. [7] Sept. '77.

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 What determines the amount of precipitation in any country?
- 2 Describe the physical features of Canada.
- 3 Trace one of the following rivers and name the towns on its banks, stating for what they are severally remarkable:—Saint Lawrence, Amazon, Ohio, Danube, or Tiber.
- 4 By an actual reference to the concave heavens and denoting the Pole by the letter P, the Zenith by Z, and the position of the Sun in the heavens at a given time by S, explain the terms altitude of the Sun, declination of the Sun, celestial equator, sensible horizon. At what points does the celestial equator cut the sensible horizon!
- 5 The latitude of Fredericton is $45^{\circ} 57' 42''$ N. At what angle does the celestial equator cut the horizon of Fredericton? Explain the reason of your answer.
- 6 How would you explain to a pupil by making him look at the sky, what is meant by the Sun being north of the equator in Summer time at Fredericton, and south of the equator in Winter time?

PART II.

- 7 Draw from memory an outline Map—(1) of the Province of Quebec; (2) of Asia, with the mountain ranges and chief rivers in each accurately marked.

I. [8] Sept. '77.

COMPOSITION.

Time, 1 hr.

- 1 Define the word *authority* after having stated wherein it differs from (1) Power, (2) Strength, (3) Force.

The man whom I call worthy of the name, is one whose thoughts and actions are for others rather than for himself; whose high purpose is adopted on just principles, and is never abandoned while heaven or earth affords means of accomplishing it. He is one who will neither seek an indirect advantage by a specious road, nor take an evil path to secure a really good purpose.—*Scott*.

2. Give the pith and spirit of the above paragraph in a new and independent form, as follows:—
 - (1) Frame exhaustive questions on it. (2) Write formal answers in your own words to each question. (3) Employing any necessary connectives, fuse your answers into an elegant paraphrase.

- 3 What are the faults of construction in the following sentences :—
 “There is a remarkable union in his style of harmony and ease.”
 “For sinners also lend to sinners to receive as much again.”
 “Two great sins, one of omission and one of commission, have been committed by the States of Europe.”
- 4 (a) Give two original examples of Metaphor, and expand each into a Simile.
 (b) Give two original examples of Simile, and compress each into a Metaphor.
 (c) Bearing in mind that a Simile is a kind of rhetorical proportion and must when fully expressed contain four terms, A : B :: C : D, exhibit the four terms in the case of two of the foregoing Similes.
- 5 Explain the structure of the Sonnet ; and name two which you consider the most beautiful in the language.
- 6 Write a brief Theme on “The formal opening of the Normal School,” or on the “Objects of a Teachers’ Institute.”

I. [9] Sept. '77. GRAMMAR AND ANALYSIS. *Time, 1 hr.*

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

“It has always been *our* opinion *that* the real essence of poetry apart from the pathos, the wit, or the *brilliant* description which may be embodied in it, but *may exist equally* in prose, consists in the fine perception, the vivid expression of that subtle and mysterious analogy which exists *between* the physical and the moral world, which makes outward *things* and qualities the natural *types* and emblems of inward gifts and emotions, and leads us to ascribe life and sentiment to everything that *interests us in the aspects of external nature.*”

- 2 Give the *detailed* analysis in the form given herewith :—

FORM.

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

- 3 Parse in tabular form the italicised words in Question 1.

FORM.

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

- 4 What are complex sentences? What is meant by the principal, and what by the subordinate clause? Give an example of an adverbial clause, of an adjective clause, and of a noun clause, with reasons for your classification.
- 5 Correct or justify the following, giving in every case your reason: I don't know as I will. He don't know that he hadn't ought to teach. Ain't he home yet? Who do men say that I am? Who should I meet the other day but my old friend? Is he home? Sometimes one does not know his proper course of action.

I. [10] *Sept. '77.* **BRITISH HISTORY.** *Time, 1 hr.*

- 1 What were the effects of "The Black Death" on the price of labor? What were the "Statutes of Labourers?"
- 2 State the circumstances under which Henry IV. came to the throne?
- 3 In Elizabeth's time there was a set of men much of the stamp of the old Sea Kings. Indicate some of their discoveries and adventures.
- 4 For what are the following years remarkable: 1362, 1649, 1660, 1666, 1688, 1746, 1759, 1776.
- 5 Explain the nature of the reforms with which the names of William Cobbett and Richard Cobden are respectively connected.
- 6 In teaching History, which do you consider the higher educational aim, the cultivation of a vivid historical imagination; or the accurate storing up of facts in the memory? Give reasons for your answer.

I. [11] *Sept. '77.* **BOOK-KEEPING.** *Time, 45 m.*

- 1 If you buy goods for cash say to the amount of \$50, state with reasons the Dr. and Cr. resulting in keeping your books by Double Entry, and hence show clearly the difference between Single and Double Entry.
- 2 If you buy goods worth \$50 and give your note for the amount, state and explain what would be your Journal Entry?
- 3 Exhibit your acquaintance with the rules for Journalising by stating for what the following Accounts are debited and for what credited:—Stock, Cash, Merchandise, Bills Receivable, Bills Payable, Interest, Profit and Loss, Shipment, Consignment.

CHEMISTRY OF COMMON THINGS.

I. [12] Sept. '77.

Time, 45 m.

- 1 State some of the principal offices of nitrogen in the atmosphere, and describe a method of preparing this gas.
- 2 Describe the general plan of the circulation of the blood throughout the animal frame.
- 3 What can you say of the "wear and tear" of the animal system?
- 4 Explain in what way the remains of plants and animals have become embedded in rocks now high and dry.
- 5 Describe each of the elements of which common salt is composed.

Answers must exhibit the whole operation.

I. [13] Sept. '77.

ALGEBRA.

Time, 1 hr. 30 m.

- 1 Resolve into factors. $(a + b^2) - 11c(a + b) + 30c^2$.
- 2 Find the greatest Common Measure of $x^2 - 3x - 70$, $x^3 - 39x + 70$, $x^3 - 48x + 7$.
- 3 Simplify the following: $\left\{ \frac{a-b}{a+b} + \frac{a+b}{a-b} \right\} \div \left\{ \frac{a^2-b^2}{a^2+b^2} + \frac{a^2+b^2}{a^2-b^2} \right\}$
- 4 Solve—

$$\frac{1}{x} + \frac{2}{y} - \frac{3}{z} = 1$$

$$\frac{5}{x} + \frac{4}{y} + \frac{6}{z} = 24$$

$$\frac{7}{x} - \frac{8}{y} + \frac{9}{z} = 14$$
- 5 A certain number of two digits is equal to four times the sum of its digits; and if 18 be added to the number, the digits are reversed: Find the number.
- 6 A and B working together can earn 40 shillings in 6 days; A and C 54 shillings in 9 days; B and C 80 shillings in 15 days: Find what each man can earn alone per day.

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

- 7 Solve $ax^2 + bx + c = 0$; and find the condition for equal values of x .
- 8 Find the sum and the product of the roots of the equation in Example 7, and state the result in the form of a general proposition.

I. [14] Sept. '77.

GEOMETRY.

Time, 1 hr. 30 m.

- 1 Apply the Analytical Method to the following Problem:—To construct a triangle having given the base, the angle opposite the base, and the sum of the sides containing the angle.

- 2 How does Wormell, in his Section on angles in a circle, illustrate the following locus:—Given base and vertical angle of a triangle. Find the locus of the vertex.
- 3 Explain and prove the geometrical locus involved in the method of connecting the driving wheel with the adjacent wheel of a locomotive.
- 4 Write the converse, the opposite, and the contrapositive of the following Theorem:—When two triangles have three sides of the one respectively equal to the three sides of the other, the angles which are opposite to the equal sides are equal.
- 5 Assuming the truth of the Theorem stated in the preceding example, prove logically (not geometrically) the truth of the contrapositive.
- 6 Show how to cut up the squares on the sides of a right angled triangle into parts that will exactly cover the square on the base.

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

- 7 If $\frac{A}{B} = \frac{C}{D} = \frac{E}{F} = \frac{G}{H}$, prove that $\frac{A}{B} = \frac{A+C+E+G}{B+D+F+H}$
- 8 Of all triangles having two sides given, that in which the sides contain a right angle is greatest.

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

- 1 Describe an experimental way of proving the principles of the parallelogram of forces.
- 2 Two forces of 10 lb and 42 lb act upon a point at an angle of 120° ; find their resultant.
- 3 A B is a rod acted on at A and B by parallel forces P and Q. C is the point of application of their resultant R. Given that R = 154 lb, Q = 99 lb, A C = $5\frac{1}{4}$ ft.; find A B.
- 4 Show how to find experimentally the centre of gravity of a triangle. Where is the point situated in a triangle of uniform density?
- 5 Investigate the requisites of a good balance.
- 6 What horizontal force will support 100 lb on a plane inclined at an angle of 45° ?
- 7 A body is projected downward with a velocity of 10 feet per second; what will be its velocity after it has traversed 75 feet?

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

- 1 To get a conception of man's history as a whole it is necessary to have "a kind of centre-point in the far past." From reading that part of the text-book on Ancient Oriental monarchies, what event would your judgment and taste lead you to select as a centre-point? Give reasons for your answer.
- 2 State the opposing interests, the results, the geographical position, and the date of each of the following battles:—Marathon, Thermopylæ, Salamis, Plataea, Mycale, Ægos, Potamos, Chæroneia, Issus, Arbela.
- 3 Why is the history of the struggle between the Roman Patricians and Plebeians especially interesting to every Englishman? Mention some of the grievances of the Plebeians and the ways in which reforms were brought about.
- 4 State briefly the origin, the nature, and the effects of Feudalism. By what influences was it gradually undermined?
- 5 Give a short account of the rise of Prussia under its first and second Kings, or give an account of the rise of the Ottoman Turks.
- 6 Mention the causes and state some of the leading facts of the French Revolution.

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

- 1 Draw an irregular figure bounded by straight lines, and explain a method of finding its area.
- 2 Explain the reason of the following Rule:—
The difference of level between two points is found by taking the sum of the fore-sights and the sum of the back-sights, and subtracting one from the other.
- 3 Deduce the formula expressing the area of a triangle in terms of the three sides.
- 4 From a Ship at A, I observed a point of land C to bear due E, and after sailing 12 miles in a direction due N, I found the point of land bore 60° from S: required my distance from C at each point of observation.
- 5 Prove that the area of a circle is measured by half the product of the circumference and radius.

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

1. State (1) upon what means you will rely to secure attention in your class, and (2) how you will secure that each pupil in the School shall be profitably employed while you are personally engaged with a class.
2. What expedients may properly be adopted to secure perfect order and regularity in the work of the School-room?
3. What can you say of the necessity of pure air in the School-room, and of the best means of securing it?
4. Draw up a Time-Table for the Winter Term for a miscellaneous School of 80 pupils, in charge of a Teacher and an Assistant.

II. [2] *Sept. '77.* TEACHING. *Time, 1 hr. 30 m.*

1. Describe fully your plan of teaching Reading (1) To beginners, (2) to advanced pupils.
2. Outline your first year's course of training in Number. State how you would proceed to develop the idea of Division.
3. Describe fully how you would give your first formal lesson on the Harmony of Colour.
4. By what exercises do you propose to train all your pupils to write simple narrative with ease and elegance?
5. Write Notes for an Oral Lesson, adapted to pupils about 7 years of age, on *one* of the following subjects:—Gold, an Orange, Frost, the Horse, the Squirrel. (Arrange your *matter* and *method* separate and opposite).

II. [3] *Sept. '77.* SCHOOL SYSTEM. *Time, 30 m.*

1. State the conditions of eligibility for examination for license of the Second class.
2. What should be the amount of the County Fund for disbursement to the Trustees, for one year, in a County whose population in 1871 was 18,000?
3. What should be the minimum capacity of every School-room?
4. Give in detail the Regulation respecting School furniture and its arrangement in the School-room.
5. To what extent are the pupils amenable to the Teacher for any misconduct out of School?
6. What is the Teacher's duty with respect to (1) Registration, (2) Time-Tables, (3) Supervision of the pupils at play, (4) Meetings of the Teachers of a Graded School, (5) Opening of the School-room for the reception of the pupils?

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

- 1 Describe in the manner of the prescribed text the character of Sir John Wentworth.
- 2 In what way are the letters of Captain Henry connected with the origin of the war of 1812?
- 3 What events completely disarranged the American plan of attack on Montreal in 1813?
- 4 Trace the public career of Papineau.
- 5 Explain the nature of the grievances which were removed when the Civil List Bill became law in New Brunswick.

Answers must be written on this paper.

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

- 1 What is the interest of 60 dollars for six years and nine months at six per cent. *Ans.*
- 2 What is the price of 240 yards of cloth at 19s. 11d. per yard? . . . *Ans.*
- 3 A can dig a well in 4 days, and B in 6 days; how long would it take both to dig it? *Ans.*
- 4 A spends $\frac{1}{4}$ of his time in School, $\frac{1}{3}$ in sleeping, $\frac{1}{8}$ in taking healthful exercise, $\frac{1}{12}$ at his meals. How many hours of the day remain at his disposal? *Ans.*
- 5 How many dollars have I if half as many more and $2\frac{1}{2}$ make 100? *Ans.*
- 6 A lost $\frac{1}{4}$ of his capital in trade but afterward gained \$100.00, which made his capital \$1000.00. How much money did he lose? *Ans.*

Answers must exhibit the whole operation.

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

- 1 Reduce to their lowest denominations, as ordinary fractions, the product of the two fractional sums, $\frac{1}{2} + \frac{1}{4} + \frac{1}{6} + \frac{1}{8}$ and $\frac{1}{5} + \frac{1}{3} + \frac{1}{7} + \frac{1}{9}$, and the ratio of the former to the latter.
- 2 Reduce the two sums of the preceding question with the aforesaid product and ratio to decimals; all correctly to five places.
- 3 Reduce the circulating decimal 1.52372 to a vulgar fraction in its lowest terms.
- 4 If 5 men, by laboring 10 hours a day, can mow a field of 30 acres in 10 days, how long will it take 8 men and 7 boys to mow a field containing 54 acres, provided each boy can do $\frac{1}{11}$ as much as a man.

- 5 The interest on a certain note at 9 per cent. in 1 year and 8 months amounted to \$42; what was the full amount of the note?
- 6 State the rule for finding the compound interest of any sum without the aid of any table.
- 7 What is the discount on \$3,024, the one-half payable in 6 and the remainder in 12 months, 7 per cent. per annum being allowed?
- 8 Mention some general principles by which you will be guided in teaching Arithmetic to beginners.

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

II. [7] Sept. '77.

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

- 1 Draw from memory an outline map of Nova Scotia, with the chief rivers and towns accurately marked.
- 2 Draw from memory an outline map of North America, indicating the great mountain ranges and chief rivers.

PART II.

- 3 How could you find from the Globe the hour at which the Sun rises and sets at a given place on a given day?
- 4 How would you find a north and south line for your School-room, and having found it how would you thence explain to your pupils what is meant by the meridian of your School-room?
- 5 Name the New England and Middle States, and say something of the history and of the manufactures of Massachusetts.
- 6 Define the terms river-system and water-shed; and mention three examples of each.
- 7 Where and what are the following, and for what is each noted:—
Bristol, Belfast, Oxford, Southampton, Windsor, the Hague, the Danube.
- 8 Give from memory the substance of the article in the text-book on Turkey, with comments on recent events in that country.

II. [S] Sept. '77.

COMPOSITION.

Time, 1 hr.

- 1 Put the following passage in direct order:—
 "Smiles on past misfortunes brow,
 Soft reflection's hand can trace,
 And o'er the cheek of sorrow throw
 A melancholy grace:
 While hope prolongs our happier hour,
 On deepest shades, that dimly lour
 And blacken round our weary way,
 Gilds with a gleam of distant day."

- 2 Arrange the following clauses into a complex sentence :—
- A It is a curious fact.
- a1 Greek and Latin are wonderfully fitted to be training languages.
(Subs. apposition to 'it').
- a2 They are dead languages. (Adv. of reason).
- a3 This insures direction of the attention to actual language-study.
(Adv. of reason).
- 3 Give any rules with which you are acquainted on the choice of words, that is to say, on the language of which a sentence is composed.
- 4 How would you proceed in writing a description of Fredericton, Saint John, or Chatham ?
- 5 Write out in the customary form a note of invitation to an evening party, with answers accepting and declining the same.
- 6 Paraphrase the first four lines of the passage given under Question 1.

II. [9] Sept. '77. GRAMMAR AND ANALYSIS. Time, 1 hr.

- 1 Give the *general* analysis of the following passage :—
- “He *that* comes to seek after knowledge with a mind to scorn and *censure*, shall be sure to find *enough* for his humour, but *nothing* for his instruction.”
- 2 Give the *detailed* analysis in the form here indicated.
- See Form given under I. [9].
- 3 Parse as below the words in *italics* in the above passage.
- See Form given under I. [9].
- 4 Give six examples of simple subjects. Enlarge each of them with the view of showing the different kinds of enlargement.
- 5 Correct or justify the following, giving in every case your reason :—He laid down and fell asleep. Will you please to raise? I laid me down and slept. He lays abed till nigh ten. He lay like a warrior taking his rest.

II. [10] Sept. '77. BRITISH HISTORY. Time, 1 hr.

- 1 What were the effects of “The Black Death” on the price of labor? What were the “Statutes of Labourers?”
- 2 State the circumstances under which Henry IV. came to the throne.
- 3 In Elizabeth's time there was a set of men much of the stamp of the old Sea Kings. Indicate some of their discoveries and adventures.
- 4 For what are the following years remarkable : 1362, 1649, 1660, 1666, 1688, 1776, 1759, 1776.

- 5 Explain the nature of the reforms with which the names of William Cobbett and Richard Cobden are respectively connected.
- 6 In teaching History, which do you consider the higher educational aim, the cultivation of a vivid historical imagination; or the accurate storing up of facts in the memory? Give reasons for your answer.

II. [11] *Sept.* '77. BOOK-KEEPING. *Time, 1 hr.*

- 1 Exhibit the form in which the Ledger is generally ruled. Enter one transaction on the Dr. and one on the Cr. side, and then explain the meaning of these entries.
- 2 Explain at length the use and the form of a Cash Book.
- 3 Give not more than six Mercantile terms frequently used, and having explained their meaning, give full illustrations of each.

CHEMISTRY OF COMMON THINGS.

II. [12] *Sept.* '77. *Time, 45 m.*

- 1 What can you say of the nature and action of carbonic acid gas.
- 2 Explain the process of Respiration.
- 3 Illustrate the statement that "clothes are an equivalent for food?"
- 4 Why may milk, wheaten flour, and oatmeal, be regarded as pattern diets?
- 5 What facts can you adduce to show the effects of living on the dark side of a house?

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] *Sept.* '77. ALGEBRA. *Time, 1 hr. 30 m.*

- 1 What are Algebraic Symbols, and why are they called symbols.
- 2 Give an example of an algebraic expression which is homogeneous and which contains three terms of the fourth degree, but let each letter have a different index.
- 3 Divide $x^3 - 3xy - y^3 - 1$ by $x - y - 1$.
From working this example, obtain a second exercise in division which will test the accuracy of your work.
- 4 Find the least Common Multiple of $x^2 - 1$, $x^3 + 1$, $x^3 - 1$.
- 5 Reduce to its lowest terms the fraction $\frac{x^2 - (a+b)x + ab}{x^2 + (c-a)x - ac}$
- 6 Solve $\frac{6x + 15}{11} - \frac{8x - 10}{7} = \frac{4x - 7}{5}$

- 7 Divide 50 dollars among A, B, and C, so that B may have 5 dollars more than A, and C may have as much as A and B together.
- 8 Suppose a house to have its length double its breadth, compare the cost of a stone wall under the whole of it with that of one under the half of it.

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

II. [14] Sept. '77. GEOMETRY. *Time, 1 hr. 30 m.*

- 1 What is the standard unit of length used in England? Compare the measures used by Drapers, Carpenters, Surveyors, and Builders.
- 2 Show how to test a set-square and a mason's level.
- 3 The bisectors of two adjacent angles formed when one straight line meets another are perpendicular to each other.
- 4 When are two points and two lines symmetrical about an axis?
- 5 When two triangles have two sides of the one respectively equal to two sides of the other, but the angle contained by the two sides of the one greater than the angle contained by the two sides of the other the base of that which has the greater angle is greater than the base of the other.
- 6 Wormell notices a very common error made by beginners in their statement of the way in which one triangle is to be placed upon another in order to make the triangles coincide. Can you mention any such mistake either from your reading or from your own experience?
- 7 Construct a triangle with sides equal to three given straight lines.

III. [1] Sept. '77. SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

- 1 Some Teachers never have any care as to the ventilation of the School-room during the School session. Criticise this course, and state how you propose to secure plenty of fresh air *at all times* in your School-room, (especially if proper means of ventilation have been omitted in the construction of the house).
- 2 Some Teachers have a very irregular attendance on their Schools, yet never adopt any special means by way of remedy. Criticise this course, and enumerate the remedies you would apply.
- 3 By what means do you propose to control your School? (Answer clearly and as fully as time will permit).

- 4 How would you set about constructing a Time-Table for a miscellaneous School of 30 pupils? Give a specimen Time-Table for such a School.

III. [2] *Sept. '77.* **TEACHING.** *Time, 1 hr. 30 m.*

- 1 Illustrate the difference between *telling* and *teaching*.
- 2 How do you propose to secure fluency in reading?
- 3 State how you propose to conduct an exercise in dictation, and what you will do with the misspelled words?
- 4 Describe your method of teaching, (1) arithmetical tables, and (2) writing.

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

- 1 State what you know of the mode in which the County Fund is raised and apportioned.
- 2 What is the Teacher's duty, on discovering the existence of contagious disease in his School?
- 3 How often is a Teacher required to hold a public examination of his School, and whom must he notify of the same?
- 4 What is the largest average attendance on any School for which the Trustees can receive the County Fund? (Specify in your answer the different cases provided for by the School system).
- 5 When are Trustees required to transmit the Return of their School to the Chief Superintendent, and what have Teachers to do in connection with such a Return?

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

- 1 Give the substance of the introductory chapter of the prescribed text.
- 2 What was the date and origin of the first settlement at Mangerville?
- 3 What can you say of Governor Thomas Carleton and his first Council?
- 4 Who was Tecumseh? In what action was he slain?
- 5 For what events is the year 1870 remarkable in Canadian History?

Answers must be written on this paper.

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

- 1 What is the interest of \$124 for 7 years at 7 per cent.?.....*Ans*
- 2 If $\frac{1}{2}$ of a post is above and 8 feet below the surface of the ground, what is the whole length of the post?.....*Ans.*

- 3 A lady bought 3 pieces of velvet for \$20.00. The 1st and 2nd pieces together cost 6 times as much as the third piece; what was the cost of the third piece?..... *Ans.*
- 4 Find the price of 84 bushels of apples at 75 cents per bushel. *Ans.*
- 5 What is the cost of 72 articles at 99 cents each?..... *Ans.*
- 6 Multiply 64 by 175..... *Ans.*

Answers must contain the whole operation.

III. [6] Sept. '77.

ARITHMETIC.

Time, 1 hr 30 m.

- 1 Calculate to five decimal places the fraction $\frac{3.70271 \times .64732}{.043679}$
- 2 Divide $\frac{21}{5} + 6\frac{2}{3} - 7\frac{1}{8}$ by $5\frac{2}{3} - 3\frac{1}{4} + \frac{17}{12}$.
- 3 Divide by decimals one-hundredth by one millionth; also divide one-millionth by one-hundredth, and give in each case the rule for the position of the decimal point.
- 4 If 69 yards of cloth, 3 qrs. wide, make 24 pair of trousers, how many pairs can be made from 301 yards 3 qrs. 2 nls. of cloth, which is 1 yard wide?
- 5 Find by practice the value of 16 cwt. 3 qrs. 14 lbs. (long weight) at £2 13s 6d. per cwt.
- 6 Give as in the Text-Book the Roman Table of Notation from 1 to 1,500.

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

III. [7] Sept. '77.

GEOGRAPHY.

Time, 1 hr. 30 m.

PART I.

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

PART II.

- 2 What is meant by the axis of the Earth? If produced where would it meet the northern heavens? How would you teach a child to find the North Star? Mention any groups of stars that never set in this latitude. Around what star and in what direction do they seem to move?
- 3 What places can you mention on the Saint Lawrence, the Great Lakes, and on the southern coast of England?
- 4 Name the five systems into which the rivers of North America may be grouped, and the principal rivers of each system.
- 5 State what you know of the currents flowing through the sea.

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

COMPOSITION.

Time, 1 hr.

- 1 Write a brief, but complete, composition on each of the following subjects, giving (1) formal answers to the questions, and (2) uniting these answers into paragraphs :—

INDIA RUBBER.—What is India Rubber? How is it got from the tree? What is it like when first obtained? What is done to it afterwards? For what is it remarkable? Why is it called Rubber? To what uses is it now put?

GUTTA PERCHA.—What is Gutta Percha? For what is it remarkable? What things are made of it? Why is it easily manufactured? Why is it used to cover telegraph cables?

- 2 Separate into syllables, and indicate the primary accent of ten words used above.

- 3 Correct or justify the following :—

Those sort of people should be avoided.

The committee wære divided in their opinions.

Apples will be plenty this year.

There is various ways of dressing a calve's head.

All males are of the masculine gender.

John is the nominative case to the verb.

III. [9] *Sept.* '77. GRAMMAR AND ANALYSIS.*Time, 1 hr.*

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

Music, *when soft* voices die

Vibrates in the memory—

Odours, when sweet violets sicken,

Live *within* the sense they quicken.

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

See Form given under I. [9].

- 3 Parse in tabular form the words in italics :

See Form given under I. [9].

- 4 Give an example of a predicate as completed by an imperative mood, and an example of a predicate extended by an infinitive mood.

- 5 Write the plurals of—Potato, valley, calico, motto, strife, life.

- 6 Give the past indicative and past participle of—Lay, hang, clothe, lie, spit, load.

- 7 Inflect the personal pronouns.

PROVINCIAL TEACHERS' INSTITUTE—OPENING OF THE
NORMAL SCHOOL BUILDING.

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

Announcement was made in the *Educational Circular*, No 4, that the Chief Superintendent proposed to hold a Provincial Institute in the new Normal School building in the month of July. In consequence, however, of the disturbance of arrangements, occasioned by the The Great Fire in St. John, a postponement of one month was found necessary. The Institute was held on Tuesday, the 14th of August, and the two following days, notice having been given through the newspapers one month previously. Attendance was entirely voluntary. Teachers and School Officers from all parts of the Province, who could attend all the sessions of the Institute, were invited to be present; and arrangements were made for free return passages by all lines of railways and steamboats.

THE PUBLIC INAUGURAL EXERCISES OF THE NEW NORMAL SCHOOL, which were introductory to the Institute, commenced at 10 o'clock, a. m., on Tuesday. His Honor S. L. TILLEY, C. B., Lieut. Governor, occupied the chair, and the following gentlemen sat beside him upon the platform: Chief Justice Allen, Hon. J. J. Fraser, Provincial Secretary; Theodore H. Rand, D. C. L., Chief Superintendent; W. Brydone Jack, D. C. L., President of the University; William Crockett, A. M., Principal of the Normal School of New Brunswick; and J. B. Calkin, A. M., Principal of the Normal School of Nova Scotia. The large Assembly Hall was crowded,—the Students of the Normal School occupying the central seats, and the Teachers from the various Counties with the general public filling up the remaining space, including all the aisles, composing an audience which represented all classes in the community and all parts of the Province. A choir of ladies and gentlemen furnished music for the occasion under the leadership of Mr. E. Cadwallader, who presided at the organ. The following was the

PROGRAMME.

Music—Choral: "Cast thy burden on the Lord,".....*Mendelssohn.*

PRAYER—By Rev. Joseph McLeod, Chaplain of the House of Assembly.

Music—Chorus: "Come with me,".....*Auber.*

ADDRESS—By Hon. John J. Fraser, Provincial Secretary.

Music—Chorus: "Night's Shade no longer,".....*Rossini.*

ADDRESS—By Theodore H. Rand, D. C. L., Chief Supt. Education.

Music—Chorus: "Light o'er Sparkling Ocean,".....*Bellini.*

ADDRESS—By William Crocket, A. M., Principal.

Addresses by various gentlemen.

Music—"Pilgrim Chorus,".....*Verdi.*

ADDRESS—By the Lieutenant Governor.

NATIONAL ANTHEM.

It seems desirable to place on record here the substance of the several addresses delivered on this occasion. The reports of those of the Hon. Mr. Fraser, Mr. Calkin, and the Lieutenant Governor, are taken from the *St. John Daily Telegraph* of August 15.

"The Hon. Mr. Fraser in coming forward, said that he would not occupy many minutes as he would be followed by a gentleman who had a thorough knowledge of Normal School matters. He referred in warm terms to the very eloquent address by Wm. Elder, Esq., M. P. P., when moving the resolutions in the Legislature asking for the grant to erect this magnificent building, which resolutions had been carried unanimously. The hon. gentleman then proceeded to give an outline of the commencement of the work, and its progress up to the completion, and spoke in a complimentary manner of the architects, Messrs. McKean & Fairweather, who were so ably assisted by Dr. Rand. The government, he said, was much indebted to the Dominion representative of York County, John Pickard, Esq., M. P., who had used his influence with the Dominion Government in procuring the land. He paid a deserved compliment to the Principal of the School, Mr. Crocket, and his able assistants. The hon. gentleman said all this was due to the enlightened liberality of the Legislature. They had erected a building which would, he hoped, ever remain a monument to their honor. As a citizen of Fredericton he was proud of this beautiful, ornamental building; and indeed every citizen was proud of it, not only for the great benefits it would confer upon the whole people of this country, but also for the addition it would make to the architectural beauty of the city."

The Chief Superintendent, DR. RAND, then delivered the following address:—

May it please your Honor:

It is with feelings of peculiar satisfaction that I observe the representative character of the assembly gathered in this commodious hall to-day. I see before me young men and young women who are preparing themselves for the duties of the Teacher's office, and many also who have already done noble service as Teachers in the Schools of the Province. Most heartily do I congratulate the profession on the erection of this building, the first permanent abode of the Normal School after a wander-

ing life of thirty years. I see also on these seats gentlemen who have distinguished themselves by a laborious discharge of the duties of School Trustees. I am sure this occasion is one of very deep interest to them. Your Honor and the other members of the Board of Education must feel no ordinary pleasure in seeing the completion of this building; while the presence of members of the University, of members of the Legislature, of the Bar and Bench, Pulpit and Press, in short, of those from almost every calling in repute among us, indicates unmistakably that the welfare of the system of education is a matter of concern to all the people. It is also very gratifying to know that every County of the Province is represented in this assemblage.

Five years ago last January—and how swiftly these years have sped away!—the Free Schools Act came into operation. From that hour the free and latent educational forces of our people began to organize themselves into a system. Standing in the official relation which I do to this educational system, it devolves upon me to give some account, at this hour, of what it has accomplished; to characterize the specific work and position assigned therein to this Provincial Normal School; and to indicate, in a few words, what yet remains to be done in order to give symmetry and completeness, and, therefore, the greatest efficiency to the operations of our School system.

In order that we may have a correct understanding of the educational position now attained by New Brunswick, and that we may not be unmindful of those who have preceded us in kindred efforts in this behalf, I shall first briefly recount the School legislation previously to the passage of the Free Schools Act. I am indebted to George Thompson, Esq., of the Department, for the collection of materials for this brief sketch; but in consequence of the absence of any available records of the number of Schools and Pupils in the Province, I cannot do more than note the legal provisions which existed and the officials charged with their administration. In 1802, just seventy-five years ago, the Legislature passed "An Act for aiding and encouraging Parish Schools." At that date the Province was embraced within the limits of eight counties, and these large counties were divided into forty-two parishes in all. The Schools Act simply provided that £10 be granted to each Parish in aid of Schools for instruction in reading and writing. The money was granted in trust to the Justices of the Peace in General Sessions. In 1805 this Act was superseded by "An Act for encouraging and extending Literature in the Province." It made provision for establishing a public Grammar School in St. John, the directors having power "to admit any number not exceeding eight, to be free scholars." The sum of £100 was granted towards a building for the School, and

£100 annually in aid of the Master's salary. The Act further provided for St. John county one, and for each of the other counties two Schools "for instructing the youth of both sexes in the English language, writing and arithmetic." Only one of these Schools was to be kept in any one Parish at the same time, and for the period of one year and no longer, until each Parish, except the Parishes of St. John and Fredericton, received the benefit of such School for an equal period. The Teachers were to be appointed by the General Sessions, and four free scholars could be admitted if the Sessions thought fit. £370 was the annual Legislative grant in aid of these Schools. The operation of the Act was limited to six years, but in 1810 the Legislature continued it in force five years longer. The exceptions made of the Parishes of St. John and Fredericton arose from the fact that the enactment provided a Grammar School for the former, while the College of New Brunswick, afterwards King's College, and now the University of New Brunswick, was founded in Fredericton in 1800, and provided certain preparatory instruction. In 1816 an annual grant of £100 was made by the Legislature for establishing Grammar Schools in each of the other counties, to give instruction in "English grammar, the Latin and Greek languages, orthography, the use of the globe, the practical branches of mathematics, and such other useful learning as may be judged necessary." The Governor-in-Council appointed the Trustees of these Schools. In the same year an annual grant of £150 was given to the College at Fredericton for an English department. At the same meeting of the Legislature the provisions of 1805 in behalf of Parish Schools were superseded by "An Act to encourage the establishment of Schools in the Province." The General Sessions of each County was to appoint three Trustees for each Town or Parish. These Trustees were empowered to raise money by subscription or by Town or Parish assessment, both for the erection of School-houses and the support of Schools. Spelling, reading, writing and arithmetic were to be taught in all Schools, and those which should be supported by assessment were to be free to all pupils. The maximum amount of Provincial aid to be received by the Trustees of any School was £20 a year, and of this sum the Trustees were empowered to spend £1 for prizes, though no pupil could receive a prize unless he was able to "repeat by heart the Creed, the Lord's Prayer and the Ten Commandments." This Act was to continue in force for "four years, and thence to the end of the next General Assembly:" but when the Legislature met in 1818, it made haste to annul that portion of the law which authorized Town or Parish assessment for the erection of School-houses and the support of Schools, and increased the maximum Provincial aid for a Town or Parish to £66 13s. instead of £60. The

Madras School was introduced into this Province in 1818 in St. John, and by an Act of 1820, the Governor and Trustees were authorized to extend the benefits of the same to Fredericton and other parts of the Province.

When the subject of Parish School Legislation again came up in 1823, the only change made was to increase the grant to £100 a year to each parish, the Trustees of any School not to receive more than £20. In 1829 it was enacted that the Trustees appointed by the General Sessions should visit their Schools, and report upon them to the Justices of the Sessions of the County. The Trustees might admit free scholars in their discretion, and the Provincial grant might reach £140 a year in a parish but could not exceed £100 on the average for each Parish in the County. In 1833 these amounts were raised to £160 and £120 respectively. In the same year the Trustees, still appointed as before, were empowered to divide the Parishes into School districts, and the inhabitants of each district were to contribute towards the support of the Teacher, in money or goods, not less than £20 for a male Teacher, nor less than £10 for a female Teacher, and the Sessions were to apportion the Provincial grant to Teachers at the same rates. Another new feature appears in 1837, in the appointment of County Boards for the examination of persons desiring to teach. These examiners were to report the fitness of each candidate to His Excellency the Governor. Previously to this time Teachers had been commissioned under "His Majesty's Royal Instructions." In this year the average Provincial aid to each Parish was increased to £160 and the maximum to £180; and in 1840 a further increase was made and the number of female Teachers was limited to three in any Parish. In 1842 all School licenses previously issued were cancelled, and only those persons whose competency should be certified by the County Examiners after examination, were licensed to teach.

Two years later the Government took a very important step by the appointment of a commission consisting of James Brown, M. P., John Gregory, and S. Z. Earle, M. D., to make a careful inspection of all Grammar and Parish Schools, and other Institutions receiving Provincial aid for educational purposes. These gentlemen made a valuable report of their labors, which was submitted to the Assembly in the following year. From this report, it appears that in 1844-5 there were some five hundred Schools in the Province, having an enrolled attendance of fifteen thousand nine hundred and twenty-four pupils. Upon the recommendations made by the commission, a bill was reported to the Assembly through its educational committee, of which the Hon. J. A. Wilmot was chairman. Out of this bill came the Act of 1847, providing that the Governor and the members of the Executive Council be consti-

tuted a Board of Education, having power to establish Provincial Training and Model Schools, to appoint two School Inspectors for the Province, and to establish agencies in different parts of the Province for the sale of School books. Under this Act first class Teachers were to receive Provincial aid at the rate of £30 a year; second class £22; and third class £18; whether they were men or women. These were the new features of the legislation. John Gregory was appointed clerk or secretary of the Board of Education; and J. Marshall D'Avary was appointed Master of the Training and Model School, opened at Fredericton. This first Training School for Teachers in New Brunswick was located on the west side of King street, a little below Regent street, in a stone building known as "the old jail," which the Board purchased and refitted. It was occupied by the School till destroyed in the great fire of November, 1850. Toward the close of 1848, a Training and Model School was opened in St. John. Edmund H. Duval was appointed to the Principalship, and Dr. James Patterson, L. B. Botsford, M. D., and Robert Jardine, acted as Examiners of the Pupil-Teachers. A similar Board of Examiners acted in behalf of the School at Fredericton, (whose names I cannot now command). Licenses were granted by the Board of Education upon the Reports of the Principal and the Examiners.

In 1852 the Legislature passed another Act. This provided for the appointment, by the Governor-in-Council, of a Chief Superintendent, who should be a member of the Board of Education, and its Secretary; and for the appointment, by the same authority, of an Inspector for each County of the Province. But one Training and Model School for the Province was to be maintained, and female Teachers were to receive less Provincial aid, according to the class of their license, than men. The people of a School district could assess themselves for the erection of a School-house or the support of the School, and the Teacher of any School supported by assessment should receive twenty-five per cent. increase of Provincial aid. One can well believe that when the news of such tempting offers reached the sturdy lovers of justice and British fair play in the various School districts—with what inimitable zest the wise ones among them would shake their heads saying: "won't you walk into my parlor, said the spider to the fly." The same gentle strain was borrowed from New Brunswick by Nova Scotia in 1864, but it utterly failed of its object. This Act of 1852 authorized the Chief Superintendent, with the sanction of the Board of Education, to select the text-books for the use of Schools. The Rev. James Porter was appointed Chief Superintendent and Secretary to the Board, and Albert Steeves, Charles H. Connell, A. B., Patrick Clinch, James Smith, — Wheten, A. T. D. McElmenn, William Wilkinson, Thomas R. Wetmore, G. B. Cowper, William P.

Dole, A. B., George T. Taylor, J. C. Plugnet, M. D., Thomas T. Sayre, and John Davidson, Jr., were commissioned to be Inspectors of Schools. In November, 1853, Rev. Mr. Porter resigned office, and, J. Marshall D'Avary was appointed in his place.

In 1854 the Legislature again increased the Provincial grant to the several classes of Teachers, and the amounts then determined upon have remained unchanged to this day. Four years later the Hon. Charles Fisher prepared and conducted through the Legislature a comprehensive "Act relating to Parish Schools." The new features thus introduced into the School Legislation of this Province, consisted in enlarging the administrative powers of the Board of Education and the Chief Superintendent, providing a clerk or secretary to the latter; securing an Inspector for each quarter of the Province, instead of one for each half of the Province, as under the Act of 1847, or one for each County, as under the Act of 1852; encouraging by a special grant the establishment of a Superior School in each Parish, and by a similar expedient encouraging the establishment of School Libraries. This Act also provided that the Town or Parish, at its annual meeting for the election of officers, should appoint three School Trustees, and in case of failure of such meeting to appoint, the duty should devolve upon the Sessions; while in incorporated towns, cities, or counties, the power of appointing the Trustees was vested in their respective councils. These Trustees were to divide the Parish into School districts, to give a licensed Teacher authority to open a School in districts having a suitable School-house, and on ratifying the engagement of Teacher, and annually thereafter, to call a meeting of of the rate-payers of the district to elect a School Committee of three persons, who were to have the immediate charge of the district School property and of the School. The Trustees had power also to call a meeting of the rateable inhabitants of the Parish or district, on the written application of resident freeholders or householders for the purpose of determining upon the propriety of raising by assessment the amount necessary for School purposes. A premium of ten per cent. additional Provincial aid was offered to every district which should support its School in this way. The permission to support Schools by assessment embraced also Municipalities and Counties, and an amount of Provincial aid towards Teachers' salaries equal to that raised by assessment, but not exceeding the average of one thousand dollars to each Parish, was to be received by the Municipality or County.

On the 17th April, Henry Fisher was appointed Chief Superintendent, and George Thompson, Assistant; the Province was immediately divided into four great districts for the purposes of School Inspection, and Edmund H. Duval, of St. John, John Campbell, of St. Stephen, James

McLauchlan of Woodstock, and John Bennet of Dalhousie, appointed Inspectors. Early in the summer of the same year, William Mills was assigned the Principalship of the Training and Model School, in place of Mr. Duval, appointed Inspector.

After a brief but most laborious service of a year and ten months, the Chief Superintendent was suddenly released by death from the duties of his office. He died 1st February, 1860, universally regretted. Inspector John Bennet immediately succeeded to the office of the Chief Superintendent, and Thomas W. Wood of Richibucto, was appointed Inspector in Mr. Bennet's place; and in the same year Daniel Morrison and Edward C. Freeze were appointed Inspectors in place of John Campbell and James McLauchlan, both of whom had resigned their positions on account of failing health. In 1867, a branch of the Training School was opened in Chatham for the training of Teachers in the northern counties, and William Crocket was appointed its Principal. In February, 1870, Mr. Mills tendered his resignation of the Principalship of the Training School, to take effect April 30th, at which date the Training School at St. John and its Branch School at Chatham were closed. The Training and Model School for the Province was re-opened under Mr. Crocket's Principalship on the 2nd of May in the stone barracks at Fredericton.

The Parish Schools Act remained upon the Statute-book fourteen years. Not a single County, Municipality or Parish had, during all these years, supported its Schools by assessment, as permitted by the law, and only here and there a district had done so, as in some parts of York and Charlotte. The experience of these districts was sufficient to deter other districts; and probably the Parishes and Counties from making their territory the arena of conflicts, the results of which, however fairly won, were liable to be wrested from them at any moment by the ceaseless machinations of the minority. The Inspectors and the Chief Superintendent reported year by year in favor of the adoption of assessment as the mode of support, but the Legislature did not seem to heed. In 1859 the terminal School attendance was 25,758 pupils; in 1871 it had increased to only 33,981. In truth, for years prior to this latter date it was clearly seen by intelligent men that unless New Brunswick established a system of free education, supported by direct assessment, masses of her population must grow up in ignorance, while few would receive that degree and quality of training necessary to place them on something like an equal footing with those reared in the sister Provinces and States, which had established Free School systems. But no public man seemed to be able to induce a majority of the representatives of the people to brave the opposition and bear the temporary unpopularity of an enactment which would inevitably array against its promoters the narrowness

and selfishness and greed of men, even though such self-sacrifice could but mean the taking of necessary security for the welfare of the young, and the highest security for the future safety and prosperity of the Province. To those having eyes to see, here was a genuine crisis in the history of New Brunswick demanding the exercise of true statesmanship and the noblest patriotism. At length the man appeared; and when the sun rose upon this goodly land on New Year's Day, 1872, it looked upon a people having upon its Statute-Book a Law that day become operative, which declared education to be the birthright of all its children, and decreed that the property of the country should be assessed, and all possible means used, in order that every child should be put in possession of this birthright. All honor to the Government and Legislature of New Brunswick, and all honor to the statesmanship and enlightened patriotism of George E. King. "Yea, when our babes are old."

The object of this new law passed in 1871, to come into force 1872, was the establishment throughout the entire Province of a well-equipped system of Schools, in which the instruction given should be open to the children of all, the poor and the rich alike; the quality of the instruction good enough for all, and the general character of the instruction non-sectarian and national—like the Legislature establishing the system, and the Government administering it. The Provincial grant in aid of Teachers was continued from the previous Act, while a County assessment was imposed at a fixed rate, and district assessment according to the needs of each district, to provide sure and adequate salaries for Teachers. Lands and School-houses and all other district requirements were to be provided by district assessment; and Trustees were authorized to raise moneys for School-houses by debentures. The classification of the children of cities, towns and other large districts into grades, according to the attainments of the children, was required; the School district was made the unit of School operations, affiliated on the one hand with the County in the matter of the Assessment Fund, and on the other with the Provinces, in the matter of Teachers' grants and general supervision and administration. The Trustees of each District were to be appointed by the people except in cities and incorporated towns. In these latter districts the Governor-in-Council was to appoint three, one of whom should be chairman, and the City or Town Council four. An Inspector for each County was to be appointed by the Board of Education. The Board itself was enlarged by making the President of the University a member, as were also its powers and those of the Chief Superintendent. A Normal School for the Province was to be maintained by the Board, to whom was committed full authority to make arrangements respecting

the training and licensing of Teachers, and the subjects, texts and course of instruction for all Schools.

On the resignation of Dr. Bennet, it fell to my lot to undertake, on the 18th September, 1871, the duties of Chief Superintendent. It is unnecessary for me to specify the names of the gentlemen who as Inspectors, Boards of Trustees and other School officers, have been laboriously engaged in carrying into effect the provisions of this Law. Many of these gentlemen are well known to most of this audience; nor need I rehearse the various conflicts in the press, in the School meetings, before the courts, in the local Legislature, and in the Parliament of the Dominion, which marked the irresistible progress of the School system—conflicts which finally occupied the attention of the English Law Officers of the Crown and the Judicial Committee of the Imperial Privy Council. Doubtless, all who took part in these struggles did so from sincere conviction. I am sure every thoughtful patriot must have felt the necessity of some adequate instrumentality by which the virtues of all classes and creeds of our citizens should be realized by each as speedily and universally as possible. In fact, events of very recent occurrence in other parts of this Dominion cannot but force home upon reflecting minds the same necessity. If there be any instrumentality known to those of our Dominion statesmen, of Quebec and Ontario, who have manifested so much interest in our local School system, more potent to accomplish a result so essential as is this to the future happiness and prosperity of all the people of the Dominion, than that supplied by a system of public Schools free to all classes, and in which the children of all daily and hourly commingle in the duties and pleasures of school-life, they have not yet made it known to the public. If we are indeed one people, bound together for good or ill, a right understanding of our privileges and obligations requires that we should preserve and render more visible that oneness by diligently fostering among our children those common sympathies and that mutual regard which can be made to flourish in the necessary degree only under the gracious conditions to which I have referred. Now that the excitement incident to the establishing of our educational system—an excitement chiefly promoted, as is well known to you all, from without this Province—is passing away, it is very gratifying to know that misunderstandings are passing away too, and that the boon conferred by the system upon the children of all, irrespective of class or creed, is being appreciated. ✓

I cannot here undertake to detail the educational results achieved by the present School system, but shall content myself with a few leading statements in this behalf. When I inform you that eighty-five per cent. of all the School property owned by the School Trustees throughout the

Province has been secured by the operation of the present law, I have given you a fact of tremendous educational import. Its meaning cannot be mistaken, and no words of mine can enhance its eloquence. It represents comfortable, well-lighted, well-ventilated, well-furnished School-rooms, and suitable play-grounds and premises. When I say that nearly fourteen hundred Schools have been in operation this present year, and that one in four of our entire population has been in attendance at these Schools, and that the terminal attendance includes one in five of the population, I have given you the complementary facts by which you can judge of the success of the system in its efforts to grapple with the problem of the *quantity* of education. In the report to the Legislature of the first year's results of our Free Schools, I used the following language: "The success of the Free School system has not been left, under Providence, to our decision. The truth is, its success or failure in New Brunswick must judge us as a people. *We*, rather than *it*, are on trial." A comparison was then instituted between the School attendance in Nova Scotia and in this Province. Well, your Honor, *we have been tried*, and the results are before our sister Provinces and the world. These results are calculated to inspire increased confidence in our ability to work out, under Providence, our own educational salvation, and to beget, I trust, the respect of other Provinces and States. At the date of that report, Nova Scotia was steadily educating thirty-five per cent. more of her population than New Brunswick, and educating them, on the whole, far more thoroughly too. Neither Ontario nor any of the other Provinces surpasses Nova Scotia in respect of School attendance, a position which she attained in 1869. To-day, New Brunswick stands fairly abreast of Nova Scotia in the proportion of her School attendance, and is rapidly outstripping her in many of the essentials of a healthy and efficient School system, notwithstanding that the Free School banner was unfurled in Nova Scotia seven years earlier than in this Province. At the date of the report to which I have referred, Nova Scotia was much in need, like ourselves, of a new and suitable Normal School building, the corner stone of which, I rejoice to know, was laid a few weeks since. To-day we have the satisfaction of publicly opening for the purposes of the Normal School of New Brunswick, the most commodious edifice yet erected in the Maritime Provinces for public education. And in thus characterizing this building, I am reminded of the destruction, in our stricken City of St. John, of the Victoria School-house, the finest structure erected by the Trustees of any School District in this Province, or, perhaps, in the Dominion, and of the accompanying destruction of so many well-equipped School-rooms in charge of the Board of Trustees. The sympathy manifested for St. John by the City of Boston, the foster-mother of Free

School systems, in the munificent gift of School furniture to assist the Trustees in re-opening their houseless Schools, will be gratefully remembered by the people of New Brunswick long after those other outside manifestations of interest in our nascent School system, to which I have alluded, shall have passed into oblivion.

I have stated two or three leading facts by way of indicating what has been so far accomplished by our present law, in respect of what is technically called the *quantity* of education. But the *satisfactory solution* of the problem of quantity is one thing, that of the problem of *quality* is another and more difficult thing. I have already stated that while the law proposes to provide the means of education for all the people, it also proposes to secure a quality of instruction good enough for all. Unless it intelligently employs such agencies as are adapted to secure this object, all other success is only seeming. But this object cannot be attained in a day, and must always demand the unceasing co-operation of all the forces evoked by the School system. In pursuance of the quality of instruction, a uniform series of text-books of a superior character is now in universal use in the Schools of this Province. This is a very important factor in securing the desired quality of instruction. The salaries of Teachers have risen to a fairly remunerative amount under the operation of the mode of support provided by the law, until, on the average, the Teachers of New Brunswick are now better paid than are those of any other Province of the Dominion. There is a special reason why this should be so, which may be inferred as I proceed; but the fact indicates the presence in our system of another important factor, without which it must be impossible to secure and retain in the public service Teachers having qualifications and abilities required to guarantee the quality of the instruction, no matter how perfect may be the texts ordained. The Normal School has been a matter of solicitude to the Department from the day on which the law came into force, and though every practicable facility has been afforded to it, the extent and character of its accommodations hitherto have not been what were demanded to ensure a sufficient and suitable supply of Teachers, if the quality of our School instruction was to be of that genuine and progressive character contemplated by the law. And yet it has done noble work all this time for the Province, under the laborious Principalship of Mr. Crocket, and the labors of his associates in the Normal and Model departments. During the five years ended October 31st last, (I cannot yet command the facts respecting those licensed April 30th last), of the number of students in attendance at the stone barracks yonder, 450 received from the Board of Education licenses valid throughout New Brunswick. Of these, ten, for various reasons, have not yet given the

Province the benefit of their services in the Schools. Of the remainder (440) twenty per cent. hold licenses of the first class, fifty-one per cent. of the second class, and twenty-nine per cent. of the third class. Thirty-five per cent. of the whole number are young men, and sixty-five per cent. young women. Of the possible time these Teachers could have taught subsequent to their attendance at the Normal School, the 154 young men were actually employed in the Schools eighty-three per cent., and the 286 young women eighty-six per cent. When it is borne in mind that in this statement no allowance is made for the loss of time in securing appointments to Schools, or from sickness, nor for the fact that some of our very best young ladies will get married, the record shows that the Province is receiving a splendid return for all the means expended upon the Normal School, and that this great factor upon which we must rely so largely in elevating the quality of the instruction given in the Schools, has already played a very important part in this work. With our improved accommodations this School will be able more completely to respond to the needs of the country. The place occupied by the Normal School in our School system has no counterpart in any School system of any other Province or State on this Continent, unless it be in that of Prince Edward Island. It is not, like the Normal Schools of Nova Scotia, Ontario, and the American States, an adjunct of the system: it is central and vital to it. It is not the head, but in respect of agency by which the quality of School instruction is to be guaranteed even to the extremities of the Province, it is the heart of the system. Until one undergoes satisfactorily a preparatory training in this School, or in another of kindred character in some other country, one is ineligible for examination for admission into the profession of teaching in New Brunswick. It is obvious therefore that hereafter, what with first and second, and third term student-teachers, we should require to have about two hundred in regular preparation, year in and year out, in order fully to meet the necessities of our Schools, and to afford a desirable range of selection to the various Boards of Trustees.

The theory upon which this institution has been established and is to be conducted, is that every person has more or less of the talent requisite in the Teacher. All are born with the same order of faculties. No sound mind is wholly destitute of reason, judgment, memory, imagination, association. Firmness, decision, the power to stimulate and to command, are vouchsafed in some degree to every individual, and each of these powers is susceptible of cultivation. That which is weak may, by a judicious course of exercise, be developed and made comparatively strong. Whatever may be regarded as the necessary natural endowments of a Teacher must exist to some extent in all persons. By a

proper system of special training, these natural endowments will be strengthened and the individual made capable of more acceptable service than would otherwise be at all possible. Some, indeed, there are who can never be made successful in this calling, and the same will hold true in regard to all professions and occupations. Henceforth in this institution only those students who, in the judgment of the faculty of Instructors, give satisfactory evidence of possessing at least fair professional knowledge and skill, will be admitted to examination for license. It is sometimes claimed that a thorough knowledge of the subjects to be taught is all that is necessary for successful teaching. But observation, reason and experience alike concur in refuting the assumption. That a Teacher should thoroughly know the subject he professes to teach is of course admitted, but the question at issue is to be decided, it should be remembered, by considerations lying on the pupil's side of it. The process of thinking, by which the pupil learns, is essentially his own. The Teacher can but stimulate and direct, he cannot supersede it. He cannot do the thinking necessary to gain the desired result for his pupil. The problem which he has to solve, therefore, is how to get his pupil to learn; and it is evident that one acting as Teacher may know the subject without knowing the best means of making his pupil know it too. 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. Scholarly attainments are indispensable, but a clear insight into, and a warm sympathy with child nature; a mastery of the art of questioning; the ability to command, control, and influence the young; a knowledge of the history and nature of education; of School organization and management, and of good methods of conducting the complicated operations of the School,—all these and many other things are not less important to him who would teach successfully than good scholarship. There are immutable principles in education, and there are methods based upon them that must be modified according to the circumstances of time, place, and persons, under which they are to be applied. And did the characteristic work of this Normal School stop with the consideration of these, I should have small hope for its large success. The young Teacher needs to have the theories of the class-room embodied, as perfectly as possible, in the conduct of actual Schools before his very eyes; and to be *trained* by instruction, practice, and criticism to a practical knowledge of principles and methods, and to their judicious application to the details of School work. The lower storey of this building is equipped for model and practising Schools having a consecutive course of instruction covering the first eight years of School life, and therefore affording a sufficient field for the application of the principles of management and method to the general School work

of the Province. For the first time since the introduction of the present School system, and indeed, so far as I am aware, for the first time in any Normal School, the student-teachers will have equal facilities for observing and practising in both graded and ungraded, or miscellaneous, Schools. This is a matter of great moment to the School districts throughout the Province, since about sixty-six per cent. of our School children are residents of rural districts in which, from lack of sufficient population, the conditions for graded Schools cannot be had. These increased facilities are secured by the use of adjustable School desks, so that such portions of the several grades of pupils in all the departments as the Principal of the Normal School may find necessary, may be brought together, and for any period, without difficulty or disorder. As my experience and observation of the training of Teachers increases, the more sharply do I recognize the great difference between the Science of Education and the Art of Education, and therefore the absolute necessity of making practising Schools a very important part of the course of our student-teachers. Science tells us what a thing is, and why it is. It deals, therefore with the nature of the thing, with its relations to other things, and consequently with the laws of its being. Art derives its rules from this knowledge of the thing and its laws of action, and says: "Do this or that with the thing in order to accomplish the end you have in view. If you act otherwise with it, you violate the laws of its being." Now, the rules of art may be carried out blindly or intelligently. If blindly, the worker is a mere artisan—an operative who follows routine, whose rule is the rule-of-thumb. If intelligently he is a true artist, who not only knows what he is doing but why this process is right and that wrong, and who is furnished with resources suitable for guiding normal, and correcting abnormal, action. All the operations of the true artist can be justified by reference to known principles. Art and nature are not really opposed to each other. Bacon long ago pointed out the true distinction when he said: *Ars est Homo additus Naturæ*—Art is Nature with the addition of Man—art is man's work added to (not put in the place of) nature's work. This assembly hall and the class-rooms in the second storey primarily exist to furnish facilities for shewing that all this is as true in respect of the whole field of the Teacher's work as it is in all other callings of life. But it needs the actual conditions and work of the School-room in order to give a working knowledge of principles. These are supplied in this building, as I have stated, by the arrangements for Model Schools. In these the Principal secures to the student-teachers opportunities for observing the operations there carried on, and whether these illustrate or violate the findings of the discussions of the class-room. But

while observation, for those who have eyes to see, is a good thing, and while here and there one is found able to see that at which he steadfastly looks, many more are found unable to appreciate just what all the trouble and worry they have been through in listening to or taking part in discussions of the nature of education, the nature of the child, the science and the art of teaching, and the how and why of management, were about. They cannot see but the children are well enough, always doing the right thing at the right moment, saying just what they ought to say, and very ready to learn. That is about the extent of the benefits of observation to one who has never had charge of a School. And here is where the virtue of practising Schools appears. The Principal requires students to take charge of these Schools for short periods at a time, and to give specified lessons in presence of himself or his associates and groups of student-teachers. When the exercise is over, opinions of its merits are elicited from those of the students who witnessed it, and then is revealed, as with a sunbeam, the grasp of principles and facility to apply them, or the want of these. Here are real and substantial data from which to carry on the work of training, and it is surprising how generally, and in some instances rapidly, a correct knowledge of principles is thus successfully attained, and professional skill developed. These are, in brief, some of the characteristics of the work for which this institution exists, and for the more successful cultivation of which this building has been erected. Here, we trust, is to be impressed deeply on the minds and hearts of our Teachers, the truth that the great object of education is the development of manhood and womanhood in harmony with the attributes with which the all-wise Maker has endowed them. Here, we are confident, our Teachers will be impressively taught that this great aim is ever to be kept in full view, as they strive to accomplish effectively that part of it which is assigned them by our School system. It is a great, a noble, a blessed work,—

“No work
Of art, or finest mechanism in things
Material, hath e'er so challenged for
Its right discharge e'en the vast aggregate
Of human skill.”

Most sincerely do I tender to Mr. Crocket, Mr. Creed, Miss Gregory, and the Teachers of the Model Departments, my congratulations on this occasion. All have worked uncomplainingly in their old quarters, but I have observed a peculiar gladness in their countenances since they have become occupants of a building worthy of the work to which they are so earnestly and faithfully devoting the prime of their years. It is a pleasure to endure even hardness with such co-laborers.

It only remains for me to offer a few additional observations by way of indicating the course which, I am fully persuaded, should be pursued to secure in the highest degree the completeness of our Free School system. I have shewn that marked success has already attended the means devised by the law to increase the quantity of education and to improve its quality. Thorough supervision, however, is essential to continued and permanent success. It is a necessity of a system of education in a state of progress, that is in a state of life. One of the most serious hindrances attending the work of promoting education is the fact that the bulk of the people do not give the subject sufficient attention to enable them either fully to appreciate its importance or to comprehend the requisites to its complete success. Both on behalf of the public and the Teachers the work of the Schools requires to be subjected to periodic inspection by sympathetic and competent men. This Province has, under previous laws, been divided for purposes of inspection into two districts, into County districts, and into four districts, and under the present system into County districts again. There can be no question that the work of the County Inspectors has been absolutely necessary to the establishing of our present Schools, but the time has fully arrived when the Board of Education should be empowered gradually to aggregate the existing inspection districts into larger areas, so that the real work of inspection may be overtaken by men chosen for their qualifications for this business. Under such an arrangement the entire Province could be advantageously included in seven or eight inspectorial districts. The provisions of the present law contemplate such a development of the work of inspection as I have referred to, but authority has not yet been given to the Board of Education to undertake it.

The second need that I have to mention, is an organized system of Teachers' Institutes, penetrating every County, reaching with its stimulating and helpful influences every Teacher, and cheering the whole brotherhood and sisterhood forward in their efforts to give the children committed to them a proper training for the realities of life. And there should be a permanent Educational Institute for the whole Province which shall furnish suitable opportunity for all those officially engaged in the work of public education to meet for the discussion of educational subjects, and the promotion in all ways open to them of the organized means of culture for the people. I am happy to state that the Board of Education has by a recent Minute authorized the formation of such a system of Institutes in connection with the department.

There is one other need which I cannot refrain from presenting on this occasion. I deeply feel that comprehensive means should be adopted for the encouragement and security of secondary education in the Pro-

vince. I have fully pointed out this want in my reports to the Legislature, and I am persuaded that the subject presents no insuperable difficulties. There should be adequate and sufficient means secured by the system of education, by which persons living in any part of the country could, after the children had taken advantage of the District School, readily have them admitted to a well-equipped secondary School adapted to prepare them for commercial or industrial pursuits, or for a collegiate or university course. Our present Grammar Schools have existed with little change since 1816, and there are but two of them which can be said to be filling a special place in our present educational system, while of neither of these can it be said that it supplies all that is really needed. The encouragement of the support of High Schools by the larger Districts of the Province, and the establishing of three secondary Schools for the entire Province, each available to one-third of the population, would give us the missing link in our system of education and bind the whole together, from the Primary School to the University, in a series of gradations admirably adapted to make all classes of our population feel that, whether residing in the populous centres or in the new settlements in the forest, they have equally the power to lay under tribute the highest educational facilities for their improvement and elevation, and thus to secure an indestructible possession for their children. One of our highest authorities in economic science, John Stuart Mill, remarks as follows: "The uncultivated cannot be judges of cultivation. Those who need most to be made wiser and better, usually desire it least, and if they desired it, would be incapable of finding their way to it by their own light. * * Any well-intentioned and tolerably civilized government may think, without presumption, that it does or ought to possess a degree of cultivation above the average of the community which it rules, and that it should therefore be capable of offering better education and better instruction to the people than the greater number of them would spontaneously select. Education, therefore, is one of those things which it is admissible in principle that the government should provide for the people." The discipline of the young should prepare them, so far as human agency can do it, for the discipline of life. It should inspire them with the love of knowledge, giving them the power to acquire and the disposition to use it in the intelligent and faithful discharge of every duty incumbent upon them as individuals and as members of society. Says Milton: "I call a complete and generous education that which fits a man to perform justly, skilfully, and magnanimously all the offices, both public and private, of peace and war."

When I call to mind the educational position which has been already achieved by New Brunswick, I confidently wait for the supply of the

needs to which I have referred. I would now reverently and gratefully acknowledge the Good Providence which has hitherto so abundantly blessed our efforts.

PRINCIPAL CROCKET :—After the exhaustive address of the Chief Superintendent it will not only be unnecessary, but even out of place to engage you with any lengthened remarks of mine. It is only proper, however, that I should on my own behalf and that of my associates express on this occasion our acknowledgments to the Government and Legislature of this Province for the facilities now afforded us for carrying on that work—the preparation of Teachers—which the Board of Education has entrusted to us. Nor should I omit in this connection to express our obligations to Dr. Rand whose untiring energies have been so largely devoted in the interests of this work. Knowing as I do his efforts, his hopes and his fears for years back, I cannot but regard this structure as a monument to his perseverance.

For a period of over seven years we have endeavoured to carry on our work in a building in every way ill-adapted to the purpose, ill-lighted, ill-ventilated and over-crowded with even half our present number of students. It is true that

“Stone walls do not a prison make
Nor iron bars a cage,”

but neither we nor our pupils have yet reached such a philosophical state as to be insensible to gloomy surroundings.

The contrast between our present and past facilities cannot be set in comparison. In our old building the two rooms used for the Normal School department did not afford to the pupils in regular attendance even so much as 120 cubic feet of air, and when we were compelled, as we often were, to draft off 30 or 40 students to these rooms for purposes of observation, the already vitiated atmosphere was reduced to such a state that in order to witness the teaching of a lesson—perhaps a lesson on *respiration*—we had to set at defiance all the laws of hygiene and give perhaps a practical lie to the truths brought out in the lesson.

In the structure in which the work is now carried on, the most superficial inspection will show that it is admirably adapted to the end in view. There are four large rooms devoted to the Model Department, where instruction will be given to 200 pupils in subjects embracing all those taught from the primary grade up to a high School course, and where ample opportunity will be afforded for illustration and practice to the students in training. The Normal Department has also four commodious rooms devoted to the instruction of students-teachers. Other two large rooms on the same flat are intended—the one for a library that is to be, and the other for apparatus. This spacious hall also in which we

are assembled is in daily use. So far then as ample accommodation, comfortable School-rooms, and some other appliances can aid the work, there is little to be desired.

It now remains for us to give effect to the object for which this building has been erected,—and let me say just here, that it has not been erected with a view of competing with other Schools. It does not say to students, come to us rather than go to other Schools; but on the contrary. Go to those Schools and avail yourselves of their advantages, and when you have completed their course of study and acquired some maturity and discipline of mind, if you wish to become Teachers, come to us and engage for even one brief session in the study of the art and practice of teaching, and, with the aid and companionship of others having the same end in view, we will try to do you good, and through you the Province which, by the erection of this structure and the maintenance of this institution, has a right to demand that it send forth Teachers possessed of at least fair teaching ability and skill. The distinctive feature of the instruction must be the principles and methods of teaching. The most earnest effort of the student should be directed, not to the solution of mathematical problems—though these are not by any means neglected—but to the study of the great principles of education and the methods of teaching most in harmony with those principles: to the study of how the native powers of mind may be developed and its own inherent forces trained to assimilate the materials of its growth; how the will, which is the force behind the scenes and the moving spring of all, may be stirred to action, governed and taught to govern itself; to the study of the principles of School organization; to the study of the literature and history of method; and last, but the first in importance, to the gaining of a practical familiarity with the Teacher's work by means of the Model Department through the illustration and application of principles and methods. To secure this high end must be the chief object of this Institution, and those students who come up fairly prepared, with fair natural endowments, and who possess some native energy, will, I feel confident, go forth well qualified to conduct the elementary education of the coming men and women of this country.

It has been found necessary to give instruction also in subjects not strictly professional. It is necessary to supplement the attainments of many of the students, and it is also desirable to continue even in a course of professional instruction that general culture which some of our students have received at our best Schools.

But while much may be done to discipline and furnish the intellect, I hope that the great feature within these walls which are to-day being dedicated to the cause of education, will be influence upon character by

developing and strengthening the true spirit of the Teacher's work, by joining with broad views lofty and pure inspirations ; by giving depth and fixedness to principles ; by bringing conscience to bear upon the grand aims and the minute details of the Teacher's vocation ; by kindling in the heart that love and affection for the young which, where'er the Teacher goes,

“ Will make a desert blossom as the rose.”

May such influences, and no less than such, ever form the atmosphere of New Brunswick's Normal School !

“PRINCIPAL CALKIN congratulated the people of New Brunswick on the noble structure erected for the cause of education. Nova Scotians looked with pleasure upon the progress of education in New Brunswick ; and, while these two Provinces had, at one time, been one in name, so, he hoped, the time would soon arrive when they would again be united educationally and otherwise. He thought an improvement might be made in our Normal Schools, and that was a more extended course of study, to include the higher branches, and recommended a period of two or three years. His remarks were well chosen and gave much pleasure to the audience.”

HIS HONOR CHIEF JUSTICE ALLEN said he felt some embarrassment in attempting to address such an audience on such an occasion as the present. Although he had, in the practice of his profession, both at the Bar and on the Bench, been called upon occasionally to deal with questions relating to the School Law, yet the subject of education and educational Institutions was not exactly “in his line.” Great changes in School matters had taken place since he was a boy. The same advantages were not enjoyed then as now. Probably no person present could furnish the same information he could in reference to the condition of Schools in his early days. The Chief Justice here related in a very humorous manner some of his remembrances of misrule and boyish pranks in the old Grammar School in Fredericton, and in King's College under the Presidency of Dr. Somerville, when the two Institutions were under the same roof.

The speech of the Chief Justice was highly amusing, and pleasantly relieved the gravity of the occasion. In closing he expressed himself as entirely favorable to the principles and the working of our present excellent School Law, and congratulated all concerned on the advancement that had been made.

DR. JACK, PRESIDENT OF THE UNIVERSITY, expressed his gratification at what he had witnessed and heard, and gave a few practical hints to the student-teachers.

“ HIS HONOR THE LIEUTENANT GOVERNOR thanked the audience for their presence, and also on behalf of the Chief Superintendent and others thanked the ladies and gentlemen who had so kindly given their services in the music line. He went on to remark that at the laying of the corner stone of the Normal School in Nova Scotia a short time since, the Lieutenant Governor had made a most exhaustive speech, going very fully into the educational matters of that Province, similar to what had been done by Dr. Rand to-day, and some gentlemen who had followed the Governor felt that his speech had been so exhaustive that there was nothing left for them, and so it was with them to-day. Dr. Rand had gone so fully into the subject that nothing was left for the speakers who followed him. He found very great difficulty in making the kind of speech required. If it was on a political subject, and he had some opposition, he could then take his own part in it. He had not had the advantage in his day of the youth of the present day. Every one must be struck with the progress of education in this country since 1843. At that day, he ventured to say, that, had the Province been ever so able, it would have been impossible to have got the Legislature to give a unanimous vote on a grant of \$50,000 for a Normal School; but the Legislature, even in that day, fairly represented the minds of the people. He spoke of the Act passed allowing Parishes to tax themselves, which assisted the present law. He thanked the people of Nova Scotia for what they had done in the cause of educating their people up to their standard, spoke of his position at the Board of Education prior to and since Confederation, and bore testimony to the zeal of Dr. Rand the Chief Superintendent, Mr. Crocket, and his assistants, as also of the Inspectors throughout the Province. He was proud of the position New Brunswick held this day on education. He spoke warmly of the generosity of the Legislature in granting the funds to build the Normal School, and said that the people owed much to the moral character of the Teachers. The fact that the Board of Education had had to discipline so very few for immorality, intemperance, or other vices, spoke well for the 1,500 Teachers throughout this Province. The moral influence brought to bear upon our children by such men and women could not be over estimated. He again congratulated Dr. Rand upon the high position to which he had brought the educational interest of the country. He alluded to the Teachers' Institute and the great good it was calculated to accomplish. His Honor's address was delivered in his most pleasing style.”

PROCEEDINGS OF THE TEACHERS' INSTITUTE.

FIRST SESSION.—TUESDAY, 3 P. M.

A large number of Teachers and other persons interested in School work, including the pupil-teachers of the Normal School, having assembled at the hour appointed, the CHIEF SUPERINTENDENT announced that, before commencing the work of the Institute, steps would be taken for the enrolment of persons in attendance, under the direction of Mr. CREED, who had consented to act as Secretary.

Printed slips were then distributed, which were to be filled up with the names and places of employment or residence of all persons attending the sessions of the Institute. Printed programmes of the subjects to be discussed were also distributed.

DR. RAND, in opening the proceedings, extended a hearty welcome to all who had come to attend this Institute, and said that we might all congratulate ourselves upon the existence of the Institution within whose walls we were assembled. Around this Institution, he said, would centre the affections of the Teachers of this Province who are to receive their training here. It would be cherished, he trusted, as an *Alma Mater* by the whole brotherhood and sisterhood composing the teaching profession of New Brunswick.

DR. RAND explained the nature of the exercises which were to engage the Institute, and called upon PRINCIPAL CROCKET for the first address.

METHOD APPLIED TO THE TEACHING OF ARITHMETIC AND GEOMETRY.

After a few preparatory remarks MR. CROCKET said,—“In imparting a knowledge of any subject, there are two aspects in which we may view it. We may look upon it as valuable only on account of a certain kind or amount of knowledge which it gives, or we may look upon it as valuable chiefly as a means of some higher end. Our method of teaching it will be mainly determined by the view we hold. Should we have no higher aim than to impart a knowledge of the subject, we shall never seek in our methods to reach the depths of the soul; we shall be satisfied with coating the mind over with the accretions of knowledge, and shall think we have done for our pupil all that our profession, all that society demands. Should we regard knowledge as a means to some higher end, we shall seek to use it in a way conducive to that end. That end must have a reference to the pupil himself. Is the end to fit him for a trade, a profession—to make him a good citizen? These are good things to be reached, and education will greatly aid in securing them. But has the human being no higher aim? If he has, may these ends not be secured in striving after the higher aim? That higher aim is to call forth the

native powers of mind and to train its own inherent forces to go in search of its own sustenance. Like all other things having life, the mind has its laws of life; and one fixed and firm law is that it can grow only by evoking its own powers, and these can be called forth only by exercise. But that exercise must harmonize with the eternal law of progress in the mind,—from the concrete to the abstract,—from the known to the unknown."

MR. CROCKET said he was about to speak of subjects fitted to call forth and stimulate thought, if taught with this end in view, and at the same time, "to secure a firmer and deeper knowledge than if our only aim was the knowledge itself." Being at present concerned with Arithmetic and Geometry, mainly as subjects of mental discipline, he purposed leaving out of sight "such practical results as accuracy and expertness," and would aim only to show "how the rules of the one and the truths of the other may be inferred."

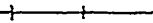

ARITHMETIC.—To illustrate his principles and methods, the lecturer selected the subject of *Fractions*,—"a part of Arithmetic which pupils seem to have great difficulty in apprehending." The difficulty, however, arises only from the mode of teaching the subject. "There is no more difficulty in apprehending what is meant by $\frac{1}{3}$ or $\frac{1}{4}$ of an apple than there is in knowing what is meant by 3 or 4 apples, provided the parts can be seen." In illustrating the subject, such objects should be taken as can be readily divided. It is not desirable to attempt to give in the first place an idea of what a fraction is. The pupil can easily be led to infer that, when he requires to use the term, after he has formed correct conceptions of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{3}$, etc. "To give in idea of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, etc., we may," said Mr. Crocket, "proceed as follows, being careful to engage the pupils in the work, and observing our mental laws:—

Suppose I wish to divide an apple between two boys, William and Tommy, so that the one would not receive more than the other, what should I do?
 Ans. Cut it. Qu. Into a big piece and a little piece? Ans. No. Into two equal pieces.

Divide a slip of paper, a piece of wood, a line, etc. *What is each piece called?* One half. Let one half be cut into two equal parts; one of them will be $\frac{1}{2}$; then let $\frac{1}{2}$ be divided in the same way. To reach $\frac{1}{3}$, $\frac{1}{4}$, etc., separate divisions should be taken. The symbol may be communicated when required, and the pupil led to see that the larger the denominator, the less is the value of the fraction, and the larger the numerator, the greater is the value of the fraction.

After the pupil has learned to perform readily the elementary operations, such as adding and subtracting fractions of like denomination, we

should lead him to see what some of the fundamental principles are: *e. g.* that $\frac{2}{3} = \frac{4}{6}$; that $\frac{2}{5} = \frac{1}{5}$ of 3, etc.

(1) *To illustrate that $\frac{2}{3}$ of 1 = $\frac{1}{3}$ of 2.* Place on the blackboard two lines, one just twice as long as  the other. Divide each into  thirds, and it will be seen that $\frac{2}{3}$ of the first line is of the same length as $\frac{1}{3}$ of the second line; and since the second line is double of the first, $\frac{2}{3}$ of 1 = $\frac{1}{3}$ of 2. Similarly $\frac{2}{4}$ of 1 may be shown to be equal to $\frac{1}{4}$ of 2, etc.

(2) *To lead a pupil to infer that the terms of a fraction may be multiplied or divided without altering their value.* Divide some such object as an apple into three equal parts, and let a pupil take two of them. Let each of the two parts be halved: the pupil will know from a previous lesson that the half of a third is $\frac{1}{6}$, and that the two thirds have given him $\frac{4}{6}$. After a number of similar illustrations, and comparison of the numerators and denominators of the original fraction with the resulting fraction, it will be seen that when both numerator and denominator are doubled, trebled, or multiplied by any number, the value is still the same.

Mr. Crocket here proceeded to show how some of the Rules of Fractions may be deduced:

(a) *To reduce a mixed number to an improper fraction, as $3\frac{2}{5}$.* The pupil is supposed to know that $3 = \frac{3}{1} = \frac{15}{5}$. If $3 = \frac{15}{5}$, $3\frac{2}{5} = \frac{15}{5} + \frac{2}{5} = \frac{17}{5}$, which, as will be seen, can be found by multiplying the whole number by the denominator of the fraction and adding the numerator. From a number of similar examples the rule will be inferred.

(b) *To reduce a compound fraction to a simple one, e. g. $\frac{2}{3}$ of $\frac{4}{7}$.* Suppose we first take $\frac{1}{5}$ of $\frac{4}{7}$. One fifth of a number is found by dividing by 5. Dividing a fraction by 5 is, as the pupil is supposed to have previously learned, the same as multiplying the denominator by 5, which gives $\frac{4}{35}$. But we are asked to take not $\frac{1}{5}$ but $\frac{2}{3}$; hence we have 3 times too little. To make a number 3 times larger, we multiply by 3, and to multiply a fraction by 3, multiply the numerator. Hence $\frac{2}{3}$ of $\frac{4}{7} = \frac{3 \times 4}{5 \times 7} = \frac{12}{35}$; *i. e.* we multiply the numerators together for the required numerator, and the denominators together for the required denominator.

(c) *To reduce a complex fraction to a simple one, e. g. $\frac{5\frac{1}{4}}{4\frac{1}{3}}$* To make the fraction simple, we have to get rid of the $\frac{1}{4}$ and the $\frac{1}{3}$. We could get rid of the $\frac{1}{4}$ by multiplying the numerator by 4; but multiplying the denominator by 4 will not clear it of the $\frac{1}{3}$; hence we must find some number which will clear the numerator of the $\frac{1}{4}$ and at the same time the denominator of the $\frac{1}{3}$. 12 is the number which will answer in this case; and in every case it may be seen that if the terms are multiplied

by the least common multiple of the denominators of the fractions in the numerator and denominator, the fraction will be reduced to a simple one.

Addition, subtraction, multiplication and division of fractions were also illustrated. It will suffice to indicate the mode of procedure in *Division*.

Suppose we are to divide $\frac{4}{5}$ by $\frac{2}{3}$. To divide $\frac{4}{5}$ by 2, we have $\frac{4}{5 \times 2} = \frac{4}{10}$; but we were to divide by $\frac{2}{3}$, which is $\frac{1}{3}$ of 2; we have therefore divided by a number three times too large, and our quotient is therefore three times too small; we shall then have to multiply it by 3: *i. e.* $\frac{4}{10} \times 3 = \frac{12}{10}$. Examining our operation we find $\frac{4}{5} \div \frac{2}{3} = \frac{4 \times 3}{5 \times 2} = \frac{12}{10}$; *i. e.* we have done the same thing as if we inverted the divisor and proceeded as in multiplication: hence the rule.

The lecturer then took up his next subject—

GEOMETRY.—“It is not a little singular,” he remarked, “that, although the province of Geometry is to investigate those properties of bodies which relate to space, and the science itself is the result of observation as respects the form or shape of bodies, yet we should have so long exclusively adhered to the rigorous geometrical methods of communicating its truths, as Euclid delivered them over 2,000 years ago. No one who regards Geometry as an eminent means of mental discipline will depreciate rigorous demonstration, or deny its utility; but to commence the study of the subject in this way is an inversion of the natural order of things. Geometrical conceptions ought to be gained before engaging in the severer study. The one is the complement of the other. Both are necessary in a course of Geometry; and our modes of teaching have chiefly erred in neglecting the preparatory experimental course. How many pupils who have studied even several books of Euclid have clear conceptions of the terms employed? How many, for instance, have any other idea of a triangle than that of three lines joined together on the blackboard? To see it in wood or pasteboard, they would not know what it was.

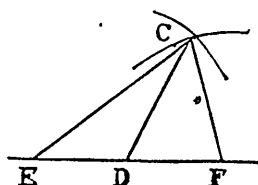
Primary conceptions should first be communicated by means of concrete illustrations, not from drawing on the blackboard. A sheet of paper gives an opportunity to develop perceptions of surface, line and point; a round box, plane and curved surfaces; an ink-well, perceptions of curved and straight lines. The impressions square, circle, triangle, etc., may be gained from objects presenting those shapes.

When some conceptions have been gained in this way, we may proceed to symbolize or represent them. The simplest and most effectual plan is

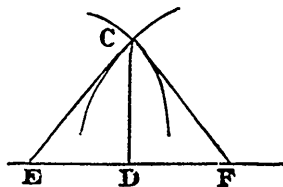
to place the objects themselves on paper or on the blackboard, and pass the pencil round them. This diagram is now to the pupil a representation, not the thing itself. The blackboard may henceforth be used in representation, without reference to the objects themselves, unless where it may be deemed necessary to correct misconceptions.

The pupil may now be introduced to what may be called Experimental Geometry. This should consist in constructing geometrical figures and observing their properties or relations so as to infer therefrom geometrical truths.

Take an example. Suppose a pupil knows the relative positions of wall and floor,—the wall perpendicular to the floor which is horizontal;—that a plummet line hangs vertically and is perpendicular to the surface of still water which is horizontal. The line is perpendicular to the water, in that it neither inclines to the one side nor the other. How may this be represented? A horizontal line, or a series of them, will represent the water and a perpendicular line will represent the plummet. First let the pupil verify, by measuring with his compasses, whether the perpendicular line is inclined to the horizontal. He may then be led to see how to make such a construction accurately.



Suppose I wish to erect a perpendicular from D in the horizontal line; let me lay off from D with the compasses, along the line, a certain length DE; and in the opposite direction an equal length, DF; and from the point E, with an opening of the compasses greater than ED, draw an arc; and from the point F, with a less opening, draw another part of a circle cutting the former. Join CD. Is it perpendicular? No. Why? It is inclined towards DF. Why so? Because the point where the two arcs cut each other lies nearer F than E. What is then required to make C at an equal distance from E and F? *That the parts of the circles both be drawn with the same opening of the compasses.* Try



it. Join CD now. Verify. Try again by making the distances on each side of D unequal, and the line CD will be found to incline towards one side. The pupil will draw the perpendicular by having ED and FD equal, and also the arcs drawn with equal radii. From this he will conclude that these two conditions are necessary to give the perpendicular. He has also verified by means of his compasses that the line is neither inclined to the one side nor the other; hence too he infers that the openings or angles on each side are equal to one

another ; or, if the angles on each side of a line standing on another are equal, the line is perpendicular."

The lecturer mentioned several other geometrical facts which might be inferred by means of this exercise or by means of paper triangles, and referred to the prescribed text-books on Modern Plane Geometry for further suggestions.

Such exercises as these, he claimed, are well fitted to prepare the mind for the strictly logical demonstrations, and to awaken that interest in the study which, besides securing a better knowledge of the subject, will lead to the end we have in view,—the discipline of the mental powers. Prepared in this way, the pupil will look upon the demonstrations not as unprofitable drudgery, as is in many instances the case, but as the natural supplement to his familiar problems. He comes to the study of the propositions prepared with a knowledge of the facts of which is to establish the connection, and some of the technical part of the reasoning with which he is to be made conversant.

Mr. Crocket concluded his address by showing that the processes he had indicated were in accordance with the laws of mental growth, and that he who would reverse the natural order in any branch of elementary education—the concrete before the abstract—would commit a great error and show his ignorance of the first principles of teaching.

DR. RAND then introduced to the Institute MISS M. ALICE CLARK of Fredericton; Graduate of the Boston University School of Oratory, and announced that he had made arrangements with her to occupy a half-hour at each session in giving instruction in

VOCAL AND PHYSICAL CULTURE.—Miss Clark introduced her subject by observing that all art presupposes a certain mechanical expertness ; and that, although Reading should not be mechanical, yet there are certain "mechanics" necessarily connected with it. *Pure Air* is requisite for a good reader ; *first*, because it is necessary in order to speak with purity of voice and without fatigue ; and *secondly*, because sound-waves are not readily carried in an impure atmosphere. *A good position*, especially in the carriage of the chest, is another requisite for a good reader, for the following reasons :

- (1) Stooping cramps the lungs and prevents free action of the breath.
- (2) We impress people by our bearing. The manner of carrying the chest impresses others with a sense of our weakness or power. We should attend to the trifles of position, for "trifles make perfection, and perfection is no trifle."

Some of the faults of position were here indicated.

- (3) When we have a lazy, careless position, our minds are very apt to sympathize with the state of our bodies.

Miss Clark described in detail a correct *Standing Position*; and, making the members of the Institute her class for the time being, gave them practical exercises in position. The weight should bear mainly on the ball of the foot. Uprightness was insisted upon. The chest should be held up firmly by its muscles. These muscles may be strengthened by proper exercises. An exercise admirably adapted for this purpose is that called "Active and Passive Chest," in which the chest is alternately raised and allowed to fall. Alternate tension and relaxation of any set of muscles often repeated for a few minutes at a time, as practised in this case, is what is required for their growth and development.

The lesson was closed with instruction and practice in the "*Speaker's Position*." Both in this and subsequent lessons, Miss Clark availed herself of the assistance of individuals who voluntarily went through the exercises before the class, under her direction.

At the request of DR. RAND, the remaining half hour was occupied by HERBERT C. CREED, A. M., one of the Instructors in the Normal School, with suggestions on

THE MECHANICAL PART OF SCHOOL MANAGEMENT.—Mr. Creed said that under this title were included all the ordinary movements required or recommended to be performed by pupils in School, such as :

- (a) *Entering and leaving the School-room.*
- (b) *Passing to and from the place for class recitation.*
- (c) *Rising and sitting down.*
- (d) *Handling Books, Slates, Pens, etc.*
- (e) *Physical Exercises, and so forth.*

The manner in which these things are performed was important, whether viewed from the standpoint of convenience, order, discipline or mental and physical culture.

For the promotion of these objects in connection with School movements, two or three things were necessary :

- (1) *United action*, or in other words, movement in concert.
- (2) In relation especially to *Physical Exercises* and to walking or marching. *Rhythmic Action*, or regular movement.
- (3) *Quiet activity.*

Simultaneous action was advantageous, as being (1) more convenient, and (2) more orderly.

Compare a School in which this is not made imperative with one in which it is the rule.

That to move unitedly is more promotive of discipline as well as of that sympathy of numbers and that *vis unitatis* which are effective, than to move singly and apart, may be judged from the universal practice in all military systems. The experience of all times and countries has corroborated the judgment of the disciplinarians who have made military drill what it is. If a thousand troops are to perform any action or movement whatever, they must usually do it exactly together,

and when the nature of the case permits, with regular, rhythmic action. Where would order, discipline and control be, if the soldiers were to act each for himself, without regard to the rest? The same principles apply to a School.

That there is a certain form of beauty—a something pleasing in motions made in marked time, or at regular short intervals, requires no proof. Moreover alternate action and rest is even in nature the condition of strength. We need not seek far for examples of the beauty and power of rhythmic motion in nature. Hear the beating of your strong heart; consider the action of walking, of flying, of dancing; look at the swarm of flies whirling in mazy circles in the air; watch the ripples as they lap, lap the bank of the stream; or view the great waves as they roll in upon the shores.—*Break, break, break*, and then a louder roar;—*Dash—dash—dash*—and then a heavier plunge; or, grander yet,—think of this vast globe of ours, as it goes whirling about the Sun, rolling on with accelerated speed when nearest the glorious centre, and then swinging off to return again and again with that divinely ordered regularity of which we have no better type.

After some further observations, Mr. Creed proceeded to show, partly by practical illustrations, how he would apply these principles to the movements mentioned above, (*a, b, c* and *d*). In regard to giving directions,—words and signs of command for the several motions—he recommended variety: sometimes numbers; sometimes distinct directions, as *Rise, Right, Take pens, Forward*, etc.; now taps on the desk; now sounds of the bell; now motions of the hand.

Order in entering and leaving the School-room was illustrated by the manner in which the student-teachers entered and retired from the hall at each session of the Institute.

In closing, DR. RAND commended to Teachers the important suggestions of the afternoon, and announced that the next Session would be devoted to observing the work of the Normal School. For this purpose the Institute would be divided into three sections during the next forenoon, after first witnessing the opening exercises of the School.

SECOND SESSION.—WEDNESDAY, 9.30 A. M.

The members of the Institute occupying seats around the sides of the hall, the student-teachers filed in according to their daily practice, while selections of march-music were played upon the organ. At the request of the CHIEF SUPERINTENDENT, the PRINCIPAL then conducted the customary opening exercises of the School,—the reading of a portion of Scripture and the offering of the Lord's Prayer by the Principal, and an appropriate chant by the student-teachers, followed by the performance of a piece of music by ED. CADWALLADER, A. B., Instructor in Music.

The student-teachers then marched out and down to their several classrooms, whither they were presently followed by the ladies and gentlemen attending the Institute, who had been divided into three nearly equal sections for the purpose. Three lessons, each occupying one hour, were

given by each of the three Instructors in the rooms usually occupied by them,—the Classes of student-teachers and the Sections just mentioned moving from one room to another at the close of each hour. The subjects, etc., are here shewn :—

EXERCISES IN THE NORMAL SCHOOL.

	PRINCIPAL'S ROOM	MR. CREED'S ROOM.	MISS GREGORY'S ROOM.
1st HOUR.	CLASS A. Principles of Method. Section 1st present.	CLASS B. Modern Geometry. Section 2nd present.	CLASS C. Algebra. Section 3rd present.
2nd HOUR.	CLASS B. The Teaching of Color. Section 3rd present.	CLASS C. Industrial Drawing. Section 1st present.	CLASS A. Arithmetic. Section 2nd present.
3rd HOUR.	CLASS C. The Teaching of Primary Geography. Section 2nd present.	CLASS A. Chemistry of Common Things. Section 3rd present.	CLASS B. English Grammar. Section 1st present.

THIRD SESSION.—WEDNESDAY, 3 P. M.

The CHIEF SUPERINTENDENT introduced to the Institute LORING W. BAILEY, PH. D., Professor of Chemistry and Natural Science in the University of New Brunswick, who delivered an instructive and suggestive lecture upon the question—

HOW TEACHERS MAY AWAKEN AN INTEREST IN THE STUDY OF PLANT LIFE.—*My Friends and Fellow-Teachers* :—It is with a feeling of great embarrassment and of some reluctance that, in accordance with the wishes of our esteemed friend, the Chief Superintendent of Education, I have undertaken to address you upon this occasion—embarrassment, because my thoughts have for some weeks past been engrossed with subjects far different from those which are being discussed by you here to-day, and reluctance because I feel that, for the reason named, I have little to offer you that will be worth your acceptance.

But just returned as I am from a geological ramble, I find it difficult to think of any thing but rocks and minerals, anticlineals and synclineals, folds and faults—of the relations of strata to each other and of the far-off time—so remote and so different from the present, in which they were deposited. Yet this very fact that I come to you fresh from the study of Nature itself suggests to me a theme upon which I may not unprofitably address to you a few remarks, viz., upon the part which Nature can and should be made to take in our educational work.

I presume that there are few here present who are not familiar with the name of Agassiz—a Swiss by birth—the pupil first and subsequently the associate of some of the most distinguished men of science of his day, he had already won a brilliant reputation by his researches long before the pursuit of those same researches—to him an all-engrossing pursuit—led him to seek in the new world for further light upon what had so powerfully riveted his attention in the old. Of his life and work in America I need not speak at length. It is enough to say that no man within the memory of the present generation has done so much for sound

education in America as he—few have effected so radical a change in all its methods and appliances—few have succeeded as he did in enlisting in the support of the higher education the cordial sympathy and active co-operation of entire communities. Identifying himself with all true educational progress—allowing nothing to deter him from his self-appointed tasks—throwing aside all the honors and preferences in his path, refusing even the tempting offers made to him by kings and emperors—he kept steadily in the one path, fulfilling the one ambition of his life—an ambition curiously disclosed when in his last will he was found to have begun the latter with the simple but meaning words, “I, Louis Agassiz, *Teacher*.”

Surely from such a man, and such a *Teac^her*, we, as Teachers may profitably learn—and among the lessons to which I would desire especially to direct your attention, as being that upon which he was ever disposed to place the greatest stress—is that of going to Nature herself for the knowledge of Nature’s laws. Nothing but the fountain-head would satisfy him; and one of the most important reforms introduced by him into the educational Institutions with which he was connected, and which have now been everywhere adopted, and with the best results, is that of the substitution, as objects of study, of real living things, instead of that mere book-knowledge which ends where it begins. It is said of him that upon one occasion, when engaged to deliver a lecture before a large and popular audience, he announced no subject previously, but just before the lecture, caused to be distributed, much to the astonishment and amusement of the people, a quantity of living grasshoppers, declaring that *they* were his subject, and asking for them the closest attention. Now, what I wish to say with reference to our own work is this—that such practical natural-history study, from actual living objects, may and should form an important part of every Teacher’s work; and further, that such studies, faithfully pursued, will re-act upon and elevate the entire character of our educational efforts. Let me cite a few examples in illustration of these statements and as showing the direction in which, as I believe, such efforts may be profitably made.

I will take in the first place the subject of Botany. Can a subject be mentioned upon which in general more profound ignorance exists,—upon which, even among Teachers themselves, the knowledge is more inaccurate and superficial? And yet the means of removing this ignorance, and of finding at the same time material for most instructive thought, is always close at hand. No need to go one step out of our ordinary paths to find more than enough to meet our wants. Not a country road-side but affords an ample store,—not a School play-ground however small but would afford a field of study to the profoundest botanist. Did any of you ever attempt to make a list of all the plants to be found even in such a limited area? If not, try the experiment, and I will venture to say that you will not again excuse your neglect of such studies by saying that you have nothing to work upon. Even if your play-ground afforded only a single species,—the despised dandelion or the ubiquitous bull’s-eye,—are you sure that you thoroughly comprehend all the mysteries connected with their life and structure. Is it not still true, even of many a Teacher, that

“The Primrose, by the river’s brim
A yellow Primrose is to him
And—it is nothing more!”

How little do any of us appreciate the reality of this plant-world around us. I have often wondered what would be the effect if instead of, as now, looking at plants merely in their entirety, cultivating them for food, using them for timber,

or perhaps simply admiring them for their beauty, our powers of vision were enlarged, and we could look with microscopic eyes into the wonderful laboratory of vegetable life—could we behold them as living, moving, breathing, I had almost said thinking beings like ourselves. Yet I need not tell many of you that that life, though invisible, except in its effects, is as real, as complex and as varied as our own—that the humblest weed by the way-side exhibits marvels of structure, wonders of adaptation and powers of vitality which may well enlist our closest attention.

And when we come to compare one plant with another how does that interest grow when we find that varied and unlike as they appear to be, all the different forms which surround us and which in many instances would appear to have no possible relationship, are in reality constructed upon one and the same great plan—that varied as may be the details, one single *idea* underlies them all—that the hundred thousand plants which constitute the vegetable kingdom are but so many different manifestations and proofs of that essential unity which prevails ail Nature. But it is not my purpose to-day to give you a lecture upon plant life, nor even to give you any hints as to the way in which a knowledge of that life is most readily to be acquired—but rather as to the way in which the Teacher may profitably introduce this or kindred subjects in a *practical way* into his ordinary School life.

Of course to guide the minds of pupils profitably in such a direction some knowledge of the subject is required by the Teacher himself; but with such abundant materials as I have alluded to ready to his hand, and such guidance as may be obtained through the excellent works prescribed by the Board of Education, no one, of ordinary ability and zeal, need have any difficulty in this regard. The question is, how can the subject be most profitably made to engage the minds of pupils, and that without interfering with other and perhaps more important work? My plan for effecting this would be as follows:—

Dismissing at the outset the idea of its being a task, I would invite my pupils to bring to School upon a certain day such plants as they might happen to meet in going to or coming from their homes, asking each at the same time to notice and remember if possible the places from which his specimens were obtained, on what sort of soil they were growing—whether the ground was high or low—whether dry, wet, or swampy—whether the plants were found in open fields or shady woods—whether alone or occurring in large numbers.

Having thus attracted a certain amount of attention to the objects to be considered, I would endeavor to direct their attention to any prominent differences which might be thought to have some relation to these differences of conditions from which the specimens were derived—the differences, for instance between land plants and water plants as shown by the character of their foliage, or between herbs, shrubs and trees as regards their strength and relative duration.

From these more general differences to those more fundamental ones in which the *organs* of the plant begin to be recognized, the transition is an easy one. All may be made to see, and that without the aid of any books or expensive diagrams without any tedious or elaborate explanations—that among all the plants in hand, howsoever varied in general appearance they may be, all possess certain features in common. In all, three important parts may be distinguished—root, stem and leaf; and these are always present. I would have the students, one by one, take the specimens and point out clearly and distinctly each of these parts, and if possible, draw diagrams of them on the blackboard. This done, a most important step would have been gained—an insight, partial perhaps but still an insight—into that

great law, the most fundamental as it is the most comprehensive in the whole range of Natural History, that law which recognizes the essential unity of apparently widely different organs—the adaptation by the Divine Creator of one essential plan to the performance of the most distinct and varied functions. It is this which gives to philosophical botany its highest interest, and it is this idea which once grasped by the mind even of the most simple and unlearned pupil, will lead him to take an interest in the world around him such as he never took before.

Thus the student is led to recognize the nature of organs and the adaptation of one and the same organ to many and varied purposes. The root, for instance, is not only an organ of absorption but also often a storehouse of nourishment or a means of climbing. The stem he finds to be not only an organ of support, repeating itself in the branches but exhibiting the most widely different shapes, as tubers, rootstocks, tendrils, offsets, runners, and the like. And the leaf, most varied of all, exhibits not only an infinite variety of form and texture, but like the root and stem, is made to serve many other purposes than that of its ordinary one as foliage, becoming the scales of buds or bulbs, a tendril for climbing, a spine for defence, or even, as in the wonderful carnivorous plants, (of which the Venus's Fly Trap, or our own familiar little Sun-Dew, afford examples), becoming true organs of attack.

And finally, we come to the flower, that part of the plant in which its entire life centres, to which all other parts are subservient, and which, as it is the most beautiful, is also the most complex of all its different organs. And now what an interest is capable of being aroused, what enthusiasm cannot fail to be awakened, when we point out for the first time that all the familiar plants which we have been examining, so different not only in the color but apparently in the entire structure also of their blossoms, are in reality essentially the same; that the same organs—sepals, petals, stamens and pistils—are not only present in them all and perform in each case essentially the same office, but all are but modifications of a still simpler organ, the leaf. The old axiom of the poet Goethe, that "a flower is nothing but an altered branch, and its parts altered leaves," once fairly grasped, and flowers cease forever to be merely pretty things, delighting us by the variety and brilliancy of their colors; they become objects of the profoundest interest—wonderful manifestations of that Divine power which, out of a few simple elements, is able to evolve the most varied and complex structures.

And then there are all those curious questions of vegetable physiology—as to how plants grow, how they breathe, how they eat and drink, how they sleep, nay, even how they marry and are given in marriage; questions which, when the attention is once directed to them, cannot fail to awaken the deepest interest.

And all this, as I have said, may be learned without the need of any expensive books or diagrams, without the aid of learned lectures or elaborate disquisitions, but simply by directing the attention to such familiar plants as are everywhere to be found about us.

Nor need such studies interfere seriously with the ordinary work of the School. Much of it will be done by the pupils themselves outside of School hours, and will afford them much amusement as well as instruction. One hour a week, or even one a month, would be quite sufficient for the necessary guidance and explanations.

And the work once begun, and the students interested, an attempt might be made to work out a School-flora, such as I have described—to make a collection or herbarium, embracing all the plants found in the immediate neighborhood of the School-house, to name and classify them, and preserve them as one of the objects of interest about the School.

And finally, this having been done by different Schools not widely remote from each other, a comparison of the collections made at the different Schools with each other, by correspondence or otherwise, might be made, and thus still other new and interesting facts be elicited.

You will notice that the foundation of the whole system is to be found in a single word, "comparison," a word which indicates the method now universally pursued in all studies which have to do with the operations of Nature—a method first originated by the great French Naturalist, Cuvier, and subsequently so ably and earnestly advocated by the illustrious Agassiz.

On the conclusion of DR. BAILEY'S lecture, MISS CLARK was called on to resume the subject of

VOCAL AND PHYSICAL CULTURE.—The leading topics of this lesson were (1st) *Breathing* and (2nd) *Production of Tone*. Of the points made, the following is an abstract:—

Importance of right habits of breathing—a matter that has received little attention from the most of us. The proper method of supplying air to the lungs is *through the nostrils*, not the mouth; the nose being made primarily for breathing, and all its functions, as that of smell, depending on it. Effects of breathing through nose and mouth—the one suggesting strength, the other weakness. Soldiers run with mouth closed. All animals (mammals) except the dog, breathe through the nostrils. The air inhaled is thus cleansed and prepared for the lungs. It is sometimes necessary to take a catch-breath through the mouth, both in reading and singing; but this is the exception. Again, the *proper action of the right muscles* is important, and necessary to good tones of voice. Very little muscular tissue in the lungs; in the action of breathing we use the diaphragm, the abdominal and intercostal muscles. Form and action of the diaphragm explained. More air being required for vocal purposes than for our vital wants, we should endeavor to get control of the action of these muscles. Effects of compressing the waist. The principal motion in breathing should be at and below the waist, not a rising and falling of the chest. Watch a little child breathe.

Miss Clark gave exercises intended to promote right habits of breathing and to discipline the muscles just mentioned.

Mechanism of the Voice. Voice produced at the glottis, by a current of air coming from the trachea and setting the vocal chords in vibration. How the voice is re-inforced. The chest and head serve as sounding-boards. The more chest resonance the voice has, the richer it will be, and the more expanded the chest, the better the resonance.

Voice modified by organs of the mouth. When the breath, whether voiceless or sonorous, is obstructed by contact of any of these organs, a consonant sound is produced; when not obstructed, a vowel sound. Illustrations were given, e. g., contact of back of tongue with the hard palate gives sound of *g* (hard); contact of tip of tongue with upper gum gives sound of *d*. The voice is carried on the vowels.

Requisite for good tones of voice. [Exercises in production of tone].

DR. RAND next introduced to the audience J. B. CALKIN, A. M., Principal of the Normal School at Truro, N. S., who was warmly received. With a few preparatory words, Mr. Calkin proceeded to read his lecture.

THE OBSERVING POWERS.—Addison has a very pretty figure about the human soul being like marble in the quarry. In the rough, shapeless block the artist sees an imprisoned angel, and with chisel and mallet he toils till he has set it free; the cold and lifeless stone is filled with expression until we almost think we can see it breathe. So, would Addison have us believe, does the educator work out his ideal in fashioning the human mind. The simile is a pretty one, but it gives a most incorrect notion of education. The marble is shaped and moulded by external influences; it is a passive object in the hands of an agent. The soul is a living germ, and is developed into whatever it is capable of becoming by the exercise of its own powers.

Equally erroneous is that system of teaching which aims merely to instruct, which inquires, very carefully it may be, what the child ought to know, and then proceeds to cram him with this knowledge with all possible speed. A very little reflection should suffice to show how inadequate such a method must be. Suppose we could cram a child with all the facts in the encyclopedia, what would this knowledge do for him unless he had judgment and discretion and ability to apply what he knew to the circumstances of every day life? But, the truth is that during the few years of School life, very little knowledge can be given in comparison with what one needs to know. Should we not, then, aim to put the child in a position to help himself?

The first question which a Teacher should propose to himself, and which he should be able to answer fully and satisfactorily, before he assumes the responsible position of training the young, is *What is my object?* What do I wish to do for these children?

Education has a wide range and there are many factors employed in working out the grand result. The School is only one of the many, although a very important one. What, then, should we do at School? We should give knowledge, I admit; but I contend that, particularly in the earlier years of school life, our chief aim should be to develop mental power; we should train the child to such habits that he shall know how to apply the knowledge he has and to gain with greatest facility that knowledge which he needs. Let us try to send him away desiring to know and knowing how to learn. We aim to impart knowledge in such a way that the child shall be induced to put forth vigorous efforts in its acquisition; and by means of this effort his powers shall receive the greatest possible development. All our instruction should be education.

It is a curious fact, and one worthy the consideration of every Teacher, that children are inquisitive, always asking questions,—in other words, are hungering for knowledge, and yet indolent at School, negligent of study, and inattentive to the Teacher! What can be the cause of this contradiction? We cannot be giving them what they want, what they are craving for. It is the wrong food, or it is wrongly served.

Knowledge is a relative thing; what is knowledge to one person is jargon to another. Is it not that we too often fail to come down to the child's standing ground; perched on our own pedestal, with an extended horizon all around, we talk to children about the objects within the range of our vision and wonder that they do not admire them. The fact is that they hear us talking, but they have no definite perceptions of what we are talking about; and unless our voices are very musical they soon give their attention to something else. Mere words will not satisfy a child; to him they have no meaning. He wants things, individual objects, or examples. Here he finds real knowledge which interests and leads forward. Why this is so we shall see more clearly as we proceed.

In the body we have different parts or organs; each specially constituted for definite work, as the stomach, the liver, and the heart. The mind is a unit, a single agent, without distinct parts for special functions. At the same time it performs various kinds of work, so distinct that we are accustomed to speak of its different activities as the work of separate faculties. Thus, we speak of the perceptive faculty, the memory, imagination, &c. When using this language, let us remember that it is the whole mind that perceives, remembers, and imagines.

The most general classification of the mental powers is a three-fold one—*Intellect*, *Sensibilities*, and *Will*. The Intellect is the faculty which knows; the Sensibilities constitute the emotional nature or the feelings; the Will is the impelling power, that by which we determine to do or not to do.

I have said that the Intellect has to do with knowledge—the gaining of it, the recalling of it, the classification of it. It includes, then, three classes of powers:—1. The *Acquisitive Faculty*, sometimes called the Presentative Faculty. 2. The *Representative Faculty*, including conception, memory, and imagination. 3. The *Elaborative Faculty*, including comparison, abstraction, generalization, judgment, and reason.

The peculiar function of the Acquisitive Faculty is to gain knowledge when the object is presented for contemplation. The object to be known may belong either to the inner world, the mind, its conditions and states; or to the outer world, material objects, their properties and qualities. That power by which we gain knowledge of the states and conditions of the mind is called *Consciousness*; and the power by which we gain knowledge of the material world is called *Sense-Perception*. [The nature of Sense-Perception was here enlarged upon].

In order to make progress in knowledge through our perceptive faculty, it is necessary that we have the power to recall the impressions thus made in the mind. These representative pictures are termed *conceptions* or *concepts*, and the value of the knowledge gained may be measured by the vividness and distinctness of the representation or idea recalled.

When the mind remembers, imagines, or reasons, it does so without the help of any bodily organ. Not so with the perceptive powers. * * * * * As things are, the mind is, by means of the body, isolated from the external world, except at a few points of contact known as the *Five Senses*;—they have been called the *Five Gateways* of Knowledge. We may call them windows through which light enters the soul's prison house, and through which the soul looks out upon the outer world.

I shall not stay to discuss the structure of these material organisms through which perception is carried on. Some are simple, as Touch; others complicated, as the Eye. It is to me an interesting thought, that the external world and the senses are counterparts of each other. How beautiful the adaptation,—qualities in the one and corresponding powers in the other. And I have often wondered in what way the nerves of the various senses differ from each other. Why should I not be able to see or hear, or taste, by means of the nerve in my finger?

The perceptive powers are the first to become active in a child, and through them the others are awakened. We know this from observation and it is evident that the case cannot be otherwise. It is plain that there can be neither emotion nor volition without knowledge; neither can we remember without a previous acquisition of knowledge to be recalled. So also when the elaborative faculty evolves or thinks out new knowledge, it cannot make something out of nothing. When we generalize, we must have individual facts to gather up; when we reason,

we must have data or premises on which to plant our feet. The mind observes before it thinks, and in thinking it uses the products of observation. We may go further and add, that the mind which is yet feeling its way, by means of the senses, is incapable of understanding that knowledge which is the product of thought. Here then, I apprehend, is one grand reason why children turn away in disgust from that knowledge which we often present to their notice. The abstract truths which we offer them is to them not knowledge; and they can no more understand it than if we spoke in an unknown tongue. The whole of this teaching by definitions and general principles, and rules, is wholly unintelligible—mere sound, *vox et preterea nihil*. The child may commit our rules and definitions to memory; he may make a wonderful show by reciting them; but he has gained nothing. Indeed, he may be the worse. The tendency is to give a distaste for study, to form a habit of mental indolence, taking in words without ideas.

The knowledge which we gain through the Acquisitive Faculty, or observation, is a knowledge of individuals; whilst that gained through the exercise of the Elaborative Faculty is of general principles and classes. To illustrate: I know by observation that a certain figure is a triangle; I see it to be such. I know that the three angles of every triangle, are equal to two right angles by a process of reasoning.

All the senses admit of cultivation, through which they acquire vastly greater power and acuteness. The most remarkable illustrations of this are found in persons whose special occupations or necessities lead them to an unusual exercise of some one sense. The cloth merchant by the touch tests with wonderful skill the material and texture of his cloth; the wine merchant by the taste judges the quality of his wine; the grocer in a similar way uses his sense of taste, of smell, or of touch. The sailor discerns the distant ship and the character of its rigging, where to a landsman there appears only a speck on the ocean. The ear also often acquires remarkable power in judging of sounds. The distant waggon is known by its rattle; the coming visitor is recognized by the individuality of his foot-step or his rap with the knocker. Then in the domain of music what power the ear acquires to judge of pitch, duration, melody and harmony of sound. Perhaps the most remarkable instance on record of acquired acuteness of certain senses is that of Laura Bridgman, who, without either sight or hearing, was taught to read and write, and even to recognise persons in whose company she had once been, by the sense of touch alone.

Acuteness and precision in the power of the senses depends partly on constant exercise, as in the case of the sailor's eye; and partly on increased mental effort arising from concentration of power in a single direction. Thus in the case of Laura Bridgman, there was little scattering of mental power; the whole current flowed in one channel.

It will be found that any sense we choose to test will act with greater acuteness if we close other avenues to the mind. Thus if we shut our eyes, we can hear more distinctly, the touch will become more delicate, the taste more nice in its appreciation, and the smell more searching. It is an excellent plan to close the eye when wishing to judge the quality of reading.

Whilst the senses of taste and smell admit of such cultivation; as would render them more subservient to the work of every day life, it does not seem to be practicable to do much for them in the public School. In connection with the sense of touch and what is sometimes called the *muscular sense*, children can be trained to judge of the form, size, and weight of objects. They may also be taught to esti-

mate temperature by this sense. Special lessons may be given in connection with tables of weights. The child lifts the weight and then tests by actual weighing.

The senses of sight and hearing more especially demand attention. What an interesting field is opened up in connection with color,—first, different kinds of colors, primary, secondary, and tertiary; then tints, hues, and shades; and finally, the harmony of colors. In this way something might be done for children who are color blind, who are unable to distinguish red from blue, and the number of such persons is much larger than one would suppose. The study of the harmony of colors would have a fine effect in elevating the moral tone of the mind. Many persons, even young ladies, have no higher idea of the beauty of colors than to array themselves with the most brilliant and showy, in violation of every principle of good taste. People need training too in this matter so as to avoid incongruity in the furniture of their houses. Carpets, curtains, chairs, sofas, &c., are purchased piece by piece, and each without regard to the others, so that when all are brought face to face in one room, we find a motley group, a most inharmonious jumble. It is quite practicable in School to lay a foundation for such a study of colors as will tend to great improvement in this matter. The eye should be trained too to judge of the size and distance of objects. Children should be called on to judge of the length of some object, as a pencil, the pointer, or the desk; or to estimate the size of the window-pane, the window, the door, the room, the play-ground, and the distance to their homes. In every case, the judgement expressed should be corrected or verified by actual measurement.

How much might be done, also, in the cultivation of the ear. Lessons of a very simple kind should form the first step. For instance, allow the children to hear three bells, which have been numbered 1, 2, 3; they close their eyes and the sounds are repeated, and the children are called on to name the bell rung. We may, then, from this low step, carry them forward to judge of musical sounds, then pitch, duration, &c. Or in a most practical way, in connection with voice culture and reading. The voice and ear should be trained together in connection with pitch, force, volume, stress and slide. In such ways as these would we open up a new world to the child and start him on a higher life.

There is another matter in connection with sight which I wish to refer to briefly. I refer to the growing tendency to what is called short-sightedness. Careful investigations by distinguished oculists show that this evil is increasing, and that it is largely promoted by the habits of School life, as for instance, keeping the eye engaged so much on small objects near at hand. On this, as well as other grounds, young children should be taught to read from the blackboard. Any one after the eye has been long fixed on a printed page, will find great relief in looking at objects more remote. The eyes of children are also often injured by facing a strong light, so that the desks ought not to have windows in front.

I have hitherto spoken of that culture which gives increased power to the organs of sense,—the acuteness which comes from special occupation or necessity. There is another, and, as I think, a more important aspect in which the training of the observing powers should be viewed. *Persons often fail to gain knowledge because they give no attention to their sensations. They look at objects, but do not see them; the external organ does its work, but the mind is listless, or absorbed in other matters.* The sailor has a more distinct perception of the distant ship than the landsman has, in consequence of greater power in his organ of vision. When a naturalist examines a specimen, he sees more at a glance than another would in a week; or it may be he discovers features which would wholly escape the notice of

another. It is not a difference in the eye, in this case; the common observer is not partially blind. When the undiscovered features are pointed out to him he can see them as well as the naturalist. You have probably heard the story of the Arabian Dervish and the lost camel. It illustrates the point well.

Suppose I ask you how many compartments in the seed vessel of an apple; or are the seeds placed with point towards the stem or the calyx. How many can tell? Hundreds of times these matters have passed before your eyes and yet many have never seen them—never observed. You have read the story given in some School Readers, called "Eyes and No Eyes"? Two boys take a walk over the same grounds; one sees nothing; the other has seen a hundred interesting things which furnish matter to talk about and enquire about for a week.

These illustrations show clearly the sort of culture which I think we should aim to give the observing powers. There is, no doubt, a wide natural difference in people in respect to this power; but much may be accomplished by training, if we begin in time. There is one curious fact in connection with the effects of general culture or observing faculty. I do not know if you have observed, but I think you will find that the educated, the School taught and the College taught, as a class, do not surpass the unlettered and the ignorant in habits of observation. I believe it is rather the reverse. The North American Indians and other uncivilized people are acute observers; their senses are almost as acute as those of the lower animals. So, too, I think we shall find among civilized people, the uneducated are generally the most observing. The book-taught person has become so much accustomed to have knowledge furnished to his hand, or he is so much given to those other mental processes, that he has acquired the habit of going through the world with his eyes shut. This appears to me to be an additional reason for special training in this direction.

Object lessons are perhaps the most effective means in the culture of the observing powers. And I may remark here, that the first condition to be secured is to arrest the attention. The mind must be filled with the object under examination. We shall find, moreover, that we cannot force this attention; the emotional nature must be awakened and an interest begotten by which the child spontaneously concentrates the whole energies of his mind on the object before him.

Object lessons should be graded according to the age and mental development of the learner. In the first stage we present a single object; the children observe the parts and qualities and are then taught the appropriate terms for the ideas which they have gained. In the second stage they notice how the parts or qualities are related to each other, and to the uses and ends for which they are intended. In the third stage they compare objects with respect to resemblances and differences, form general notions, and group in classes. I may illustrate by reference to swimming birds. In the first stage we may give separate lessons on the duck, the goose, and the swan. The children are led to examine the form of the body, the position of the legs, the kind of feet, form of bill, &c.; in the second stage they notice a general adaptation of one part to another, and an adaptation of the whole to the habits of the bird. In the third stage they mark the resemblances in the different birds and group them in one class.

It is a great mistake in object teaching to stop short of this higher exercise of comparison and classification. It is the key stone which fixes and gives stability to the whole structure. In this way we call into action the elaborative or thinking faculty, which through the intimate dependence of the different powers of the mind on each other, re-acts on the observing faculty, making it more acute.

and discriminative. At the same time the children are trained to make such a systematic arrangement of knowledge as will aid them in retaining it and in making it available in time of need.

In selecting objects for such lessons, we should frequently take such as the children are familiar with. We lead them to make new discoveries in these objects; they are surprised and pleased to find a new world, as it were opening up at their very feet. Curiosity is awakened, and they acquire a habit of interrogating everything that comes in their way. There is no subject more available for lessons of this kind, and more interesting and profitable in itself, than the study of plants.

[The lecturer here went on to illustrate, at some length, the method in which children may be led to acquire by their own observation a knowledge of plants, their organs, their classification, etc. This is omitted, Dr. Bailey's lecture having traversed nearly the same ground.]

It will be found that children are more ready to notice resemblances than differences. Hence they sometimes group objects in one class which may, indeed, belong to the same family or genus, but not the same species. We have an example of this in their failure to notice points of difference in the different species of wild flowers, as for example the different kind of violets. In training them to closeness of observation we must lead them downwards from genus to species, by calling their attention to characteristic differences.

Much skill and judgment are necessary in conducting these lessons, so that we may act wisely in respect to what we do for the child and what we make him do for himself. You have probably heard the story of Agassiz and his pupil. The great naturalist gave the young man a peculiar sort of fish to study as his first lesson, leaving him to work out the subject by himself. "In a short time the student supposing that he knew all that could be learned from one specimen, grew impatient at his teacher's continued absence, and, when after some hours Agassiz returned, was quite surprised to hear from him that the most important feature was still unobserved. It was some days before he learned in this way all that his teacher could have helped him to see in five minutes. But the lesson taught him to depend on his own powers; he was now prepared to observe for himself; the mental training was of far more importance than the knowledge gained." A somewhat different course must be taken with children, or they will become discouraged, and entire failure will be the result. We must guide them without allowing them to lean upon us wholly. We must encourage them and keep up their interest until the object in view has been attained. Some persons may object to this mode of teaching on the ground of the smallness of its results—the slow progress made. I have just one reply to make to this. Whilst the knowledge gained by the child is of great value and should be an important object, the chief aim is mental training and the formation of such habits and the development of such power as will render the learner an independent worker in the acquisition of truth.

Did time permit I might show how oral lessons on the physical features of the School District, whilst laying the best possible foundation for the intelligent study of geography, tend to the cultivation of the observing powers.

Next in importance to the actual observing of objects is stating in words the facts acquired. Every object lesson should be followed by description in detail, either written or oral, or both. Under the pressure of having to give a statement of the knowledge he is acquiring, the child observes more closely and with greater precision; there is more concentration of force and a more indelible picture is pro-

duced. Then the act of giving verbal expressions to the ideas gained tends to systematize this knowledge, make it more definite and available. In fine, a mental training is secured which sends the child back to renewed observation with vastly increased powers.

The hour for closing the Session having arrived, the student-teachers were dismissed in the usual way, after singing the "Dismission Hymn," and the rest of the audience retired.

FOURTH SESSION.—THURSDAY, 10 A. M.

On this day the student-teachers occupied the marginal seats, allowing the other members of the Institute to fill up the body of the hall, in order that the latter might receive the greatest possible advantage from the exercises. The morning Session was opened and the afternoon Session closed as on Wednesday.

DR. RAND, on rising, referred to the address on "The Mechanics of School Management," and the benefits that would result if all Teachers would put in practice the principles and methods described and illustrated. Many were doing this, and he believed that all would endeavor to do so in the highest degree possible. He proposed now to show the moral bearing of such exercises,—such orderly and regular ways of performing School work. Dr. Rand then presented a carefully prepared paper on "MORALS, AND THE MORALITY OF SCHOOL DISCIPLINE," which was listened to with marked interest and attention. At his request this paper is omitted from this Report, in order to permit an extended notice of other addresses and exercises.

VOCAL AND PHYSICAL CULTURE.—After reviewing the exercises already given in Position, Carriage of the Chest, and Breathing,—MISS CLARK introduced the subject of *Support of Tone*. Leading the class to observe that when we attempt to blow out a light at some distance from us, the effort is made at the waist, she showed that in making tones also the effort must be at the waist in order to give support to the tone. This support of tone may be gained by practising reading while holding or lifting something heavy on the hand. *Projection of Tone* is also important. Notice the difference between reading aloud to one-self at one end of the room and then reading so as to be understood by another person at the opposite end of the room. Some common *defects of Tone*, with their remedies, were next considered. Such are the nasal, guttural and flat tones, so disagreeable to the ear, all of which, as well as stammering, &c., can be cured except when caused by malformation of the vocal organs, which is very rare. The causes of each of these faults, and some simple expedients for overcoming them, were pointed out. One general rule was to make the opening into the pharynx round. *Stammering* may

be either of the throat or of the mouth. Throat-stammering affects the vowel sounds; mouth-stammering, the consonants. In the former case, the difficulty consists in an inability to open the glottis promptly, and may be cured by the practice of making the *h* sound before words beginning with a vowel,—a remedy which may of course lead to the establishment of another bad habit, to be afterwards cured. In the case of mouth-stammering—which takes place on certain consonant sounds—the cure is more difficult, but may often be effected by carefully learning the mechanism of every such sound.

The Institute was next addressed by MR. CREED, whose lecture is here reproduced somewhat fully, at the special request of the Chief Superintendent.

HINTS FOR THE TEACHING OF GEOGRAPHY.—If the three *R*'s, so often mentioned among Teachers, are the fundamentals of an education, the three *G*'s hold a scarcely less important place in any educational system. Grammar for correctness of language,—Geometry for accuracy and consecutiveness of thought,—Geography for general information, make a capital triad of educational material.

Geography, like Reading and Writing, was not honored with a place among the seven Liberal Arts and Sciences enumerated by our ancestors; and like them, it has received comparatively little attention in many Schools in this Province. But thanks to an improved School system, with improved methods, this study, as well as that of Reading, has received a very valuable impulse of late years.*

That a study so full of interest, and forming so essential a part of the stock of information required of every intelligent person in these days when, in the words of the inspired prophet, "Many run to and fro, and knowledge is increased,"—that such a branch of study should ever have been so much neglected, is indicative of some defect in the mode of treatment.

Geography, in its largest sense, is the study of "the world and all things therein contained." If the acquisition of knowledge is in itself a source of pleasure to the mind whose activities have not been repressed, where can a greater amount of this intellectual pleasure be found than in this study? A page of Geography, more than of any other of the elementary branches, is crowded full of facts. There is something new in every line, to gratify the natural love of acquisition. In the wisely directed pursuit of this study, are brought into play the faculties of obser-

* The following facts and figures taken from the Reports of the Chief Superintendent of Education (see also *Educational Circular No 5*) show a very marked advancement in the amount of attention given to the study of Geography in this Province.

From 1872, inclusive, the number here given as studying Geography, is the sum of the numbers receiving oral instruction and studying the text-book. This is probably somewhat in excess of the true total, but not very largely. In taking the percentage, I have made an allowance of 10 per cent. for this in 1872 and 1874, and of 6 per cent. in 1876. The figures relate to the Winter Terms.

Year.	No. of Pupils at School in New Brunswick.	No. Studying Geography.	Percentage of Pupils studying Geography.
1866	28,333	7,090	28.2
1872	28,750	15,041	47.0
1874	44,785	20,732	53.7
1876	47,870	33,250	65.2

vation, comparison, judgment, memory, imagination. The eye, the hand, the mind, may all be exercised at once.

It is my object in this paper to offer some hints on the teaching of Geography, and to show how the subject may be taught in an interesting and profitable way. The time, however, will not allow me to consider all the departments of the subject, but only that which is usually called *General* or *Topographical* Geography, making no reference to the Mathematical, Astronomical and Physical aspects of the science, unless it be incidentally.

Let us see what are the *means* and *appliances* by which a knowledge of Geography may be acquired in schools.

I. *Oral Instruction* by the teacher. This must be the only source of knowledge to the pupils in the first steps, and must form an important factor in the methods used at all stages. It is too obvious to make the assertion needful, that here, as in all other departments of instruction, clear comprehension of principles and accurate acquaintance with the facts on the teacher's part are absolutely essential to true success.

II. *The printed Text*. This has commonly been the chief dependence and almost the only means employed for gaining the desired information. If the text book is, like those in use in our schools, extensive in its range, correct in detail, with the materials judiciously selected and arranged, and supplied with a sufficient number of good maps,—it contains in itself all that is really necessary for the instruction of any class in Geography. It is the mine in which the pupils, for themselves, may work for many years, without exhausting its treasures.

III. *Maps*. These are absolutely indispensable. It is a great advantage to have them *in the text book*. But, strange as it may appear, some teachers and pupils, with our excellent text-book in their hands, make very little use of the maps, and never come to understand them rightly. As an illustration I may say that I have found many teachers and students who had used Calkin's Geography for a long time and yet were quite unaware of the nature of the physical maps it contains.

In addition to these it is impossible to over-estimate the value of *wall-maps*. For successful class work, small maps on each pupil's desk are not sufficient. The attention of all should be directed as much as possible to one object, and that not remote from the Teacher. Besides, to know maps fully, maps of different sizes and styles must be seen. A complete idea of an object can seldom be obtained from one representation of it, however correct. Yet another argument in favor of wall maps,—meaning now any large maps visible by the whole class,—is that suggested by Principal Calkin yesterday, viz., the injurious tendency of too much examination of small objects close at hand.

[Reference was here made to the prescribed maps, Murby's and Nelson's, specimens of which were shown, and the chief distinctive features of each series were pointed out.]*

* While very much has been done of late years towards supplying the Schools of the Province with maps as well as other appliances, the supply of maps is still very limited, both in number and variety. At the close of the year 1872, the official tables show 629 Schools in New Brunswick, of which only 331 were provided with wall maps. At the close of 1876, 1274 Schools are reported, and the number of maps owned by their Trustees is given as 2590; that is, something over two maps to a School on an average. When we consider how few Schools have more than a map of the hemisphere, or of New Brunswick, with the addition in some cases of a map of the Dominion, the want appears very great. Taking out the maps owned by the Trustees in the seven incorporated towns, we have left only 2090 maps in 1112 Schools.—H. C. C.

We must here take for granted that the pupil has already gone through a proper course of oral instruction in Geography. He is assumed to know the names of the various geographical features of a country and the proper application of those names. He understands what a map is,—*how* it represents a country; so that when he looks at a map, he sees—not lines and dots and irregular marks with odd names attached to them, but here a sea-shore, there an island, yonder a river or a range of mountains. Besides this, the pupil has been so drilled in constructing and reading maps that he no longer thinks of the *size* of the map before him, but recognizes familiar outlines on whatever scale they may be drawn. (There are teachers who, on being shewn such a map as this of Central Europe on a large scale, could not for some time, distinguish localities, though they were tolerably acquainted with the positions of places on the map in their text-book or on some familiar wall-map.)

I shall now proceed to describe, step by step, a process of studying a country (say Nova Scotia, or Italy or France), which I think will be seen to be based on right principles and productive of good results.

(1.) Cause the pupils to study, on the map, the outline, noticing the coast-waters, the capes, etc.,—and carefully describing the form, and the relative positions of the places named.

(2.) Let the teacher draw on the blackboard, from memory, if possible an outline map of the country,—the pupils naming the parts as he draws,—he at the same time eliciting or imparting any interesting facts, topographical or historical, connected with any locality mentioned. The pupils may afterwards compare the outline with the printed map, and make such corrections as may be needed.

(3.) Require each pupil to imitate the drawing of the outline, on his slate, under your direction,—and, when sufficiently accurate, to print the names or initials of the principal parts from memory. [Countries should not be made to look all like islands but the connections shewn.]

(4.) The class will now have become tolerably well acquainted with the external features of the country, and should be required to reproduce the outline on slate or blackboard, from memory. Afterwards they should describe the position of the several bays, capes, etc., that they may acquire a facility in describing positions accurately.

(5.) Reference may now be made to the text-book, for review;—and the lists of coast-waters, capes, peninsulas, etc., will not now be, as they are to many pupils, mere lists of names.

(6.) It may be profitable at this stage, to teach the pupils how to draw neatly and accurately, on paper, the outline of the country, by measurements, using whatever plan may commend itself to the teacher. This should be on a large scale.

When the class has thus learned the shape and external features of the country, a similar mode of procedure should be adopted in reference to the islands, the mountains, the rivers, the lakes and the position of the town, all of which may be learned best from the map.

In Schools that are destitute of suitable wall maps, the Teacher should draw carefully upon the blackboard, on a large scale, the various maps he requires for his lessons. If he has not sufficient skill in drawing, or sufficient knowledge of the country, let him acquire it.

In this connection, the necessity for ample blackboard space is evident. There should be such an extent of blackboard provided in every School-room, that portions may always be occupied by maps of the countries under examination (as well as other drawings). Such wall maps—well drawn on the wall—are, after all, for

some purposes, the most useful. A correct general outline, on a large scale, with only the chief mountains, rivers, lakes and towns indicated, and entirely *without names*, is a better means of learning through the eye the facts that we most need to know about a country, than the most elaborately printed and colored map on a smaller scale, crowded with names and with the representations of scores of unimportant streams, hills, &c.

[A practical illustration was here given, by the sketching of an outline map of Italy upon the blackboard, in white chalk, upon which the mountains and chief rivers were afterwards placed].

It will be beneficial to interject questions and observations from time to time while drawing the map, as suggested by the several topics, *e. g.* "What is a gulf? Is there any difference between a bay and a gulf? What is a promontory?" Or, when drawing mountains, elicit or impart information as to the height of the range, the names and height of peaks, etc. Or if rivers be the subject,—“On which side of this range will the rivers be longest? Why? In which direction does the country slope here?” etc. Information concerning topography, scenery, volume and length of rivers, and how far navigable,—population of towns, their leading industries, prominent objects of interest, the principal railways, etc., should be filled in as naturally suggested by the lessons.

After each topic has been thus studied, or if necessary, in connection with the study from the map, the statements and lists in the text-book should be consulted, in order to verify the correctness of the results of your map-study and to learn any additional facts which the maps did not suggest. Of course there must also be lessons upon the climate, soil, flora and fauna of the country, as well as the race, religion, character, habits, industries and form of government of the people; but much of this work may be, as above suggested, an accompaniment of the map-study.

Such a series of lessons as I have outlined, if well conducted, will not only be interesting to the pupils but will make them thoroughly acquainted with the geography of the country. How dull and profitless it would be to attempt to teach or learn the same without the aid of maps.

It is hardly needful to say that for the study of a continent as a whole, previous to taking up any particular country, some modifications of the foregoing plan might be requisite. The main difference, however, would be in the greater degree of generality and the comparative absence of detail.

After one or two countries have been thoroughly studied in the manner described, the older pupils at least might be encouraged to master other countries for themselves by a similar process, under the teacher's supervision.

[The remainder of Mr. Creed's address was extempore. For the present purpose an outline of the points made will be sufficient.]

Drawing maps with greater accuracy,—by rule and measurement. Always a map from which to copy. We may reproduce on same scale,—may enlarge or diminish,—may take a part or the whole of a map. In any case what we require is *some device for fixing positions, so as to confine the copying of outline to small portions.*

I. By means of meridians and parallels. Best plan in some respects. Difficult to draw the curves well, without suitable instruments. Reducing or enlarging by scale of miles.

II. By squares drawn on map to be copied and corresponding squares on your paper or blackboard. Convenient and easy. One objection is the necessity of making lines on the map from which you copy.

III. Other methods,—requiring either books with series of maps prepared for the purpose,—or else a thorough acquaintance with the plan, and maps on which you may, without injury draw the construction lines. Three such devices were taken as illustrations.

(1.) Guyot's method,—practised by many teachers with excellent results. This was described, and a specimen shewn, by the rapid drawing of an outline of South America on the blackboard.

(2.) * * * * * Somewhat similar to Guyot's, and like it requiring a series of maps prepared with the proper construction lines. Superior to it in employing as a basis of measurement, not an aliquot part of some arbitrary line of length or breadth (an M), but a line of a certain length (or miles),—suitable scales being given in the hand-book.

(3.) * * * * * Perhaps the best of the three. Employing three scales, nicely constructed on a stout paste-board triangle, and readily applied to maps of any size likely to be required. Outline drawn by aid of measured base-lines and offsets.

After all, any skilful teacher can devise some plan for obtaining the correct proportions and figure of the maps to be drawn. If he can use the lines of latitude and longitude, and the ordinary scale of miles, that is the best way.

The artistic finishing, lettering and coloring of maps is a subject outside the scope of the present address.

A short essay by MR. CROCKET came next on the programme, and is here given in full.

JACOTOT,—HIS PARADOXES.—It cannot be deemed unnecessary for a person, in whatever profession he is engaged, to be acquainted with the opinions of the chief authorities in that profession. A man works at a considerable disadvantage in any pursuit, who is ignorant of the advances made in it. Among the best modes of knowing the present position and practice of our profession is a study of its history through the lives of some of its celebrities.

One of the boldest and most original of these celebrities (though not the greatest) is Jacotot. It is with him and some of his paradoxes that we shall spend a short time this morning.

Jacotot was born in 1770, at Dijon in France, the city of the famous Bossuet. From childhood he was distinguished for his self-reliance, caring only for that knowledge which he acquired through his own efforts. At a comparatively early age he was appointed to the Professorship of what was called the "Method of Sciences," in his own native city. It was here that his modes first attracted attention. Whatever subject was in hand, Jacotot's method of treating it was almost entirely confined to proposing a few leading questions so as to put his pupils upon the right track. They were encouraged to ask questions, raise objections and suggest answers. His methods were attended with remarkable success.

He afterwards became Professor of the French Language and Literature at the University of Louvain in Belgium. Here he found himself in a novel and unexpected difficulty. Many of his pupils knew no language but the Flemish and Dutch, and of these he was himself entirely ignorant. He had therefore to devise some way of teaching his pupils without talking to them. A less original man would have been at some loss.

He adopted the following expedient. He gave his pupils copies of Fenelon's "*Telmaque*," with the French on one side, and a Dutch translation on the other. This they had to study for themselves, comparing the two languages and learning the French by heart. They were to go over the same ground again and again, and were to give in French, however bad, the substance of those parts which they had not yet committed to memory. The success was remarkable. Jacotot attributed the result to the fact that the pupils had learned entirely by their own efforts, and that though he had merely supervised them; they had been in fact, their own teachers. He began now to generalize on his methods, and by degrees arrived at a series of astounding paradoxes—two or three of which I shall briefly notice.

I. *Every one can teach; and, moreover, can teach that which he does not himself know.*—How one can teach that which he does not himself know is a statement that seems to bear an absurdity on the very face of it. Jacotot and his disciples, when questioned on the matter, invariably appealed to facts:—"Come and see results" was their constant reply. "French is taught," they said, "without any means of communicating with pupils; music and drawing are also taught by Jacotot, though entirely ignorant of these subjects." We may, however, see some meaning in the paradox, if we consider the meaning attached to the word *teach*. The general idea attached to the word is to give information or to show how something is done. If this is the idea we attach to the word, we can see nothing but absurdity in Jacotot's assertion; we believe that no one can give information which he does not possess; or show how any thing is done if he does not know how himself. Jacotot meant by teaching—causing to learn. With this idea, how far can a person teach that which he does not know?

1st. Can he teach facts? Many facts we learn by direct experience. We know, for example, the taste of certain things by actual tasting; and a person, though ignorant himself of such sensations, could suggest to another how he may acquire the information, and in this way one may teach, according to Jacotot, what he does not know. Again, if a Teacher does not know the names of the sovereigns of the Tudor period, he may direct the boy to find it out from a book and, as the Jacototians claim, he is more likely to remember the fact. Such a course, however, is not the teaching of fact of which we are ignorant, except in the sense in which a parent who causes a child to go to school, or who sends him to his book, may be said to teach the child.

2nd. Can he teach science or inferences from facts? All good authorities believe that the pupils should be led to discover principles if possible themselves. The Teacher may join his pupil in investigating principles; but he must either keep along with the pupil or go in advance of him; in the one case he is only a fellow-pupil not a teacher, in the other he only teaches what he knows.

3rd. Can he teach the pupil how to do a thing which he does not himself know; such as any art—as drawing or music? There is no doubt that some of the most accomplished artists would be far less successful in teaching than one whose attention is more concentrated on the mechanicism of the art. Perhaps it is not even necessary that the Teacher should be able to do the exercises himself, if he only knows how they should be done, but if he neither knows the one nor the other the pupils must lose much by his ignorance.

There lies perhaps much more in the paradox than we have yet seen. Does there not underlie it a truth of great importance? The highest and the best teaching is not that which consists in communicating or giving knowledge, but that which guides and encourages the pupil to work and think for himself. The Teacher

can no more think for the pupil than he can see for him. The pupil must owe everything to his own exertions, which it is the function of the master to encourage and direct. The Master's attention then is not to be fixed on his own mind and his own stores of knowledge, but on the pupil's mind and its development. He must train. This is the view which Jacotot intended to enforce by his paradox; for we may train powers or faculties which we do not ourselves possess.

II. Another of his paradoxes,—*All human beings are equally capable of learning.* He puts this forward as the corner-stone of his system. There has been much discussion respecting this metaphysical question. Helvetius, before Jacotot's time, had divided the educational world on the question. No Teacher of experience will admit this equality of human intelligence as it stands on this bold form. But let us look at it a little more deeply. Underlying every faculty is Will. It is only as the Will moves out on things and thoughts of things,—looks at them, lays hold of and perceives them—that they really become one's own. Passive impressions received without active operation of the Will and which never rouse it into motion, very probably do not gain the seat of Will at all, but stop short in some minor cavity of the brain; or if they do succeed in knocking at Will's door, a habit of sluggishness makes it deaf to the summons to activity. Whatever the physiological or psychological reason may be, all real knowing must be initiated from within. Each separate process by which intelligence gains knowledge, from the simplest to the highest, is the work of mind itself. Will is the force which sets it moving and keeps it moving. Where Will is not stirred to action, there can be no capacity for learning. All sound learning must be a voluntary, a self-initiated act; all knowledge which is to be a growth into the mind, must be laid hold of by the Will. It follows then that the real education of the being must depend on his Will; that his capacity to learn will correspond with his Will and that where there is no Will there is no capacity. In this sense all human beings are alike.

III. One of the most frequently quoted paradoxes is "*Tout est dans tout,*" (All is in all). Who was this Jacotot? A Frenchman who has not given much study to methods of teaching would say, "Jacotot was a man who thought you could learn everything by committing to memory Fenelon's *Telemaque.*" On further inquiry you would find however that this account—like many other accounts, required modification—the learning by heart was only a part and a very small part of what Jacotot demanded from his pupils; but you would find that the entire mastery of "*Telemachus*" was his requisite, and that he managed to correct everything with that model book. In other words, there are relations between all branches of knowledge, which the thorough mastering of one will enable us to perceive and take hold of. Jacotot does not mean that all knowledge is in one book, but that a perfect acquaintance with one book, which only his method can put us in possession of, will furnish the pupil with the pegs or links by which he can correct and verify the knowledge contained in all others. Many had repeated this important fact before, but it remained for the Louvain Teacher to make the rigid application of it, and to embody it with such sententious brevity. It was perceived by Aristotle—it was enjoined by the great Teachers Ascham and Comenius and distinctly laid down by Lock, and is now pretty well known to every body, that he who reads too many books reads to little purpose. There is, indeed, no fact in the biography of eminent literary men more interesting than the verification of the wisdom of Jacotot's precept—"*Sachez un livre, et rapportez-y tous les autres,*" (know one book thoroughly and refer all others to it). All literary people have some favorite author whom they have never ceased to peruse with increased

delight, because at each perusal they discover some new proof of beauty—some new thought indicative of all-rarifying knowledge—some new link of a new chain of imagination—some new peg to which they could refer the knowledge acquired from other sources since the last perusal. Sir Walter Scott, without intending it as an illustration of this principle in the philosophy of education, says with characteristic sagacity, “Why such numerous instances of erudition occur among the lower ranks is, that, with the same power of mind, the poor student is limited to a narrow circle for indulging his passion for books, and must necessarily make himself master of the *few* he possesses ere he can acquire more.” Dr. Chalmers, whose learning as you all know was very varied, used to say: “I am afraid of the man of *one* book.” The rationale of the truth contained in these statements lies in the fact that concentrated attention is the parent of intellectual production, and desultory reading is the antagonist of concentrated attention; where one flourishes the other decays. Whether we regard the *Tout est dans tout* principle in a purely educative aspect or as merely concerned with knowledge, it is full of meaning if we analyze it. The verifying of all our knowledge will bring us accumulated stores. An analysis of the very first paragraph of any author must convince you, that thoroughly to verify its meaning, you would necessarily be led into all the compartments of science and literature, so mutually dependent are all the divisions and subdivisions of knowledge.

The great secret and the great difficulty in the instruction of youth is to *fix attention*. Fear, by means of some degrading punishment, was the only course pursued by some of the old regime. Its antipodes—“sugar candy”—has also run through the ages since Horace’s time, and been made the new patch upon the old garment by perhaps kind hearted but very imbecile teachers. Of the two canes there is more hope of the one without the sugar. *Jacotot* would not recognize either. ‘Whatever you know,’ says he, ‘verify; your interest will become so awakened through the stirring up of the feelings and desires, that the habit of concentrated attention will be secured, and that done you have all. *Tout est dans tout.*’ *Jacotot* has done great service to the cause of education by giving prominence to such truths, though wrapt up in such peculiar forms. So far as the cultivation of the knowing faculties is concerned, he fundamentally agreed with all other educational celebrities,—That the pupil’s success must depend on his own efforts,—that the *will* is the moving spring of all; that we never learn thoroughly without comparing and verifying. The chain of our knowledge will never be interrupted; we can find at pleasure all the links of it. The observations of others will become as assuredly ours as those which we have made ourselves. Connecting links are thus formed between our ideas; they mutually assist, develop and elucidate each other. Though they touch at all points, they do not confuse each other. Each has its appointed place; each immediately presents itself when wanted. Thus the most perfect unity reigns in this infinite variety. This is the kind of memory which with *Jacotot* as our model we would seek to cultivate:—

Lulled in the countless chambers of the brain,
Our thoughts are linked by many a hidden chain:
Awake but one, and lo, what myriads rise,
Each stamps its image as the other flies.

FIFTH SESSION.—THURSDAY, 3 P. M.

The first address this afternoon was given by WM. BRYDONE JACK, A. M., D. C. L., President of the University of N. B. Owing to the nature

of the subject, the fullness of detail with which it was treated, and the difficulty of illustrating this report with suitable diagrams, such as those exhibited by the lecturer, nothing more than an abstract will be here given.

THE EARTH ASTRONOMICALLY CONSIDERED.—Dr. Jack, remarked, in introducing his subject, that while the general facts of Astronomy were known to almost everybody, the manner in which those facts have been arrived at was not so well known. His present object was to repeat many of these facts with which his hearers were acquainted, but also to show, as well as possible, the manner in which they have been ascertained.

He first had to say something of the Earth's form, and showed how we know it to be a round body. Among the proofs described were the following. (1) If a number of posts of equal height were set up a mile apart in a straight line, on a level prairie, their tops would not be in range. (2) The appearance of a vessel approaching or receding from the coast. (3) The re-appearance of the sun to a person rising suddenly in a balloon just after sunset. (4) The appearance of a lunar eclipse. Referring to the consequences of this rotundity, the lecturer explained the terms, Antipodes, Vertical direction, Zenith, Horizontal Plane, Horizon, etc.

The size of the Earth, and the method of ascertaining it was next considered. After preparing the way by showing how we arrive at the idea of the Poles of the Earth, the Celestial Poles, the Equator and the Equinoctial, Dr. Jack explained very clearly how it is that for every change of place northward or southward there is a corresponding change in the relation of our Zenith and Horizon to the celestial bodies. It has been found that to make a difference of one degree in the apparent elevation, of the Celestial Pole, we have to travel about 365,000 feet or $69\frac{1}{2}$ miles, a distance which used to be called one degree, though a degree has no definite length. Multiplying the length of one degree by 360, we have the whole circumference, and from that we may easily get the diameter. By what means it was that Eratosthenes, who lived at the Syene in Egypt about 250 years B. C., calculated approximately the dimensions of the earth, was fully described. The more accurate results of modern measurements were also stated, and the fact of the spheroidal form was explained. How very slight is the departure from true sphericity was also illustrated, as well as the relative minuteness of the irregularities of the surface. To represent, on a globe of twenty inches in diameter, a mountain five miles high, we would require a prominence of only the one-eightieth part of an inch, and the flattening at the Poles, on the same globe, would amount to only the one-thirtieth of an inch. To us the Earth appears very large, but it is very small as compared with other heavenly bodies. It is a puny spot! and yet what commotions we make on its sur-

face and what wars are waged for the possession of a little piece of its territory!

The next topic was the earth's rotation, and some of the evidences of it. The inference from the apparent diurnal motion of the stars was clearly elucidated, while the difficulty of believing this great earth to move was removed by illustrations familiar in the experience of everybody. How we may have ocular demonstration of the rotation was also shown, the famous pendulum experiment and the experiment of dropping a body from a great height or down a deep mine being described in illustration. The Doctor's statements of the laws of rotation were illustrated in a very interesting manner by several Gyroscopes which were shown to the audience, much curiosity being excited in the minds of some by seeing one of the instruments revolve with only one end of its axis supported, thus apparently overcoming the action of gravity.

Passing next to the motion of the Earth around the Sun, the lecturer gave not only the ordinary proof from the apparent movement of the Sun among the Stars in the course of a year, but also a direct proof drawn from the aberration of the light from the stars. As an illustration of what happens in this case, a shot was supposed to be fired at a vessel in motion, when persons on board of the vessel would refer the shot to a point in advance of the actual position of the gun. So also when we walk rapidly through a heavy rain, we appear to meet the drops though they fall vertically.

Among the topics treated of in the closing part of the lecture, in connection with the cause of the Seasons were

- (a) The obliquity of the Ecliptic.
- (b) The difference in the Sun's altitude at different times of the year.
- (c) The precession of the Equinoxes.
- (d) The division of the Earth into Zones,
- (e) The reason why the hottest time of the year is not near the longest day, nor the warmest part of the day at noon.

VOCAL TRAINING.—The half-hour allotted to the subject of Vocal Training was increased to forty minutes, and divided between Miss Clark and Mr. Creed.

MISS CLARK treated chiefly of *Articulation*. In order to convey to others an author's thoughts, we must be heard, understood and felt. To be understood, it is necessary to articulate well, and distinct articulation depends upon a neat, prompt, decisive action of the lips, tongue, palate and jaws. The cause of the numbling and indistinct articulation so commonly heard is the want of elasticity in the muscles of the mouth. These muscles require discipline, which may be had in the practice of such exercises as are given in the prescribed Manual for the purpose. [Articulation exercises were here given to the Institute].

Some sounds are more easily made than others. The sound of *u* in *up* is the easiest to make, and we are apt to substitute that sound for others, particularly in unaccented syllables, e. g. *inhabut* for *inhabit*, *indivisubility* for *indivisibility*, "*I have ut*," for "*I have it*." Many persons are apt to insert an unnecessary *u* sound after another vowel. e. g. *be-ud* for *bed*, *haw-ud* for *ball*. Again a similar sound is often inserted where there should be no vowel sound, as in *heaven*, *broken*, *spoken*. In these words no breath should be allowed to escape between the final *u* and the preceding consonant.

In uttering consonant sounds, the proper position of the organs should be just taken, but not held. More time should be given to the vowels, and when the tongue has taken the position for the vowel, it must be held firmly till the succeeding consonant is taken, or the syllable finished.

MR. CREED, being called on, said he proposed to give a few "*Miscellaneous Hints on Reading*." He began by asserting that in order to read well, it is necessary, (1) To know what is right and best in reading; (2) To learn, by imitation and practice, to do it. After enlarging somewhat upon these thoughts, he went on to speak of the obscure notions held by many persons (including Teachers) respecting Tone, Force, Pitch of Voice, Stress, Inflections, etc. The Teacher should understand these matters. Referring particularly to the subject of Tone, he said that many failed to distinguish the various faults of tone one from another—as the flat, the nasal, the hard, the hollow tone. Apart from the question of a pleasant or unpleasant tone, there were *three leading qualities of tone*, one or other of which required to be used, according to the purpose and conditions of our speaking:—

I. The tone that addresses itself to the intellect,—the tone of argument or instruction.

II. The tone that appeals to the heart, or the moral sense,—the tone of emotion.

III. The tone that moves the passions, the vital nature,—that arouses to action.

Other topics were briefly spoken of, and lastly, that of Inflections. One of the most important points in reading and speaking is proper inflections. The most common inflections and the simplest were the rising and the falling. But one of these was often mistaken for the other. Three guiding principles were given for the use of these inflections:—

I. The rising inflection is interrogative and also negative; the falling, positive.

II. The rising inflection is prospective; the falling retrospective.

III. The falling inflection asserts the will or opinion of the speaker; the rising defers to the will or opinion of the person addressed.

DR. RAND introduced to the Institute MR. EDWARD CADWALLADER, B. A., Instructor in Vocal Music in the Provincial Normal School, stating that he had been desirous of having brought before the Teachers the subject now to be discussed. The Board of Education has prescribed

suitable Charts and Texts in order that all Teachers who have a fair degree of musical culture may, in the readiest and most profitable manner, instruct their pupils in singing. He also referred to the Regulation 39, 2, recently passed, with respect to certifying the attainments in vocal music of student-teachers and explained its provisions.

HINTS FOR THE TEACHING OF SINGING IN SCHOOLS.—Mr. Cadwallader introduced his subject by a reference to the fact that good singing is closely connected with good reading and speaking. But little attention has been paid to music in our Schools heretofore. He had to speak first of *Rote Singing*, or singing by ear, that being the form in which children must receive their earliest musical instruction. He believed that *all* could be taught to sing, and related the way in which his experience had led him to that conclusion. In former years he had sent some away who wished instruction in singing, because he found them to be unable to sing the musical scale. But he had learned by experience that he was in error in so doing. All that was necessary, he believed, was to learn by practice to imitate a sound. If a person has the ability to distinguish sounds and the ability to produce a given sound with the voice, he can learn to sing. Some persons, however, might not be repaid for the time and means and energy which would be spent in learning.

Singing should be taught and practised in all Schools, because of its usefulness (1) As a physical exercise; (2) As an agreeable change from study; (3) As being a direct aid to good reading. The latter point was particularly dwelt upon.

Good singing consisted in the union of the following qualities:—Good tone of voice, distinct articulation of words, proper breathing, just rhythm, and expression.

Children's voices were naturally good, soft and pleasant. Whence then came the faults of tone so common in School children? They were acquired by imitation of those older,—their parents and others. As they heard others speak, they learned to speak, and as they spoke, so would they sing. There was very little difference between the speaking voice and the singing voice.

In connection with the subject of Proper Breathing, illustrations were given of the effect of taking breath at wrong places. For instance, in singing the following couplet, to the air of "The Harp that once through Tara's halls," most persons would pause to take breath at the places marked by the upright line, and would make no pauses at the commas:

Come, tell me now, sweet | little bird,
Who | decked thy wings with | gold.

The music class of the Normal School was here called on for an illustration, and sang "The sea is England's glory."

After some remarks on Rhythm, with illustrative exercises, Mr. Cadwallader took up the subject of the Expression of Sentiment in singing. This was something of which there was a very common want. There might be right sounds, right time, and so forth, but no apparent thought of the meaning. How was this to be attained in teaching a song? The song might be introduced by a conversation, to awaken the interest of the children and lead them to see the character of the piece, whether gay and cheerful or grave. An excellent illustration was given of the way in which this might be done.

The consideration of Rote-Singing was concluded by a practical example, Mr. C. teaching a song by rote to his music class.

He then proceeded to discuss briefly the *Teaching of Theory*, but not even an outline of this part of the address can be given here. With the aid of the first of Mason's Charts an explanation was given of the mode of procedure in the first stages of teaching the theory of music and musical notation.

The HON. J. J. FRASER, Provincial Secretary, being present, Dr. Rand called on him to say a few words to the assembled Teachers, and in introducing him, referred to the deep concern that gentleman had taken in the commencement and progress of the Normal School building, and his painstaking interest in all that related to the administration of our School system.

The Provincial Secretary, after paying a high tribute to the ability, the zeal and the high qualifications of Dr. Rand for the position he holds, expressed his satisfaction in seeing so large an attendance of those who had voluntarily come from all parts of the Province in order to enjoy the privileges of the Institute. He spoke of the great improvement that had taken place since his recollection, in the position of Teachers in this Province, in School-houses, and other matters connected with their work. He mentioned some of the matters which the Chief Superintendent had urged upon the attention of the Board of Education from time to time, especially that of a Permanent Aid Fund for Teachers. While unable to speak for the Government, he could say that for his own part he was entirely in favor of the recommendations made upon that subject.

He concluded with expressions of good will for the Teachers and those who were preparing for the work of the profession.

CLOSING SESSION—THURSDAY, 7.30 P. M.

The Institute met this evening in the Temperance Hall, and the time was devoted to the answering of many interesting questions which had been deposited in the box, and to the issuing of certificates of attendance.

The Teachers in attendance at the Institute, enrolled by the Secretary, were as follows :—

ALBERT COUNTY.
Selma E. Brewster.

CARLETON COUNTY.
Pennington E. Cliff,
Robert Vince,
Moody McGuire,
William B. Wiggins,
Margaret Gilman,
Phoebe P. Colter,
Henry T. Parlee,
Lucy A. B. Smith,
Richard Wheeler.

CHARLOTTE COUNTY.
Maria Cockburn,
Teresa C. McAleenan,
James F. Covey, A. B.,
James Vroom,
Mary E. Currie,
Eliza Magowen,
Tillie S. Kirk,
Bessie Keay.

GLOUCESTER COUNTY.
Jerome Boudreau,
William A. Andrew.

KINGS COUNTY.
John R. Flewelling,
Frederick S. Chapman,
Mary L. Frost,
Emily A. Cochraue,
Celia Frost,
George B. B. Wetmore,
J. Lee Flewelling,
Chrissa Raymond,
S. F. Wilson, A. B.,
Isaac C. Sharp,
Jessie A. F. Fairweather,
Ella Kennedy,
William S. Carter,
Sarah M. Sharp,
Carrie M. Melvin,
Hattie M. Nugent,
Emma F. Berry,
Joshua N. Smith,
S. L. T. Wiggins.

NORTHUMBERLAND COUNTY.
W. H. Grindley,
Minnie R. Haviland,
Annie McEachren,
Ernest P. Flewelling,
Olivia A. Parker,
Sara J. Sinclair,
William J. Fowler.

QUEENS COUNTY.
Geo. S. Vradenburgh,
Thomas Wright,
Julia C. Frost,
Enoch Thompison,
Lemuel Allen Currey, A. B.,
Samuel J. Jenkins, A. B.,
Henry A. Perkins,
Charles A. Murray,
Jas. W. McCready.

ST. JOHN COUNTY.
William D. Baskin,
Geo. E. Baxter,
Emily G. Blatch,
Sarah G. Duff,
John McAlister,
Lizzie S. Reid,
Abigail A. Williams,
Lydia E. Williams,
Wm. J. Wilson,

Lottie Hartt,
G. W. Hay,
Mrs. G. W. Hay,
Marie Annie Paul,
Catharine M. Armstrong,
Helen Dale,
John Edwin Dean,
Mary W. Greene,
Winifred P. Hayes,
Kate A. Kerr,
Agnes E. Livingstone,
Grace Murphy,
William H. Parlee,
B. B. Smith,
George T. Taylor,
Eliza Wetherall,
Jas. E. Wetmore,
Isabella B. Mersereau,
Daniel Morrison,
James S. Trueman,
John B. Hayes,
Mary G. Gunn,
A. W. Steeves,
George R. Camp,
Kate S. Hopkins,
Annie M. Hopkins,
Margaret L. McGirr,
Ella Kate Turner,

SUNBURY COUNTY.
Angus Sillars, A. B.,
Wellington Camp,
Laura Hatch,
A. W. B. Garrison,
Minnie McLeod,
Lily G. Barker,
George Stewart,
George W. McEwin,
Ida May Gunter,
Annie M. Huestis,
Nettie Belyca,
Herbert W. Harrison,
Samuel D. Alexander,
Elizabeth C. Secord,
Charlotte L. Street,
Susan E. Clarkson,
Thomas Harrison.

VICTORIA COUNTY.
Berton C. Foster,
Margaret A. Truswell,
Mary L. Watson,
Augusta F. Crawford,
Priscilla F. M. Brown,
Minnie A. DeWolfe,
Judson C. Manzer,
James Ledingham.

WESTMORLAND COUNTY.
Edward V. Tait,
Samuel C. Wilbur,
Maggie J. Harris,
S. L. Wiggins,
Hanford C. Keith,
H. Gilbert Huestis,
Jas. S. Tait, B. S.,
Anna M. Allen,

YORK COUNTY.
Amelia Atherton,
Eva Atherton,
Sarah A. Brymer,
G. W. Fenwick, A. B.,
Wm. G. Gaunce, A. B.,
L. Jane Gregory,
Agnes Lawson,
Jenne Lyle,
Ida McAdam,

G. R. Parkin, A. M.,
Clara B. Peters.
Eouisa Pickard,
Lranes J. Ross,
Elizabeth R. Sec. II,
Frances N. Seely,
Ella L. Thorne,
Annie H. Tucker,
C. Albert Yandall,
Lizzie H. Yandall,
Rebecca A. Armour,
Olivia Barker,
John F. Burditt, A. B.,
M. Alice Clark,
Joseph E. Collins,
Hiram B. Killburn,
Mary A. Marsh,
John MacMillan,
W. T. T. Simms, A. B.,
R. Creenville Day,
B. Chesley McKeen,
Charles L. Brown,
Mildred J. Smith,
William E. Young,
Mosely T. Wathen,
Mary Ann Yerxa,
Catherine Brown,
Annie Johnston,
Melvina J. Hammond,
Alonzo Kelly,
Helen McAdam,
Iva E. Yerxa,
J. Byron Grant,
Melinda A. Barker,
Tillie Kilburn,
Anna M. Gibson,
Georgia Kelly,
Eliza V. Holte,
William H. Anderson,
Minnie Cameron,
Eliza Greer,
Amy Kelly,
John A. McPherson,
W. W. B. Anderson,
Daniel Fiske,
John A. Gunter,
Wm. B. Parent,
Adoniram J. Brown,
George H. Perkins,
George A. Lounsbury,
Anabel Gunter,
Ellen M. Sansom,
Susan Sansom,
Electra Atherton,
Manda J. Lint,
Louisa Duffy,
Annie M. Hanson,
Louisa F. Morgan,
Margaret K. Smith,
Agnes Boyd,
W. T. Day,
Pernille J. Christy,
Lily A. Goodspeed,
Robert M. Demison,
Ellen F. Peake,
Sarah H. Hammond,
Louise M. Young,
Mary E. Young,
Geo. H. Nevers,
Susie H. Hendry,
Rankine Redell, A. B.,
Mrs. W. T. Day,
Annie M. Ramsay,
Kate L. Johnston,
Charles T. Bailey,
Mary A. Colter.

The Students of the Normal School, who attended all the Sessions of the Institute, numbered one hundred and forty-eight. In order to exhibit the numbers of Teachers and Students present, from the several Counties, an abstract is here given :

COUNTIES.	Teachers.	Normal School Students.
Albert,	1	2
Carleton,	9	18
Charlotte,	8	11
Gloucester,	2	5
Kent,	0	4
Kings,	19	22
Northumberland,	7	2
Queens,	9	11
Restigouche,	0	1
Saint John,	37	27
Sumbay,	17	2
Victoria,	8	2
Westmorland,	8	4
York,	85	35
Cumberland, N. S.,	0	2
	210	Students, 148 Teachers, 210
	Total, 358	

To these may be added the Professors in the Provincial University, and the Instructors in the Normal School.

The following School Officers also registered their names :—

James Smith,	Inspector,	Gloucester.
Thomas W. Wood,	do.	Kent.
David P. Wetmore,	do.	Kings.
Rev. Benj. Shaw,	do.	Queens.
E. C. Freeze,	do.	York.

Arthur J. Trueman, A. B., Superintendent of Schools, Portland.

Wm. Kilpatrick, Secretary to School Trustees, Portland.

Many other persons, not immediately connected with educational work, were also present at most of the Sessions.

ORGANIZATION OF THE EDUCATIONAL INSTITUTE.

By the Revised Regulations of the Board of Education, issued early in August last, provision was made for the establishment of a permanent Educational Institute for the Province, and of a Teachers' Institute in each Inspectoral District, to be organically connected with the School System. The following is an abstract of the Regulations in this behalf :

TEACHERS' INSTITUTES :

1. *Object and Work.*—To promote the efficient operation of the means contemplated by the Law and the Regulations of the Board of Education for the conduct of all work pertaining to Teachers and Schools. Lessons illustrative of method and management may be given, discussions had, papers read, and special instruction given in any subject of the School course.

2. *How first Formed.*—By the Inspector, on written request of ten or more Teachers in his Inspectoral District. Time, place and programme of first meeting to be determined by the Inspector in consort with such of the Teachers making the written request for organization, as he may deem necessary. Teachers to be notified one month before the meeting.
3. *Members.*—The Inspector and all residents of the Inspectoral District holding valid licenses from the Board of Education may become members by enrolment and annual payment of fee, not to exceed one dollar.
4. *Officers and Committee.*—President, Vice-President and Secretary-Treasurer to be elected annually by the members. Committee of Management to consist of these officers and two other members to be also elected annually.
5. *Duty of Committee.*—To determine the exercises for each meeting (after the first) and the order of business; to forward the programme to the Chief Superintendent as early as possible before each annual meeting.
6. *Meetings.*—To be held annually, at such time and place as the Institute may determine, the days being Thursday and Friday. Sessions to be held both morning and afternoon on those two days, beginning at 10 a. m. on Thursday and 9 a. m. on Friday; and if possible, a suitable public lecture to be delivered on the Thursday evening.
7. *Allowance in case of Teachers attending the Institute.*—Chief Superintendent to allow the proportion of Provincial grant to Teachers and of County fund to Trustees, for time Teacher is necessarily absent from School, in order to attend the Institute, not exceeding in any case three days.
8. *Outline Report* of the work of the several Sessions to be forwarded to Chief Superintendent, for publication, according to his discretion, in the *Educational Circular*.

EDUCATIONAL INSTITUTE :

1. *Object.*—The professional instruction and culture of the members, and the discussion of educational questions.
2. *How Organized.*—By the Chief Superintendent, and by him to be convened annually, in July or August.
3. *Members.*—(a) The Chief Superintendent, the President of the University, The Principal of the Normal School, and the Provincial Examiners, members *ex officio*; (b) School officers who are not Teachers, and Teachers who are members of a Teachers' Institute, may become members by enrolment and annual payment of such fee, not exceeding one dollar, as the Institute may determine. (To facilitate organization, persons holding valid licenses to be eligible for membership at the first meeting, though not members of a Teachers' Institute, and without payment of fee).
4. *Executive Committee.*—To consist of the *ex officio* members and an equal number to be annually chosen by the Institute from among its other members. To appoint its own Secretary-Treasurer. To determine the days for convening the Institute, and the programme for each meeting. To have the exclusive right of recommending or excluding questions for consideration by the Institute.
5. *Officers.*—Chief Superintendent to preside, or in his absence the President of the University or other member of the Committee. Secretary and Assistant Secretary to be appointed annually by the Institute.

6. *Place of Meeting, etc.*—The Chief Superintendent may use the Normal School building and appliances as he may deem necessary for the meetings. The Instructors to render all required assistance. The student-teachers to be required to attend the Sessions, but not be members unless qualified as above.
7. *Report* to be furnished by the Secretary to the Chief Superintendent for publication in the *Educational Circular*.

OFFICERS OF EDUCATIONAL INSTITUTE FOR THE YEAR 1877-8, *ex officio* :

Theodore H. Rand, A. M., D. C. L., Chief Superintendent of Education.

William Brydone Jack, A. M., D. C. L., President of the University of N. B.

William Crocket, A. M., Principal of the Normal School.

Thomas Harrison, LL. D.

Loring W. Bailey, A. M., Ph. D. } *Provincial Examiners.*

George E. Foster, A. B. }

Elected August 16, 1877 : Arthur J. Trueman, A. B., W. T. Day, E. P. Flewelling, W. G. Gaunce, A. B., W. B. Wiggins, A. B., G. R. Parkin, A. M.

Secretary : Hebert C. Creed, A. M.

OFFICIAL MINUTES OF THE FIRST MEETING.—FREDERICTON, N. B., AUG. 16, 1877.

The Teachers and others in attendance upon the Teachers' Institute, which was opened in the Normal School building on the 14th inst., being assembled in the TEMPERANCE HALL, for the concluding Session of the Institute, the Chief Superintendent of Education, in accordance with previous announcement, and under the authority of the Twenty-third Regulation of the Board of Education, proceeded to organize the EDUCATIONAL INSTITUTE.

After the Chief Superintendent had read the above-named Regulation and briefly explained some of its provisions, the persons therein declared to be qualified for membership in the Institute were invited to come forward and subscribe their names hereunder. [*Then follow the names, numbering 155.*]

On motion of G. R. Parkin, A. M., seconded by Angus Sillars, A. B.,

Resolved, That a Committee of seven be appointed, to retire for the purpose of nominating six members to act on the Executive Committee of this Institute for the ensuing year.

The following gentlemen were then appointed as the Nominating Committee, viz., Mr. Principal Crocket, Mr. Inspector Smith, Mr. Inspector Freeze, Mr. S. J. Jenkins, Mr. E. P. Flewelling, Mr. G. R. Parkin, Mr. W. T. Day.

After an interval, during which the Chief Superintendent addressed the Institute, the Nominating Committee returned and through their chairman, Principal Crocket, reported the following names. [*The names are given above.*]

These six gentlemen were thereupon unanimously elected members of the Executive Committee for the ensuing year.

On motion, Herbert C. Creed, A. M., was unanimously elected Secretary of the Institute.

On motion of Inspector Freeze, it was voted that the Chief Superintendent leave the chair, and that Principal Crocket act as Chairman. This being accordingly done, a hearty vote of thanks was tendered to Dr. Rand for the able and painstaking manner in which he had conducted the proceedings of the Institute.

The Chief Superintendent, after an appropriate response, declared the Session closed.

HERBERT C. CREED, *Secretary*.

TEACHERS' RELIEF, SAINT JOHN.

SAINT JOHN, N. B., 15th Nov., 1877.

T. H. RAND, ESQ., D. C. L.,
Chief Supt. Education,

DEAR SIR,—Herewith I send you for insertion in the *Educational Circular* my report on the Teachers' Aid Fund, the amount of which was placed in my hands by John Boyd, Esq., chairman of the Board of School Trustees of Saint John.

Accompanying it will be found the statement of Herbert C. Creed, Esq., Treasurer of the fund contributed by the Teachers of the Province, the whole of which should, I think, be published for the information of those interested.

At your pleasure you might also insert the letters received by you from the Messrs. Nelson & Sons, and McMillan & Co., which would make the whole complete.*

Your obedient servant,

J. MARCH, *Secretary.*

SAINT JOHN, N. B., 15th Nov., 1877.

On the 22nd of August 1877, John Boyd, Esq., chairman of the Board of School Trustees of Saint John, received through T. H. Rand, Esq., D. C. L., Chief Superintendent of Education, a Bill of Exchange for fifty pounds sterling from Messrs. Thomas Nelson & Sons, Publishers, of Edinburgh and London, to be applied to the relief of Teachers who were sufferers by the great fire of the 20th June 1877. The amount realized was \$244.02.

On the 25th of September 1877, Mr. Boyd received through Dr. Rand, from Messrs. McMillan & Co., Publishers, of London, a Bill of Exchange for twenty-five pounds sterling, to be applied to the same purpose. This realized \$120.69.

On the 19th of October 1877, Mr. Boyd further received from Herbert C. Creed, Esq., Treasurer of the Provincial Teachers' Aid Fund, the sum of \$271.20, contributed by the Teachers of the Province to aid their suffering co-workers in Saint John.

The total amount, \$635.91, was reduced by \$1.97 expenses to \$633.94, which was placed in my hands for distribution among the Teachers.

A careful investigation showed that fifty-two Teachers had been more or less affected by the fire, but as their circumstances and positions were of a very diverse character, it became necessary to classify them and apportion the fund according to some equitable principle. Such a classification I made and submitted to the assembled Teachers of Saint John on Saturday, November 10th, by whom the plan was commended, and the apportionment of the money left in my hands. This having received the concurrence of the chairman of the Board of School Trustees, I divided the fund as follows:—

1. Teachers who were burned out at their homes and lost their situations: to six \$27 each, to two \$14 each, to five \$10 each. Total \$240,

2. Teachers who were burned out at their homes but retained their situations: to nine \$27 each, to four \$14 each. Total \$299.

*Mr. March's exhibit appears to be sufficiently complete. A Bill of Exchange was also recently received by me from London for twenty pounds sterling, with the request that the donors name should not be published, and that I would personally apply it for the relief of any Teachers rendered needy by the Fire.—THEODORE H. RAND.

3. Teachers who were not burned out at their homes, but lost their situations : to three \$18 each, to one \$14, to two \$10 each. Total \$88.

The balance, \$6.94, was added to the amount given to a Teacher whose loss was exceptionally heavy.

(a) Of class 1 two teachers obtained situations elsewhere at once, and one is not in need of assistance.

(b) Of class 2 four Teachers signified their desire that any amount apportioned to them might be divided among those who were greater sufferers, and three lost so little that no apportionment was made to them.

(c) Of class 3 eight Teachers have obtained situations, and are not in need, and two are provided for by their friends.

SUMMARY.

Amount of Teachers' Aid Fund,.....	\$633 94
Number of Teachers affected by the fire 52, of whom	
15 received \$27 00 each,.....	\$405 00
3 received 18 00 each,.....	54 00
7 received 14 00 each,.....	98 00
7 received 10 00 each,.....	70 00
Balance to special case,.....	6 94
	————— \$633 94

4 yielded up all claim on the Fund.

10 obtained situations.

2 were provided for by their friends.

4 were not in need of assistance.

52 number of Teachers affected by the fire as above.

The distribution of this fund has necessarily been a work involving much delicacy and consideration, yet I believe it has been done with impartiality, and to the entire satisfaction of the whole body of Teachers.

The names of those Teachers who received the amounts above given are obviously withheld from this statement, but I am authorized on the part of the Teachers of the City of Saint John, and especially of those to whom the fund has been distributed, to express their warmest thanks to all the kind friends who so thoughtfully, unostentatiously, and generously contributed to their necessities in a time of much trial and suffering.

J. MARCH,

Secretary to the Board of School Trustees of St. John.

MEMORANDA.

FREDERICTON, October 17, 1877.

JOHN BOYD, Esq., *Chairman of School Trustees of St. John,*

DEAR SIR,—As you have probably been informed, the Teachers of the Public Schools of Fredericton, shortly after the Fire in St. John, met and made arrangements for raising a small fund, by contributions from Teachers throughout the Province, in aid of the Teachers who may have been sufferers in the fire.

At a meeting held on the 15th inst., the accounts were submitted and audited, and I was requested to forward to you, in accordance with the Resolution adopted at the outset, the amount in my hands as Treasurer, after paying necessary expenses. You will find herewith enclosed—

(1) A copy of the Circular sent to every Teacher in New Brunswick whose address could be ascertained. A perusal of this will explain the whole matter to you more fully.

(2) The List of the Teachers who contributed to the fund, classified according to the Counties and alphabetically arranged, with the sums received from each.

(3) A List of Subscriptions collected from persons not Teachers and forwarded to us by Mr. W. H. Grindley, with his own contribution. (N. B.—Mr. J. B. Oakes also collected a small sum, but sent no names of donors).

(4) The Account of the Treasurer of the Fund.

(5) The Report of the Committee appointed to audit the Accounts.

(6) A Draft on the Bank of New Brunswick for Two hundred and seventy-one Dollars and twenty Cents in your favor.

It is to be regretted that the amount raised was not larger; but small as it is, it may furnish some relief to the needy. Nearly all who contributed accompanied their remittance with expressions of sympathy for the sufferers and approved of the action taken.

For the disposal of the Fund, the third Resolution embodied in the Circular is a sufficient indication of the wishes of the contributors. * * *

Believe me, Sir, yours respectfully,

HERBERT C. CREED.

LIST OF TEACHERS WHO CONTRIBUTED TO THE FUND.

ALBERT COUNTY.		KENT COUNTY.	
Bacon, Mary E.....	\$1 00	Coates, George A.....	1 00
Baskin, Rachel.....	1 00	Dobson, G. Johnson.....	1 00
Bishop, Chipman.....	1 00	Forbes, George A.....	1 00
Dawson, Kate A.....	1 00	Graham, Bertie.....	1 00
Kinnie, Josephine M.....	1 00	Graham, Maggie.....	1 00
Lawson, John.....	1 00	Harnett, J. W.....	1 00
McKenzie, Wm.....	1 00	Hurd, Annie E.....	1 00
McLatchy, Lavinia.....	1 00	McDonald, Jane.....	1 00
Webmore, William.....	1 00	McDonald, Mary.....	1 00
Wilbur, Roswell.....	1 50	McEachern, James P.....	1 00
		Wilbur, S. C.....	1 00
CARLETON COUNTY.		KINGS COUNTY.	
Cassidy, Mary L.....	1 00	Carson, George S.....	1 00
Cogswell, Annie.....	1 00	Chapman, Fred. S.....	1 00
Couillard, S. A.....	1 00	Crorier, Lizzie.....	1 00
Cupples, E. J.....	1 00	Davis, Susan A.....	1 00
Henderson, Jennie E.....	1 00	Flewelling, Sarah E.....	1 00
Hovey, Eva E.....	1 00	Frost, Celia.....	1 00
Kerr, Wm. T.....	1 00	Frost, Clara A.....	1 00
Killip, William.....	1 00	Frost, Mary L.....	1 00
Kirkpatrick, Ada.....	1 00	Good, Lyla.....	0 50
Raymond, C. L. S.....	1 00	Gray, Celia E.....	1 00
Scott, C. N.....	1 00	Haney, William A.....	1 00
Taylor, William.....	1 00	Hayes, Frank H.....	1 00
Vince, Robert.....	1 00	Hickson, John W.....	1 00
		Lasky, George H.....	1 00
CHARLOTTE COUNTY.		McDougall, Ellen M.....	1 00
Clarke, George P.....	1 00	McLeod, Mary A.....	1 00
Condic, Catherine.....	1 00	Nobles, B. N.....	1 00
Copley, Hugh.....	1 00	Pickett, Sarah J.....	1 00
Cover, Jas. F., A. B.....	1 00	Saunders, Louise E.....	1 00
Dibblee, Mary.....	1 00	Smith, J. N.....	1 00
Doherty, James.....	1 00	Tuber, Bertha P.....	1 00
Felix, James R.....	1 00	Welling, F. N.....	1 00
Fove, Eda.....	1 00		
Gilley, Sarah E.....	0 50	NORTHUMBERLAND COUNTY.	
Holmes, Fred. A.....	1 00	Anthony Charles.....	1 00
Horan, Mary A.....	1 00	Brown, Lizzie.....	1 00
Knight, Eliza C.....	1 00	Curran, John.....	1 00
McAleenan, Teresa C.....	1 00	Flewelling, E. P.....	1 00
Magowen, Eliza.....	1 00	Flinne, Michael.....	1 00
Maxwell, Lydia.....	1 00	Gordon, Maggie S.....	1 00
Moore, Ella.....	1 00	Grindley, W. H.....	1 00
Morrison, Emma S.....	1 00	Hickey, Eliza.....	1 00
Pelton, Mary A.....	1 00	Putchison, C. M.....	1 00
Powers, Emma.....	1 00	Jordan, Maggie A.....	1 00
Robinson, Charlotte M.....	1 00	Loggie, Catherine.....	1 00
Rogers, Ellen.....	0 50	McBeath, Lizzie M.....	1 00
Small, Annetta.....	1 00	McIntosh, Donald.....	1 00
Vroom, James.....	1 00	McIntosh, Isabella.....	1 00
Wade, Augusta B.....	1 00	McIntosh, James.....	1 00
Woodcock, Helen E.....	1 00	McIntosh, Maggie.....	1 00
Young, Adelaide A.....	1 00	McKay, T. G.....	1 00
		Millar, Maggie.....	1 00
GLOUCESTER COUNTY.		Moir, Robert.....	0 50
Andrew, William A.....	1 00	Morrell, Annie.....	1 00
Daley, Sarah.....	1 00	Morrisey, P.....	1 00
Doucet, Mary.....	1 00		

Onkes, J. B., A. M.	1 00
Parker, Olivia	1 00
Quinlan, Annie	1 00
Reid, Sarah J.	1 00
Robinson, Jennie	1 00
Ross, Annie	1 00
Sioevright, Wm.	1 00
Sinclair, Sarah E.	1 00
Smith, Christanna	1 00
Swim, Mary J.	1 00
Walsh, Clementina	1 00
Williston, Kate M.	1 00

QUEENS COUNTY.

Akerley, Emmeline A.	1 00
Austin, Eva T. S.	1 00
Bulyea, Louisa	1 00
Camp, George R.	0 50
Camp, Wellington	0 50
Frost, Julia C.	1 00
Johnson, James A.	1 00
Loring, C. D.	1 00
Sprague, C. Matilda	1 00
Tilley, William	1 00
Wright, Thomas	1 00

RESTITUCCHIE COUNTY.

Alexander, Cecilia	1 00
Bennet, R. J.	1 00
Carney, E.	1 00
Chalmers, Robert	1 00
Desbrisay, Mary	1 00
Dickey, William	1 00
Dorathay, John F.	1 00
Firth, William	1 00
Gadd, A.	1 00
Gerrard, Susan	1 00
McBeath, M.	1 00
McIntyre, P.	1 00
McLean, D.	1 00
McMillan, Mary	1 00
McNair, B.	1 00
McNair, E.	1 00
Murchie, Jane	1 00
Noble, J.	1 00
Robertson, N.	1 00
Ross, A.	1 00
Sillars, Angus, A. B.	1 00
Smith, Henry A.	1 00
Stewart, D.	1 00

ST. JOHN COUNTY.

Bell, Agnes	0 50
Bell, Jane W.	0 50
Brairty, Patrick	1 00
Chappell, Jane	1 00
Fradsham, H.	1 00
Griffith, Janie M.	1 00
Jenkins, Isabel	1 00
Patterson, G. F.	1 00
Steeves, A. W.	1 00

SUNBURY COUNTY.

Belyea, Nettie L.	1 00
Clarkson, S. E.	1 00
Day, R. Grenville	1 00
Fenety, E. M. S., A. B.	1 00
Harrison, Thomas	1 00
McKenzie, Janet E.	1 00
Street, C. L.	1 00
Stuart, John P.	1 00

VICTORIA COUNTY.

Blake, Mary E.	1 00
Brown, V. F. M.	1 00
Truswell, Mary	1 00
Watson, Mary L.	1 00

WESTMORLAND COUNTY.

Allen, Anna M.	1 00
Barnes, Martha G.	1 00

Barnes, Mary	0 50
Barnes, Mittie	1 00
Bateman, Jane R.	1 00
Bourque, Marie B.	1 00
Fowler, Eliza	1 00
Fowler, Jessie	1 00
Godfrey, Mary E.	0 75
Gooden, R. W.	1 00
Hennessey, Cath.	1 00
Keenan, Mary	1 00
Knapp, A. W. D.	1 00
Levinge, William	1 00
Lyons, Mary A.	1 00
McCurdy, James G.	1 00
McQueen, Martha	1 00
McSweeney, Sarah	1 00
Nesbit, Sophia M.	1 00
Silliker, Susan J.	1 00
Steadman, Mary	1 00
Tait, Edward V.	1 00
Town, Henry	1 00
Trenholm, C. A.	1 00
Trites, D. M.	1 00
White, D. B.	1 00
Wilbur, S. C.	1 00
Wilkins, James H.	1 00
Wilson, David, A. B.	1 00

YORK COUNTY.

Alexander, Carrie	1 00
Boyd, Agnes	1 00
Carter, George D.	1 00
Day, W. T.	1 00
Day, Mrs. W. T.	1 00
Dennison, Robert M.	1 00
Dove, Jane	1 00
Fisk, Daniel	1 00
Freeman, J. W.	1 00
Goodspeed, Lily A.	1 00
Loring, Mary H.	0 75
Lundon, Margaret	0 50
McAdam, Helen	1 00
McCutcheon, J. E.	1 00
McLeod, Minnie	1 00
Murphy, Helen	1 00
Murphy, Josiah	1 00
Sansom, Susanna	1 00
Taylor, Maggie E.	1 00
Wright, Samuel F.	1 00
Young, Louisa M.	1 00

CITY OF FREDERICTON.

Atherton, Amelia	1 00
Atherton, Eva	1 00
Brymer, Sarah J.	0 50
Collins, Joseph E.	1 00
Creed, H. C., A. M.	1 10
Crocket, William, A. M.	1 00
Gaunce, W. G., A. B.	1 00
Gregory, L. Janie	1 00
Gregory, Mary E.	1 00
Hammond, Carrie A.	1 00
Harvey, Annie	0 70
Lloyd, Sophie	1 00
Lyle, Jennie	1 00
McAdam, Ida	1 00
McGowen, Fergus	1 00
McInnis, J. L.	1 00
Parkin, G. R., A. M.	1 00
Pickard, Joanna	1 00
Pickard, Louisa	1 00
Ross, Frances	1 00
Scovil, Elizabeth R.	1 00
Seely, Francis	1 00
Stramberg, H. M.	1 00
Thorne, Ella	1 00
Tucker, Annie	1 00
Young, Mary E.	1 00
Young, S. Grace	1 00

LIST OF SUBSCRIPTIONS COLLECTED BY MR. W. H. GRINDLEY.

John McLaggan,.....	\$10 00	Roderick Robinson,.....	0 50
J. L. Murray,.....	2 00	Edward Burns,.....	0 50
A. Archibald,.....	1 00	Scott, Fairley,.....	2 00
A. Clark,.....	1 00	James S. Wilson,.....	2 00
S. Rigley,.....	1 00	John L. Scofield,.....	1 00
R. D. Robinson,.....	1 00	Michael Whalen,.....	0 50
Allan Doak,.....	0 50	Patrick Kehoe,.....	0 50
Joseph Doak,.....	0 50	Michael Lynch,.....	1 00
James Leo,.....	0 50	William Luke,.....	0 50
John McConnell,.....	1 00	James Mountain,.....	0 50
James Foley,.....	1 00	Murdoch Martin,.....	0 50
Rev. J. G. Johnstone,.....	2 00	W. H. Grindley,.....	1 00
Peter McLaggan,.....	0 50		

MEMORANDUM.—Mr. March acknowledges the receipt, through Dr. J. Bennet, of the following sums towards Teachers' relief, which he has appropriated to the object for which it was given:—

E. H. McAlpine, late of Grammar School, Northumberland County,.....	\$1 00
Mrs. A. S. Stevens, Hopewell,.....	2 00
	\$3 00

TREASURER'S ACCOUNT.

Teachers' Relief Fund in Account with H. C. Creed, Treasurer.

1877.		DR.	
July 6.	To M. S. Hall's Bill, Envelopes and Account Book,.....		\$ 1 36
Aug. 6.	Paid for Postage Stamps at Post Office,.....		9 00
"	Discount on \$4.70 in Stamps,.....		0 14
Aug 13.	Expenses, Rev. T. Nicholson, 30 cts, discount on U. S. C. 10 cts,.....		0 40
" 27.	Lawson's Bill for Printing Circulars,.....		5 50
Sept. 3.	Balance,.....		271 20
			\$288 29
1877.		CR.	
July 12.	By Special Contribution, Miss O. Parker,.....		\$ 4 00
" 27.	Contributions forwarded by W. H. Crindley,.....		31 50
" 21.	Con. from Inspector Ramsay, \$1.00; 24th, Rev. T. Nicholson, \$1.00,.....		2 00
Aug. 31.	Contributions per J. B. Oakes, A. M.,.....		5 50
Sept. 3.	Contributions from 251 Teachers,.....		245 20
			\$288 20

HERBERT C. CREED, *Treasurer.*

AUDIT COMMITTEE'S REPORT.

OFFICE SCHOOL TRUSTEES,

Fredericton, Oct. 15th, 1877.

MR. CHAIRMAN—Your Committee appointed to examine the Accounts of Teachers' Relief Fund, beg leave to report that they have audited the same and find them correct.

H. M. STRAMBERG.
W. G. GAUNCE.



OFFICIAL NOTICES.

No. 1.

Under the Standards of Award contained in the 30th Regulation of the Board of Education, the following Candidates at the September Examination, 1877, have been awarded Provincial School License of the Classes herein specified. The awards, which do not advance the Class of License already received by any Candidate under Regulation 30, are not included in the subjoined lists:—

GRAMMAR SCHOOL CLASS.—Richmond Logan, A. B., Fairville; Henry T. Colpits, A. B., Barnesville; Nathaniel Duffy, A. B., Lower Coverdale.

FIRST CLASS.—George W. Allen, A. B., Fredericton; Rufus P. Steeves, A. B., Harvey Corner; Counsel T. Hendry, Florenceville; Arthur M. Smith, Oak Bay; Wm. E. Hornibrook, Sussex; Bertha A. B. Bell, Shediac; Bessie A. Read, Pugwash, N. S.; Grace Murphy, Indiantown.

SECOND CLASS.—Mary A. Ross, Bathurst; Robina Wheaton, Indiantown; Annie Flaherty, St. John; Harriet D. Gregg, St. John; Mary Chrystal, Kingston, Kent County; Henry Sykes, Keswick Ridge; Robert J. Love, Moore's Mills, Charlotte County; James F. VanBuskirk, Cambridge, Queen's County; Allen W. Bray, Goose Creek, St. John County; William Romwell, St. Martins; Percy H. Warneford, Hampton; Hedley V. McKeil, Greenwich; Gavin Hamilton, Point La Minn, Restigouche County; William A. Duke, St. John; Frederick O. Sullivan, Oak Bay; Alder B. Boyer, Sonerville, Carleton County; James R. Barton, The Range, Queens County; John DeLong, Belyea's Cove; Craven L. Betts, St. John; Daniel O'C. McGinnis, Fredericton; Alice A. Belyca, Centreville, Carleton County; Mary E. Bray, Goose Creek, St. John County; Leila M. DeWolfe, St. Stephen; Mary Jarvis, Fredericton; Mary Nisbet, Fredericton; Minnie Molt, Central Cambridge, Queens County; Janie M. Rowan, Indiantown; Maud L. Ketchum, Upper Woodstock; A. Brunswick Foster, Studholm; Asa Faulkner, Coldbrook, St. John County; Mary A. Munro, Woodstock; Annie M. Cochrane, Norton; Janet P. McKay, Kingston, Kent County; Maggie Foster, St. John; Maude Ellegood, Dumfries; Augusta E. Crawford, Kingston, Kings County; Kate Brown, Studholm; Annie B. Boyer, Florenceville; Rebecca Bennett, Pugwash, N. S.; Ida A. H. Barker, Sheffield; Alice Giberson, Lower Wicklow; Fannie Hornibrook, New Bandon; Tillie Lawrence, Gibson; Marjory McCann, Oak Hill, St. James; Agnes Egan, Douglas; Mary C. H. Flemming, Debec Junction; Florence N. D'Orsay, Portland; Mary B. O'Sullivan, St. John; Agnes G. O'Sullivan, St. John; Mary Sealy, St. John; Jane C. Sharp, Apohaqui; Mary J. Murray, Moncton; Agnes L. White, Centreville, Carleton County; Annie E. Martin, St. John; Hepsey A. Gregg, Florenceville; Harriet C. Fowler, Salt Springs; Kings County; Annie J. Moore, Hopewell Hill; Mary E. L. Graman, Royal Road, York County; Eliza M. Pettigrove, St. Andrews; Mary E. McLeod, Sussex; Alma J. Watson, River de Chute; Sarah E. Watters, Woodstock; Frances A. Hamlyn, St. John; Marion J. Pickard, Fredericton; Annie M. Smith, Studholm; Lizzie M. Sincock, Richmond, Carleton County.

THIRD CLASS.—Sharon Brown, Calais, Me.; Claudius T. McCutcheon, Clones; James F. Slipp, Lower Queensbury; Manly W. Wilson, Petitcodiac; Allison W. Clark, Lower Wakefield; Robert J. Craft, Belyea's Cove; Wm. M. Spence, Bayfield, Westmorland County; Henry T. Perkins, Douglas Valley, Queens County; Elias W. Henry, Upper Magaguadavic; Geo. N. Pearson, Apohaqui; Georgia Fox, Southampton; Alice A. Clayton, Marysville; Mary R. Williams, St. John; Elizabeth McLachlan, South Nelson, Northumberland County; Mary Kerr, Bathurst; Mary A. Ward, St. John; Annie C. Sloat, Andover; Alicia F. McCarron, Indiantown; Katie J. Wiseman, New Bandon; Emma A. Wright, Andover; Marguerite Michaud, Buctouche; Nellie Russell, Hopewell Hill; Maggie M. Cunningham, Hammond; Amelia A. Nason, Poodie, Sussex; Hannah B. Cogswell, Centreville, Carleton County; Mary D. Ellegood, Dumfries; Eliza S. Hogan, Westfield; Hattie Lawson, Barnesville; J. Estella Daye, Indiantown; Martha F. Thompson, Fredericton; Henrietta Leek, Kingsclear, Flora McKendrick, Bess River, Kent County; Kate A. McKay, Florenceville; Mary J. McKilligan, Florenceville; Ada B. Miller, Fredericton; Sarah J. McWaid, Williamstown; Carleton County; Annie Smith, French Lake, Sunbury County; Lizzie Brown, Fredericton; Emeline L. Harrison, New Jerusalem, Queens County; Louisa C. Stephenson, Gibson; Barbara Staples, St. Mary's, York County; Alice K. Lawson, Barnesville; L. Jennie Oakley, Lower Jemseg; Bessie A. Pearson, Apohaqui; Carrie A. Keith, Havelock; Alice M. Johnston, Keswick Ridge; Sarah M. Dailey, Springfield, Kings County; Jennie H. Estey, Kingsclear; Lizzie A. McCann, Oak Hill, St. James; Annie E. Gough, Fredericton.

No. 2.

On the recommendation of the Inspectors, and under the authority of the provisions of Sections 10 (5) and 47 of Chapter 65 of the Consolidated Statutes relating to Schools, the School Districts named below will be entitled, if supporting and conducting Schools under and in conformity with the provisions of the said Chapter, to receive special Provincial and County aid within the current School year—i. e., from November 1st, 1877 to October 31st, 1878—as follows:—

1. The TEACHER whom the Trustees employ in conformity with Regulation 2 of the Board of Education will receive *one-third* more Provincial grant than if he or she were employed in a District

not named in the following List, in order that the Trustees may be able to contract with the Teacher at a less rate of local salary.

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

The BOARD OF TRUSTEES will receive *one-third more* from the County Fund to aid them in paying the local salary of the Teacher, than they would otherwise be entitled to receive, except as follows:— In Districts in which the Teacher is to receive, as above, but *one-quarter* increase of grant, the Board of Trustees will not be allowed from the County Fund any consideration over the ordinary Districts of the County in respect of the average attendance of pupils, but in respect of the Teacher they will be allowed from this Fund at the rate of \$10 for the School year.

In several of the Counties a number of the Poor Districts included in the following List have never been organized:—

ALBERT COUNTY.

Parish of Alma: Goose River, No. 1; Hastings, No. 3; Bennet Road, No. 4; Sinclair Hill, No. 6; New Ireland, No. 7; Hebron, No. 8.

Parish of Cooverdale: Niagara, No. 7; Turtle Creek, No. 8; Leeman, No. 10; Nixon Settlement, No. 15.

Parish of Elgin: Pollet River, No. 1; Swift Settlement, No. 4; Mechanic Settlement, No. 5; Lake, No. 7; Highland, No. 17.

Parish of Hareey: Shepody Road, No. 6; Doran, No. 7. Tingley Town, No. 9; West River, No. 10; Lumsden, No. 11.

Parish of Hillsboro': Osborne, No. 8; Rosevale, No. 13; South Hillsboro', No. 15.

Parish of Hopewell: Memel, No. 4; Ridge, No. 9.

CARLETON COUNTY.

Parish of Aberdeen: Mill, No. 10; South Knowlesville, No. 12; Northfield, No. 13.

Parish of Brighton: Havelock, No. 11; North Windsor, No. 12.

Parish of Kent: Moose Mountain, No. 5; Wharton, No. 7; Holmesville, No. 8; Upper Munquart, No. 9; Chapel, No. 11; North Johnsville, No. 12.

Parish of Kent and Peel: Gordonsville, No. 14; Demerchant, No. 16.

Parish of Northampton: South Newburg, No. 7; East Newburg, No. 8.

Parish of Peel: Lower Gordonsville, No. 4; Oak Mountain, No. 5; Victoria, No. 6.

Parish of Richmond: Knowlton, No. 17.

Parish of Wakefield: Bell, No. 13.

Parish of Whitehorse: White Marsh, No. 1; Upper Knoxford, No. 6; Tweedie, No. 8.

Parish of Wilnot: Mount Delight, No. 3; Lake, No. 14; Weston, No. 15.

Parish of Woodstock: McElroy, No. 9.

CHARLOTTE COUNTY.

Parish of Clarndon: McLeod Road, No. 1; Western District, No. 2.

Parish of Dumbarton: Tryon, No. 4.

Parish of Grand Manan: Two Islands, No. 7.

Parish of Lepreau: Little Lepreau, No. 1; New River, No. 4; New River Mill, No. 5; Pocologan, No. 6.

Parish of Pennfield: Black's Harbor, No. 5; Bay Side, No. 6.

Parish of St. David: Smith, No. 7.

Parish of Saint George: Lee, No. 7; Somerville, No. 8; Red Rock, No. 9; Piscachagan, No. 10; L'Etang, No. 15; Bliss Island, No. 17, (and Gladstone); Renwick, No. 18.

Parish of Saint James: Anderson, No. 4; Somerville, No. 8; Canoose, No. 11; Little Falls, No. 12; Bowery, No. 17.

Parish of St. Patrick: Linton, No. 3; Roix, No. 9, (and St. George).

Parish of St. Stephen and St. David: Valley Creek, No. 8.

Parish of West Isles: Indian Island, No. 1; Northern Harbour, No. 8.

GLOUCESTER COUNTY.

Parish of Bathurst: Tide Head, No. 3; Upper Tettagouche, No. 4; St. Ann's, No. 7; Kinsale, No. 10; Miramichi Road, No. 11; Bass River, No. 17.

Parish of Beresford: Dumfries South, No. 7, (and Bathurst); St. Louise, No. 8; Dumfries North, No. 8; Rossett, No. 11; Gt. Jerome, No. 12; Little Elm Tree, No. 13; St. Lawrence, No. 14; Nigadoo, No. 9.

Parish of Caraquette: Caraquette Portage, No. 3; Upper Caraquette, No. 7;

Parish of Inkerman: The Creek, No. 1; Trout Brook, No. 7.

Parish of New Brandon: Waterloo, No. 3; St. Joseph, No. 5; Black Rock, No. 7; Canobie, No. 10.

Parish of Shippegan: Miscou South, No. 9; Miscou North, No. 10.

KENT COUNTY.

Parish of Acadiaville: Acadiaville, No. 4 A; Acadiaville, No. 4; Railway Bridge, No. 5.

Parish of Carleton: Mouth of Kouchibouguac, No. 2; Kouchibouguac above the Mills, No. 4; Lake Settlement, No. 6; Portage River, No. 7.

Parish of Dundas: Landry, No. 2; Hay's Settlement, No. 5; Trafalgar, No. 10 A.

Parish of Harcourt: Little Forks, No. 3; Dumfries, No. 4; Railway, No. 6; Coal Branch, No. 7.

Parish of St. Louis: Mouth of Kouchibouguacis, No. 1; Cameron's Mill, No. 5; Babineau, No. 11.

Parish of St. Mary's: Dollard Settlement, No. 4; Collet Settlement, No. 5; McLean Settlement, No. 6; Pelerin Settlement, No. 7; Bishop's Land, No. 8; Bishop's Land, No. 9; Rhomboid, No. 11; Rhomboid, No. 12.

Parish of Weldford: East Branch, No. 2; Upper District, Main River, No. 4; Louisburg, No. 6; McLachlan Road, No. 18; Canaan, No. 20; Cole Brooke, No. 21; Culvert, No. 22.

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

KINGS COUNTY.

- Parish of Cardwell*: Pollet Lake,* No. 5.
Parish of Hammond: Shepody Road, No. 2; Saddleback, No. 5, Martin's Head Road, No. 7.
Parish of Hampton: Upper Golden Grove,* No. 19.
Parish of Havelock: Perry Settlement,* No. 3; Creek Road, No. 6; Salem, No. 11; Thorne Settlement,* No. 14.
Parish of Kars: Eastern Kars, No. 4.
Parish of Kingston: Belleisle, Bay Shore, No. 2; Long Island, No. 8; Midland, No. 9; Walton Lake, No. 14.
Parish of Norton: Guthrie Road, No. 10; Middleton, No. 11.
Parish of Rothesay: Westmorland Road, No. 1; Forrester's Cove,* No. 6.
Parish of Springfield: Bull Moose Hill,* No. 4; Spragg's Brook, No. 13, Old Kingston Road, No. 14.
Parish of Studholm: Dingley Couche, No. 1; Northrup, No. 2; Keohan, No. 6; Bunnell,* No. 22; Queensville, No. 24.
Parish of Sussex: Mill Brook, No. 14; McCain, No. 15.
Parish of Upham: Primrose, No. 2, (and *St Martins*); Connor's Settlement, No. 25.
Parish of Waterford: Wolfe Lake, No. 3; Donnegal,* No. 4; Shannon, No. 6; Cedar Camp, No. 7.
Parish of Westfield: Grand Bay,* No. 1; Cheanie, No. 5; Land's End, No. 8; Milkish, No. 10; Sea-Dog Cove, No. 11.

MADAWASKA COUNTY.

- Parish of Madawaska*: Lower Wadawaska, No. 3; Eastern Madawaska, No. 5.
Parish of St. Ann's: Upper St. Leonard's, No. 2; Souci, No. 6; Upper Quisibis, No. 7.
Parish of St. Basil: Cyr, No. 6; Albert, No. 8.
Parish of St. Francis: Upper St. Francis, No. 5; Glasier Lake, No. 7; Doucet Lake, No. 9; Thompson Lake, No. 10; Pelletier, No. 11.
Parish of St. Hilaire: Gagnon, No. 3; Ouillett, No. 4.
Parish of St. Jacques: Upper Madawaska, No. 2; Plourde, No. 3.
Parish of St. Leonards: Byram, No. 6; Mountain, No. 7; Newfoundland No. 8; Poitras, No. 11.

NORTHUMBERLAND COUNTY.

- Parish of Abitiek*: Morrison's, No. 1½; Neguac,† No. 5; McRobie Road,† No. 8; Johnston, No. 8½; French Cove, No. 9; Portage, No. 11.
Parish of Blackville: Keenan's, No. 8; McDonald, No. 8½; Otter Brook, No. 10.
Parish of Blissfield: Moran's,† No. 1; Bamford, No. 3.
Parish of Derby: Elm Tree,† No. 2.
Parish of Hardwicke: Hardwood, No. 2; Eel River, No. 3; Village, No. 4; New Dominion,† No. 5½.
Parish of Glenley: R. Road,† No. 2; Weldfield, No. 3; Point au Car, No. 6; Powers, No. 10.
Parish of Ludlow: McNamee, No. 1; Wilson's, No. 1½; Ludlow, No. 4.
Parish of Nelson: Upper Barnaby River, No. 6.
Parish of Newcastle: Little Bartibogue, No. 2½; Meadow Brook, No. 4.
Parish of Northesk: C. I. Road, No. 1; E. Settlement,† No. 2; Three Islands, No. 3; U. L. S. West, No. 8.

QUEENS COUNTY.

- Parish of Brunswick*: Never's Rapids, No. 4; Berry Vale, No. 6.
Parish of Cambridge: Mill Cove, No. 6; Den District, No. 7.
Parish of Canning: Baltimore,† No. 3; Syphers' Cove, No. 4.
Parish of Chipman: Iron Bound Cove, No. 2; Salmon River, No. 3; Stevenson Road, No. 9. Cont Creek, No. 13; Dufferin Settlement, No. 14; Brown Settlement, No. 15.
Parish of Hampstead: Ontabog, No. 3; African Settlement, No. 10.
Parish of Johnston: Lower Rapids, No. 6; Upper Rapids, No. 7; Bagdad,† No. 8; Goshen Settlement, No. 17.
Parish of Petersville: Mill District, No. 2; Lower Clones, No. 13; Speight Settlement, No. 16; Golden Ridge, No. 19.
Parish of Waterborough: Cox's Point, No. 2; Cumberland Bay Stream, No. 3; Young's Creek, No. 8; Union Settlement, No. 9.
Parish of Wickham: Lewis' Cove, No. 8.

RESTIGOUCHE COUNTY.

- Parish of Addington*: Rafting Ground, No. 6.
Parish of Colborne: Heron Island, No. 4.
Parish of Dalhousie: Mountain Brook, No. 1½ (and *Colborne*); Cove, No. 4; Blair Athole, No. 10.
Parish of Durham: Doyle Settlement,* No. 5; Sunnyside, No. 10.

SAINT JOHN COUNTY.

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

SUNBURY COUNTY.

- Parish of Blissville*: Juvenile Settlement, No. 4; Mill District (West), No. 15.
Parish of Burton: Victoria Settlement, No. 7 A; Farnham, No. 9; Haneytown, No. 10; Greenfield, No. 12; Rockwell, No. 13.
Parish of Gladstone: Lower Three Tree Creek, No. 10; Diamond Square, No. 14.
Parish of Lincoln: S. W. Rusagornis, No. 6.

Parish of Maugerville: Rear Maugerville, No. 4.
Parish of Northfield: New Zion, No. 1; North Forks, No. 5; Lower Hardwood Ridge, No. 8.
Parish of Sheffield: Lower Little River, No. 6.

VICTORIA COUNTY.

Parish of Andover: Tomlinson, No. 6; West Andover, No. 7; Todd, No. 8.
Parish of Gordon: Webster Brow, No. 3; Plaster Rock, No. 4; Odell, No. 6.
Parish of Drummond: Little River, No. 10; Hitchcock, No. 11; South Tobique Road, No. 13.
Parish of Grand Falls: Roaches, No. 4; Stone, No. 5; California, No. 7.
Parish of Lorne: Two Brooks, No. 2; Blue Mountain, No. 3, Caribou, No. 6.
Parish of Perth: Narrows, No. 3; Indian, No. 4; Quaker Brook, No. 5; Caldwell Brook, No. 6; Pokiak, No. 8; Upper Kintore, No. 9; Lower Kintore, No. 10; Upper Kincardine, No. 11; Lower Kincardine, No. 12; Tilley, No. 13, (and Drummond).

WESTMORLAND COUNTY.

Parish of Botsford: Emigrant Road, No. 4; Cape Bald, No. 20.
Parish of Dorchester: Woodville, No. 4; Dungiwen, No. 9; Mouth of Dover Road, No. 19.
Parish of Mancton: Ritchie, No. 8; R. R. Crossing, No. 15; Indian Mountain, No. 18; Stiles, No. 19; Budd, No. 20; McLaughlin Road, No. 21; New Scotland, No. 22; Caledonia, No. 23; Canaan, No. 25; Lake Settlement, No. 26; Gould, No. 27.
Parish of Sackville: Second Westcock, No. 1; Upper Rockport, No. 3; Grandanse, No. 4; Fairfield, No. 7; Cole's Island, No. 8; Cherrystone, No. 15.
Parish of Salisbury: Lower Pollet River, No. 5; Fredericton Road, No. 8; Harewood, No. 9; Scotch District, No. 10; Constantine, No. 14; Rockland, No. 22.
Parish of Shediac: Painsce, No. 15.
Parish of Westmorland: Baie Verte Road, No. 4; Midgie Road, No. 9; Centreville, No. 10; Brooklyn, No. 11.

YORK COUNTY.

Parish of Bright: Sisson, No. 6; New Zealand, West, No. 7; Lower Hainsville, No. 9.
Parish of Canterbury: Charly Lake, No. 6; Dead Creek, No. 10; Carrol Ridge, No. 12; Lovell's, No. 13; Lovell's Mills, West, No. 13; Eel River, No. 17; Golden Ridge, No. 19; Pocawagonis, No. 20; Dickinson, No. 22.
Parish of Douglas: Doyen Ridge, No. 10; King's Settlement, No. 12; Mid. Nashwaaksis, No. 14; Cardigan and Tay, No. 16; Delaney Settlement, No. 18.
Parish of Dummer: Musquash, No. 9.
Parish of Kingsclear: Myshrall, No. 7; Hanwell, No. 8; South Hanwell, No. 9; West Kingsclear, No. 11.
Parish of Manners-Sutton: Orontoctio Lake, No. 7; Wilnot, No. 10; Ram's Head, No. 11.
Parish of New Maryland: Charters, No. 3; Yoho, No. 4.
Parish of Prince William: Blaney Ridge, No. 6; Western Extension, No. 8.
Parish of Queensbury: Lower Caverhill, No. 9.
Parish of St. Martins: Lower Durham, No. 9; Upper Durham, No. 10; Zien, No. 11; McCallum, No. 14.
Parish of Southampton: North Greenlow, No. 12; Woodstock Road, No. 13; Baker Settlement, No. 14; —, No. 15; Waterville East, No. 16; Waterville, No. 17.
Parish of Staley: Urquart, No. 13; Red Rock, No. 2; Giant's Glen, No. 4; Maple Ridge, No. 7; South Portage, No. 8; Taxes River, No. 10; —, No. 14.

No. 3.

The attention of the Board of Trustees of all School Districts other than those embracing cities and incorporated towns, is respectfully called to the following matters of importance:—

1. That it is the duty of the Trustees to cause to be prepared and read at the Annual Meeting, a Report, which Report shall, amongst other things, contain a statement of the educational condition of the District for the past year, and of its educational needs for the ensuing year, and exhibit a full account of the receipt and expenditure of all School moneys during the year, which account shall have been duly audited. See *Chapter 65 of the Consolidated Statutes relating to Schools*, Secs. 83 (1), 35, 36, 24, 74 (5), 75. The statement of Income and Expenditure, with all agreements, vouchers, the Tax List, County Fund, Memos., &c., should be ready for the Auditor "at least two weeks before the Annual Meeting," Sec. 84. If the School meeting failed to appoint an Auditor, or if the Auditor is dead, or refuses, or has become incapable of acting, or has permanently left the District, application should be made by the Trustees to the Inspector to appoint one, Secs. 10 (4), 48. The Trustees' Annual Report should be adopted at a meeting of the Board, before being presented to the School Meeting. It is not the duty of the Secretary to the Trustees to prepare or present the Report, except under the direction of the Board of Trustees.

2. The estimate of the Trustees should, wherever practicable, include a reasonable sum for the purchase of Wall Maps, and other articles necessary for successful teaching. (See Reg. 15).

3. That it is the duty of the Trustees to convene the Annual School Meeting on the second Thursday in January at 10 o'clock in the forenoon, by Notices posted at least six days (of twenty-four hours each) previously, in ten of the most public places in the District. A suitable form of Notice will be found on p. 81 of the *School Manual*.

4. The School is not to be kept in operation on the day of the Annual School Meeting.

5. All information necessary for the lawful conduct of the School Meeting will be found on pp. 39 and 40 of the *School Manual*.

No. 4.

The attention of Trustees and Teachers is specially directed to the following Regulations of the revised edition of the *School Manual* published under date of August 2, 1877:—Regs. 2; 15; 16; 19; 22 (3), (11); 23; 30; 31; 37; 38; 39; 40. Trustees will specially note "Remark 3," p. 74, and the "Forms" which follow it.

No. 5.

A blank District Assessment List for the use of the Board of Trustees, in Districts not being incorporated Towns, is folded in each copy of this number of the EDUCATIONAL CIRCULAR, which is addressed to the Secretary to the Trustees. This blank will hereafter be forwarded to Trustees in each November number of the CIRCULAR.

No. 6.

The members of the Executive Committee of the Educational Institute are notified that there will be a meeting of the Committee in the Normal School on Friday, December 28th at 4 o'clock, p. m. Persons wishing to offer any suggestions in reference to the programme of the next meeting of the Institute, may communicate them to any member of the Committee.

No. 7.

The entire edition of EDUCATIONAL CIRCULAR, No. 5, was destroyed in the Great Fire in St. John, June 20th. The number was reprinted and published during October.

No. 8.

A parcel of five copies of EDUCATIONAL CIRCULAR No. 2, 3, 5, or 6, (or of these numbers assorted), will be mailed from the Education office to Teachers on the receipt of \$1. Single copies 25 cents.

No. 9.

Notices and Reports intended for insertion in the EDUCATIONAL CIRCULAR must be forwarded to the Chief Superintendent not later than the first of April and October.

THEODORE H. RAND,

Chief Supt. of Education.

TEACHERS' INSTITUTES.

No. 10.

To the Teachers of the Inspectoral District of Northumberland County.

In accordance with the provisions of the 23rd Regulation of the Board of Education, I hereby give notice that the first meeting of the Teachers' Institute for the Inspectoral District of Northumberland County will be held in the Harkin's Seminary, Newcastle, on Thursday and Friday, the 14th and 15th of March, 1878. Teachers are particularly requested to note carefully the provisions of the Regulation above referred to, and to comply with the same in all respects. The following programme of Exercises will be essentially adhered to:—

THURSDAY.

- 10 o'clock, A. M.—Organization of the Institute; election of Officers, and Committee of Management. Illustrative methods of teaching Arithmetic.
 P. M.—Illustrative methods of teaching Wormell's Plane Geometry. Illustrative methods of teaching Reading.
 7 o'clock, P. M.—Public Lecture in the Masonic Hall, by Dr. Rand, Chief Supt. of Education.

FRIDAY.

- A. M.—Object Lessons, their educational value, and how to conduct them. Hygiene—How best to instruct a School in relation to the general conditions of Health, as required by Regulation 22 (3) of the Board of Education.
 P. M.—Free and familiar discussions on any subject pertaining to the duties of a Teacher. School management or methods of Instruction. Determining the time and place of the next meeting of the Institute.
 7.30 o'clock, P. M.—Illustrative methods of teaching Geography. Adjournment.

CHAS. S. RAMSAY, Inspector.

No. 11.

To the Teachers of the Inspectoral District of Kent County.

In accordance with Regulation 23 of the Board of Education, and agreeably to request duly made, I hereby give notice that the primary meeting of the Teachers' Institute for the Inspectoral District of Kent County will be held at the Grammar School Room, Richibucto, on Thursday and Friday, the 6th and 7th of June, 1878. Teachers are requested to observe duly Regulation 23 (3). Subjoined is a Programme of Exercises:—

THURSDAY.

- 10 o'clock, A. M.—Address by Thomas W. Wood, Inspector. Business: Determining Fee of Membership; enrolment of Members; election of Officers; general business.
 How may the Teacher aid in securing greater regularity of attendance?—T. W. Street.
 Conversation and discussion on above subject. Lesson on English Grammar.
 12.30 o'clock, P. M.—Recess.
 1.30 " " English Literature.—C. H. Cowperthwaite.
 2 " " Conversation respecting Wall Maps and other apparatus; their importance and use.
 2.30 " " The doctrine of Inflections.—Inspector Wood.
 3 " " Lesson on Arithmetic.—C. H. Cowperthwaite.
 3.30 " " Conversation and discussion, half an hour.

FRIDAY.

- 9 o'clock, A. M.—The importance to Teachers' of familiarity with the Schools Act, and the Regulations of the Board of Education
- 9.30 " " Lesson on subject suggested by Regulation 22.
- 10.30 " " Discussion of School Visitation by Teachers, as per Regulation 23
- 11 " " Lesson on Industrial Drawing.
- 11.30 " " Lesson on Geography and Map Drawing. T. W. Street.
- 12.30 " P. M.—Recess.
- 1.30 " " The Seasons.—Inspector Wood.
- 2 " " How to Study.—T. W. Street.
- 2.30 " " Conversation and discussion.
- 3 " " Reading Lesson.
- 3.30 " " Questions to be answered. THOMAS W. WOOD, *Inspector*.

No. 12.

To the Teachers of the Inspectoral District of Westmorland County

Notice is hereby given that the first meeting of a Teachers' Institute for the Inspectoral District of Westmorland County will be held, under the authority of Regulation 23 of the Board of Education, in the High School Room, Moncton, the 7th and 8th of February, 1878. Teachers are to observe the provisions of the Regulation referred to. The following is the Programme of Exercises:—

THURSDAY.

- 10 o'clock, A. M. Organization of Institute; election of Officers, and Committee of Management. *Address*: Improvements effected in School work by the operation of the Free Schools Act, and how Teachers may further these improvements.
- P. M. Exercises: Illustrative methods of teaching Reading. *Address*: What the Teacher can do to secure greater promptness and regularity of attendance at School; to be followed by free converse on the subject.
- 7 o'clock, P. M. Public Lecture in Dunlap's Hall by Theodore H. Rand, D. C. L., Chief Superintendent of Education.

FRIDAY.

- 9 " A. M. *Address*: The importance of neatness and cleanliness of the School-house and School premises; followed by conversation. *Address*: How every School may be made acquainted with the general laws of Health, as required by Regulation 23 (3) of the Board of Education; followed by conversation and discussion.
- " *Address*: The use of Object Teaching in Arithmetic. *Conversation*: Free interchange of experience as to the best modes of teaching Number and Arithmetic. *Business*: Time and place of next meeting.
- Evening *Address*: Home Lessons; to be followed by free discussion and conversation on the subject. Adjournment.

R. WILSON, JR., *Inspector*.

No. 13.

To the Teachers of the Inspectoral District of Kings County.

Under and by virtue of the authority conferred upon Teachers and Inspector by the 23rd Regulation of the Board of Education, notice is hereby given that a first meeting of a Teachers' Institute for the Inspectoral District of Kings County will be held at Hampton, on Thursday and Friday, December 20th and 21st, 1877. Teachers are requested to make themselves familiar with the provisions of Regulation 23, and to observe them carefully. The following is an outline Programme of the Exercises:

THURSDAY.

First Session from 10 A. M. to 12 M.

Organization of Institute, including the fixing of the Fee of membership, enrolment of Members, election of Officers, Committee of Management, &c.

Second Session from 2 p. m. to 4.30 p. m.

Paper: Method and management in a Mixed School, by F. H. Hayes; to be followed by free discussion. *Evening, 7 o'clock*.—A Public Lecture.

FRIDAY.

First Session from 9 A. M. to 12 M.

Paper: Geography; to be followed by discussions on the subject. *Paper*: _____.

Second Session from 2 P. M. to 4.30 P. M.

Paper: Canadian History, by B. N. Nobles; to be followed by discussion.

Exercise: Industrial Drawing.

If time permits voluntary contributions from members will be read, and discussions had, on any subject not foreign to the object of the Institute.

D. P. WETMORE, *Inspector*.

No. 14.

To the Teachers of the Inspectoral District of the County of Gloucester.

By authority of the 23rd Regulation of the Board of Education, the first meeting of a Teachers' Institute, for the Inspectoral District of the County of Gloucester, will be held, in one of the school-rooms of the Town of Bathurst, on Thursday and Friday, the _____ of 1878. The attention of Teachers is specially called to the provisions of the Regulation cited above. The following programme will be carried out as successfully as possible:

THURSDAY.

First Session from 10 A. M. to 1 P. M.

- SUBJECTS.**—1. A brief exposition of the nature and proper work of a Teachers' Institute, under the constitution conferred by the Board of Education
 2. *Business*: Determining the fee of membership; enrolment of members; and election of officers.
 3. Address on School management, comprising classification of pupils and construction of Time-Tables.

Second Session from 2 P. M. to 4 P. M.

- SUBJECTS.**—1. The best means of training pupils to a knowledge of the general condition of Health as required by Reg. 22 (3) of the Board of Education.
 2. Physical and Vocal Exercises.
 3. Discussion on School Discipline.

Evening, 7 o'clock.

A Public Lecture by Dr. Rand, Chief Supt. Education.

FRIDAY.

Third Session from 9 A. M. to 12.30 P. M.

- SUBJECTS** Illustrations of approved methods of teaching the following subjects, Elementary Reading; Arithmetic; Geography.

Fourth Session from 3 P. M. to 5 P. M.

- SUBJECTS.**—1. *Address*: The Importance of Earnestness in the Teacher's work.
 2. *Paper*: Inducements to Study, and the means of Mental and Moral Culture.
 3. *Business*: Time and place of next meeting.

JAMES SMITH, *Inspector.*

No. 15.

To the Teachers of the Inspectoral District of York County.

In compliance with the written request of Teachers, and under the authority of the 23rd Regulation of the Board of Education, notice is hereby given that the first meeting of a Teachers' Institute, for the Inspectoral District of York County, will be held at Fredericton, on Thursday and Friday, the 25th and 26th of May, 1878. The following outline programme will be essentially carried out:—

THURSDAY.

From 10 A. M. to 12 M.

Organization of Institute, including fixing of fee of membership, enrolment of members, and election of officers.

*From 2 P. M. to 5 P. M.**Address*: The necessity and means of elevating the profession of Teaching.*Discussion*: How can the Teacher best promote regularity of school attendance.*Evening, 7 P. M.*

Public Lecture by the Chief Supt. of Education.

FRIDAY.

From 9 A. M. to—

Paper: The duty of a Teacher on the appearance of contagious or infectious disease in the School District, with suggestions for familiar lessons on the Conditions of Health.

Exercise: Illustrations in teaching Industrial Drawing.*From 1 P. M. to—**Address*: Importance of neatness and cleanliness of School Premises. *Exercise*: Oral Lessons.*Evening, 7.30 P. M.*

Determining time and place of next meeting, and other business. Consideration of questions proposed by Teachers. Adjournment.

E. C. FREEZE, *Inspector.*

No. 16.

To the Teachers of the Inspectoral District of Charlotte County.

By authority of Regulation 23 of the Board of Education, I hereby give notice that the first meeting of a Teachers' Institute, for the above named Inspectoral District, will be held at St. Stephen, on Thursday and Friday, the 27th and 28th of June, 1878. Teachers will duly acquaint themselves with the provisions of the Regulation referred to. The following programme will sufficiently indicate the work of the Institute:—

THURSDAY.

First Session from 10 A. M. to 12 M.

Address: The privileges conferred on Teachers by the 23rd Regulation of the Board of Education, and the responsibility resting on every member of the profession to exercise these with diligence, earnestness, and dignity. *Business*: Organization of the Institute.

Second Session from 2 P. M. to 4.50 P. M.

Paper: Familiar lessons on the general conditions of Health,—their scope and method. To be followed by a free conversation on the subject.

Address: Importance of Teachers thoroughly qualifying themselves to train their schools in the Physical and Vocal exercises of the prescribed Manual. With illustrative exercises.

Discussion: How an earnest Teacher may largely reduce irregularity of school attendance. To be followed by a free relation of experience on the subject by members.

Evening, 7 P. M.

Public Lecture by Theodoro H. Rand, D. C. L., Chief Supt. of Education.

FRIDAY.

Third Lesson from 9 A. M. to 12 M.

Address: Value of regular exercises in Recitation and Narrative Composition as a part of School work, and suggestions for the best conduct of the same. To be followed by a free Conversation on the subjects of the address.

Address: The importance of carefully instructing pupils in the subjects specified in Regulation 22 (1); with an illustrative lesson.

Conversation: (1) Necessity of Teachers making themselves practically conversant with the Regulations of the Board of Education, in order to give due effect to them. (2) "Professional Miscellany" of Educational Circular No. 5.

Fourth Session from 2 P. M. to 4 P. M.

Paper: The essentials of a well-arranged Time-Table; with instructions on the Blackboard. To be followed by a full discussion of the subject by the Institute.

Business: Time and place of next meeting. Appointment of a Committee to read and answer professional questions in the evening.

Fifth Session from 7.30 P. M. to—.

Address: How to study, and how to teach our pupils to study.

Question-Box: Reading and answering of professional questions deposited in the box at previous Sessions. Adjournment.

W. SOMERVILLE ROBINSON, *Inspector.*

No. 17.

To the Teachers of the Inspectoral District of Restigouche County.

Under authority of Regulation 23 of the Board of Education, the first meeting of a Teachers' Institute is hereby appointed to be held in the Grammar School House, Dalhousie, on Thursday and Friday, the 28th and 29th of March, 1878. The following is a general outline of the subjects to be brought before the meeting. The first session will begin at 10 o'clock, a. m.:

OUTLINE PROGRAMME.

1. Organization of Institute. 2. Reading Lesson, with remarks. 3. Lesson on Arithmetic, with remarks. 4. Lesson on Geography, with remarks. 5. An Object Lesson, with remarks. 6. Discussion on Geometry as a means of developing the mental powers. 7. The importance of the elements of Geology being taught on certain days to advanced pupils. 8. Importance of securing a large and more regular attendance at School, and how the Teacher may wield a powerful influence to this end. 9. Corporal Punishment (See article in EDUCATIONAL CIRCULAR, No. 5). 10. Conversation on "Professional Miscellany" contained in EDUCATIONAL CIRCULAR, No. 5. 11. Public Lecture on the evening of the first day of meeting. 12. Other subjects selected on first day of meeting.

THOMAS NICHOLSON, *Inspector.*

No. 18.

To the Teachers of the Inspectoral District of Carleton County.

Pursuant to a requisition from ten Teachers of the said Inspectoral District, for the organization of a Teachers' Institute, under the authority of the 23rd Regulation of the Board of Education, the Inspector convened a meeting of the Teachers at the Grammar School Room, Woodstock, November 16th, 1877, at 3 o'clock, p. m. It was resolved by the meeting that the first meeting of a Teachers' Institute, for the Inspectoral District of Carleton County, be held on Thursday and Friday, the 5th and 6th of June, 1878, in the Grammar School Room, in the Town of Woodstock. The following programme was also agreed on:

THURSDAY, JUNE 5TH.

First Session from 10 A. M. to—.

Organization of the Institute, including fee of membership, enrolment of members, election of officers and members of Committee of Management.

Second Session from 2 P. M. to—.

Address: Importance of good Wall Maps, and bits of other apparatus, and how Teachers may gradually secure the same by definite representations of their wants to the Board of Trustees and to the annual School meetings.

Conversation: Topic the suggestions for the teaching of Geography, contained in the Report of the Provincial Institute, held at Fredericton in August last.

Evening, 7 P. M.

Public Lecture in the Grammar School Room.

FRIDAY, JUNE 6TH.

Third Session from 9 A. M. to—.

Address: Importance of primary pupils being taught printing and print script on their slates; Examples. To be followed by a free Conversation on the subject.

Discussion: How to secure good Writing in Schools.

Fourth Session from 2 P. M. to—.

Address: How young pupils may be taught to write Narrative Composition, Letters, etc.; with illustrations of the subject.

Exercise: A Lesson on Colour to a class of primary pupils from one of the Schools.

Discussion: How best to instruct a School concerning the general conditions of Health.

Business: Time and place of next meeting. Adjournment.

W. F. DIBBLEE, *Inspector.*