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ANNUAL REPORT

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OF THE

SCHOOLS

OF

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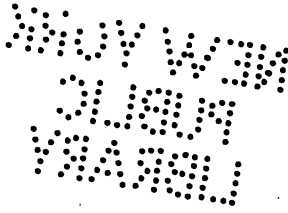
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EDUCATION OFFICE,

Fredericton, N. B., February 26th, 1885.

SIR,—

I have the honour to present to His Honor the Lieutenant Governor, the Thirteenth Annual Report on the Free Schools of the Province for the year ended October 31st, 1884.

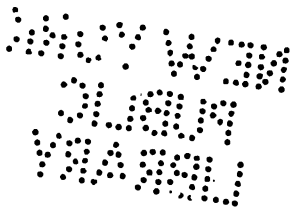
I have the honour to be,

Sir,

Your obedient servant,

WM. CROCKET.

To the HON. DAVID McLELLAN,
Provincial Secretary.



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PART I.
—
GENERAL REPORT.
1884.

ANNUAL REPORT
OF THE
SCHOOLS OF NEW BRUNSWICK,
1884.

PART I.—GENERAL REPORT.

*To His Honor The Honorable Robert Duncan Wilmot, Lieutenant Governor
of the Province of New Brunswick.*

MAY IT PLEASE YOUR HONOR,—

In submitting the Thirteenth Annual Report of the Free School System of the Province, I am able to state that the year has been marked in many important respects by considerable educational activity. As will be seen from a comparison of the Statistics with those of the preceding year, there is a very gratifying increase in the number of Schools, Teachers, and registration and average attendance of pupils. The increase in the erection and improvement of School-houses has, considering the large number of substantial buildings already throughout the country, been fairly satisfactory, and from the reports of the Inspectors it will be seen that the general efficiency of the Schools which must ever be the prime object of a School System, has been maintained. The increase in the salaries of Teachers, slight as it is, is a further evidence of the progress which has characterized the operations of the year.

The large increase in the disbursements of Provincial Grants is explained in the Summary of Table IX.

A Summary View of the Schools for the Year ended April 30th, 1884.

The Statistical Tables embraced in Part II are brought down to the year ended April 30th, 1884. Tables IX and X showing the disbursements of Provincial Grants and the apportionment of the County Fund to Trustees are brought down to October 31st, the end of the School Year.

Part III includes reports on Normal School, of Inspectors and of Boards of Trustees of cities and incorporated towns for the School Year; while the leading statistics for the same period are embraced in the General Report.

PRELIMINARY TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, &c.

Summer Term, 1883.—The number of schools was 1451—increase 40 ; the number of Teachers, 1527—increase 47 ; the number of Pupils, 54,883—increase 2125.

Winter Term, 1884.—The number of schools was 1414—increase 36 ; the number of Teachers 1502—increase 64 ; the number of Pupils in attendance 53,509—increase 2847.

The number of Districts having Schools in operation in the Summer Term, that were without Schools in the Winter Term, was 152—decrease ; 17 and the number having Schools in the Winter Term, that were without Schools in the Summer Term, was 122—decrease 10.

The total number of different pupils in attendance at the Schools within the year, was 66,074—increase 1493.

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE AND SEX OF PUPILS,

PERCENTAGE OF DAILY AND FULL-TERM ATTENDANCE.

Summer Term, 1883.—The proportion of the population of the Province enrolled at the public schools this Term, according to the census of 1881, was 1 in 5.85. It will be seen that the attendance exceeded this percentage in the following Counties:—Carleton, Charlotte, Kings, Queens, Restigouche, Westmoreland and York. It was highest in Westmoreland, (5.25) next in York (5.41). It was lowest in Madawaska, (7.83) and next St. John, (6.52).

514 were under 5 years of age—increase 47 ; 52,159 between 5 and 15 years—increase 2133 : and 2210 over 15 years—decrease 55.

There were 27,506 Boys—increase 1067 ; and 27,377 Girls—increase 1058.

Grand total days attendance, made by the pupils enrolled, was 2,947,749½.—increase 41,680½.

The average monthly percentage of pupils daily present during the Term was 81.72. The following exhibits this percentage during the Summer Term since 1874:—

SUMMER TERM.

1874.....	72.1
1875.....	72.88
1876.....	70.52
1877.....	73.05
1878.....	72.88
1879.....	73.54
1880.....	78.17
1881.....	73.22
1882.....	72.44
1883.....	73.45
1884.....	81.72

The percentage of pupils daily present on an average during the period the several schools were open was 59.66. Westmoreland made the highest percentage (68.07), St. John second (66.58), and Victoria the lowest (51.60). The

following shews the percentage for this Province during the Summer Term since 1873 :—

SUMMER TERM.

1873.....	53.23
1874.....	53.56
1875.....	52.95
1876.....	53.34
1877.....	54.93
1878.....	55.08
1879.....	55.81
1880.....	56.13
1881.....	55.85
1882.....	56.25
1883.....	59.66

The attendance of pupils in all the schools in operation for a longer or shorter period of the year was equal to attendance during every prescribed teaching day in the Term of 55.10 per cent. This percentage measures both the regularity of attendance and that of the time the schools were open. The highest percentage was made by Westmoreland County (65.24), St. John second (62.12), while Kings stood the lowest (42.25). The following are the percentages since 1873 :—

SUMMER TERM.

1873.....	45.62
1874.....	47.29
1875.....	47.19
1876.....	48.84
1877.....	49.83
1878.....	51.76
1879.....	53.09
1880.....	52.96
1881.....	52.20
1882.....	52.56
1883.....	55.10

Winter Term, 1884.—The proportion of the population at school this Term was 1 in 6.00 (census of 1881). This percentage was exceeded in Albert, Carleton, Charlotte, Kings, Queens, Restigouche, Sunbury, Westmoreland and York. It was highest in Carleton (4.93); lowest in Madawaska (10.99).

Of the pupils 164 were under 5 years of age—increase 6; between 5 and 15 years 48,285—increase 2364; and 5060 were over 15 years—increase 477.

There were 29,214; Boys—increase 1595; and 24,295 Girls—increase 1252

Grand total days' attendance made by the pupils enrolled, was 3,455,989½—increase 118,809.

The average monthly percentage of pupils daily present during the Term was for the whole Province 76.34. The following are the percentages for this Term since 1874 :—

WINTER TERM.

1874.....	74.49
1875.....	74.84
1876.....	75.56
1877.....	74.27
1878.....	75.53
1879.....	75.28
1880.....	76.12
1881.....	76.12
1882.....	75.92
1883.....	78.03
1884.....	76.34

The percentages of pupils daily present on an average during the period the several Schools were in session, was, for the Province 59.68 The highest percentages were in St. John County (69.30), Restigouche County (63.65), Charlotte (61.06), York (60.19), and Restigouche (59.08); while the lowest were in Sunbury (56.58), Kings (55.41), and Queens (54.73.) The following are the percentages for the Province, during the Winter Term, since 1874 :—

WINTER TERM.

1874.....	57.06
1875.....	55.66
1876.....	57.61
1877.....	54.95
1878.....	58.04
1879.....	57.49
1880.....	59.02
1881.....	58.94
1882.....	58.53
1883.....	62.89
1884.....	59.68

The attendance of the pupils enrolled in all the Public Schools of the Province, both full-term or part-term Schools, was equal to an attendance during every prescribed teaching day in the Term of 56.16 per cent. The County of Saint John stood the highest (68.07), York second (56.06), and Charlotte third (55.62). The lowest were Kings (50.74), Queens (52.35), and Victoria (52.73). The following are the percentages for the whole Province, during the Winter Terms, since 1872 :—

WINTER TERM.

1874.....	48.13
1875.....	48.02
1876.....	49.70
1877.....	49.08
1878.....	52.93
1879.....	53.68
1880.....	55.06
1881.....	54.99
1882.....	53.83
1883.....	58.71
1884.....	56.16

TABLE III.—PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

The numbers in this Table include all pupils within the Eight Standards of the Course of Instruction whether attending Grammar Schools or Common Schools.

Summer Term, 1883.—The number of pupils who received instruction in the different subjects of the Course was as follows:—Oral Lessons on Health—including Temperance Lessons—30,015—increase 3,600; Physical Exercises, 30,181—increase 1589; Oral Lessons on Morals, 31,682—increase 2,715; Sewing, (optional) 2,050—increase 635; Knitting, (optional) 1,023—increase 510; Reading, Spelling and Recitation, including the Eight Standards, 51,989; Composition, 44,167; Grammar and Analysis—including only Standard, V, VI, VII, VIII of the Graded Course, and Standards III and IV of the Ungraded Course—16,795; History, 12,935; Form, embracing only Standards I and II, 23,515; Industrial Drawing, embracing the Standards from III to VIII inclusive, 21,544; Print-script, embracing the first four Standards, 41,109; Writing, from Standards III to VIII inclusive, 24,306; Singing, first three Standards, by Rote, 21,850; from Standards IV to VIII inclusive, Singing may be by Rote or by Note—by Rote, 7,477; by Note, 273; Number and Arithmetic—(Number is confined to the first three Standards of the Graded Course, and to the first two of the Ungraded Course)—50,920; Book-keeping, (optional) 1063; Geometry, 1,744; Mensuration, 583; Algebra, 1,860; Geography, 40,190; Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 36,367; Colour, 27,262; Familiar Objects, 28,607; Physics—Standards V to VIII inclusive—4,677; Physiology, 549; Latin, (optional) 533; French, (optional) 236. Further details will be found in the tables.

Winter Term, 1884.—The number of pupils who received instruction in the different subjects of the Course was as follows:—Oral Lessons on Health—including Temperance Lessons—30,593—increase, 4,195; Physical Exercises, 30,159—increase 2,340; Oral Lessons on Morals, 31,613—increase 3,910; Sewing, (optional) 1,818—increase 51; Knitting, (optional) 880—increase 67; Reading, Spelling and Recitation, including the Eight Standards, 51,419; Composition, 44,663; Grammar and Analysis, including only Standards V, VI, VII, VIII of the Graded Course, and Standards III and IV of the Ungraded Course, 19,938; History, 15,619; Form, embracing only Standards I and II, 19,818; Industrial Drawing, embracing the Standards from III to VIII inclusive, 25,634; Print-script, embracing the first four Standards, 38,791; Writing, from Standards III to VIII inclusive, 28,670; Singing, first three Standards by Rote, 18,778; from Standards IV to VIII inclusive, Singing may be by Rote or by Note—by Rote, 8,217; by Note, 234; Number and Arithmetic (Number is confined to the first three Standards of the Graded Course and to the first two of the Ungraded Course)—50,381; Book-keeping (optional) 2,205; Geometry, 20,90; Mensuration, 753; Algebra, 2,095; Geography, 41,898; Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 37,869;

Colour, 25,398; Familiar Objects, 26,683; Physics, Standards V to VIII inclusive, 5,807; Physiology, 733; Latin, (optional) 529; French, (optional) 320. Further details will be found in the tables.

TABLE IV.—NUMBER AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED IN THE SCHOOLS.

Summer Term, 1883.—There were 1,527 Teachers and Assistants employed during this Term—increase 47. Of these, 467 were men—decrease 27, and 1060 women—increase 54. Of the whole number, 1214 were trained—decrease 8, and 273 untrained—increase 34. There were 2 Male Assistants—decrease 2, and 38 Female Assistants—increase 8.

The number of Teachers of each class was as follows:—Grammar School, Males 14; First Class, Males 126—increase 7; Females 127—increase 16; Second Class, Males 167—decrease 14; Females 463—increase 17; Third Class, Males 158—increase 3; Females 432—increase 23.

Winter Term, 1884.—During this Term there were 1502 Teachers and Assistants employed—increase 65. Of these 478 were men—decrease 3, and 1024 were women—increase 67; 1234 were trained—increase 38, and 222 untrained—increase 22. There were 8 Male Assistants—increase 11, and 38 Female—increase 3.

The classes of the Teachers were as follows:—Grammar School Class 13; First Class, Male, 120—increase 4, Female, 124—increase 2; Second Class, Male 187—decrease 3, Female 476—increase 44; Third Class, Male 150—decrease 4, Female 386—increase 18.

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

Summer Term, 1883.—Of the 1487 Teachers in charge of Schools this Term, the following facts are reported in respect of 1468:—996 continued to teach in the same Districts in which they taught in the previous Term—increase 32; 282 removed to other Districts—decrease 38; and 190 taught for the first time—increase 38. 602 of the number had been employed not more than three years in teaching—decrease 11; 19 did not report their period of service—increase 10.

Winter Term, 1884.—Of the 1456 Teachers in charge of Schools this Term, 1434 are reported in respect of service as follows; 945 continued to teach in the same schools as during the previous term—increase 7; 306 took charge of other schools—increase 18; and 183 taught for the first time—increase 32. 22 Teachers did not report their period of service—increase 3. Additional facts in reference to the service of Teachers will be found on reference to the Table.

TIME IN SESSION OF THE SCHOOLS.

Summer Term, 1883.—There were 106 teaching days in this Term. 119 Schools were in session less than eighty days—increase 12; 187, eighty but less than one hundred days—increase 27; 230 one hundred days or upwards, but

not full time, decrease 189; and 915 the full term of one hundred and six days increase 190. The average number of teaching days the schools were in session throughout the whole Province was 97.26—decrease 4.18.

Winter Term, 1884.—The number of teaching days in this Term was 118. 94 schools were in session less than eighty of these days—decrease 3; 80 eighty but less than one hundred days, decrease 4; 587, one hundred days or upwards, but not full time, increase 89; and 653 the full term of one hundred and eighteen days—decrease 46. The average number of teaching days the schools in the Province were open this term was 110.83—increase 1.70.

The maximum number of lawful teaching days for the year was 224. The average time the schools were open, exclusive of holidays, vacations, and Sundays, was 208.09—decrease 2.48 for the year.

TABLE VII.—SCHOOL EXAMINATIONS, VISITS, PRIZES.

Summer Term, 1883.—The number of Schools reporting semi-annual Public Examinations was 1,106—decrease 6; the number not reporting Examinations 345—increase 46.

The number of School visits reported was, by Trustees and Secretaries 4,704—decrease 181; by Inspectors 627—decrease 30; by members of Parliament 69—increase 10; by Clergymen 638—decrease 65; by Teachers 1,372—decrease 320; by other visitors 11,666—decrease 1,097.

The number of School Prizes reported was 293—decrease 98—valued at \$282.20—decrease \$37.47.

Winter Term, 1884.—Public Examinations were reported by 1,141 schools—decrease 13. 273 schools did not report any examination—increase 49.

The Visitations for the Term were as follows:—By Trustees and Secretaries 6,171—increase 676; by Inspectors 727; by Members of Parliament 29—increase 1; by Clergymen 630—decrease 50; by Teachers 1,147—increase 22; by other visitors 13,507—increase 31.

393 School Prizes were reported—decrease 15,—valued at \$226.95—decrease \$70.30.

TABLE VIII.—AVERAGE SALARIES OF TEACHERS.

The *average rate of Teachers' Salaries per annum*, from all sources, compiled from the Returns of the Winter Term of 1884 which give the local salary for the year, was as given below.

Male Teachers of the First Class, *average* \$532.13 increase—\$12.53. This does not include the Principals of the Grammar Schools (see Table XII.) The lowest *averages* were in Victoria and Queens, and the highest in St. John and York.

Female Teachers of the First Class, *average* \$339.96—increase \$0.46. The lowest *averages* were in Albert and Kent, and the highest in St. John and York.

Male Teachers of the Second Class, *average* \$334.25—increase \$11.94. The

lowest *averages* were in Sunbury and Restigouche, and the highest in St. John Northumberland.

Female Teachers of the Second Class, *average* \$242.85—*increase* \$3.57. The lowest *averages* were in Sunbury and Queens and the highest in St. John and Charlotte.

Male Teachers of the Third Class, *average* \$248.13—*increase* \$10.03. The lowest *averages* were in Albert and Victoria and the highest in Gloucester and York.

Female Teachers of the Third Class, *average* \$198.55—*increase* \$2.45. The lowest *averages* were in Madawaska and Gloucester and the highest in St. John and Charlotte.

The average salaries as given above have been calculated on the same basis as has been adopted by the department for several years past, viz., that of full time and first rank for all Teachers. The Table does not therefore show the amount of salary actually received, unless in the case of Teachers who made full time and whose Schools were awarded first rank. The increase of salaries over the preceding year is due to the increase from the School District.

TABLE IX.—DISBURSEMENTS OF PROVINCIAL GRANTS TO TEACHERS.

Winter Term, 1884.—The payments of Provincial Grant to the Teachers employed during the term amounted to \$66,920.40—*decrease* \$751.46. This sum includes: Ordinary Grants \$64,633.27—*decrease* \$545.46; and Allowance to Grammar Schools united with District Schools \$2287.13—*decrease* \$206.00. In addition \$200 were paid to the King's County Grammar School, (see Table XII. Part 1). The amount reported above as ordinary grants includes the special grants to Teachers in Poor Districts, viz.: 3208.42—*increase* \$31.53.

Summer Term, 1884.—The amount paid to Teachers this term was \$83,272.05—*increase* \$13,969.13, as follows:—Ordinary Grants \$73,987.33—*increase* \$14,129.20; Superior Allowance \$7000.00; Allowance to Grammar Schools in union with District Schools \$2284.72—*decrease* \$160.07. The King's County Grammar School received also \$200 (Table XII, Part 3). The ordinary grants as above, included \$4593.05—(*increase* \$860.95) special aid to Teachers in Poor Districts.

The total amount of Provincial Grants disbursed to Teachers for the year ended October 31, 1884, was \$150,192.45 and \$400.00 to King's County Grammar School—*increase* \$13,217.67. This increase is due to the increase of Schools and Teachers and to the fact that claims for *bonus* or *rankage* which would not have matured till the close of the current term, under the continuance of the ranking system, fell due in October last. The disbursements for rankage for the term ended October 31 was \$26,951.40, whereas the ordinary amount per term has been about \$14,000,

TABLE X.—APPORTIONMENT OF THE COUNTY FUND TO SCHOOL TRUSTEES.

For the apportionment of this Fund the Law provides as follows:—"There shall be allowed to the Trustees of each District, in respect of each qualified

Teacher, exclusive of Assistants, by them employed, the sum of thirty dollars per year, and the balance of such amount shall be apportioned to the Trustees according to the average number of pupils in attendance at each School as compared with the whole average of pupils attending the Schools of the County and the length of time in operation." The law further provides that "the fixed sum to be paid out of the County School Fund in respect of each Teacher, to Schools returned as Poor Schools, shall be forty dollars," and that an amount *not exceeding* one-third more per pupil than the allowance to other Districts sharing such funds may be allowed, by the Chief Superintendent, in respect of attendance made by pupils.

Winter Term, 1884.—1. The amount of the County Fund apportioned this Term to Boards of Trustees was \$47,288.77—increase \$20.03.

\$21,014.35 of the Fund were apportioned to the Boards of Trustees in respect to the services of Teachers (according to the length of these services within the prescribed Term)—increase \$301.79.

The balance of the Fund \$26,274.43 was apportioned to the several Boards of Trustees in each County in proportion to the average attendance of pupils and the length of time the Schools were open—decrease \$281.76.¹

Of the Fund, \$2,577.21 were apportioned as extra aid towards current support, to Boards of Trustees in Poor Districts—decrease \$191.07. Other details will be found in the Table.

Summer Term, 1884.—The Fund apportioned this Term was \$47,280.65—increase \$37.83.

\$22,683.76 were apportioned to the Trustees in respect of the services of Teachers—increase \$896.60.

The balance of the Fund \$24,596.89 was apportioned to the Trustees in each County according to the average attendance of pupils and the length of time the Schools were in operation—decrease \$858.77.

\$3,091.25 of the foregoing was apportioned as extra aid to the Trustees of Poor Districts towards teacher's salaries—increase 281.99.

The whole County Fund apportioned for the above year was \$94,569.43—increase \$57.86. Of this sum \$5,608.46 was allotted as extra aid towards teachers' salaries to the Trustees of Poor Districts—increase \$90.92.

Each Board of Trustees may readily determine its share of the County Fund, in as much as the Table shows the rate per pupil. This rate multiplied by the average number of pupils attending the School will give the amount apportioned on account of pupils. If the School has been open full time there should be an additional amount of \$15 per term for services of Teacher. For each teaching day the School has been closed during the term, there will be deducted from that amount the proportion which the number of teaching days lost bears to the full term.

TABLE XI.—SUPERIOR ALLOWANCE.

This allowance of \$7,000 has been apportioned annually since November, 1879. One half to Teachers and half to Trustees, under the following regulations:—

(a) No pupil shall be admitted from a department of a Grammar School to examination for the superior allowance. (b) If a School or Department which is eligible for classification fails to classify, the Inspector shall not, during the school-year, examine any of the pupils for the superior allowance, but a School or Department ineligible for classification solely because it has not been in charge of the Teacher for more than one term at the date of the Inspector's visitation, shall not be debarred thereby from presenting pupils for the examination for the superior allowance. (c) The school accommodation and the appliances required by the Regulations of the Board of Education, must, as provided for the school or department, be sufficient, in the judgment of the Inspector, otherwise, he shall not entertain the application for inspection for this allowance. (d) Each group or class presented under Standard VI or VIII, as the case may be, shall be examined by the Inspector upon all the requirements of the Standard,—optional subjects being excluded when taught, and special credit being given under Standard VIII for Latin (by excluding the subject from the divisor) in schools in Villages. (e) Any pupil who was a member of the School or Department during the term immediately preceding that in which the annual visitation is made, may, even though not belonging to the School or Department at the time, be presented in the group or class for this examination, but he shall not be reckoned as a member of the School or Department for any other purpose whatsoever. (f) The superior allowance shall be apportioned by the Chief Superintendent to Teachers and Boards of Trustees at the close of the school-year and be paid in the month of December.

For the year ended October 31, 1884.—213 Schools participated in the Superior Allowance—increase 80 schools. The number of pupils who successfully passed the examination in ungraded schools in Standard VI was 484—increase 200; and in graded schools, Standard VIII, 436—increase 223; total passed 920—increase 423.

Superior Schools.

By act of the Legislature, the provisions respecting "Superior Allowance," were repealed, and ceased to be operative on and after the first of November last. In lieu thereof Boards of Trustees were empowered (47 Vic. Chap. 12.) to establish Superior Schools on the following basis:—

- (1.) One Superior School may be established in each County for every 6,000 inhabitants, and if the population of the County after being divided by 6,000, leaves a remainder of 5,000 or over, one other such school may be established, but not more than one Superior School shall be allowed to a parish.
- (2.) Should the number of Superior Schools to which a county is entitled on the basis of population, be exhausted, the Board of Education may authorize the establishment of one additional such school on the recommendation of the Inspector, due regard being had to the educational circumstances of the district in which such school may be established.
- (3.) If a greater number of districts compete to establish Superior Schools than the number authorized for a county, the Inspector shall, subject to the approval of the Board of Education, determine in which district they may be established.
- (4.) Districts which desire to establish Superior Schools, shall make provision therefor at the first Annual Meeting after the passing of this Act, and the Trustees or their Secretaries shall forthwith notify the Chief Superintendent of the provision made.
- (5.) Districts which shall have established Superior Schools under this

Act, shall be permitted to continue the same, so long as they are efficiently conducted and maintained.

Superior Schools are to be supported as follows:—

There shall be annually granted from the Provincial Treasury in respect to each] of the aforesaid schools established under this Act and conducted in accordance with published Regulations of the Board of Education the following allowance:—

To the Teacher of a Superior School holding a License of the First or Grammar School Class a sum not exceeding two hundred and fifty dollars, provided the Trustees of the District in which the school is established shall pay to such Teacher a salary not less than two hundred and fifty dollars per annum or ratably to the time taught within the school year.

All of the aforesaid schools shall participate in the County Fund apportionment on the same principles as other schools established under Chapter 65 of the Consolidated Statutes.

Superior schools should be free to all pupils residing within the parish in which the school is established, provided such pupils belong to districts in which schools are maintained.

The Boards of Trustees of the aforesaid schools shall admit to school privileges, provided there be sufficient accommodation, pupils outside the limits named in the last foregoing section, and may exact from such pupils a reasonable tuition fee, subject to the approval of the Inspector.

In accordance with the foregoing enactment, the following provisions were prescribed by the Board of Education.

1. *Superior Schools in Cities, Incorporated Towns, and in Towns having four Graded Departments.*—Boards of Trustees shall provide for giving instruction in at least Standards IX, and X. When instruction is not provided for or not given in advance of Standard X, work in Standard VIII, may be required of the Teacher, provided the daily average attendance of pupils in the higher standards is not more than 25. Should Standards [IX, X, and XI be taught, no work in a lower standard shall be required of the Teacher, unless a Provincial Licensed Assistant is employed having a separate class-room.

2. *Superior Schools in Towns or Villages having three Graded Departments.*—The highest Department shall constitute the Superior Schools, and shall not be called upon to perform work under Standard VII. of the graded course. Provision shall be made for giving instruction in a course specially provided for such schools, to extend over a period of three years.

3. *Superior Schools in Districts having two Graded Departments.*—The second or highest Department shall form the Superior School and shall not be called upon to perform work under Standard V. of the graded course. A special course extending over a period of four years shall be prescribed for such schools.

4. *Superior Schools in Districts having no Graded Schools.*—An ungraded school in a country district may be recognized as a Superior School, provided

a class-room Assistant is employed, if the daily average attendance of pupils is 30 or upwards. For such schools a special course will be prescribed.

5. The school accommodation and appliances in all Superior Schools must be satisfactory to the Inspector, who shall report thereon to the Chief Superintendent.

It will be seen from the foregoing provisions that 49 Superior Schools may be established throughout the Province on the basis of population in the several Counties, beside an additional one for each County, should the Inspector see fit to recommend its establishment.

Every County in the Province has availed itself more or less of the provisions of the Act. Applications for authority to establish such Schools were received by the Department after the annual school meeting in October from 54 Boards of Trustees. The authority applied for was granted to 42 Boards, as they fully met the requirements of the Act and the Regulations of the Board of Education; and the Schools are now in successful operation. These are established at the following places:—

In ALBERT County, at Hopewell No. 2, Hillsboro' No. 2, and Elgin No. 2.

In CARLETON County, at Brighton No. 3 (Hartland), Wilmot No. 6 (Lakeville), Wicklow and Simonds No. 4 (Florenceville), and Wakefield No. 7 (Jacksonville).

In CHARLOTTE County, in St. Stephen and at Grand Manan No. 1 (North Head). (Several other Districts in this County made application, but as they did not meet the requirements of the Act, their application was not complied with.

In GLOUCESTER County, at Saumarez No. 3 (Tracadie), and at Bathurst No. 16 (Bathurst Village).

In KENT County, at Wellington No. 1 (Buctouche), Weldford No. 9 (Bass River), Harcourt No. 5 (Weldford Station), and at Richibucto No. 2 (Kingston).

In KING'S County, at Hampton No. 2 (Hampton Station), Kingston No. 5 (Clifton), Havelock No. 8 (Havelock Corner), Springfield No. 2 (Springfield Corner), Studholm No. 25 (Apoahqui).

In NORTHUMBERLAND County, at Newcastle No. 7 (Newcastle) and Derby No. 1.

In QUEEN'S County, at Chapman No. 5 (Gaspereaux), Johnston No. 4 (Waterville), Cambridge No. 1 (Lower Jemseg).

In RESTIGOUCHE County, at Addington No. 1 (Campbellton).

In ST. JOHN County, in the City of Portland, at Lancaster No. 13 (Milford) and St. Martins No. 2 (Quaco).

In SUNBURY County, at Maugerville No. 2 (Central Maugerville).

In VICTORIA County, at Grand Falls No. 7 (Grand Falls).

In WESTMORELAND County, at Sackville No. 11 (Sackville), Westmoreland No. 7 (Trenholm Corner), Salisbury No. 1 (Petitcodiac), Moncton, Dorchester No. 3 (Dorchester), Salisbury No. 24 (Salisbury Station), a Border District.

In YORK County, at St. Mary's No. 3 (Marysville), Douglas No. 1 (Nash-

wasis), Bright No. 1 (Keswick Ridge), Canterbury No. 4 (Eel River), Manners-Sutton No. 2 (Harvey Station).

Application was made by the Trustees at Edmunston, Madawaska County, for authority to establish a Superior School, but as the requirement relating to the Teacher's class of License was not met, the authority was not granted. It is expected however that Edmunston as well as other Districts desirous to establish Superior Schools will within a short time take the necessary steps to secure the authority to do so.

TABLE XII.—GRAMMAR SCHOOLS.

The number of pupils in the different subjects of instruction in schools which receive the Grammar School Grant, has already been given for each Term, under the summary of Table III. Details respecting each School will be found on reference to Table XII.

By Act of the Legislature of last session, the Grammar School Acts were repealed and the Grammar School placed under the direct control of the Boards of School Trustees of the District in which they may be established, and the property belonging to Grammar School Boards was vested in the Boards of Trustees of the School District in which it was situated. By the Act one Grammar School may be established in each County according to the following provisions:—

The Board of Trustees of the District in which a Grammar School has heretofore been maintained may establish such school and continue the same so long as it is efficiently conducted and maintained.

If the aforesaid District fails to establish a County Grammar School it shall be competent for any other District to establish such School, and the District so establishing the School shall have the same privilege with respect to its continuance as if it had heretofore been maintained in the district.

Should several Districts within a County compete to establish a County Grammar School, the Inspector shall, with the approval of the Board of Education, determine in which District the School shall be established, the foregoing provisions being observed.

Districts which desire to establish a County Grammar School shall make provision therefor at the first Annual Meeting after the passing of this Act, and the Trustees or their Secretary shall forthwith notify the Chief Superintendent of the provision made.

Should a Grammar School not be established within a County the Board of Education is hereby empowered to authorize in lieu thereof the establishing of an additional Superior School in such County.

A Grammar School and a Superior School shall not be established within the same parish, unless the number allowed by law for the whole Province shall not be exhausted, and then only by permission of and under conditions to be imposed by the Board of Education.

The County Grammar School should participate in the County Fund apportionment on the same principles as other schools established under Chapter 65

of the Consolidated Statutes, and shall be free to all pupils residing in the county.

The following provision is made for the support of these schools:—

To the Teacher of a County Grammar School holding a Grammar School License, a sum not exceeding three hundred and fifty dollars per annum, subject to such conditions of local aid as the Board of Education may deem proper for the particular county in which the school is established.

The Board of Education has prescribed the following Regulations relative to the instruction to be given in the County Grammar Schools:—

Grammar Schools in Towns.—Grammar Schools in towns having a graded course shall make provision for giving instruction in not less than two Standards in advance of Standard VIII., and must have competent pupils studying in at least Standard IX.

If there are no competent pupils engaged in the study of Standard X., the Board of Trustees may place pupils in Standards VII. and VIII., but not in a lower Standard, under the immediate instruction of the Grammar School Master.

Should there be competent pupils engaged in the study of Standard X., and the whole number of enrolled pupils exceed 30, the Board of Trustees must either relieve the Master from teaching Standard VII., or employ a Licensed Assistant.

If Standard XI. is provided for, and if competent pupils are engaged in its study, as well as pupils in Standards IX. and X., the Board of Trustees shall not exact from the Master work in any lower Standard, unless the enrolled number of pupils fall below 25. If the enrolled number of pupils falls below 25, the Grammar School Inspector shall determine what additional work, if any, shall be assigned to the Master.

It shall be competent for the Trustees of any town Grammar School to require the Master to teach Latin to pupils who may belong to Grades VII. or VIII., in another Department, provided the Teacher of these grades is not qualified to teach the subject.

Grammar Schools in Villages.—When a Grammar School is established in a Village having two Departments, the highest Department shall be considered the Grammar School. For such Department a Course of Instruction in advance of Standard IV. of the graded course shall be prescribed, embracing four consecutive Standards. Classics and Mathematics shall be included in the course. Should no competent pupils be engaged in the study of either Classics or Mathematics in advance of Standard VI. of this course within the third Term after the 1st of November, 1884, or should at any time thereafter one year elapse, during which no pupils shall have been engaged in such studies in advance of this Standard, the School shall fall below the rank of a Grammar School.

If the full Course of Instruction is not in operation, and if the number of

pupils is under 30, the Inspector shall determine what additional work, if any, may be required of the Master.

The School accommodation and appliances shall be satisfactory to the Grammar School Inspector, who shall report thereon to the Chief Superintendent.

The Grammar Schools in the Cities of St. John and Fredericton are to be regulated as follows:—

The Course of Instruction in these Schools shall be in advance of Standard VIII. of the graded course, and shall embrace Standards IX., X. and XI. Instruction in Standard XII. shall be optional with the governing bodies.

The number of Teachers shall be regulated according to the following principles:—

(1) One Teacher, exclusive of the Head Master, shall be employed, provided the number of pupils enrolled is 50 or upwards, with an average daily attendance of at least 75 per cent.

(2) Two Teachers, exclusive of the Head Master, shall be employed, provided the number of pupils enrolled is 100 or upwards, with an average daily attendance of at least 75 per cent.

(3) Should pupils continue at School after passing a satisfactory examination by the Grammar School Inspector on the subjects of Standard XI., an Assistant Teacher may be employed in addition to the foregoing staff.

Female Department.—If the average daily attendance of boys at either of these Schools is 100 or upwards, it shall be competent for the governing bodies to organize a *Female Department* under the responsible supervision of the Head Master, but subject to the following conditions:—

(1) That there be an enrolment of at least 50 girls, with an average daily attendance of not less than 75 per cent.

(2) That the subjects taught be in advance of Standard VIII., and that provision be made for giving instruction in a three years' course.

(3) If one Standard only is taught, no more than one Teacher shall be employed.

(4) If two Standards are taught, two Teachers may be employed, provided the number of pupils exceeds 50.

(5) If three Standards are taught, three Teachers may be employed, provided the number of pupils is 100 or upwards.

Provincial Grant.—The Grammar School Grant of \$350 per annum, or ratably thereto, shall be paid to the Head Master of the Grammar School of St. John through the Board of Education, and to the Head Master of the Grammar School in Fredericton through the Senate of the University from the University Grant, upon the order of the Chief Superintendent.

Each Teacher (not including the Head Master) shall receive from the Provincial Treasury the allowance granted to a First Class Teacher, and the Assistant, if one is employed, shall receive one half the amount allowed to a First Class Teacher.

No Teacher or Assistant shall be employed in those Schools who does not hold at least a First Class License.

All the Grammar Schools formerly existing have been established under the Act and in the same Districts as heretofore, except in the case of King's County. The King's County Grammar School, which was situated at Hampton was the only one in the Province which did not unite with the District School under Sec. 100 of Chap. 65 Consolidated Statutes, and the Trustees of Hampton School District failing to take the necessary steps to establish it under the present Act, it was established at Sussex on the application of the School Trustees of that District.

The Grammar School of Albert County, which has heretofore had no fixed location is now permanently established at Harvey Corner, where it happened to be stationed when the Trustees of the School District made application for it. The only County without a Grammar School is Madawaska. This County has never yet had the advantages of a Grammar School.

The Course of Instruction has not yet been prescribed for either Grammar or Superior Schools, but Teachers have been recommended to follow as nearly as the conditions of their school will permit, the Course of Instruction considered by the Educational Institute in 1881 and 1882, and published in Educational Circular No. 12, until the Board of Education shall have the benefit of the views of Teachers as expressed through the Institute.

TABLE XIII—THE PROVINCIAL NORMAL SCHOOL.

Annual Session Closed June, 1884.—Student-Teachers in attendance, 228—increase 37. Of these 14 belonged to the French Preparatory Department—decrease 8.

Further details respecting the Normal School will be found in the Table and in the Report of the Principal.

The length of the Annual Session which has heretofore been nine months has been extended to ten months. The Session will henceforth begin on the first Wednesday in August and close on the last Friday in May, and consist of two Terms, the first Term ending on the Friday immediately preceding the week in which Christmas falls. The second Term will begin on January 3rd unless the same fall on Saturday or Sunday, in which case it will begin on the first Monday thereafter.

Candidates will be admitted at the beginning of each Term, but holders of Provincial License who wish to qualify for examination for License of Class I will be admitted only at the beginning of the the second Term.

Examination for License will be held at the close of each Term, and Student-Teachers who have attended but one Term shall not be eligible for examination for License in advance of Class II unless they have received a professional classification *Good* (of not less than 60 marks) or *Superior*, and have besides been recommended by the Faculty of Instructors as possessing *Superior* scholarship, and as fit and proper persons for examination for License of Class I.

The close of the Normal School Terms being nearly concurrent with the close of the regular School Terms gives Teachers an opportunity of procuring almost immediate employment and Trustees of supplying their schools which might otherwise be vacant unless filled by Local Licensees.

It is much to be regretted that so many schools are yet filled by untrained, inexperienced persons, who have very little conception of the nature of the Teacher's work. During last year no less than 514 local licenses had to be issued to supplement the supply from the Normal School. There is no doubt that in some Districts, Trustees prefer to engage Local Licensees on what they suppose grounds of economy, and have set the trained Teachers aside; but with all this the Normal School has not yet been able to supply the demand. It has sent out during the last 12 years about 2200* trained Teachers, being an average of 183 yearly. But to keep up the teaching staff at its present numbers, the school would require to send out yearly at least 250, and taking into account the number of Local Licensees in the field, it will require to send out for some time, nearly 300 a year, before all our schools are supplied with trained Teachers.

Every effort is being made by the Board of Education and by the Inspectors to discourage the employing of untrained Teachers. The Board has recently ordered that no License shall issue to an untrained person to teach in a District if the services of a trained Teacher can be procured by the Trustees or recommended to them by the Inspector. Nearly all the Inspectors are strictly observing this order.

The French Preparatory Department was discontinued after 1st of May last as a *preparatory* department, in order to make better provision for the training of Acadian students. During the five and half years of its existence it had done nothing towards the training of its students, nor was it established with this view. It gave good instruction in the elementary branches to those who did attend, but not any better than they ought to receive in a well-taught District School. For the first two years after its establishment the period of attendance was five months, and afterwards three months, before its pupils were examined as to their qualifications for admission into the Normal Department. It was left to their option to enter the Normal Department if found qualified, or to accept a temporary license for three years on the understanding that when it expired they were to return to the Normal School for training. In all cases they accepted the license, but with one or two exceptions they did not return, and many of them are now teaching as local licensees. But the numbers who did attend were so small that it would have taken very many years, even if they had all continued to teach, before their influence could have been much felt in the French Schools. During its existence the total number who attended was only 113,† including several whose scholarship was so limited

* The number in the Table 2577 includes the number who have attended a second term or session.

†The date in the Table is a misprint for May 1884.

that they were required to attend a second term, thus giving an average attendance per term of about 7.

It became clear that some other provision was necessary—some provision whereby these Acadian students could be trained as well as instructed, and receive a *permanent* license on the same footing as others. Only by some such provision can we hope to elevate the French Schools and make them the compeers of the English.

A French Department has been established and Mr. Belliveau, the Instructor of the Preparatory Department, has been placed in charge of it, but instruction in *professional subjects* is provided for by the Principal. French Students, however, who are deemed sufficiently well qualified, on admission to the Institution, to be presented at the close of the Term for examination for License in advance of Class III receive both Academic and Professional Instruction in the English Department. At the close of the Term which is of the same length as in the English Department, the students are examined for License on the same subjects as are prescribed for other candidates, but an additional paper in French is set to all French candidates for which they receive credit by adding the examiner's estimate upon it to the other estimates without including the subject in the divisor.

TABLE XIV.—EXAMINATION OF TEACHERS.

These examinations are conducted by the Chief Superintendent in conformity with published Regulations of the Board of Education. The papers were estimated the past year by W. Brydone Jack, D. C. L.; Thomas Harrison, LL. D.; L. W. Bailey, Ph. D.; Prof. H. S. Bridges, A. M., and James Vroom. The papers submitted to candidates for the several classes of license are inserted at the end of Appendix C. The following is a summary of the examination:—

The number admitted to examination was 240—increase 34; 203 of whom received license of some class—decrease 3.

207 of the candidates were admitted to examination as being classified Student-teachers of the Provincial Normal School—increase 37; 27 were Teachers seeking an advanced class (or Provincial license)—increase 3; and 6 were graduates in Arts—decrease 6.

Of the 203 Teachers who received Provincial licenses 2 Males obtained the Grammar School class—decrease 1; 10 Males the first class—decrease 7; 15 Males the second class—decrease 13; 10 Males the third class—increase 3; 9 Females the first class—increase 1; 98 Females the second class—decrease 2; 59 Females the third class—increase 18.

The examinations were held at Fredericton and Saint John.

Examinations for License will, until otherwise ordered, be held twice during the year, viz.: in June and December. At the June examination there will be stations at Fredericton, St. John and Chatham. The December examination will be held at Fredericton only. No person, however, except one who on examination has failed to obtain a license of any class, or of the first class by reason of bad spelling, or a Student-teacher in continuous attendance at the

Normal School, shall be eligible for more than one examination within a period of twelve months.

TABLES XV, XVI, XVII AND XVIII.

Details will be found in these Tables respecting School Libraries procured during the year, and the travelling allowance paid to Student-teachers attending the Provincial Normal School; together with a statement of the Chief Superintendent's Drafts to Teachers and Boards of Trustees, and a summary of Provincial Expenditure for School Service to October 31st, 1884.

Number of Schools, Teachers and Assistants, and Pupils, for the Summer Term ended 31st October, 1884.

ALBERT COUNTY.—The number of Schools was, 67—increase 8; Teachers and Assistants, 67—increase 7; Pupils, 2,288—increase 247; number of Pupils at School during the year, 2,865.

CARLETON COUNTY.—The number of Schools was, 121—decrease 2; Teachers and Assistants, 125—decrease 4; Pupils, 4,174—increase 5; number of Pupils at School during the year, 5,764.

CHARLOTTE COUNTY.—The number of Schools was, 126—decrease 3; Teachers and Assistants, 133—decrease 6; Pupils, 4,703—decrease 11; number of Pupils at School during the year, 6,082.

GLOUCESTER COUNTY.—The number of Schools was, 80—increase 7; Teachers and Assistants 86—increase 10; Pupils 3,505—increase 217; number of Pupils at School during the year, 4,000.

KENT COUNTY.—The number of Schools was, 107—increase 6; Teachers and Assistants 116—increase 11; Pupils, 4,005—increase 174; number of Pupils at School during the year, 4,471.

KING'S COUNTY.—The number of Schools was 149—increase 9; Teachers and Assistants 159—increase 14; Pupils, 4,680—increase 282; number of Pupils at School during the year, 6,307.

MADAWASKA COUNTY.—The number of Schools was, 33—increase 2; Teachers 33—increase 2; Pupils 1,191—increase 84; number of pupils at School during the year, 1,251.

NORTHUMBERLAND COUNTY.—The number of Schools was 112—increase 8; Teachers and Assistants 119—increase 3; Pupils 4,558—increase 283; number of Pupils at School during the year 5,220.

QUEEN'S COUNTY.—The number of Schools was 90—increase 4; Teachers and Assistants 94—increase 5; Pupils 2,484—increase 79; number of Pupils at School during the year 3,359.

RESTIGOUCHE COUNTY.—The number of Schools was 31—decrease 1; Teachers and Assistants 32—decrease 4; Pupils 1,340—increase 50; number of Pupils at School during the year 1,684.

SAINT JOHN COUNTY.—The number of Schools was 179—increase 10; Teachers and Assistants 195—increase 17; Pupils 8,517—increase 422; number of Pupils at School during the year 9,350.

SUNBURY COUNTY.—The number of Schools was 42—the same; Teachers and Assistants 45—increase 2; Pupils 1,086—decrease 48; number of Pupils at School during the year 1,447.

VICTORIA COUNTY.—The number of Schools was 37—decrease 2; Teachers and Assistants 37—decrease 2; Pupils 1,054—decrease 113; number of Pupils at School during the year 1,513.

WESTMORELAND COUNTY.—The number of Schools was 165—increase 8; Teachers and Assistants 180—increase 10; Pupils 7,478—increase 291; number of Pupils at School during the year 8,512.

YORK COUNTY.—The number of Schools was 168—increase 6; Teachers and Assistants 178—increase 8; Pupils 6,024—increase 425; number of Pupils at School during the year 7,103.

NEW BRUNSWICK.—The number Public Schools was 1,505—increase 60; Teachers and Assistants 1,599—increase 75; Pupils 57,087—increase 2,396; number of Pupils at School during the year 68,928.

The proportion of the population of the Province (Census of 1881) attending the Public Schools during the Term ended October 31st, 1884, was 1 in 5.62.

Attendance of Pupils from 1868 to October 31st, 1884.

	WINTER.	SUMMER.	DURING YEAR.	
1868	28,226	31,988	Not reported.	
1869	30,432	33,327		
1870	31,487	34,336		
1871	32,673	33,981		
1872	28,756	39,837		
1873	40,405	42,611		
1874	44,785	45,561		
1875	46,039	48,340		62,340
1876	47,870	52,020		64,689
1877	51,588	54,478		67,803
1878	52,763	55,378	68,780	
1879	53,743	56,693	71,764	
1880	50,308	52,742	65,598	
1881	49,550	51,901	65,631	
1882	48,805	52,657	63,793	
1883	50,662	54,691	66,775	
1884	53,509	57,087	68,928	

School-House Grants to Poor Districts.

During the year closed December 31st, 1884, the sum of \$1326.00 was paid to Boards of Trustees of Poor Districts in aid of School Houses, as follows:—

ALBERT COUNTY.

Parish of Harvey, No. 9, \$50. No. 10, \$30,..... \$80 00

CARLETON COUNTY.

Parish of Aberdeen, No. 8, \$40,..... \$40 00
Kent, No. 1, \$40,..... 40 00
 ----- \$80 00

CHARLOTTE COUNTY.

Parish of St. James, No. 7½, \$30,..... \$30 00
West Isles, No. 8, \$50,..... 50 00
 ----- \$ 80 00

GLOUCESTER COUNTY.

<i>Parish of Bathurst</i> , No. 8, \$25, No. 10, \$37.50, No. 18, \$37.50,....	\$100 00	
<i>Caraquet</i> , No. 3, \$45,	45 00	
<i>Inkerman</i> , No. 1 $\frac{1}{2}$, \$40, No. 4, \$25,	65 00	
<i>New Bandon</i> , No. 4 $\frac{1}{2}$, \$40,	40 00	
<i>St. Isidore</i> , No. 7 $\frac{1}{2}$, \$25,	25 00	
<i>Saumarez</i> , No. 4, \$25,	25 00	
		<hr/> \$300 00

KENT COUNTY.

<i>Parish of Acadiville</i> , No. 1, \$20,	\$20 00	
<i>Carleton</i> , No. 2, \$50,	50 00	
<i>Dundas</i> , No. 5 $\frac{1}{2}$, \$20, No. 11 $\frac{1}{2}$, \$20, No. 14, \$30,	70 00	
<i>St. Mary's</i> , No. 4, \$20, No. 16, \$20,	40 00	
<i>Weldford</i> , No. 7, \$20,	20 00	
		<hr/> \$200 00

KING'S COUNTY.

<i>Parish of Kingston</i> , No. 14, \$50,	\$50 00	
<i>Waterford</i> , No. 6, \$30,	30 00	
		<hr/> \$ 80 00

MADAWASKA COUNTY.

<i>Parish of St. Jacques</i> , No. 2, \$50,		50 00
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NORTHUMBERLAND COUNTY.

<i>Parish of Alnwick</i> , No. 1 $\frac{1}{2}$, \$40,	\$40 00	
<i>Glenely</i> , No. 5, \$40,	40 00	
<i>Hardwicke</i> , No. 2, \$40,	40 00	
<i>Northesk</i> , No. 11 $\frac{1}{2}$, \$60,	60 00	
		<hr/> \$180 00

RESTIGOUÏCHE COUNTY.

<i>Parish of Addington</i> , No. 8, \$60,		60 00
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SUNBURY COUNTY.

<i>Parish of Maugerville</i> , No. 4, \$26,	\$26 00	
<i>Gladstone</i> , No. 8, \$40,	40 00	
		<hr/> \$66 00

WESTMORELAND COUNTY.

<i>Parish of Dorchester</i> , No. 19, \$15,	\$15 00	
<i>Moncton</i> , No. 20, \$15,	15 00	
<i>Salisbury</i> , No. 7, \$25,	25 00	
<i>Shediac</i> , No. 21, \$25,	25 00	
		<hr/> \$80 00

YORK COUNTY.

<i>Parish of St. Mary's</i> , No. 11, \$35,	\$35 00	
<i>Stanley</i> , No. 4, \$35,	35 00	
		<hr/> \$70 00

\$1326 00

Aid to Poor Districts.

The following provision is made in aid of Poor Districts :—

Each Inspector shall, as directed by the Board of Education, determine and report to the Chief Superintendent what School Districts under his supervision may be entitled during the ensuing year to special aid as poor Districts, and the Chief Superintendent may allow to the Schools in such Districts such amount, not exceeding one-third more on the classification of the Teachers of Schools, from the Provincial Treasury, and one-third more per pupil from the County School Fund, than the allowance to other School Districts sharing such funds, as in his discretion may seem proper, taking into consideration the position and circumstances of such District. The fixed sum to be paid out of the County School Fund in respect of each Teacher, to Schools returned as Poor Schools, shall be forty dollars.

The following Districts will, in accordance with the foregoing provision be recognized as Poor Districts for the year ending December 31st 1885:—

ALBERT COUNTY.

- Parish of Alma* : Nos. 1, 3, 4, 6, 7, 8, 9.
- Parish of Coverdale* : Nos. 8, 9, 12.
- Parish of Elgin* : Nos. 1, 4, 5, 7, 14, 15, 16, 18,
- Parish of Harvey* : Nos. 6, 7, 8, 9, 10, 11, (and *Hopewell*) 13.
- Parish of Hopewell* : Nos. 4, 9.
- Parish of Hillsboro'* : Nos. 8, 11, 13, 15.

CARLETON COUNTY.

- Parish of Aberdeen* : Nos. 2, 8, 9, 10, 11, 13.
- Parish of Brighton* : Nos. 6, 8, 11, 15, 16, 17, 18, 19.
- Parish of Kent* : Nos. 5, 7, 8, 9, 11, 12, 13, 14, 17, 19.
- Parish of Northampton* : Nos. 7, 8, 9.
- Parish of Richmond* : No. 17.
- Parish of Peel* : Nos. 4, 5, 6.
- Parish of Wakefield* : No. 13.
- Parish of Wilmot* : Nos. 2, 3, 13, 14, 15, 17.
- Parish of Wicklow* : Nos. 3, 4, 5.
- Parish of Woodstock* : Nos. 9, 11.

CHARLOTTE COUNTY.

- Parish of Clarendon* : No. 2.
- Parish of Dumbarton* : Nos. 3, 2, 4, 5.
- Parish of Grand Manan* : Nos. 1, 7, 8, 9.
- Parish of Lepreaux* : 2, 4, 5.
- Parish of Pennfield* : Nos. 5, 6, (and *Lepreaux*).
- Parish of St. David* : Nos. 2, 4½, (and *St. James*,) 7.
- Parish of St. George* : Nos. 7, 8, 8½, 9, 10, 11, 15.
- Parish of St. James* : Nos. 4, 5, 8, 11, 12, 13, 17, 19.
- Parish of St. Patrick* : Nos. 3, 9, 10, 4.
- Parish of St. Stephen* : Nos. 4½, 6.
- Parish of West Isles* : Nos. 1, 6½, 8.

GLOUCESTER COUNTY.

- Parish of Bathurst* : Nos. 3, 4, 6, 7, 8, 10, 11, 17.
Parish of Beresford : Nos. 7½, 8, 8½, 9, 11, 12, 13, 13½, 14.
Parish of Caraquette : Nos. 3, 2½, 6, 9, 9½.
Parish of Inkerman : Nos. 1, 1½, 5, 4, 8, 10.
Parish of New Bandon : Nos. 1, 2, 3, 4½, 5, 7, 10.
Parish of St. Isidore : Nos. 7, 7½.
Parish of Saumarez : No. 4.
Parish of Shippegan : Nos. 2, 3, 3½, 4, 4½, 6½, 7, 8½, 8, 9, 9½, 10, 10½.

KENT COUNTY.

- Parish of Acadiaville* : Nos. 1, 2, 3, 5.
Parish of Carleton : Nos. 2, 6, 8.
Parish of Dundas : Nos. 2½, 5, 5½, 6, 8, 10, 10½, 11, 11½, 12, 14.
Parish of Harcourt : Nos. 1, 2, 6, 7, 8.
Parish of Richibucto : Nos. 3, 9, 9.
Parish of St. Louis : Nos. 1, 5, 8, 9, 10, 11.
Parish of St. Mary's : Nos. 3, 4, 6, 7, 8, 10, 9, 11, 16, 17.
Parish of Weldford : Nos. 2½, 4, 6, 7, 10, 11, 13, 18, 20, 21, 22, 23.
Parish of Wellington : Nos. 4, 5, 6, 7½, 10, 12, 13.

KING'S COUNTY.

- Parish of Cardwell* : Nos. 2, 4, 5.
**Parish of Hammond* : Nos. 2, 5, 7.
Parish of Havelock : Nos. 6, 11, 14.
Parish of Kars : No. 4.
Parish of Kingston : Nos. 8, 9, 14.
Parish of Norton : Nos. 10, 11.
**Parish of Rothesay* : Nos. 1, 6.
Parish of Springfield : Nos. 13, 14, 16, 4.
Parish of Studholm : 1, 2, 5, 6, 7, 14, 26.
Parish of Sussex : Nos. 3, 12, 14, 15.
**Parish of Upham* : Nos. 2, 25, (and *St. Martin's*).
Parish of Waterford : Nos. 1, 3, 4, 6, 7, 9.
**Parish of Westfield* : Nos. 1, 4, 5, 8, 9, 10, 11.

MADAWASKA COUNTY.

- Parish of St. Ann* : Nos. 5, 6, 7.
Parish of St. Basil : Nos. 6, 8, 9.
Parish of St. Francis : Nos. 1, 5, 6, 7, 8, 9, 10, 11, 12.
Parish of St. Hilaire : Nos. 5, 6, 7, 8.
Parish of St. Leonard : Nos. 1, 7, 8, 9, 10, 11, 12, 15, 16.
Parish of St. Jacques : Nos. 1, 2, 3, 4, 5.
Parish of Madawaska : Nos. 2, 3, 4, 5.

NORTHUMBERLAND COUNTY.

- Parish of Almoick* : Nos. 1, 1½, 8½, 9, 11, 12, 14.
Parish of Blackville : Nos. 3, 8, 8½, 9, 10.

*Part of King's County is the same as last year, the Inspector not having reported any change.

- Parish of Blissfield* : Nos. 1, $\frac{1}{2}$, 2, 3.
Parish of Derby : No. 2.
Parish of Glenelg : Nos. 2, 3, 5, 6, 8, $8\frac{1}{2}$, 9, 10.
Parish of Hardwicke : Nos. 2, 3, $5\frac{1}{2}$, 6.
Parish of Ludlow : Nos. 1, $1\frac{1}{2}$, 2, 5.
Parish of Nelson : Nos. 6, $6\frac{1}{2}$.
Parish of Newcastle : Nos. $2\frac{1}{2}$, 4.
Parish of Northesk : Nos. 1, 3, $11\frac{1}{2}$.
Parish of Rogersville : Nos. $10\frac{1}{2}$, 11, 12, 13, 14, 15.
Parish of Southesk : Nos. 7, $7\frac{1}{2}$, 8.

QUEEN'S COUNTY.

- Parish of Brunswick* : Nos. 4, 5, 6, 7.
Parish of Cambridge : No. 7.
Parish of Canning : Nos. 3, 4.
Parish of Chipman : Nos. 2, 3, 7, 8, 9, 10, 12, 13, 14, 15.
Parish of Gagetown : No. 1.
Parish of Hampstead : Nos. 3, 10.
Parish of Johnston : Nos. 6, 7, 8, 12, 13, 15, 17.
Parish of Petersville : Nos. 2, 13, 16, 18, 19.
Parish of Waterboro' : Nos. 2, 3, 5, 8, 9.
Parish of Wickham : Nos. 8, 10, 11.

RESTIGOUCHE COUNTY.

- Parish of Addington* : Nos. 3, 6, 7, 8, 9.
Parish of Colborne : No. 4.
Parish of Dalhousie : Nos. $1\frac{1}{2}$, (and *Colborne*), 4, 5, 9.
Parish of Durham : Nos. 5, 9, 10.

*SAINT JOHN COUNTY.

- Parish of St. John* : Partridge Island.
Parish of Lancaster : Nos. 4, 11, 12, 5, 17.
Parish of Musquash : Nos. 7, 8, 9, 10.
Parish of St. Martin's : Nos. 1, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 30.
Parish of Simonds : Nos. 2, 3, 6, 7, 11, 15, 17, 19, (*Bdr. D.*) 20, (*Bdr. D.*) 21, 22.

SUNBURY COUNTY.

- Parish of Blissville* : Nos. 1, 5, 6, 7.
Parish of Burton : Nos. 6, 7, 8, 9, 10, 11, 12, 13, 14.
Parish of Gladstone : Nos. 3, 7, 8, 18, (and *St. George*).
Parish of Lincoln : No. 6.
Parish of Maugerville : No. 4.
Parish of Northfield : Nos. 1, 2, 5, 6, 7, 8.
Parish of Sheffield : Nos. 3, 6.

* VICTORIA COUNTY.

- Parish of Andover* : Nos. 6, 7, 8.
Parish of Drummond : Nos. 1, 2, 3, 4, 5, 6, 8, 9, 11.

*St. John County is the same as last year, the Inspector not having reported any change.

Parish of Gordon : Nos. 3, 4, 6, 7.

Parish of Grand Falls : Nos. 2, 4, 5, 6, 8, 10, 11.

Parish of Lorne : Nos. 1, 2, 3, 5, 6, 7.

Parish of Perth : Nos. 3, 4, 5, 6, 7, 8, 9, 10, 13.

WESTMORELAND COUNTY.

Parish of Botsford : Nos. 1, 4, 18, 19, 20.

Parish of Dorchester : Nos. 4, 7, 9, 19, 21, 26, 27.

Parish of Moncton : Nos. 2, 8, 17, 20, 21, 22, 23, 24, 25, 26, 27, 19.

Parish of Sackville : Nos. 1, 3, 4, 15, 17, 18.

Parish of Salisbury : Nos. 4, 5, 9, 10, 14, 15, (*Border*) 22.

Parish of Shediac : Nos. 1, 2, 13, 14, 15, 16, 18, 21, 22.

Parish of Westmoreland : No. 11.

YORK COUNTY.

Parish of Bright : Nos. 6½, 7½, 9.

Parish of Canterbury : Nos. 6, 10, 12, 13, 20, 22.

Parish of Douglas : Nos. 10, 12, 14, 16, 18, 19.

Parish of Dumfries : Nos. 6, 8, 9.

Parish of Kingsclear : Nos. 7, 8, 9, 11, 12.

Parish of Manners-Sutton : Nos. 7, 10, 11.

Parish of New Maryland : No. 3.

Parish of Northlake : Nos. 13½, 17, 19½.

Parish of Prince William : Nos. 6, 8, 11.

Parish of St. Mary's : Nos. 9, 10, 11, 14.

Parish of Southampton : Nos. 12, 13, 14, 15, 16, 17, 18.

Parish of Stanley : Nos. 1½, 2, 7, 8, 10, 13, 14, 15, 16.

The Cities and Incorporated Towns.

The Boards of School Trustees in these large Districts consist of seven members each, instead of three as in other School Districts of the Province. The Chairman and two other members are appointed by the Governor in Council; and the City or Town Council appoints four members, one of whom retires annually from office. Each Board appoints a Secretary, and two of them, Saint John and Portland, employ, in addition, each a local Superintendent.

The amount of the annual District assessment is, within the limitations of the Statute, determined by the Board of School Trustees; and notification of the aggregate is lodged with the City or Town Council. This amount is levied at the same time and in the same manner as other City or Town Rates. The Council annually appoints two Auditors to audit the accounts of the Board of Trustees.

The following are the Districts organized in accordance with the above provisions: the City of Saint John, the City of Fredericton, the City of Portland, and the Towns of Saint Stephen, Milltown, Woodstock and Moncton. Reports from each of these will be found in Appendix C.*

*No Report received from Milltown.

HALF-YEARLY PERCENTAGE of *Enrolled Pupils daily present on an average in the Cities and Incorporated Towns.*

	Saint John.		Fredericton.		Portland.		St. Stephen.		Miltown.		Woodstock.		Moncton.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1870,	59.06	57.88	62.90	60.	57.17	56.45								
1871,	58.35	59.57	63.21	57.87	60.28	55.98								
1872,	*	78.28	*	62.49	*	56.60	*	64.98	*	74.15	*	56.26		
1873,	58.04	61.64	62.42	60.45	58.93	58.90	69.48	65.19	71.90	74.65	58.66	57.22		
1874,	70.69	66.67	62.58	63.55	59.34	60.04	67.38	69.35	66.21	71.38	60.05	61.86		
1875,	66.18	66.19	65.19	64.	58.70	59.47	69.91	73.13	69.74	71.42	69.65	66.13		
1876,	69.33	67.13	72.89	64.35	64.25	62.50	74.95	76.03	69.08	66.78	63.04	57.22		
1877,	66.77	66.82	71.23	71.15	63.60	58.16	78.98	72.40	62.89	66.33	59.73	57.04		
1878,	61.25	66.86	72.05	70.00	63.48	61.31	79.00	78.91	66.84	71.63	62.14	61.64	61.13	62.18
1879,	64.97	67.76	78.33	75.96	64.49	65.49	80.30	78.92	68.53	73.76	65.68	60.65	61.99	59.43
1880,	72.63	68.20	76.93	69.45	68.34	65.25	78.55	78.10	71.57	76.89	71.65	64.14	67.31	65.30
1881,	71.83	70.96	72.63	71.46	68.38	67.89	81.64	78.97	73.27	68.31	64.22	59.49	72.04	69.96
1882,	73.29	72.48	78.86	68.64	69.28	69.91	78.45	73.31	69.38	68.27	62.87	64.58	67.40	68.78
1883,	75.51	70.30	77.53	71.78	72.29	66.18	78.60	75.63	72.98	68.58	67.20	66.91	70.24	66.76
1884,	72.43	73.86	74.22	71.93	70.45	69.56	79.41	79.39	71.75	68.46	66.23	68.35	66.74	68.13

Teachers' Institutes.

Teachers' Institutes were held during the year in Albert, Carleton, Charlotte, Gloucester, Kent, Northumberland, Queen's, Restigouche, Sunbury, Westmoreland and York. There have not yet been organized permanent Institutes in Victoria and Madawaska, but some of the teachers from the former have attended the Carleton Institute. It is impracticable to undertake Institute work in Madawaska until a larger number of its teachers have enjoyed the advantages freely offered at the Normal School.

Educational Institute.

The Chief Superintendent did not convene the Educational Institute last year. In compliance with the following resolution passed by the Institute in 1883: "That in the opinion of the Institute it would be advisable so to amend the provisions of Reg. 23, as to empower the Chief Superintendent to convene the Educational Institute either annually or biennially, and at such period in the year as the Executive Committee of the Institute may determine from time to time," the Board of Education empowered the Chief Superintendent to convene the Institute annually or biennially.

By a recent amendment in the provisions of Reg. 23, the Institute will hereafter meet during the month of June. The Executive Committee shall determine the number of days the Institute shall be in session, and the programme of exercises for each meeting. The committee have determined that the next meeting of the Institute shall begin on the last Monday in June. The meetings will be held in St. John.

By the following provision Teachers and Trustees will be allowed the usual grants for the last three teaching days in June:—

"The Secretary shall, as soon as practicable after the close of the session of the Educational Institute, transmit to the Chief Superintendent, in form to be supplied for that purpose, a list of the Teachers present at the same and the attendance at each session, and in the semi-annual apportionment of the County Fund and disbursement of Provincial grants the Chief Superintendent shall, in every case in which the Teacher has attended all the sessions of the Institute, allow to the Board of Trustees their proportion of the County Fund for the last three teaching days in June as if the School or department had been open, and to the Teacher the Provincial grant as if he had been engaged during these three days in teaching the School or department under his charge."

Enrolment and Average Attendance.

During the Summer Term, ended October 1883, as will be seen from Table I, there was an increase of 40 schools and of 2,125 pupils, over the corresponding term of the preceding year, giving an average enrolment of 53 pupils to each additional school, and in the following Term an increase of 36 schools with an increase of 2,847 pupils over the former corresponding Term, giving an average enrolment of 78 pupils to each of these schools. This is a very considerable increase in respect of average enrolment. During the corresponding Terms of 1882-3 the enrolment upon the increase of schools only amounted to 31 and 30 pupils respectively.

It is to be regretted that the average enrolment for the schools of the Province has, for many years, been so small. When we compare it with other Provinces the difference is decidedly against us. While we cannot show an enrolment of more than 37.84 for each School, that of Nova Scotia has for some years varied from 43 to 44, and of Prince Edward Island from 45 to 46. In Ontario, with an enrolment of 471,512 pupils, it is about 67 to each of the 6,857 Teachers. Had our schools an average enrolment equal to that of Nova Scotia, our registers would show an increase of 9,000 pupils, or equal to that of Prince Edward Island an increase of about 12,000, and if equal to that of Ontario our present enrolment would be nearly doubled, and all this without increasing the cost of the Schools, unless by an increase to the Teacher's salary, or without rendering the instruction less effective than it is in the other Provinces.

There are, no doubt, many sparsely settled districts where schools must be maintained although the enrolment is small, but, wherever practicable, efforts should be made to unite schools having small numbers. It is a mistake to suppose that the fewer the number at school the better can the pupils be taught. The force and sympathy of numbers is a powerful stimulus to school work. In cities, towns, and populous places, where teachers are not called upon to deal with more than two grades, some of the departments in which the same grades are taught, especially those in advance of the primary, might be profitably united. The average enrolment under such favourable conditions for work as our schools in cities and towns enjoy, ought not to fall below 50 at least.

With respect to the average attendance of pupils New Brunswick is in a more satisfactory position when compared with other Provinces. During the year 1882-3 the average attendance for the Province was 55.63 per hundred enrolled; in Nova Scotia the average attendance during the same time was 56.9; in Prince Edward Island 54.71, while Ontario only made an average of 45. During the year 1883-4 the average attendance for the Province has increased 4.04.

Text-Books.

During the year the Board of Education has prescribed as Texts:—*The Modern School Geography and Atlas* published by the Canada Publishing Company. *Archer's Short History of Canada*, published by Messrs. J. & A. McMillan, St. John and *Hamblin Smith's Geometry*, in lieu of Calkin's *Geography of the World*, *Archer's History of Canada*, and *Wormell's Modern Geography*. Classes beginning any of these subjects must use the newly prescribed Texts, but classes which have already made some progress in them may, with the concurrence of the Trustees, continue the use of the other Texts.

Instruction.

During the last twelve years the progress made throughout the Province in all that relates to the externals of Education far surpasses all our efforts ever put forth in the same direction. Commodious and substantial School-houses have taken the place of the small wretched buildings that so long disfigured almost every rural district. Apparatus and appliances which scarcely had a place have been provided in fair measure in a very large number of the schools, and Courses of Instruction have been prescribed. The Normal School has developed into a large and well equipped Institution, and Teachers' Institutes as well as a Provincial Institute have been organized to secure in as high a degree as possible the educational benefits contemplated by the Free School System. These are important advances and will ever form a bright epoch in the educational history of the Province, Important however as they all are, they are only means to an end—the *instruction of the youth of the country*. This has been the aim of all these years of activity, and if we have not made some corresponding progress in the intellectual life of the School we have not made full use of our improved facilities.

That much substantial progress has been made in the internal economy of the schools and in the extent and quality of the instruction, is attested to in the reports of the Inspectors. The work of many skilful, earnest and devoted Teachers has fully justified the people's efforts and realized their expectations. But while there is good reason for congratulation, there is at the same time good ground for the complaint, that a large part of the work done in many schools is not satisfactory. The instances are numerous of a painful lack of accuracy, of promptness, and of ability to apply knowledge. There does not seem to be much improvement in spelling, very little in writing, and while there is doubtless improvement in reading, yet pupils are seldom able to take

out of a piece of reading what there is in it. Much of this deficiency is no doubt attributable to causes for which neither the Teacher nor the system can be fairly held responsible, but it is no less true that better work in the schools would yield better results. It may not be that the Teacher is lacking in industry, or even in skill, but Teachers like others can only perform a certain amount of work. If more is assigned or undertaken than they are capable of accomplishing, there must be failure somewhere.

Teachers in miscellaneous schools have attempted more than they are able to accomplish. Under a mistaken idea that the Course of Instruction necessitates the separate and distinct treatment of each subject specified in it, they have apportioned it out accordingly, and have thus left themselves little time for teaching any subject. Some of the subjects of the Course can be taught with better effect incidentally than formally, and others of a kindred character can be grouped together and dealt with in such a way that two or three subjects may be taken up in one lesson and be made mutually helpful to an intelligent apprehension of each. Such a method not only economizes time, but is better fitted to train pupils to apply their knowledge, than if each subject were separately dealt with. But this method requires more skill than the average Teacher in our rural districts can be expected to possess. The Course of Instruction is theoretically a well devised Course, and has been helpful to many Teachers, but the average workers are not able to carry it out, and the attempt to do so, is to a large extent the cause of the deficiencies I have specified, and of so little marked progress in what are deemed the essential subjects of a common school course. The Course needs adjustment to existing conditions, and must be made in a line with the fitness of things though ever pressing upwards.

In cities and towns which can command the best skill in the Province and which possess ample facilities for carrying out the Course, there needs to be but little adjustment. There is, however, an unnecessary amount of machinery connected with some of these schools, which tends to render much of the instruction mechanical and fruitless. There is an undue importance attached to a system of *marking*, so much so as to incline a teacher to be more concerned as to the estimate he should place upon a pupil's answer than to the stimulus he may give to his intellectual life. The results are tabulated weekly or monthly, and so reported to the governing bodies, and progress is pronounced accordingly. There is little to induce the pupil to become anything else than a verbal memorizing machine, or the Teacher anything more than a hearer of lessons and a marker of results. It is true that statistics must be kept; records of attendance, punctuality, classification and all that relates to the mechanical economy of the schools, may be conveniently and properly represented in figures. The results of written examinations, the memorizing of definitions, after they have been worked out, or the recitation of a passage, after it has been fully explained, may be even represented in the same way, but intellectual and moral forces cannot be so dealt with. They will not yield their dimensions to foot-rule measurements. A Teacher's work is mainly intellectual and moral

and whatever unnecessarily interferes with this, robs the school of so much of its intellectual and moral life.

There is also connected with our half-yearly examinations a feature which indicates that the educative element is not sufficiently prominent in our schools. The memorized lessons, the set questions with their set answers, make a show of knowledge, while the never failing recitation got up more to amuse the visitor than benefit the pupil, fills up the interludes. The examination over, Teacher and pupils receive in gushing speeches their meed of praise. These are spots on our System and I name them with the hope that they may be removed. Such of our Schools (and I am glad they are increasing in number) as make intellectual and moral training their chief object do not seek to make such displays. Conscious of the genuineness of their work they give an opportunity to have any part of it tested. The Teacher announces what work has been gone over during the Term and requests some Trustee or visitor to select a portion within the limits upon which he may examine his class. The pupils may not display such surprising promptness and accuracy, nor such feats of memory as those who have been specially prepared for the occasion, but from the character of the work, it is evident to the intelligent observer that it is just such work as many of our schools need for their intellectual awakening. It is to be hoped that such work will speedily characterize all our schools.

Compulsory Attendance

It will be seen from Table II. that the number of pupils registered at School between the ages of 5 and 15 during the Summer Term ended October 31st, 1883 was 52,159, and for the following Winter Term 48,285. The number of children in the Province between these ages is according to the last census 80,564, thus leaving over 28,000 during the first Term as not enrolled at the Public Schools, and over 32,000 during the following Term. But the numbers enrolled are far in excess of the average daily attendance for the full Term. The Summer Term gives a regular daily attendance of only 28,739, and the Winter Term of 27,116. While we have thus between the ages of 5 and 15, 80,000 children for whose education the State has made provision, there are over 50,000 of them out of school daily.

On examination of Table III. Part one, which shows the number of pupils in the different Standards, there will be found under the head *Reading, Spelling, etc.*, (subjects which we are to suppose all the pupils study) evidence of the very short time which a large number of pupils attend school at all. While 16,000 enter the first Standard there are found only 9,000 in the third Standard and but 7,000 in the fourth, so that by the third year nearly a half who entered have left school, and by the fourth year over a half; and when we take into account the irregularity of attendance, it is painfully evident that a very large proportion of pupils leave school with very little instruction.

With such facts before us as the above, it would seem that some provision ought to be made whereby hundreds of children may be saved from growing

up in ignorance, and brought under the advantages which the State has provided for them.

The necessity for some legislative measure to prevent illiteracy has been pointed out in previous Annual Reports both by my predecessor and by the Inspectors. Several of the Inspectors refer again to the subject in their reports in Appendix B. Mr. March, Secretary to the Board of School Trustees of St. John, in his report (Appendix C. p. 75) refers at some length to the subject, and I beg to call attention to the facts he there presents.

There are no doubt difficulties in the way of effectively carrying out a law compelling the attendance of children at school in all parts of the Province, but if the Legislature is not at present prepared to adopt the principle universally, I hope it will at least sanction it by incorporating into the School System some provision whereby Boards of Trustees in cities and incorporated towns, may be empowered to enforce such attendance as shall ensure due attention to the education of all educable children.

I have the honour to be,

Your Honor's obedient servant,

WM. CROCKET,

Chief Superintendent.

*Education Office, Fredericton, N. B.,
February, 1885.*

PART II.
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STATISTICAL TABLES.

TABLE I. PUBLIC SCHOOLS: FOR THE YEAR ENDING 30TH APRIL, 1884. PRELIMINARY.

COUNTIES.	SUMMER TERM CLOSED 31ST OCTOBER, 1883.				WINTER TERM CLOSED 30TH APRIL, 1884.				YEAR ENDING 30TH APRIL, 1884.			
	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation in the Summer Term, that were without Schools in the Winter Term.	No. of Districts having Schools in operation during the Winter Term, that were without Schools in the Summer Term.	Total No. of different Pupils in attendance at Schools within the year.	No. of Districts having Schools in operation at different times within the year.
Albert,	58	60	2041	62	67	2126	313	268	10	11	2705	11
Carleton,	123	128	4184	124	129	4736	897	550	14	17	5742	17
Charlotte,	129	137	4715	131	139	5016	549	445	12	15	5812	15
Gloucester,	75	78	3377	75	80	2935	343	56	3	2	3741	2
Kent,	101	105	3831	94	101	3284	352	187	14	7	4450	7
King's,	142	146	4410	141	149	4772	860	439	12	14	5784	14
Madaaska,	31	31	1107	26	26	789	90	84	8	3	1351	3
Northumberland,	105	116	4289	101	107	3952	337	351	13	10	5010	10
Queen's,	86	90	2405	85	90	2640	538	265	12	11	3280	11
Restigouche,	31	35	1290	34	37	1282	148	54	2	2	1501	2
Saint John,	170	179	8121	172	187	7871	546	80	2	5	8742	5
Sunbury,	42	43	1132	38	39	1147	228	29	3	1	1431	1
Victoria,	39	39	1190	30	30	990	154	153	13	7	1537	7
Westmoreland,	156	169	7178	153	167	6641	731	163	10	7	8291	7
York,	163	171	5613	148	154	5328	705	305	24	10	6697	10
New Brunswick,	1451	1527	54883	1414	1502	53509	6791	3429	152	122	65074	122
Cor. Terms, 1882-83, ..	1411	1480	52758	1378	1438	50662	6659	3547	169	132	64581	132
Increase,	40	47	2125	36	64	2847	132	....	....	....	1493	....
Decrease, .....	....	....	....	....	....	....	....	118	17	....	....	10

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH APRIL, 1884.
Part One.—The Summer Term closed 31st October, 1883.

COUNTIES.	No. of Pupils at School of this Term.	Proportion of the population at School this Term (Census of 1881.)	AGE AND SEX OF PUPILS.						Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average during the Term.	Number daily present on an average during the Session per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 yrs.	Number over 15 years of age.	Boys.	Girls.					
Albert,.....	2041	1 in 6.04	15	1938	88	1094	947	105,827.5	1119	1064	54.83	52.13
Carleton,.....	4184	1 in 5.58	50	3953	181	2007	2177	213,636.5	2356	2096	56.31	50.09
Charlotte,.....	4715	1 in 5.53	24	4557	134	2362	2353	251,998	2888	2552	61.25	54.13
Gloucester,.....	3377	1 in 6.40	62	3206	109	1753	1624	177,204.5	1841	1795	54.51	53.14
Kent,.....	3831	1 in 5.90	48	3639	144	1987	1844	210,082	2153	2084	56.20	54.40
King's,.....	4410	1 in 5.81	42	4120	248	2088	2322	224,066	2363	1863	53.58	42.25
Madawaska,.....	1107	1 in 7.83	25	1051	31	544	563	58,374	675	557	51.94	50.31
Northumberland,.....	4289	1 in 5.87	44	4129	116	2221	2068	233,797.5	2447	2313	57.05	53.93
Queen's,.....	2405	1 in 5.82	21	2270	114	1198	1207	127,105	1328	1248	55.22	51.90
Restigouche,.....	1290	1 in 5.47	16	1240	34	664	626	71,785.5	717	692	55.58	53.64
Saint John,.....	8121	1 in 6.52	20	7706	395	4067	4054	482,589	5407	5045	66.56	62.12
Sunbury,.....	1132	1 in 5.87	13	1053	66	543	589	54,788.5	629	528	55.56	46.64
Victoria,.....	1190	1 in 5.90	17	1119	54	598	592	58,490	614	580	51.60	48.74
Westmoreland,.....	7178	1 in 5.25	57	6857	264	3691	3487	369,169.5	4886	4683	68.07	65.24
York,.....	5613	1 in 5.41	60	5321	232	2689	2924	308,836	3419	3141	60.91	55.96
New Brunswick,.....	54883	1 in 5.85	514	52159	2210	27506	27377	2947,749.5	32742	30241	59.66	55.10
Cor. Term, 1882,...	52758	1 in 6.09	467	50026	2265	26439	26319	2906,069	29676	27728	56.25	52.56
Increase,.....	2125	1 in 151.20	47	2133	....	1067	1058	41,680.5	3066	2513	34.1	2.54
Decrease,.....	....	.....	55	....	....	....	....	....	....	....	....	....

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH APRIL, 1884.
Part two.—The Winter Term closed 30th April, 1884.

COUNTIES.	No. of Pupils at School	Proportion of the population at School this Term. (Census of 1881.)	AGE AND SEX OF PUPILS.						Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.
			No. between the ages of 5 and 15 years.		No. over 15 years.		Boys.	Girls.				
			Number under 5 years of age.	No. between the ages of 5 and 15 years.	No. over 15 years.							
Albert,.....	2126	1 in 5.80	7	1823	296	1264	862	136,977.5	1255	1154	59.03	54.28
Carleton,.....	4736	1 in 4.93	16	4110	610	2613	2123	287,871.5	2678	2519	56.54	53.19
Charlotte,.....	5016	1 in 5.20	4	4585	427	2754	2262	322,957	3063	2790	61.06	55.62
Gloucester,.....	2935	1 in 7.36	8	2727	200	1618	1317	188,317	1734	1575	59.08	53.66
Kent,.....	3284	1 in 6.88	15	3062	207	1778	1506	201,383.4	1854	1744	56.46	53.10
King's,.....	4772	1 in 5.37	11	4027	734	2609	2163	286,536	2644	2469	55.41	51.74
Mada-waska,.....	789	1 in 10.99	13	746	30	387	402	46,481.5	457	427	57.91	54.12
Northumberland,.....	3952	1 in 6.37	20	3716	216	2199	1753	254,576.5	2321	2179	58.73	55.14
Queen's,.....	2640	1 in 5.31	6	2287	347	1495	1145	159,837.5	1445	1382	54.73	52.35
Restigouche,.....	1282	1 in 5.50	1	1194	87	681	601	81,987.5	816	708	63.65	55.22
Saint John,.....	7871	1 in 6.73	6	7314	551	4097	3774	613,567.5	5455	5358	69.30	68.07
Sunbury,.....	1147	1 in 5.80	1	1009	137	619	528	67,195	649	617	56.58	53.79
Victoria,.....	990	1 in 7.08	6	889	95	541	449	60,976.5	571	522	57.67	52.73
Westmoreland,.....	6641	1 in 5.68	26	5988	627	3714	2927	402,175	3787	3623	57.02	54.56
York,.....	5328	1 in 5.70	24	4808	496	2845	2483	345,059	3207	2987	60.19	56.06
New Brunswick,.....	53509	1 in 6.00	164	48285	5060	29214	24295	3455,898.5	31936	30054	59.68	56.16
Cor. Term, 1883,.....	50662	1 in 6.34	158	45921	4583	27619	23043	3337,089.5	31843	29746	62.89	58.71
Increase,.....	2847	1 in 112.86	6	2364	477	1595	1252	118,809	93	308	....	....
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	2.55

TABLE III. PUBLIC SCHOOLS: FOR THE YEAR ENDING 30TH APRIL, 1884.
Part One.—The Summer Term closed 31st October, 1883.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTRIES.	Oral Lessons on Health.	Physical Exercises.	Oral Lessons on Morals, &c.	Opert. 38	READING—SPELLING—RECITATION. 39								COMPOSITION. 40								GRAMMAR AND ANALYSIS. 41								HISTORY. 42											
					STANDARD.								STANDARD.								STANDARD.																			
					I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII												
Albert,	806	1022	1202	.....	358	357	306	95	60	35	43	.....	319	350	296	91	64	43	35	.....	298	287	59	61	34	43	.....	594	101	177	87	67	59	91	59	94	45	
Charlott.,	9208	2694	2517	.....	1118	987	850	695	248	121	74	43	.....	822	792	678	195	153	75	43	.....	486	641	197	171	75	43	.....	636	201	171	77	46	436	201	171	77	46
Chorlton,	5073	2902	3121	.....	1444	1061	890	623	242	212	110	63	.....	1202	996	824	404	242	212	110	63	.....	417	321	240	214	118	.....	485	292	208	131	63	485	292	208	131	63
Chorlton,	1007	1235	1204	.....	1300	1092	452	304	54	34	37	20	.....	942	692	422	259	42	25	36	20	.....	307	243	35	39	30	.....	307	243	35	39	30	307	243	35	39	30
Chorlton,	1689	1488	1750	.....	1811	973	724	295	91	40	43	20	.....	994	757	548	292	72	39	38	20	.....	364	195	88	37	34	.....	274	169	82	36	26	274	169	82	36	26
Chorlton,	8114	2208	2458	.....	1155	811	727	741	193	201	90	85	.....	743	685	554	688	281	234	98	85	.....	488	598	163	218	87	.....	478	169	223	63	86	478	169	223	63	86
Chorlton,	102	90	112	.....	370	305	121	83	23	2	.....	223	156	95	77	15	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chorlton,	9280	2387	2544	.....	1395	917	753	584	292	178	87	67	.....	1011	888	719	563	292	178	87	67	.....	807	405	190	179	87	.....	594	101	177	87	67	594	101	177	87	67
Chorlton,	1184	1216	1355	.....	746	576	515	339	31	53	11	14	.....	526	532	501	324	30	57	11	14	.....	334	305	81	57	11	.....	336	80	56	10	13	336	80	56	10	13
Chorlton,	851	815	804	.....	485	272	295	162	11	21	10	8	.....	370	396	300	162	11	21	10	8	.....	102	144	11	20	10	.....	156	11	20	10	8	156	11	20	10	8
Chorlton,	6787	6815	6743	1894	1548	1322	1143	604	641	364	311	1624	1425	1267	1007	751	641	337	308	912	945	831	643	302	312	963	750	646	302	408	963	750	646	302	408	
Chorlton,	547	552	545	394	240	171	136	23	37	18	6	265	224	266	137	18	18	6	
Chorlton,	504	729	800	402	224	254	165	97	37	6	216	197	208	154	37	37	6	
Chorlton,	9515	2663	3107	.....	2198	1598	1353	1023	950	248	158	61	.....	1553	1144	1124	808	251	219	97	68	.....	900	567	168	207	157	.....	756	200	211	147	61	756	200	211	147	61
Chorlton,	3216	3034	3330	1605	1206	1069	827	230	220	134	116	1126	1080	1024	784	227	220	138	116	637	595	233	227	138	116	731	222	213	134	116	731	222	213	134	116	
New Brunswick,	30015	30818	31032	20550	16821	11700	9806	7300	2533	2164	1194	846	11938	10098	9000	6077	2305	2135	1114	846	5326	4747	2262	2126	1176	853	6355	2243	2112	1161	901	6355	2243	2112	1161	901	
Cor. Tern, 1882,	26415	29225	28067	1415	10685	11750	9725	7250	2441	1854	1226	794	10068	9670	8481	6489	2318	1368	1166	814	5471	4577	2378	1825	1143	785	6365	2435	1850	1161	833	6365	2435	1850	1161	833	
Increase,	3800	1889	2715	685	510
Decrease,

** In Country Districts only.

TABLE III. Part One.—CONTINUED

COUNTRIES.	FORM.		INDUSTRIAL DRAWING.								PAINT-SCRIPT.		WRITING.								SIGNING ("By Note" Optional).											
	STANDARD.		STANDARD.								STANDARD.		STANDARD.								STANDARD.											
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Albert,	529	301	349	270	87	58	41	35	635	349	304	216	294	316	285	72	42	38	206	149	177	153	...	...	206	149	177	153	...	...	...
Carleton,	930	830	761	600	206	157	79	45	1001	924	745	554	849	712	187	163	78	43	498	459	490	400	88	...	498	459	490	400	88	...	...
Charlotte,	1256	1035	814	507	242	197	180	62	1238	1003	711	432	703	472	248	222	119	63	913	740	532	358	...	...	913	740	532	358	...	...	...
Gloucester,	995	620	398	230	54	32	38	19	1198	753	411	270	588	323	45	32	38	10	716	545	312	188	47	...	716	545	312	188	47	...	...
Keut,	1127	750	501	224	66	40	24	18	1390	896	570	270	833	370	112	46	31	48	644	424	288	88	26	...	644	424	288	88	26	...	...
King's,	998	681	647	615	147	217	89	78	1154	846	506	270	770	768	190	255	91	83	538	469	306	355	...	...	538	469	306	355	...	...	...
Madawaska,	306	103	85	40	10	13	...	...	230	204	82	57	156	107	23	...	...	236	156	57	24	...	...	236	156	57	24	...	...	...
Northumberland,	1151	808	712	537	205	205	87	67	1145	835	694	468	738	564	202	201	87	67	707	565	476	376	...	...	707	565	476	376	...	...	...
Queen's,	638	509	471	238	32	56	10	12	700	553	550	202	490	326	30	55	12	12	409	310	296	181	12	...	409	310	296	181	12	...	...
Restigouche,	401	250	260	156	37	33	18	14	406	274	294	120	294	172	27	30	18	14	202	106	142	90	...	...	202	106	142	90	...	...	...
Saint John,	1733	1435	1297	1675	827	663	364	303	1847	4524	1257	1034	1240	1150	853	640	302	315	1484	1299	973	876	...	...	1484	1299	973	876	...	...	...
Sunbury,	319	222	231	110	22	20	18	6	351	266	250	106	371	142	29	20	18	6	268	177	191	62	...	...	268	177	191	62	...	...	...
Victoria,	300	192	253	185	27	24	6	6	340	220	230	145	296	182	30	30	6	6	226	120	170	73	...	...	226	120	170	73	...	...	...
Westmoreland,	1423	1104	1037	734	197	215	57	39	1939	1440	1203	642	1567	1010	244	219	157	61	735	656	706	296	...	...	735	656	706	296	...	...	...
York,	1399	1097	1006	779	198	228	188	116	1504	1203	1005	696	1069	831	197	228	138	116	968	741	730	529	...	...	968	741	730	529	...	...	...
New Brunswick,	13560	9655	3782	6239	2349	2173	1099	718	15174	11330	8842	5703	10251	7245	2462	2231	1197	890	5800	6976	5974	4049	...	...	5800	6976	5974	4049	...	...	...
Cor. Term, 1882,	12367	9674	3859	5754	2226	2062	1059	729	12412	10696	8296	5231	10696	7021	2603	1887	1180	896	8170	6395	5306	3735	...	...	8170	6395	5306	3735	...	...	...
Increase,	1168	331	423	575	123	111	60	96	2762	631	546	482	...	...	...	...	...	24	730	611	663	314	...	...	730	611	663	314	...	...	...
Decrease, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE III. Part One.—CONTINUED.

COUNTRIES.	NUMBER—ARITHMETIC.								Book Keeping. (Optional)		GEOMETRY		ALGEBRA.		GEOGRAPHY.								MIDRANGE—PLANT LIFE—ANIMAL LIFE.									
	STANDARD.								STANDARD.		STANDARD.		STANDARD.		STANDARD.								STANDARD.									
	I	II	III	IV	V	VI	VII	VIII	IV	VIII	VII	VIII	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII		
Albert,	378	300	300	77	64	30	41	21	24	31	37	31	31	341	282	370	307	58	58	25	25	45	45	306	250	272	245	84	57	34	45	
Carlisle,	1003	965	877	682	196	172	75	47	44	20	68	26	32	83	624	781	818	656	190	173	79	43	43	43	619	644	657	574	149	14	58	30
Charlotte,	1387	1050	887	494	243	218	118	63	23	14	83	55	25	107	949	789	751	506	226	179	119	68	68	68	1105	913	696	431	234	205	101	55
Gloucester,	1246	769	489	268	64	34	37	21	23	15	23	13	26	36	710	584	427	249	59	34	37	20	20	20	924	498	208	136	34	28	37	20
Keut.,	1464	878	654	292	100	46	20	20	37	10	27	18	28	27	702	617	554	257	74	41	29	21	21	21	765	522	372	183	66	48	23	18
King's,	1114	828	776	705	174	230	94	88	64	34	62	76	44	72	549	530	675	706	168	202	84	83	83	83	627	525	459	559	122	200	89	85
Madawaska,	327	259	124	85	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	170	124	108	72	15	.....	.....	.....	.....	.....	100	51	37	16	10	.....	.....	.....
Northumberland,	1241	890	730	597	292	178	87	67	33	27	76	61	51	78	769	509	710	548	202	167	87	67	67	67	942	759	698	548	187	148	78	59
Queen's,	720	556	494	319	28	54	12	14	55	8	16	12	4	24	324	411	468	316	28	53	14	12	12	12	313	352	404	259	14	50	9	12
Restigouche,	432	252	231	172	27	89	18	14	34	6	21	14	14	21	233	182	235	172	37	38	19	14	14	14	339	232	267	145	27	39	38	14
Saint John,	1890	1562	1333	1118	839	645	363	317	40	126	338	300	300	281	1608	1336	1268	1117	862	645	348	312	312	312	1628	1378	1146	908	846	682	358	306
Sunbury,	357	252	270	135	23	21	18	6	26	8	9	16	.....	.....	232	201	245	139	23	20	18	6	6	6	169	155	203	102	18	10	18	6
Victoria,	359	290	268	165	27	87	6	.....	.....	.....	.....	.....	.....	.....	130	177	241	163	27	37	6	.....	.....	.....	234	179	196	134	27	37	6	.....
Westmoreland,	1940	1510	1330	860	242	228	100	61	112	10	100	63	.....	.....	1184	1002	1061	842	238	228	134	61	61	61	949	710	839	595	201	206	158	68
York,	1536	1200	1036	839	298	223	139	116	124	10	99	56	58	135	715	709	1026	898	200	227	134	116	116	116	1060	1020	899	720	194	219	139	116
New Brunswick,	15708	11578	9945	7011	2457	2139	1135	897	743	320	909	775	583	1003	9398	8542	9058	6858	2422	2097	1167	803	803	803	9830	8183	7386	5598	2213	2013	1141	828
Cor. Term, 1883,	14984	11390	9650	6822	2362	1853	1206	842	692	338	878	796	520	976	8153	7853	8092	6596	2370	1949	1217	849	849	849	7961	7123	6829	5696	2132	1605	1111	835
Increase,	724	188	396	189	95	336	.....	55	51	.....	91	.....	68	28	1245	484	66	257	.....	.....	.....	.....	.....	.....	1879	1090	557	7	80	408	30	.....
Decrease, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* In Country Districts only.

TABLE III. Part One.—CONTINUED.

COUNTIES.	Color.				Objects.				Physica.				Physi-ology.	Latin. (Optional.)		French. (Optional.)	
	STANDARD.				STANDARD.				STANDARD.				STAND-ARD.	STANDARD.		STANDARD.	
	I	II	III	IV	I	II	III	IV	V	VI	VII	VIII	VIII	VII	VIII	VII	VIII
Albert,	265	182	176	146	364	199	191	171	42	55	29	31	14	6	6	6	60
Carleton,	715	576	500	419	764	629	520	421	112	63	73	30	24	6	1	1	
Charlotte,	1146	919	676	360	1186	834	595	359	127	78	76	56	20	8	12	7	8
Gloucester,	731	518	263	131	805	502	278	150	31	22	33	17	16	8	8	2	17
Kent,	726	507	311	131	718	421	298	141	66	42	61	22	7	3	3	8	
King's,	660	473	401	403	719	494	404	355	79	113	58	67	68	13	13		
Madawaska,	83	28	28	18	83	39	28	18	6	6	6	6	6	6	6	6	
Northumberland,	966	696	539	450	1013	783	518	411	122	123	80	67	15	16	34	32	42
Queen's,	267	263	243	117	496	357	335	168	7	31	9	11	4	5	5	3	3
Restigouche,	329	230	228	123	323	231	224	111	22	38	18	14	14	1	2	1	1
St. John,	1652	1375	1149	941	1687	1360	1069	841	691	552	342	291	283	165	147		54
Sunbury,	188	161	147	82	220	175	149	92	16	13	5	15	5	3	3		
Victoria,	922	126	117	81	259	162	163	105	27	35	5	5	30	2	7	23	7
Westmoreland,	959	828	606	444	1088	892	660	450	146	150	113	68	49	43	47		
York,	9609	7541	5897	4215	10,655	7612	6072	4268	1555	1467	931	794	549	260	273	104	132
New Brunswick,	8184	6767	5130	3671	9,129	7080	5420	4063	1652	1230	903	704	550	149	239	286	108
Cor. Term, 1892,	1425	774	767	544	1,526	532	652	206	97	237	28	30	1	111	94		24
Increase,																	182
Decrease,																	

TABLE III. Part Two.—The Winter Term closed April 30th, 1884.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTIES.	Oral Lessons on Health.		Physical Exercises.		Oral Lessons on Moral, &c.		(Optin't)		READING—SPELLING—RECITATION.								COMPOSITION.								GRAMMAR AND ANALYTICS.								HISTORY.	
	35	36	37	Sewing.	Knitting.	STANDARD.								STANDARD.								STANDARD.								42				
						I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IV	V	VI	VII	VIII
Albert,.....	1120	757	1123	.....	.....	863	871	83	106	56	68	838	811	866	825	99	108	59	62	295	283	97	105	50	62	331	102	112	56	59		
Charlotte,.....	2712	2830	2791	.....	.....	1079	1043	235	239	98	65	600	625	1008	1094	234	185	96	61	663	849	212	185	82	61	920	222	180	112	01		
Gloucester,.....	3669	3920	3631	.....	.....	1099	1010	1099	980	270	310	74	836	908	943	790	213	252	116	62	585	625	137	240	115	38	738	211	248	115	40	
Kent,.....	1203	1318	1304	36	35	987	714	987	290	361	80	21	773	686	292	289	35	04	40	25	441	237	81	01	40	25	258	31	63	40	25			
King's,.....	1509	1297	1628	54	40	1086	840	780	297	80	82	35	682	618	615	841	110	83	22	36	470	247	91	82	18	36	293	95	78	22	86			
Madawaska,.....	2524	2460	2732	44	38	881	880	950	971	803	858	105	550	739	904	896	245	373	121	137	597	744	284	292	185	112	776	289	864	128	134			
Northumberland,.....	79	70	79	140	121	91	76	2	4	140	121	91	76	2	4		
Queen's,.....	2304	2615	2623	17	.....	1006	908	807	641	203	181	90	708	779	786	643	203	131	90	60	404	471	203	281	86	60	503	305	181	96	48		
Restigouche,.....	1383	1351	1489	527	525	676	574	76	116	17	24	267	445	650	504	71	116	17	25	448	524	01	111	10	26	586	83	111	16	25		
St. John,.....	646	718	742	.....	.....	296	296	276	312	59	75	20	292	248	272	307	59	08	20	10	158	230	57	70	20	10	206	57	60	30	16	
Sunbury,.....	5654	5891	5318	1549	897	1544	1482	1353	1212	787	651	837	284	1262	1896	1298	1174	730	666	340	377	234	294	784	653	843	277	1100	746	657	346	207		
Victoria,.....	645	513	576	252	240	193	30	46	12	5	190	236	277	189	35	46	12	5	190	236	277	189	35	46	12	5	191	35	46	12	6	
Westmorland,.....	670	721	732	190	1470	1411	901	354	285	144	50	1131	1100	1221	845	296	200	140	7	139	133	37	28	41	7	170	41	28	41	7		
York,.....	3452	3023	3702	53	.....	1074	1140	1022	1098	310	275	130	807	985	1100	1092	312	275	130	110	700	879	805	284	150	118	974	804	272	139	118		
N. Brunswick,.....	30693	30158	31613	1318	880	11078	11304	11017	9136	2856	2375	1392	902	8797	9757	9800	8455	2086	2084	1244	831	6350	9287	2665	2903	894	9023	2701	3676	1262	899			
Cor. Term, 1883	20398	27818	27703	1767	813	10658	8092	3430	2130	1265	906	901	7803	9389	10001	8222	2908	2134	1212	901	9400	9220	2723	2084	1198	884	7624	2636	2320	1522	873			
Increase,.....	4196	2240	3910	51	67	781	509	59	444		
Decrease,.....	575	

* In Country Districts only.

TABLE III. Part Two—CONTINUED.

COUNTIES.	FORM		INDUSTRIAL DRAWING.					PRINT-SCRIPT.		WRITING.					SINGING. ("By Note" Optional.)															
	43	Standard	STANDARD.					STANDARD.		STANDARD.					STANDARD.						STANDARD.									
			I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII				
Albert.,.....	374	306	303	300	95	99	56	54	448	350	323	285	308	350	100	104	104	66	68	144	115	125	126	11	4	21	45	21	47	34
Carlisle,.....	606	863	938	833	235	203	71	61	748	1004	956	713	1148	1091	289	198	176	76	60	378	525	498	405	116	69	116	45	20	17	8
Charlotte,.....	1092	1069	1029	791	259	296	137	73	1043	1087	990	619	1038	811	277	238	161	74	25	630	635	690	430	24	128	21	100	58	20	17
Gloucester,.....	784	574	517	284	36	62	38	25	874	681	668	254	678	333	43	57	86	36	25	630	412	430	108	2	14	48	31	4	17	8
Kenil.,.....	655	681	490	288	75	75	22	20	974	785	695	351	897	399	115	95	19	36	407	360	305	143	2	30	8	34	2	14	8	13
King's,.....	698	723	897	790	203	327	87	112	886	846	773	694	685	953	202	172	114	139	450	485	513	558	2	130	204	42	2	26	48	
Madawaska,.....	112	81	87	44	8	2	4	224	141	83	61	194	114	117	0	4	4	50	104	78	74	31	2	6	2	4	2	4	2	
Northumberland,.....	952	835	710	598	188	156	84	40	942	886	742	550	740	651	258	182	86	50	702	554	439	361	128	84	20	84	20	14	14	14
Queen's,.....	407	401	571	514	73	97	19	21	490	479	644	437	672	633	90	116	17	24	107	213	293	196	3	37	53	4	4	17	17	17
Keeganouche,.....	251	284	273	308	59	69	20	18	253	280	240	251	267	306	57	61	20	17	100	150	160	151	6	6	13	13	13	13	13	13
Saint John,.....	1479	1432	1275	1093	715	838	335	277	1430	1446	1297	1093	1288	1222	735	650	340	285	1210	1184	1055	835	519	350	147	350	147	184	184	184
Sunbury,.....	213	236	228	179	29	41	12	5	253	222	247	162	267	200	45	46	12	5	173	144	149	85	14	24	2	2	2	2	2	2
Victoria,.....	164	203	184	141	86	25	38	3	156	234	199	133	248	185	51	37	156	67	88	124	131	88	1	0	2	2	2	2	2	2
Westmoreland,.....	1129	1108	1191	771	216	222	61	56	1406	1344	1148	678	1590	983	325	267	156	67	740	576	695	456	12	81	59	59	22	0	45	45
York,.....	991	1076	1048	1007	275	246	130	118	1002	1087	1008	912	1102	1068	285	251	181	118	582	692	611	549	185	154	154	53	26	43	21	21
New Brunswick,.....	9687	9851	9810	8900	2484	3243	1049	872	11160	10782	9707	7133	11407	9252	2639	2730	1268	984	6546	6211	6018	4657	62	1344	29	1838	4	407	69	410
Cor. Term, 1883,.....	8829	9092	9223	7357	2002	2067	1049	840	10330	10311	9000	6405	11237	9903	2941	2224	1183	931	5391	5659	6848	4499	136	1036	94	1180	38	500	41	206
Increase,.....	1065	759	598	645	108	1296	61	32	840	471	617	738	200	349	2	506	36	53	668	262	170	158	74	282	45	153	34	103	51	51
Decrease,.....																														

TABLE III. Part Two—CONTINUED.

COUNTIES.	NUMBER—ARITHMETIC.					Book Keeping (Optional.)				GEOMETRY.		ALGEBRA.		GEOGRAPHY.					MINERALS—PLANT LIFE—ANIMAL LIFE.											
	STANDARD.					STANDARD.				STANDARD.		STANDARD.		STANDARD.					STANDARD.											
	I	II	III	IV	V	VI	VII	VIII	IV	VIII	VII	VIII	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Albert,.....	463	366	377	349	103	108	56	60	54	61	51	50	50	64	270	275	348	320	98	116	56	64	392	255	284	287	100	115	50	63
Carlisle,.....	810	1020	1124	1031	255	194	90	63	2	9	71	51	60	70	644	799	1044	892	254	195	86	71	585	783	839	896	786	190	83	62
Charlotte,.....	1063	1074	1080	800	273	307	161	74	134	51	171	65	58	131	764	839	1027	834	273	237	101	71	877	839	929	704	214	204	161	61
Gloucester,.....	883	658	627	296	40	64	40	25	46	15	49	25	22	42	518	468	695	272	35	66	38	25	470	303	400	233	36	61	40	25
Kent,.....	903	845	677	365	98	88	35	20	132	22	15	30	21	16	26	494	580	698	311	90	78	22	36	477	426	390	249	70	70	20
King's,.....	860	873	931	933	271	395	108	139	112	121	116	86	86	143	397	503	884	911	271	379	124	130	411	595	631	661	214	327	130	93
Madawaska,.....	228	200	124	80	14	2	4	0	0	0	0	0	0	0	104	118	103	82	7	2	4	130	78	57	60	29	3	2	4	
Northumberland,.....	957	805	703	647	203	182	86	40	45	36	91	40	35	58	613	643	753	630	201	187	85	50	695	761	675	613	106	78	86	50
Queen's,.....	497	464	670	509	81	118	17	24	105	26	31	23	17	28	217	368	613	623	63	115	16	25	249	280	440	401	41	60	16	24
Restigouche,.....	287	295	276	308	61	71	30	19	7	20	10	10	2	18	138	196	276	808	53	70	20	18	153	242	237	259	67	64	20	19
St. John,.....	1505	1438	1363	1204	742	653	336	282	27	212	308	265	247	201	1357	1357	1319	1213	742	652	360	283	1332	1372	1221	1132	716	834	334	278
Sunbury,.....	253	243	230	186	33	46	12	6	20	17	0	17	5	11	144	196	261	184	84	37	12	7	170	179	207	168	33	40	12	6
Saint John,.....	178	252	231	170	41	28	41	7	24	1	29	7	0	28	128	198	212	168	40	28	41	7	146	204	156	145	38	25	41	7
Victoria,.....	1585	1441	1390	963	313	270	102	71	189	67	91	46	49	106	1025	1060	1138	317	296	249	150	59	786	809	749	516	191	194	138	57
Westmoreland,.....	981	1071	1106	1054	311	178	131	118	237	58	150	116	94	144	433	655	1017	1047	317	275	131	116	672	840	929	971	298	290	139	118
York,.....	11400	11160	11002	3074	2834	2564	1299	949	1423	682	1192	808	753	1182	7146	8200	10143	8612	2736	1306	959	859	733	9057	8184	7183	2400	2503	1202	887
New Brunswick, Cor. Term, 1883,.....	10818	10696	10091	8286	2854	2169	1248	925	577	1037	387	643	1442	1534	7763	9747	8191	2804	2120	1193	940	688	7414	7670	6573	2449	2005	1070	809	
Increase,.....	532	503	371	688	.....	425	51	24	192	105	155	11	110	.....	812	447	396	431	.....	607	113	19	645	643	514	610	.....	558	192	78
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	Color.				Objects.				Physics.				Physi-ology.	Latin.		French.	
	STANDARD.				STANDARD.				STANDARD.				STAND-ARD.	STANDARD.		STANDARD.	
	I	II	III	IV	I	II	III	IV	II	VI	VII	VIII	VIII	VII	VIII	VII	VIII
		55	56	57	58	59	60										
Albert,.....	200	169	165	182	216	197	173	176	69	97	54	62	43	2	15	33	5
Carleton,.....	263	651	513	503	523	669	624	566	160	165	81	61	24	.....	.....	.....	1
Charlotte,.....	827	902	810	575	886	845	708	504	219	192	147	64	43	.....	.....	.....	9
Gloucester,.....	475	394	368	178	527	340	368	178	25	57	37	25	21	6	10	140	5
Kent,.....	481	426	367	244	446	391	309	214	80	79	18	20	20	8	1	.....	.....
King's,.....	384	438	408	456	464	457	410	491	130	204	118	93	141	10	10	.....	.....
Madawaska,.....	87	66	41	32	90	63	37	28	3	2	4	.....	37	7	19	20	.....
Northumberland,.....	751	713	556	472	796	693	587	476	145	142	80	50	6	6	6	2	5
Queen's,.....	175	180	273	229	289	278	389	299	11	51	11	23	6	1	2	.....	.....
Restigouche,.....	129	175	168	203	215	237	148	196	37	53	20	19	8	1	2	.....	.....
St. John,.....	1371	1316	1196	931	1379	1356	1213	1004	638	585	318	261	263	153	122	3	58
Sunbury,.....	131	166	149	112	162	163	146	133	14	26	3	9	1	.....	.....	.....	.....
Victoria,.....	83	99	107	68	106	120	122	92	2	2	2	.....	.....	.....	.....	.....	.....
Westmoreland,.....	728	679	627	386	720	639	601	378	155	147	148	59	58	9	18	15	14
York,.....	662	750	580	626	716	816	637	648	171	148	128	113	67	60	42	.....	.....
New Brunswick,.....	6747	7124	6330	5197	7535	7321	6444	5383	1829	1950	1169	859	732	267	262	198	122
Cor. Term, 1883,.....	6055	6445	5676	4549	6307	6835	6167	4597	1848	1589	1030	828	654	153	308	353	217
Increase,.....	692	679	654	648	728	486	277	796	.....	361	139	31	78	114	.....	155	95
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....	46	.....	.....

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH APRIL, 1884.
Part One.—The Summer Term closed 31st October, 1883.

COUNTIES.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	NO. OF ASSISTANTS.		Total number of Teachers employed this Term.
	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
	I	II	III	I	II	III				I	II			III
Albert,.....	1	6	9	5	1	17	21	38	59	48	11	1	60	
Carleton,.....	1	11	18	5	6	36	35	89	124	112	12	4	128	
Charlotte,.....	1	17	9	6	18	36	33	102	135	121	14	2	137	
Gloucester,.....	1	2	1	16	2	41	20	55	75	41	34	3	78	
Kent,.....	1	4	2	20	5	49	27	76	103	66	37	2	105	
King's,.....	1	11	25	16	7	30	53	91	144	124	20	2	146	
Madawaska,.....	.....	1	.....	.....	.....	25	6	25	31	15	16	.....	31
Northumberland, ..	1	8	9	9	13	37	27	85	112	87	25	4	116	
Queen's,.....	1	4	25	19	1	17	49	39	88	76	12	2	90	
Restigouche,.....	1	1	3	2	3	9	7	24	31	23	8	4	35	
Saint John,.....	1	31	13	3	40	21	48	128	176	170	6	3	179	
Sunbury,.....	1	2	4	6	.....	11	13	29	42	33	9	1	43
Victoria,.....	1	1	1	2	3	20	5	34	39	24	15	.....	39
Westmoreland,.....	1	10	27	34	8	40	72	86	158	126	32	10	169	
York,.....	1	18	20	10	20	43	49	121	170	148	22	1	171	
New Brunswick, ..	14	126	167	158	127	432	465	1022	1487	1214	273	2	1527	
Cor. Term, 1882, ..	14	119	181	155	121	409	469	976	1445	1206	239	5	1480	
Increase,.....	7	.....	.....	3	6	17	.....	46	42	8	34	.....	47
Decrease,.....	.....	.....	14	.....	.....	.....	4	.....	.....	.....	.....	3	.....

TABLE IV.—Part Two.—The Winter Term closed 30th April, 1884.

COUNTIES.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	NO. OF ASSISTANTS.		Total number of Teachers employed this Term.
	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
	I	II	III	I	II	III				I	II			III
Albert,.....	1						1			15	55	11	1	67
Carleton,.....	11	20	5	8	49	32	36	89	125	113	113	12		129
Charlotte,.....	16	15	6	15	51	31	38	97	135	122	122	13	1	139
Gloucester,.....	3	3	17	2	12	40	24	54	78	45	45	33		80
Kent,.....	1	3	6	5	18	45	31	68	99	63	63	36		101
King's,.....	9	29	15	8	50	31	54	89	143	124	124	19	2	149
Madawaska,.....		1	5				6	20	26	13	13	13		26
Northumberland,.....	7	9	7	12	36	33	24	81	105	88	88	17		107
Queen's,.....	4	24	16	2	22	17	45	41	86	76	76	10	1	90
Restigouche,.....	1	3	2	3	14	10	7	27	34	27	27	7		37
Saint John,.....	31	13	3	41	72	22	48	135	183	177	177	6		187
Sunbury,.....	4	5	6		16	6	16	22	38	36	36	2	1	39
Victoria,.....			1	2	11	13	4	26	30	22	22	8		30
Westmoreland,.....	13	25	30	7	47	34	69	88	157	131	131	26	1	167
York,.....	13	20	9	18	53	37	43	108	151	142	142	9	1	154
New Brunswick,.....	13	120	150	124	476	386	470	986	1456	1234	1234	222	8	1502
Cor. Term, 1883,.....	14	116	154	122	432	368	474	922	1396	1196	1196	200	7	1438
Increase,.....	4			2	44	18		64	60	38	38	22	1	64
Decrease,.....		3					4							

TABLE V. PUBLIC SCHOOLS; PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH APRIL, 1884.

Part One.—The Summer Term closed 31st October, 1883.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.																			
	MALE TEACHERS, 1ST CLASS.					FEMALE TEACHERS, 1ST CLASS.														
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this Term.	No. of Teachers whose period of service is not reported.	No. of Teachers, not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. upwards of 1 and not over 2 yrs. employed.	No. upwards of 2 and not over 3 yrs. employed.	No. upwards of 3 and not over 5 yrs. employed.	No. upwards of 5 and not over 7 yrs. employed.	No. upwards of 7 yrs. in the service.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years employed.	
Albert,	38	13	8	23	1	4	1	1	2	2	1	2	1	1	1	1	1	1	1	1
Carleton,	76	39	9	46	1	1	1	2	8	1	2	8	1	1	1	1	1	1	1	3
Charlotte,	89	27	16	51	1	4	1	6	6	4	6	6	2	1	1	4	1	1	1	10
Gloucester,	57	8	9	37	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1
Kent,	52	27	22	58	1	1	1	1	4	1	1	4	1	1	1	1	1	1	1	2
King's,	78	42	24	57	1	1	1	4	5	1	1	5	1	1	1	1	1	1	1	4
Madawaska,	10	6	15	20	1	1	1	1	3	1	1	3	1	1	2	1	1	1	1	9
Northumberland,	77	20	15	51	1	1	1	4	3	1	1	3	1	1	1	1	1	1	1	1
Queen's,	66	14	7	27	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	1
Restigouche,	26	5	5	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Saint John,	155	11	6	36	1	2	2	8	19	2	2	19	2	2	2	2	6	7	7	23
Sunbury,	32	4	6	21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Victoria,	25	6	8	21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Westmoreland,	103	30	21	72	1	1	1	2	6	1	2	6	2	2	2	4	1	1	1	7
York,	112	35	19	68	2	2	3	2	10	2	2	10	2	2	4	1	1	2	11	11
New Brunswick,	996	282	190	602	2	8	25	23	71	5	23	71	5	6	6	20	14	14	74	74
Cor. Term, 1882,	964	320	152	613	6	12	23	22	63	5	22	63	5	4	10	18	21	21	62	62
Increase,	32	38	38	10	1	2	1	1	8	1	2	8	1	2	4	2	2	2	12	12
Decrease,	38	38	38	11	4	4	2	1	1	4	1	1	4	4	4	4	7	7	7	7

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH APRIL, 1884.

COUNTRIES.	DURING THE TERM CLOSED 31ST OCTOBER, 1883.										DURING THE TERM CLOSED 30TH APRIL, 1884.								
	MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.			
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.
Albert,.....														1	2	6	11	2	3.
Carleton,.....	1	1	4	2	5	4	1	10	3	15	7	9	3	2	7	8	14	4	8
Charlotte,.....			2	1	2	4	6	4	9	13	4	11	5	2	4	21	5	10	10
Honchester,.....						4	5	2	4	5	1	1	1	4	4	1	1	3	1
Kent,.....					1	1	2	4	2	4	4	4	1	2	2	6	2	3	3
King's,.....	1	1	3	3	6	5	7	7	3	18	7	6	10	3	4	11	9	7	7
Madawaska,.....														1	6	2	6	4	4
Northumberl'd,.....			3	3	3	3	1	4	2	15	2	7	2	1	6	2	12	6	4
Queen's,.....			1	2	1	1	3	1	4	2	4	4	10	3	4	7	3	3	3
Restigouche,.....			1						1	2	1	4	8	1	1	1	3	1	7
St. John,.....					3	5	3	3	4	10	20	13	3	2	1	12	16	19	16
Sunbury,.....					2	1	2	2	4	4	2	3	3	1	5	12	16	19	16
Victoria,.....			1			1	2	1	4	2	3	1	1	7	1	1	3	2	2
Westmoreland,.....	3	3	3	1	5	6	9	6	3	11	5	4	8	4	8	9	12	11	2
York,.....	1	4	3	3	7	3	2	4	6	16	12	6	5	2	5	8	14	9	9
N. Brunswick,.....	6	7	18	22	36	26	52	34	48	69	122	75	87	20	61	88	133	77	77
C. Term, '82-'83	5	15	17	40	37	15	52	10	26	53	105	61	76	36	43	87	128	61	66
Increase,.....	1	8	1	18	1	11	18	8	18	7	14	11	11	14	9	18	5	16	11
Decrease,.....																29	5	16	11

TABLE VI. PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH APRIL, 1884.

COUNTIES.	THE SUMMER TERM CLOSED 31ST OCTOBER, 1883.							THE WINTER TERM CLOSED 30TH APRIL, 1884.								
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in Session 80 but less than 100 days.	Total in Session less than 100 days.	No. in Session 100 days but less than 106.	No. in Session the full Term of 106 days.*	Average days Schools in Session during the Term.	Aggregate No. of days Schools open during this Term.	No. of Schools open this Term.	No. of Schools open less than 80 teaching days.	No. in Session 80 but less than 100 days.	No. in Session less than 100 days.	No. in Session 100 days but less than 118 days.	No. in Session the full Term of 118 days.**	Average days Schools in Session during the Term.	Aggregate No. of days Schools open during this Term.
Albert,.....	58	5	8	13	12	33	100.8	5,845	62	6	4	10	22	30	108.5	6,731
Carleton,.....	123	11	19	30	26	67	94.39	11,697	124	7	14	21	57	46	111.03	13,768
Charlotte,.....	129	21	24	45	21	63	93.67	12,084	131	14	10	24	51	56	107.5	14,085
Gloucester,.....	75	2	8	10	4	61	103.33	7,750	75	5	8	13	50	12	107.2	8,039
Kent,.....	101	7	3	10	12	79	102.6	10,363	94	7	4	11	44	39	111.02	10,436
King's,.....	142	15	18	33	28	81	83.6	11,871	141	8	7	15	62	64	110.2	15,543
Madawaska,.....	31	1	1	2	1	28	103.10	3,196	26	1	1	2	14	10	110.2	2,866
Northumberland,.....	105	7	19	26	20	59	100.2	10,525	101	6	10	16	52	33	110.77	11,188
Queen's,.....	86	8	15	23	21	42	99.6	8,571	85	2	4	6	38	41	112.9	9,598
Restigouche,.....	31	2	2	4	11	16	102.3	3,171½	34	7	1	8	13	13	102.4	3,481
Saint John,.....	170	3	10	13	9	148	98.9	16,813	172	2	2	4	24	144	115.9	19,943
Sunbury,.....	42	8	9	17	2	23	89.05	3,740	38	1	4	5	21	12	112.15	4,262
Victoria,.....	39	3	4	7	5	27	100.2	3,909	30	3	2	5	15	15	108	3,240
Westmoreland,.....	156	8	22	30	30	96	101.6	15,851	153	10	5	15	69	69	112.9	17,266
York,.....	163	18	25	43	28	92	97.4	15,872	148	15	4	19	60	69	109.92	16,273
New Brunswick,.....	1451	119	187	306	230	915	97.28	141,158½	1414	94	80	174	587	653	110.83	156,719
Cor. Term, 1882-'83,.....	1411	107	160	267	419	725	101.46	143,157½	1378	97	84	181	498	699	109.13	150,387
Increase,.....	40	12	27	39	189	190	.....	.....	36	.....	.....	.....	89	.....	1.70	6,332
Decrease,.....	.....	.....	.....	.....	.....	.....	4.18	1,999	.....	3	4	7	.....	46	.....	.....

*In the Summer Term there were 80 teaching days in the City of Saint John and other incorporated Towns. The actual number of days the Schools were open in these Districts is raised to the basis of 100 days.

**In the Winter Term there were 116 teaching days in Cities and incorporated Towns and 118 days in other Districts. The former raised to the basis of the latter for purposes of comparison.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH APRIL, 1884.

COUNTIES.	THE SUMMER TERM CLOSED 31st OCTOBER, 1883.										THE WINTER TERM CLOSED 30th APRIL, 1884.																				
	VISITS.					EXAMINATIONS.					PRIZES.					VISITS.					EXAMINATIONS.					PRIZES.					
	No. by the Trustees and Secretary.	No. by the County Inspector and local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations during the Term.	No. of Schools not holding Public Examinations during the Term.	No. of Prizes given to the Pupils.	Value of the Prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations during the Term.	No. of Schools not holding Public Examinations during the Term.	No. of Prizes given to the Pupils.	Value of the Prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations during the Term.	No. of Schools not holding Public Examinations during the Term.	No. of Prizes given to the Pupils.	Value of the Prizes.	
Albert,	149	4	...	28	46	444	40	18	25	20 75	384	54	1	32	37	458	36	26	35	\$30	384	54	1	32	37	458	36	26	35	\$30	
Carlton,	308	14	11	61	103	711	95	28	32	20 00	450	93	3	52	87	1106	98	26	43	41	20	450	93	3	52	87	1106	98	26	43	41
Charlotte,	351	52	5	42	173	1087	94	35	20	14 00	471	77	...	63	131	1211	110	21	27	14	34	471	77	...	63	131	1211	110	21	27	14
Gloucester,	346	68	...	44	123	1090	58	17	28	14 95	443	3	1	48	75	1048	61	14	15	7	35	443	3	1	48	75	1048	61	14	15	7
Kent,	404	34	38	40	139	910	68	33	35	42 55	456	47	2	52	82	885	72	22	30	9	20	456	47	2	52	82	885	72	22	30	9
King's,	395	35	1	29	79	1284	103	39	21	18 75	507	100	...	24	70	1482	104	37	30	24	48	507	100	...	24	70	1482	104	37	30	24
Madawaska,	151	18	...	7	30	446	18	13	3	2 00	154	1	1	10	20	303	17	9	3	30	...	154	1	1	10	20	303	17	9	3	30
Northumberland,	451	30	6	81	90	818	94	11	54	16 70	391	52	7	63	82	714	88	13	12	8	00	391	52	7	63	82	714	88	13	12	8
Queen's,	266	63	3	25	68	817	59	27	3	3 40	372	12	...	13	66	858	69	16	8	2 05	372	12	...	13	66	858	69	16	8	2 05	
Restigouche,	94	30	...	16	25	188	21	10	...	...	162	35	2	28	19	262	23	11	26	7 75	162	35	2	28	19	262	23	11	26	7 75
St. John,	681	49	2	128	171	1109	162	8	39	112 40	977	121	8	128	264	1977	165	7	84	36 74	977	121	8	128	264	1977	165	7	84	36 74	
Sunbury,	88	37	...	8	24	248	23	19	...	...	133	1	...	7	16	328	26	12	...	3 10	133	1	...	7	16	328	26	12	...	3 10
Victoria,	522	86	3	43	163	1163	113	43	12	5 00	113	...	...	17	9	207	28	2	...	...	113	...	...	17	9	207	28	2	...	...
Westmoreland,	521	86	3	43	163	1163	113	43	10	6 50	660	71	4	41	101	1381	116	37	...	...	660	71	4	41	101	1381	116	37	...	...
York,	377	74	...	48	123	1101	132	31	11	6 50	498	60	...	52	88	1267	128	20	...	...	498	60	...	52	88	1267	128	20	...	...
New Brunswick,	4704	627	69	638	1372	11,666	1106	345	293	\$282 20	6171	726	29	630	1147	13,507	1141	273	...	...	6171	726	29	630	1147	13,507	1141	273	...	...
Cor. Term, 1882-'83,	4885	657	59	703	1692	12,763	1112	299	391	319 67	5495	766	28	680	1125	13,476	1154	224	...	...	5495	766	28	680	1125	13,476	1154	224	...	...
Increase,	181	30	10	65	320	1097	6	46	98	\$87 47	676	39	1	50	22	31	13	49	...	...	676	39	1	50	22	31	13	49	...	...
Decrease,																			15	\$70 20											

TABLE VIII. PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH APRIL, 1884.
FROM THE RATES PAID IN THE WINTER TERM ENDED 30TH APRIL, 1884.

COUNTIES.	Average Rate per year to Male Teachers			Average Rate per year to Female Teachers.		
	Average.	Average.	Average.	Average.	Average.	Average.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Albert,.....	\$400 00	\$294 08	\$212 89	\$250 00	\$228 40	\$195 66
Carleton,.....	406 00	330 70	264 80	275 00	238 14	201 09
Charlotte,.....	531 35	361 13	264 16	340 00	261 47	214 48
Gloucester,.....	517 50	336 67	269 70	260 00	235 66	183 33
Kent,.....	418 75	353 35	235 09	256 00	222 22	192 68
Kings,.....	437 77	313 27	245 66	270 00	225 20	198 60
Madawaska,.....	.....	300 00	217 00	.....	.....	185 63
Northumberland,.....	580 62	367 22	252 14	315 41	247 44	209 12
Queen's,.....	324 00	299 91	246 25	265 00	216 00	192 47
Restigouche,.....	550 00	265 33	215 00	291 66	231 78	197 30
Saint John,.....	701 87	382 66	259 00	408 78	284 50	211 00
Sunbury,.....	344 00	286 00	231 66	.....	214 68	187 50
Victoria,.....	240 00	290 00	200 00	290 00	236 81	197 84
Westmoreland,.....	486 42	331 28	251 00	299 28	236 87	203 14
York,.....	569 61	339 50	276 11	345 00	230 84	196 54
New Brunswick,.....	\$532 13	\$334 25	\$248 13	\$339 96	\$242 85	\$198 35
Average Rates, 1883,.....	519 60	322 31	238 10	339 50	239 28	195 90
Increase,.....	\$12 53	\$11 94	\$10 03	\$0 46	\$3 57	\$2 45
Decrease,.....	.....	.....	.....	.....	.....	.....

TABLE III. Part Two—Continued.

COUNTIES.	NUMBER—ARITHMETIC.										GEOGRAPHY.										ALGEBRA.										MINERALS—PLANT LIFE—ANIMAL LIFE.																	
	STANDARD.										STANDARD.										STANDARD.										STANDARD.																	
	I	II	III	IV	V	VI	VII	VIII	IX	X	I	II	III	IV	V	VI	VII	VIII	IX	X	I	II	III	IV	V	VI	VII	VIII	IX	X	I	II	III	IV	V	VI	VII	VIII	IX	X								
Albert,.....	463	356	377	349	103	103	55	62	60	50	54	61	61	61	54	59	59	64	64	270	375	343	330	390	380	390	390	390	59	59	59	59	59	59	59	59	59	59	255	294	287	287	287	287	287	287	287	287
Charlotte,.....	816	1020	1124	1031	255	194	90	63	2	9	71	65	65	65	9	20	20	20	20	600	544	700	1044	802	254	195	86	66	60	60	60	60	60	60	60	60	60	60	685	733	880	786	106	190	83	62	62	62
Charlotte,.....	1063	1074	1080	1000	273	207	161	74	134	134	171	171	171	171	134	134	134	134	134	690	764	839	1027	834	273	287	101	61	71	71	71	71	71	71	71	71	71	71	877	869	929	704	214	204	151	61	61	61
Gloucester,.....	903	845	877	905	68	83	35	20	132	132	115	115	115	115	132	132	132	132	132	26	494	580	608	811	90	78	22	22	25	470	369	400	233	85	61	40	25	25	477	420	390	249	70	70	22	20	20	20
King's,.....	890	873	931	923	971	885	108	130	112	112	115	115	115	115	112	112	112	112	112	397	503	588	834	911	271	379	124	130	130	411	505	631	601	214	327	130	93	93	78	57	50	28	3	2	4	4	4	4
Madawaska,.....	228	200	124	80	14	9	4	4	6	6	40	40	40	40	6	6	6	6	6	104	118	103	82	7	2	2	2	2	50	695	761	675	613	105	78	86	50	50	78	57	50	28	3	2	4	4	4	4
Northumberland,.....	957	805	783	647	203	182	84	40	45	45	56	56	56	56	45	45	45	45	45	613	643	753	630	201	187	85	50	50	50	695	761	675	613	105	78	86	50	50	78	57	50	28	3	2	4	4	4	4
Queen's,.....	492	404	670	569	81	118	17	24	105	26	31	28	10	9	26	26	26	26	26	217	368	613	623	63	115	16	16	16	23	249	280	440	401	57	64	20	19	19	153	249	237	259	57	64	20	19	19	19
Restigouche,.....	287	295	276	308	61	71	33	262	27	27	308	240	240	240	27	27	27	27	27	253	1357	1337	1310	1213	742	652	860	283	1332	1372	1221	1132	716	834	334	278	278	278										
Saint John,.....	1505	1438	1388	1304	742	653	338	282	27	27	308	240	240	240	27	27	27	27	27	18	144	196	201	184	84	37	12	12	5	170	179	207	168	33	40	12	12	12	146	200	156	145	33	25	41	7	7	7
Sunbury,.....	253	243	290	188	33	45	12	5	20	20	17	9	9	9	20	20	20	20	20	67	128	108	913	163	40	28	41	41	7	146	200	156	145	33	25	41	7	7	7	146	200	156	145	33	25	41	7	7
Victoria,.....	178	252	231	170	41	28	41	7	24	24	24	24	24	24	24	24	24	24	24	1025	1080	1138	817	299	240	150	50	50	50	738	800	749	516	191	194	138	57	57	738	800	749	516	191	194	138	57	57	57
Westmoreland,.....	1585	1441	1380	963	313	270	162	71	130	130	67	67	67	67	130	130	130	130	130	433	655	1017	1047	817	275	131	116	116	672	840	929	971	298	390	129	118	118	118										
York,.....	981	1071	1105	1034	311	178	131	118	287	287	150	116	116	116	287	287	287	287	287	918	744	8200	10143	8612	8736	1306	989	989	7333	8057	8184	7133	2400	2516	1908	887	887	6688	7414	6770	6573	2440	2005	1070	809	809		
Near Brunswick, Cor. Term, 1883,	11400	11109	11092	8974	2384	2594	1299	949	1423	1423	682	1192	808	753	1192	1192	1192	1192	1192	1033	7762	9747	8181	2394	2120	1193	940	940	645	648	514	610	410	558	192	78	78	78										
Increase,.....	582	503	371	688	.....	20	.....	.....	192	192	105	155	11	110	192	192	192	192	192	2	812	447	306	431	.....	607	113	113	19	645	648	514	610	410	558	192	78	78										
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTRIES.	Color.				Objects.				Physics.				Physi-ology.	Latin.		French.	
	STANDARD.				STANDARD.				STANDARD.				STAND-ARD.	STANDARD.		STANDARD.	
	I	II	III	IV	I	II	III	IV	II	VI	VII	VIII	VIII	VII	VIII	VII	VIII
Albert,.....	200	169	163	182	216	197	173	176	69	97	54	62	43	2	15	.....	5
Carleton,.....	263	651	513	503	523	669	624	566	160	165	81	61	24	.....	.....	.....	1
Charlotte,.....	827	902	810	575	886	845	708	504	219	192	147	64	43	.....	10	.....	9
Gloucester,.....	475	394	368	178	527	397	340	178	25	57	37	25	21	6	1	140	5
Kent,.....	481	426	367	244	446	391	309	214	80	74	18	20	20	8	2	.....	.....
King's,.....	384	438	408	456	464	457	410	491	130	204	118	93	141	10	10	.....	.....
Madawaska,.....	87	66	41	32	90	63	37	28	3	2	4	.....	37	7	19	33	20
Northumberland,.....	751	713	556	472	796	693	587	476	145	142	80	50	6	6	6	2	5
Queen's,.....	175	180	273	229	289	278	389	299	11	51	11	23	6	6	2	.....	.....
Restigouche,.....	129	175	168	203	215	237	148	196	37	53	20	19	8	1	2	.....	.....
St. John,.....	1371	1316	1196	931	1379	1356	1213	1004	638	585	318	261	263	158	122	3	58
Sanbury,.....	131	166	149	112	162	163	146	133	14	26	3	9	1	.....	14	5	5
Victoria,.....	83	99	107	68	106	120	122	92	2	2	.....	.....	.....	.....	.....	.....	.....
Westmoreland,.....	728	679	627	386	720	639	601	378	155	147	148	59	58	9	18	15	14
York,.....	662	750	580	626	716	816	637	648	171	148	128	113	67	60	42	.....	.....
New Brunswick,.....	6747	7124	6390	5197	7535	7321	6444	5883	1829	1950	1169	859	732	267	262	198	122
Cor. Term, 1883,.....	6055	6445	5676	4549	6307	6835	6167	4587	1848	1589	1030	828	654	153	308	353	217
Increase,.....	692	679	654	648	728	486	277	796	.....	361	139	31	78	114	.....	155	.....
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	19	.....	.....	.....	.....	.....	46	.....	.....

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH APRIL, 1884.
Part One.—The Summer Term closed 31st October, 1883.

COUNTIES.	Grammar School Teachers.			MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
	I	II	III	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
				I	II	III	I	II	III				Male.	Female.			Both.
Albert.....	1	9	5	1	20	17	21	38	59	48	11	1	.....	60		
Carleton.....	1	18	5	6	47	36	35	89	124	112	12	.....	4	128		
Charlotte.....	1	17	6	18	48	36	33	102	135	121	14	.....	2	137		
Gloucester.....	1	2	1	2	12	41	20	55	75	41	34	.....	3	78		
Kent.....	1	4	2	5	22	49	27	76	103	66	37	.....	2	105		
King's.....	1	11	16	7	54	30	53	91	144	124	20	.....	2	146		
Madawaska.....	.....	.....	.....	.....	.....	.....	6	25	31	15	16	.....	.....	31
Northumberland.....	1	8	9	13	35	37	27	85	112	87	25	.....	4	116		
Queen's.....	1	4	25	1	21	17	49	39	88	76	12	.....	2	90		
Restigouche.....	1	1	3	3	12	9	7	24	31	23	8	.....	4	35		
Saint John.....	1	31	13	40	67	21	48	128	176	170	6	.....	3	179		
Sunbury.....	1	2	4	.....	.....	.....	13	29	42	33	9	.....	1	43
Victoria.....	1	1	1	3	11	20	5	34	39	24	15	.....	.....	39	
Westmoreland.....	1	10	27	8	38	40	72	86	158	126	32	.....	10	169		
York.....	1	18	20	20	58	43	49	121	170	148	22	.....	1	171		
New Brunswick.....	14	167	158	127	463	432	465	1022	1487	1214	273	2	38	1527			
Cor. Term, 1882.....	14	119	181	121	446	409	469	976	1445	1206	239	5	30	1480			
Increase.....	7	.....	3	6	17	23	.....	46	42	8	34	.....	8	47
Decrease.....	.....	14	.....	.....	.....	.....	4	.....	.....	.....	.....	3	.....	.....	

TABLE IV.—Part Two.—The Winter Term closed 30th April, 1884.

COUNTIES.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
	I	II	III	I	II	III				I	II			III
Albert,.....	1	5	12	7	1	25	41	66	55	11	1	.....	67
Carleton,.....	.....	11	20	5	8	36	89	125	113	12	.....	4	129
Charlotte,.....	1	16	15	6	15	38	97	135	122	13	1	3	139	
Gloucester,.....	1	3	3	17	2	24	54	78	45	33	.....	2	80
Kent,.....	1	3	6	21	5	31	68	99	63	36	.....	2	101
King's,.....	1	9	29	15	8	54	89	143	124	19	2	4	149	
Mada-waska,.....	.....	.....	1	5	.....	6	20	26	13	13	.....	.....	26
Northumberland,.....	1	7	9	7	12	24	81	105	88	17	.....	2	107
Queen's,.....	1	4	24	16	2	45	41	86	76	10	1	3	90	
Restigouche,.....	1	1	3	2	3	7	27	34	27	7	.....	3	37
Saint John,.....	1	31	13	3	41	48	135	183	177	6	.....	4	187
Sunbury,.....	1	4	5	6	.....	16	22	38	36	2	1	.....	39
Victoria,.....	1	.....	2	1	2	4	26	30	22	8	.....	.....	30
Westmoreland,.....	1	13	25	30	7	69	88	157	131	26	1	9	167	
York,.....	1	13	20	9	18	43	108	151	142	9	1	2	154	
New Brunswick,...	13	120	187	150	124	470	986	1456	1234	222	8	38	1502	
Cor. Term, 1883,...	14	116	190	154	122	474	922	1396	1196	200	7	35	1438	
Increase,.....	.....	4	.....	.....	2	.....	64	60	38	22	1	3	64
Decrease,.....	1	.....	3	4	.....	4	.....	.....	.....	.....	.....	.....	.....

TABLE V. PUBLIC SCHOOLS: PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH APRIL, 1884.

Part One.—The Summer Term closed 31st October, 1883.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.																			
	MALE TEACHERS, 1ST CLASS.					FEMALE TEACHERS, 1ST CLASS.														
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this Term.	No. of Teachers whose period of service is not reported.	No. of Teachers, not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. upwards of 1 and not over 2 yrs. employed.	No. upwards of 2 and not over 3 yrs. employed.	No. upwards of 3 and not over 5 yrs. employed.	No. upwards of 5 and not over 7 yrs. employed.	No. upwards of 7 yrs. in the service.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years employed.	
Albert,.....	38	13	8	8	23	1	1	4	1	2	1	1	1	1	1	1	1	1	1	1
Carleton,.....	76	39	9	9	46	1	1	1	1	2	1	1	1	1	1	1	1	1	1	3
Charlotte,.....	89	27	16	3	51	1	1	4	1	6	1	1	1	1	1	1	4	1	1	10
Gloucester,.....	57	8	9	1	37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Kent,.....	52	27	22	2	58	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
King's,.....	78	42	24	1	57	1	1	4	1	5	1	1	1	1	1	1	1	1	1	4
Madawaska,.....	10	6	15	1	20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Northumberland,.....	77	20	15	1	51	1	1	4	1	3	1	1	1	1	1	1	1	1	1	9
Queen's,.....	66	14	7	1	27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Restigonche,.....	26	11	5	1	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Saint John,.....	155	11	6	4	36	1	1	2	1	8	1	1	1	1	1	1	1	1	1	23
Sunbury,.....	32	4	6	1	21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Victoria,.....	25	6	8	1	21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Westmoreland,.....	103	30	21	4	72	1	1	1	1	2	1	1	1	1	1	1	1	1	1	7
York,.....	112	35	19	4	68	2	2	3	2	2	10	2	2	4	1	1	1	2	11	1
New Brunswick,.....	996	282	190	19	602	2	2	8	25	23	71	5	2	6	6	20	14	74	74	74
Cor. Term, 1882,.....	964	320	152	9	613	6	1	12	23	22	63	5	1	4	10	18	21	62	62	62
Increase,.....	32	38	38	10	11	4	1	2	2	1	8	1	1	2	4	2	4	7	7	12
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE V. Part Two.—The Winter Term closed 30th April, 1884.

COUNTRIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.											
	MALE TEACHERS, 1ST CLASS.					FEMALE TEACHERS, 1ST CLASS.						
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this Term.	No. of Teachers whose period of service is not reported.	No. of Teachers, not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert,.....	45	13	6	2	23	..	..	..	..	..	..	1
Carleton,.....	82	26	16	1	53	..	..	1	1	..	..	3
Charlotte,.....	86	38	10	1	50	1	1	4	2	2	2	9
Gloucester,.....	32	23	21	2	48	1	1	..	..	..	..	1
Kent,.....	69	15	15	..	53	..	..	..	..	..	..	4
King's,.....	97	30	16	..	60	..	..	1	4	..	..	5
Madawaska,.....	16	3	7	..	14	..	..	..	..	..	..	..
Northumberland,.....	66	22	17	..	45	1	1	..	5	..	1	9
Queen's,.....	52	20	14	..	34	..	2	..	..	..	..	2
Restigouche,.....	19	9	6	..	15	..	..	..	1	..	..	1
Saint John,.....	147	15	9	12	37	..	1	3	4	6	1	23
Sunbury,.....	16	12	10	..	19	1	1	1	1	..	..	..
Victoria,.....	15	8	7	..	14	..	..	..	..	1	..	1
Westmoreland,.....	99	39	16	3	61	..	..	2	2	2	..	4
York,.....	104	33	13	1	56	..	1	1	2	2	..	10
New Brunswick,.....	945	306	183	22	585	4	4	10	9	26	15	65
Cor. Term, 1883,.....	938	288	151	19	558	3	6	4	12	20	25	60
Increase,.....	7	18	32	3	27	1	..	6	..	6	..	5
Decrease,.....	..	..	..	..	..	..	2	..	3	..	10	..
	..	..	..	..	..	..	..	..	..	..	..	1

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH APRIL, 1884.

COUNTIES.	DURING THE TERM CLOSED 31ST OCTOBER, 1883.										DURING THE TERM CLOSED 30TH APRIL, 1884.										
	MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.
Albert,.....	1	1	2	3	5	4	5	1	1	7	2	3	3	3	1	2	2	6	11	2	3
Carleton,.....	1	1	4	3	9	7	9	3	3	3	4	4	4	3	2	4	7	8	14	7	8
Charlotte,.....	1	1	2	6	11	4	11	1	1	1	3	3	5	2	2	4	4	5	21	5	10
Honouster,.....	1	1	2	4	1	2	1	1	1	1	1	1	1	1	1	2	2	2	1	3	1
Kent,.....	1	1	2	5	4	4	4	1	1	1	1	1	1	1	1	2	4	5	6	3	3
King's,.....	1	1	3	18	7	7	6	7	4	4	8	10	10	10	3	4	11	4	12	9	7
Madawaska,.....	1	1	2	3	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Northumberland,.....	1	1	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Queen's,.....	1	1	3	13	8	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Restigouche,.....	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
St. John,.....	1	1	3	14	20	10	13	2	2	2	3	3	3	3	3	3	3	3	3	3	3
Sunbury,.....	1	1	2	3	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Victoria,.....	1	1	2	4	2	4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Westmoreland,.....	3	3	1	6	9	11	5	4	2	2	5	8	8	4	2	2	8	9	14	11	9
York,.....	1	1	3	12	6	6	11	3	1	1	6	5	5	5	5	5	5	5	5	5	5
N. Brunswick,.....	6	7	18	22	36	26	52	28	34	48	69	122	75	87	13	6	18	19	42	32	57
C. Term, '82-'83,.....	5	15	17	40	37	15	52	10	26	53	105	115	61	76	11	6	21	35	45	27	45
Increase,.....	1	8	1	18	1	11	1	18	8	5	36	14	11	2	2	3	16	8	5	12	11
Decrease,.....	1	8	1	18	1	11	1	18	8	5	36	14	11	2	2	3	16	8	5	12	11

TABLE VI. PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH APRIL, 1884.

COUNTIES.	THE SUMMER TERM CLOSED 31ST OCTOBER, 1883.							THE WINTER TERM CLOSED 30TH APRIL, 1884.								
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in Session 80 but less than 100 days.	Total in Session less than 100 days.	No. in Session 100 days but less than 106.	No. in Session the full Term of 106 days.*	Average days Schools in Session during the Term.	Aggregate No. of days Schools open during this Term.	No. of Schools open this Term.	No. of Schools open less than 80 teaching days.	No. in Session 80 but less than 100 days.	No. in Session 100 days.	No. in Session less than 100 days but less than 118 days.	No. in Session the full Term of 118 days.**	Average days Schools in Session during the Term.	Aggregate No. of days Schools open during this Term.
Albert.....	58	5	8	13	12	33	100.8	5,845	62	6	4	10	22	30	108.5	6,731
Carleton.....	123	11	19	30	26	67	94.39	11,597	124	7	14	21	57	46	111.03	13,768
Charlotte.....	129	21	24	45	21	63	93.67	12,084	131	14	10	24	51	56	107.5	14,085
Houcester.....	75	2	8	10	4	61	103.33	7,750	75	5	8	13	50	12	107.2	8,039
Kent.....	101	7	3	10	12	79	102.6	10,363	94	7	4	11	44	39	111.02	10,436
King's.....	142	15	18	33	28	81	83.6	11,871	141	8	7	15	62	64	110.2	15,543
Mada-waska.....	31	1	1	2	1	28	103.10	3,196	26	1	1	2	14	10	110.2	2,866
Northumberland.....	105	7	19	26	20	59	100.2	10,525	101	6	10	16	52	33	110.77	11,188
Queen's.....	86	8	15	23	21	42	99.6	8,571	85	2	4	6	38	41	112.9	9,598
Restigouche.....	31	2	2	4	11	16	102.3	3,171½	34	7	1	8	13	13	102.4	3,481
Saint John.....	170	3	10	13	9	148	98.9	16,813	172	2	2	4	24	144	115.9	19,943
Sunbury.....	42	8	9	17	2	23	89.05	3,740	38	1	4	5	21	12	112.15	4,262
Victoria.....	39	3	4	7	5	27	100.2	3,909	30	3	2	5	10	15	108	3,240
Westmoreland.....	156	8	22	30	30	96	101.6	15,851	153	10	5	15	69	69	112.9	17,266
York.....	163	18	25	43	28	92	97.4	15,872	148	15	4	19	60	69	109.92	16,273
New Brunswick.....	1451	119	187	306	230	915	97.28	141,158½	1414	94	80	174	587	653	110.83	156,719
Cor. Term, 1882-'83.....	1411	107	160	267	419	725	101.46	143,157½	1378	97	84	181	498	699	109.13	150,387
Increase.....	40	12	27	39	189	190	.....	1,990	36	.....	.....	89	.....	.....	1.70	6,332
Decrease.....	.....	.....	.....	.....	.....	.....	4.18	.....	.....	3	4	7	.....	46	.....	.....

* In the Summer Term there were 80 teaching days in the City of Saint John and other incorporated Towns. The actual number of days the Schools were open in these Districts is raised to the basis of 106 days.

** In the Winter Term there were 118 teaching days in Cities and incorporated Towns, and 118 days in other Districts. The former raised to the basis of the latter for purposes of comparison.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH APRIL, 1884.

COUNTIES.	THE SUMMER TERM CLOSED 31st OCTOBER, 1883.										THE WINTER TERM CLOSED 30th APRIL, 1884.																					
	VISITS.					EXAMINATIONS.					PRIZES.					VISITS.					EXAMINATIONS.					PRIZES.						
	No. by the Trustees and Secretary.	No. by the County Inspector and local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations during the Term.	No. of Schools not holding Public Examinations during the Term.	No. of Pupils.	Value of the Prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations during the Term.	No. of Schools not holding Public Examinations during the Term.	No. of Pupils.	Value of the Prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations during the Term.	No. of Schools not holding Public Examinations during the Term.	No. of Pupils.	Value of the Prizes.		
Albert,	149	4	...	28	46	444	40	18	25	\$20 75	384	54	1	32	37	458	36	26	35	\$30 22	36	54	1	32	37	458	36	26	35	\$30 22		
Carlton,	308	14	11	61	103	711	95	28	32	20 00	450	93	3	52	87	1106	98	26	43	41 20	450	93	3	52	87	1106	98	26	43	41 20		
Charlotte,	351	52	6	42	173	1087	94	35	20	14 00	471	77	...	63	131	1211	110	21	27	14 34	471	77	...	63	131	1211	110	21	27	14 34		
Gloucester,	346	68	...	44	123	1090	58	17	28	14 95	443	3	1	48	75	1068	61	14	15	7 35	443	3	1	48	75	1068	61	14	15	7 35		
Kent,	404	34	38	49	139	910	68	33	35	42 55	456	47	2	52	82	885	72	22	30	7 20	456	47	2	52	82	885	72	22	30	7 20		
King's,	395	35	1	29	79	1284	103	39	21	18 75	507	100	...	24	70	1482	104	37	34	24 48	507	100	...	24	70	1482	104	37	34	24 48		
Madavaaka,	151	18	...	7	90	446	18	13	3	2 00	154	1	1	10	20	303	17	9	3	30	154	1	1	10	20	303	17	9	3	30		
Northumberland,	421	30	6	81	90	818	94	11	54	16 70	391	52	7	63	82	714	88	13	12	8 00	391	52	7	63	82	714	88	13	12	8 00		
Queen's,	266	63	3	25	68	817	59	27	3	3 40	372	12	...	28	19	202	23	11	8	2 05	372	12	...	28	19	202	23	11	8	2 05		
Restigouche,	94	30	...	16	25	188	21	10	...	...	162	35	2	28	19	202	23	11	26	7 75	162	35	2	28	19	202	23	11	26	7 75
St. John,	681	49	2	128	171	1109	162	8	...	112 40	977	121	8	128	264	1977	165	7	84	36 74	977	121	8	128	264	1977	165	7	84	36 74		
Sunbury,	88	37	...	8	24	248	23	19	...	...	133	1	...	7	16	328	26	12	...	3 10	133	1	...	7	16	328	26	12	...	3 10
Victoria,	122	33	...	29	15	230	26	13	12	5 20	113	...	...	17	9	207	28	2	...	...	113	...	...	17	9	207	28	2	...	...
Westmoreland,	521	86	3	43	163	1163	113	43	10	5 00	660	71	4	41	101	1381	116	37	...	...	660	71	4	41	101	1381	116	37	...	...
York,	377	74	...	48	123	1101	132	31	11	6 50	498	60	...	52	88	1267	128	20	...	...	498	60	...	52	88	1267	128	20	...	...
New Brunswick,	4704	627	69	638	1372	11,666	1106	345	293	\$282 20	6171	726	29	630	1147	13,507	1141	273	393	\$226 95	6171	726	29	630	1147	13,507	1141	273	393	\$226 95		
Cor. Term, 1882-'83,	4885	657	59	703	1692	12,763	1112	299	391	\$19 67	5495	766	28	680	1125	13,476	1154	224	408	\$297 15	5495	766	28	680	1125	13,476	1154	224	408	\$297 15		
Increase,	181	30	10	65	320	1097	6	46	98	\$87 47	676	39	1	60	22	31	13	49	15	...	676	39	1	60	22	31	13	49	15	
Decrease,																																

TABLE VIII. PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH APRIL, 1884.
FROM THE RATES PAID IN THE WINTER TERM ENDED 30TH APRIL, 1884.

COUNTIES.	Average Rate per year to Male Teachers			Average Rate per year to Female Teachers.		
	Average. 1st Class.	Average. 2nd Class.	Average. 3rd Class.	Average. 1st Class.	Average. 2nd Class.	Average. 3rd Class.
Albert,.....	\$400 00	\$294 08	\$212 80	\$250 00	\$228 40	\$195 66
Carlton,.....	406 00	330 70	264 80	275 00	238 14	201 09
Charlotte,.....	531 35	361 13	264 16	340 00	261 47	214 48
Gloucester,.....	517 50	336 67	269 70	260 00	235 66	183 33
Kent,.....	418 75	353 35	235 09	256 00	222 22	192 68
Kings,.....	437 77	313 27	245 66	270 00	225 20	198 60
Madawaska,.....	.....	300 00	217 00	.....	.....	185 63
Northumberland,.....	580 62	367 22	252 14	315 41	247 44	209 12
Queen's,.....	324 00	299 91	246 25	265 00	216 60	192 47
Restigouche,.....	550 00	265 33	215 00	291 66	231 78	197 30
Saint John,.....	701 87	382 66	259 00	408 78	284 50	211 00
Sunbury,.....	344 00	286 00	231 66	.....	214 68	187 50
Victoria,.....	240 00	290 00	200 00	290 00	236 81	197 84
Westmoreland,.....	486 42	331 28	251 00	299 28	236 87	203 14
York,.....	569 61	339 50	276 11	345 00	230 84	196 54
New Brunswick,.....	\$532 13	\$334 25	\$248 13	\$339 96	\$242 85	\$198 35
Average Rates, 1883,.....	519 60	322 31	238 10	339 50	239 28	195 90
Increase,.....	\$12 53	\$11 94	\$10 03	\$0 46	\$3 57	\$2 45
Decrease,.....	.....	.....	.....	.....	.....	.....

TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF PROVINCIAL GRANTS, FOR THE YEAR ENDED OCTOBER 31st, 1884.

COUNTIES.	FOR WINTER TERM, CLOSED APRIL 30th, 1884.				FOR SUMMER TERM, CLOSED 31st OCTOBER, 1884.				TOTAL FOR YEAR ENDED OCTOBER 31st, 1884.	
	Ordinary Grants.	EXTRA GRANTS.		Total for this Term.	Ordinary Grants.	EXTRA GRANTS.		Total for this Term.	Total for all the Schools.	Total special to those teaching in Poor Districts (included in foregoing column.)
		Superior Allow. to Teachers.	Superior Allow. to Trustees.			Superior Allow. to Teachers.	Superior Allow. to Trustees.			
Albert,	\$ 3739 86	.....	.....	.....	\$2668 96	\$311 96	\$192 66	\$2475 54	\$ 7415 40	\$ 482 89
Cartier,	5004 69	.....	.....	\$3030 80	5598 85	228 26	147 54	6184 41	12088 10	574 07
Charlottetown,	5909 48	.....	.....	5909 48	6968 53	148 37	200 00	6590 27	12849 75	556 47
Gloucester,	2115 10	.....	.....	2311 64	4930 81	58 26	200 00	4507 33	6918 97	734 80
Kent,	4006 80	.....	.....	4296 89	4971 51	125 54	200 00	5422 50	9718 48	825 60
King,	7000 64	.....	.....	7000 64	4124 70	408 36	.....	6931 22	18081 80	503 62
Madawaska,	573 96	.....	.....	573 96	1168 45	.....	.....	1737 43	1737 43	162 18
Northumberland,	3941 58	.....	.....	4140 70	6254 42	95 11	194 94	6399 58	9780 28	429 38
Queen's,	3216 02	.....	.....	3412 57	5032 66	88 70	181 65	5391 71	8794 28	503 08
Restigouche,	1354 86	.....	.....	1554 86	1158 59	26 63	200 00	42 47	2060 71	114 78
Saint John,	10828 24	.....	.....	11123 24	10086 20	951 09	167 93	12156 31	29284 55	481 80
Sunbury,	1210 79	.....	.....	1407 40	2224 47	00 87	200 00	2546 21	3953 01	809 93
Victoria,	902 47	.....	.....	1100 78	1858 29	.....	200 00	2068 30	3158 98	352 10
Westmoreland,	7442 70	.....	.....	7042 70	9149 74	654 36	200 00	10668 46	18301 16	1063 51
York,	6436 97	.....	.....	6436 97	8430 74	350 00	.....	9139 74	14570 71	678 20
New Brunswick,	\$64,633 87	.....	.....	\$66,020 40	\$73,957 33	\$3500 00	\$2384 72	\$83,272 05	\$150,192 45	\$7801 47
Cor. Term, 1883,	65,178 73	.....	.....	67,071 86	59,868 13	3500 00	2444 79	69,302 92	136,974 78	6906 09
Increase, .....	.....	.....	.....	.....	\$14,130 20	.....	.....	\$800 95	\$13,217 67	.....
Decrease,	\$545 46	.....	.....	\$751 46	.....	.....	.....	.....	.....	\$802 45

* Claims yet unsettled

* See Table XII.

TABLE X. PUBLIC SCHOOLS: AFFORTIONMENT OF COUNTY FUND TO TRUSTEES FOR YEAR ENDED 31TH OCTOBER, 1884.
 Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.
 Part One.—Apportionment for the Winter Term ended 30th April, 1884.

COUNTIES.	Grand Total days' attendance of Pupils: Recoded for County Fund Apportionment (Term 118 days.)	(1) In respect of the services of qualified Teachers, salaries of Assistants, for the time the Schools were in Session.	Special to Poor Districts (embraced in column 1.)	(2) In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	Special to Poor Districts (included in column 2.)	Total to the Trustees this Term.		Rate per Pupil in attendance the full Term per column 2.	
						Whole amount apportioned this Term (3)	Total special to Poor Districts (included in column 2.)	In ordinary Districts	In the Poor Districts
Albert,.....	144,032½	\$ 931 73	\$76 31	\$917 62	\$44 95	\$1,849 35	\$121 26	\$0 75 +	\$1 00 +
Carleton,.....	303,805	1,851 03	111 81	1,653 72	83 32	3,504 75	195 13	0 64 +	0 85 +
Charlotte,.....	329,672½	1,901 02	118 27	2,012 03	29 85	3,913 05	148 12	0 72 +	0 96 +
Gloucester,.....	206,729	1,190 70	150 94	2,051 40	179 66	3,242 10	330 65	1 17 +	1 56 +
Kent,.....	215,531½	1,487 54	161 97	1,905 16	82 80	3,392 70	244 77	1 04 +	1 39 -
King's,.....	295,516	2,091 12	117 48	1,751 43	51 45	3,842 55	168 93	0 70 -	0 93 +
Madawaska,.....	48,631½	358 31	24 08	948 09	41 71	1,301 40	65 79	2 27 +	3 03 +
Northumberland,.....	261,818	1,513 68	90 12	2,264 67	57 72	3,778 35	147 84	1 02 +	1 37 -
Queen's,.....	166,394	1,316 70	96 84	785 85	30 65	2,102 55	127 49	0 55 +	0 74 +
Restigouche,.....	85,979	477 63	35 10	581 17	23 42	1,058 80	58 52	0 80 -	1 06 +
Saint John,.....	632,281	2,660 65	95 27	5,284 25	86 17	7,944 90	181 44	0 98 +	1 31 +
Sunbury,.....	73,208	581 93	62 61	415 72	34 14	997 65	96 75	0 67	0 89 +
Victoria,.....	67,168½	486 94	65 87	564 56	52 03	1,051 50	117 90	0 99 +	1 32 +
Westmoreland,.....	427,873½	2,329 70	185 76	3,328 15	179 76	5,657 85	365 52	0 92 -	1 22 +
York,.....	*268,639½	1,840 67	127 58	1,810 61	79 52	3,651 28	207 10	0 79 +	1 06
New Brunswick,.....	3,527,279½	\$21,041,35	\$1,520 06	\$26,274 43	\$1057 15	\$47,288 78	\$2577 21	\$0 88 -	\$1 17 +
Cor. Term, 1883,.....	3,400,554	20,712,56	1,620 18	26,556 19	1148 10	47,268 75	2768 28	0 91 +	1 20 +
Increase,.....	126,725½	\$301 79	.....	.....	.....	\$20 03	.....	.....	.....
Decrease,.....	.....	.....	\$100 12	\$281 76	90 95	.....	\$191 07	\$ 03	\$0 03 +

*Not embracing the City of Fredericton.

TABLE X. Part Two.—Apportionment for the Summer Term closed 31st October, 1884.

COUNTIES.	Grant total days attended for Pupils; Received for County Fund apportionment. (Term 109 teaching days.)	In respect of the services of qualified Teachers exclusive of Assistants, for the time Schools were in operation.	Special to Poor Districts, (embraced in column 1.)	In respect of the average number of Pupils attended, as compared with the whole average number of Pupils attending the Schools in the County, and the time in operation.	Special to Poor Districts, (embraced in column 2.)	Total to the Trustees this Term.		Amounts of col. 2 per pupil in attendance the full Term.		TOTAL FOR THIS YEAR.	
						Whole amount apportioned this Term.	Total Special to Poor Districts (included in col. 3.)	In the ordinary Districts.	In the Poor Districts.	Total for all the Schools.	Total special aid to Poor Districts for the year (included in column 3.)
Albert,	133,221	\$1034 16	\$87 97	\$795 19	\$43 49	\$1849 35	\$131 46	\$0 65 +	\$0 86 +	\$3698 70	\$232 72
Carlton,	245,756	1822 96	117 55	1681 79	80 65	3504 75	198 21	0 74 +	0 99 +	7009 50	303 34
Charlotte,	273,815½	1830 69	146 26	2062 36	50 69	3913 05	196 95	0 82 +	1 09 +	7826 10	345 07
Gloucester,	206,951	1274 97	184 73	1967 13	241 15	3242 10	429 88	1 03 +	1 38 +	6484 20	760 53
Kent,	245,735	1753 87	223 97	1639 33	157 07	3892 70	391 04	0 73 -	0 96 -	6785 40	635 81
King's,	262,007	2223 34	130 78	1619 21	52 72	3842 55	183 50	0 67 +	0 90 -	7685 10	332 43
Manitowish,	73,332½	543 46	57 94	757 92	80 28	1301 40	138 22	1 11	1 48	2902 80	204 01
Northumberland,	270,333½	1638 89	110 69	2139 51	62 86	3778 35	173 53	0 86 +	1 15	7556 70	321 39
Queen's,	38,444	1370 07	126 24	732 43	43 38	2102 55	169 62	0 57 +	0 76 +	4295 10	297 11
Restigouche,	74,969½	442 84	28 08	615 76	25 08	1053 60	53 16	0 89 +	1 19 +	2117 40	111 68
Saint John,	618,044½	2719 08	89 80	5225 82	70 49	7944 90	160 20	0 92 +	1 23 -	15,889 80	341 73
Sunbury,	62,848	602 43	72 19	395 22	35 55	997 65	107 74	0 68 +	0 91 +	1,985 30	204 49
Victoria,	62,490½	578 46	59 16	473 04	153 40	1051 85	142 56	0 82 +	1 10 +	2,103 00	260 46
Westmoreland,	437,907½	2605 07	227 74	3052 78	162 48	5657 85	380 22	0 76 +	1 01 +	11,315 70	745 74
York, *	289,548	2204 00	162 26	1439 35	72 59	3643 35	234 85	0 54 +	0 72 +	7,294 63	441 95
New Brunswick,	3,395,303½	\$22,683 76	\$1869 36	\$24,596 89	\$1221 89	\$47,290 65	\$3091 25	\$0 79 -	\$1 05 +	\$94,569 43	\$5668 46
Cor. Term, 1883,	3,157,791	21,787 16	1634 94	25,455 66	1124 32	47,242 82	2809 26	0 85 +	1 13 +	94,511 57	5577 54
Increase,	237,512½	\$896 60	\$134 42	\$858 77	\$97 57	\$37 83	\$281 99	\$0 06	\$0 08 +	\$37 86	\$90 92
Decrease,											

* Not embracing the City of Fredericton.

TABLE XI. SUPERIOR ALLOWANCE: FOR THE YEAR ENDED OCTOBER 31st, 1884.—EMBODIED IN PREVIOUS TABLES.
 Departmental Certificates of the attainments of the Pupils reported in this Table were issued by the Chief Superintendent.

NO. AND NAME OF DISTRICTS.	PARISH.	COUNTY.	TEACHER.	No. of Pupils passed.		To Teachers.	To Trustees.	Total.	Total County.
				STANDARD.					
				VI	VIII				
Shore, No. 5.		Albert,	Thomas E. Colpitts, A. B.	8		\$30 43	\$30 43	\$30 50	
Turtle Creek, No. 7.	Coverdale,	"	Emilee J. Bennett,	4		15 22	15 22	30 44	
Eglin Corner, No. 2.	Elgin,	"	W. B. Jonah,	3		11 41	11 41	22 82	
Goodland Mountain, No. 9.	"	"	Geo. H. Laskey,	1		3 80	3 80	7 60	
Pleasant Vale, No. 11.	"	"	Estie M. Colpitts,	2		7 61	7 61	15 22	
Bayside, No. 1.	Harvey,	"	Mrs. Carry M. Kelly,	4		15 22	15 22	30 44	
Upper New Horton, No. 12.	"	"	Annie J. Moore,	2		7 61	7 61	15 22	
Weldon, No. 1.	Hillsboro',	"	Jessamine Steeves,	9		34 24	34 24	68 48	
Hillsboro', No. 2.	"	"	Josephine Steeves,	5		19 02	19 02	38 04	
Edgett's Landing, No. 4.	"	"	T. A. Patterson,	6		22 83	22 83	45 06	
Salen, No. 7.	"	"	E. L. Steeves,	2		7 61	7 61	15 22	
Dawson Settlement, No. 10.	"	"	Lavinia J. McLatchey,	1		3 80	3 80	7 60	
Round Hill, No. 14.	"	"	Kate A. Dawson,	3		11 41	11 41	22 82	
Lower Hillsboro', No. 15.	"	"	W. Carvell Steeves,	6		22 84	22 84	45 68	
Riverside, No. 1.	Hopewell,	"	Howard Steeves,	8		30 43	30 43	60 86	
The Hill, No. 2.	"	"	Henry F. McLatchey,	2		41 85	41 85	83 70	
Woodstock Settlement, No. 3.	"	"	Rufus P. Steeves,	3		7 61	7 61	15 22	
The Cape, No. 7.	Northampton,	Carleton,	Jane Moore,	4		11 41	11 41	22 82	
Bull, No. 3.	"	"	William J. Jones,	5		15 22	15 22	30 44	
Granton, No. 4.	"	"	Amasa Plummer,	6		19 02	19 02	38 04	
East Florenceville, No. 3.	Peel,	"	Zach. Nason,	1		3 80	3 80	7 60	
Middle Simonds, No. 2.	Simonds,	"	J. Wilnot Lawrence,	2		15 22	15 22	30 44	
Sevend Tier, No. 4.	Wakfield,	"	S. A. Couillard,	1		7 61	7 61	15 22	
Waterville, No. 5.	"	"	Addie DeWitt,	2		3 80	3 80	7 60	
Jacksonville, No. 7.	"	"	Alice Palmer,	2		7 61	7 61	15 22	
Wicklow, No. 2.	"	"	E. T. Miller,	4		15 22	15 22	30 44	
Upper Wicklow, No. 3.	Wicklow,	"	Wm. F. Hamilton,	6		22 83	22 83	45 05	
Lakeville, No. 6.	Wilmot,	"	Havelock L. Dobson,	18		68 48	68 48	136 96	
Town of Woodstock, No. 5.	Woodstock,	"	Frank E. Carvill,	10		38 04	38 04	76 08	
Upper Woodstock, No. 6.	"	"	Charles M. McLean,	2		7 61	7 61	15 22	
Benton, No. 9.	"	Charlotte,	W. T. Kerr,	2		7 61	7 61	15 22	
Welchpool, No. 1.	Campobello,	"	Susan A. Hendry,	2		7 61	7 61	15 22	
North Head, No. 4.	Grand Manan,	"	Walker G. Holmes,	2		11 41	11 41	22 82	
Grand Harbor, No. 1.	"	"	S. W. Irons,	2		7 61	7 61	15 22	
Moore's Mills, No. 14.	St. David & St. James,	"	Ed. J. Byron,	4		15 22	15 22	30 44	
Smith Settlement, No. 7.	"	"	Ellen Rogers,	4		7 61	7 61	15 22	
Young, No. 8.	"	"	Arnes Boyd,	4		15 22	15 22	30 44	
St. George, No. 1.	St. George,	"	Arnie Welch,	8		11 41	11 41	22 82	
St. Stephen Town, No. 2.	St. Stephen,	"	Warren Drkeman,	8		30 43	30 43	60 86	
Chocolate Cove, No. 2.	West Isles,	"	Meloni L. Young,	3		11 41	11 41	22 82	
			Addie Hanson,	3		11 42	11 42	22 84	
								\$623 02	

TABLE XI. SUPERIOR ALLOWANCE.—CONTINUED.

NO. AND NAME OF DISTRICTS.	PARISH	COUNTY.	TEACHER.	No. of Pupils passed.		ALLOWANCE.			
				STANDARD.		To Teachers.	To Trustees.	Total.	Total for County.
				VI	VIII				
Bar Island, No. 8.	West Isles.	Charlotte,	Edgar L. Clark.	5		\$19 02	\$19 02	\$38 04.	\$296 74
Rose Hill, No. 4.	Bathurst.	Gloucester.	Mary Kerr.	4		15 22	15 22	30 44	
Little Belleme Point, No. 1.	Bathurst.		Teresa O. Doyle.	1		3 80	3 80	7 60	
Belledune, No. 2.	Bathurst.		Alexa Russell.	1		3 80	3 80	7 60	
Clifton, No. 9.	New Bandon.		Jennie G. Rainey.	19 02		19 02	19 02	38 04	
Tracadie, No. 3.	Saumarez.		Margt. Hachey.	11 42		11 42	11 42	22 84	
Kouchibouguac, No. 1.	Carleton.	Kent.	John Gillis.	3	4	15 22	15 22	30 44	106 52
Cocagne, No. 1.	Dundas.		Mary McDonald.	2		7 61	7 61	15 22	
Grand Digue, No. 7.	Richibucto.		Elizabeth C. Dolron.	2		7 61	7 61	15 22	
East Branch, No. 2.	Weldford.		George A. Coates.	1	10	38 04	38 04	76 08	
Nicholas River Bridge, No. 3.			Annie McLean.	1		22 83	22 83	45 66	
Bass River, No. 9.			Sarah Hutchison.	6		3 80	3 80	7 60	
Trout Brook, No. 15.			J. F. Dorothay.	1	2	7 61	7 61	15 22	
Buckouche, No. 7.	Wellington.		Margt. A. Michaud.	5		19 02	19 02	38 04	
Penobscu, No. 1.	Cardwell.	Kings.	Charles A. Murray.	11		41 85	41 85	83 70	251 00
Jones' Creek, No. 3.	Greenwich.		Julia C. Frost.	4		15 22	15 22	30 44	
Hammond Vale, No. 4.	Hammond.		Maria S. Coy.	1		3 80	3 80	7 60	
Smithtown East, No. 6.	Hampton.		Edmund Puddington.	4		15 22	15 22	30 44	
Corn Ridge, No. 2.	Havelock.		Samuel M. Burnett.	2		19 02	19 02	38 04	
Mace's, No. 5.			Joseph Harrington.	7 61		7 61	7 61	15 22	
Elm Corner, No. 7.			Charles W. Coray.	1		3 80	3 80	7 60	
Havelock Corner, No. 8.			Fred. H. Wetmore.	1	10	38 04	38 04	76 08	
Spring Hill, No. 9.			W. Amasa Clark.	1		3 80	3 80	7 60	
Canaan Road, No. 10.			Charles G. Taber.	1		3 80	3 80	7 60	
Lake, No. 2.	Kars.		Emma D. Gunter.	1		3 80	3 80	7 60	
Kingston Village, No. 1.	Kingston.		Corey A. Sertbner.	3		11 41	11 41	22 82	
Clifton, No. 5.			L. J. Flower.	4		15 22	15 22	30 44	
Gray's Mills, No. 10.			Agnes D. Gray.	1		3 80	3 80	7 60	
Butler's Corner, No. 5.	Norton.		Charles E. Black.	1		3 80	3 80	7 60	
Robesay, No. 2.	Robesay.		Barbara E. Kein.	5		19 02	19 02	38 04	
Springfield Corner, No. 2.	Springfield.		Humphrey Mellish.	3		11 41	11 41	22 82	
District No. 12.			George G. Melvin.	15 22		15 22	15 22	30 44	
Keohan, No. 6.	Studholm.		William N. Burgess.	3		11 41	11 41	22 82	
Rochville, No. 11.			Sherman W. Burgess.	3		3 80	3 80	7 60	
Collins, No. 15.			Ezra C. Kierstead.	2		7 61	7 61	15 22	
Shant, No. 20.			Augusta Parboed.	2		7 61	7 61	15 22	
Apohtauk No. 25.			John F. Rogers.	49 44		49 44	49 44	98 88	
Barnesville, No. 1.	Sussex.		S. A. McLeod.	30 43	13	30 43	30 43	60 86	
DeForest Lake, No. 5.	Upham.		Sadie M. McNally.	2	8	7 61	7 61	15 22	
Taber, No. 6.			Alfred S. Baxter.	2		19 02	19 02	38 04	
Taber, No. 7.			A. H. Sharrow.	5		7 62	7 62	15 24	
Grand Bay, No. 1.	Westfield.		Caasia M. Melitouch.	2		7 62	7 62	15 24	
			Clara R. Fullerton.	2		7 62	7 62	15 24	

DeVos, No. 6.	Westfield,	Kings,	1	7 02	15 24	7 02	15 24	900 52
Napan, No. 11.	Chatham & Glenelg.	Northumberland,	1	3 80	7 00	3 80	7 00	
Chatham Head, No. 4.	"	"	1	3 80	7 00	3 80	7 00	
Chatham Town, No. 8.	"	"	1	19 02	39 04	19 02	39 04	
Chatham Town, No. 9.	"	"	1	3 80	7 00	3 80	7 00	
East Branch, No. 71.	Glenelg.	"	1	3 80	7 00	3 80	7 00	
Village, No. 4.	Harwick,	"	1	11 41	92 52	11 41	92 52	
Douglas Town, No. 6.	Newcastle,	"	1	7 02	15 24	7 02	15 24	
Newcastle Town, No. 7.	"	Queen's,	10	38 06	79 10	38 06	79 10	190 22
Chaplin Settlement, No. 13.	South Esk,	"	1	3 81	8 04	3 81	8 04	
White's Cove, No. 5.	Cambridge,	"	1	13 23	30 44	13 23	30 44	
McDonald's Corner, No. 10.	Canning,	"	1	3 80	7 00	3 80	7 00	
Newcastle Creek, No. 7.	Chipman & Northfield,	"	1	15 23	30 44	15 23	30 44	
Salmon Creek, No. 1.	"	"	1	3 80	7 00	3 80	7 00	
Brigg's Corner, No. 4.	"	"	1	15 23	30 44	15 23	30 44	
Gaspereaux, No. 5.	"	"	1	7 01	15 23	7 01	15 23	
Johnston, No. 4.	Johnston,	"	1	11 41	22 82	11 41	22 82	
Coote Hill, No. 11.	Petersville,	"	1	3 80	7 00	3 80	7 00	
Cumberland Bay, No. 4.	Waterboro,	"	1	11 42	22 84	11 42	22 84	
Young's Cove, No. 7.	Wickham,	"	1	3 81	8 04	3 81	8 04	
McDonald's Point, No. 5.	Durham,	Restigouche,	1	3 80	7 00	3 80	7 00	
Archibald Settlement, No. 4.	"	"	1	15 22	30 44	15 22	30 44	
Louison, No. 6.	"	"	1	7 01	15 23	7 01	15 23	
Armstrong Brook, No. 2.	Lancaster,	Saint John,	2	7 61	16 22	7 61	16 22	63 96
Fairview, No. 2.	"	"	4	15 22	46 05	15 22	46 05	01 30
Manawagonish, No. 8.	"	"	8	30 43	61 26	30 43	61 26	
Pasirico West, No. 11.	"	"	5	19 02	38 04	19 02	38 04	
Millford, No. 13.	"	"	1	3 80	7 00	3 80	7 00	
South Bay, No. 15.	"	"	10	38 04	76 08	38 04	76 08	
Grand Bay, No. 16.	"	"	2	7 01	15 23	7 01	15 23	
"	"	"	3	11 41	22 82	11 41	22 82	
"	"	"	3	129 36	258 72	129 36	258 72	
City of Portland,	Portland,	"	34	3 80	130 40	3 80	130 40	404 56
"	"	"	1	19 02	38 04	19 02	38 04	
"	"	"	5	60 57	302 85	60 57	302 85	
"	"	"	16	110 38	551 92	110 38	551 92	
"	"	"	9	31 24	156 20	31 24	156 20	
"	"	"	10	38 04	190 20	38 04	190 20	
"	"	"	29	110 38	551 92	110 38	551 92	
"	"	"	12	45 05	225 26	45 05	225 26	
"	"	"	9	34 24	171 12	34 24	171 12	
"	"	"	2	7 61	15 23	7 61	15 23	
"	"	"	14	53 26	263 56	53 26	263 56	
"	"	"	14	53 26	263 56	53 26	263 56	
"	"	"	8	30 43	152 16	30 43	152 16	
"	"	"	4	15 22	60 88	15 22	60 88	
"	"	"	19	72 28	361 33	72 28	361 33	
"	"	"	6	23 85	119 28	23 85	119 28	
"	"	"	1	3 80	7 00	3 80	7 00	
"	"	"	1	3 80	7 00	3 80	7 00	
"	"	"	7	28 68	143 40	28 68	143 40	
"	"	"	3	11 41	22 82	11 41	22 82	
"	"	"	2	7 62	15 24	7 62	15 24	
"	"	"	3	11 42	22 84	11 42	22 84	
"	"	"	3	11 42	22 84	11 42	22 84	
"	"	"	3	11 42	22 84	11 42	22 84	1902 18
"	"	"	2	7 61	15 23	7 61	15 23	
"	"	"	3	11 41	22 82	11 41	22 82	

TABLE XI. SUPERIOR ALLOWANCE.—CONTINUED.

NO. AND NAME OF DISTRICTS.	PARISH	COUNTY.	TEACHER.	No. of Pupils passed.		ALLOWANCE.			
				STANDARD.	VIII	To Teachers.	To Trustees.	Total.	Total to County.
Frederick Junction, No. 1.	Gladstone.	Sunbury.	T. E. Glennan, A. B.	5		\$10.02	\$10.02	\$20.04	
Lower Lincoln, No. 1.	Lincoln.	"	C. T. MacIntosh.	2		7.41	7.41	14.82	
Bunker Hill, No. 1.	"	"	Lillian E. Parke.	1		3.90	3.90	7.80	
Center Mangerville, No. 2.	Mangerville.	"	William Thurrott.	2		7.82	7.82	15.64	
Upper Mangerville, No. 3.	"	"	My A. Dayton.	1		3.90	3.90	7.80	
Woodside, No. 1.	"	Westmoreland.	Albina Goodwith.	1		3.90	3.90	7.80	121.71
Upper Cape, No. 3.	"	"	Edna Avar.	1		3.90	3.90	7.80	
Emigrant Road, No. 6.	"	"	Fred. H. Oulton.	4		15.92	15.92	31.84	
Murray Corner, No. 11.	"	"	Singleton S. Allen.	2		7.81	7.81	15.62	
Calman, No. 12.	"	"	Hannah J. Anderson.	1		3.90	3.90	7.80	
Mount Pleasant, No. 13.	"	"	John C. Lamb.	1		3.90	3.90	7.80	
Mount Pleasant, No. 14.	"	"	Ella A. Copp.	1		3.90	3.90	7.80	
Chapman, No. 15.	"	"	Agnes Murray.	1		3.90	3.90	7.80	
Bridgell, No. 10.	"	"	Titus J. Carter.	1		3.90	3.90	7.80	
Dorchester, No. 5.	Dorchester.	"	F. M. Cowperdriwaite.	1	5	19.02	19.02	38.04	
Centreville, No. 5.	"	"	Bliss Murray.	6		22.83	22.83	45.66	
Taylor Village, No. 22.	"	"	Agnes M. Lockhart.	2		7.81	7.81	15.62	
Annandale, No. 25.	"	"	Thyrza McManus.	2	10	60.87	60.87	121.74	
Town of Montcion, No. 5.	Montcion.	"	S. C. Wilbur.	2		7.81	7.81	15.62	
Sleeves Late, No. 12.	"	"	Minnie Johnson.	2		11.41	11.41	22.82	
Boundary Creek, No. 13.	"	"	Carrie Johnson.	6		22.83	22.83	45.66	
Sleeves' Mountain, No. 14.	"	"	Mary E. McLeod.	3		7.81	7.81	15.62	
R. W. Crossing, No. 15.	"	"	{ Charles E. Lamb,	2		11.41	11.41	22.82	
			{ Mary A. Lyons,	4		15.23	15.23	30.46	
			{ J. S. Raymond,	3		11.41	11.41	22.82	
			{ Theo. H. Belyea,	9		60.87	60.87	121.74	
			{ Geo. J. Oulton,	16		34.24	34.24	68.48	
			Ida Fawcett.	1		3.90	3.90	7.80	
			Alice E. Willis.	1		3.90	3.90	7.80	
			John Brittain.	1	14	63.26	63.26	126.52	
			Gessner A. Taylor.	2		7.81	7.81	15.62	
			Etta M. Milton.	1		3.90	3.90	7.80	
			Allane Atkinson.	1		3.90	3.90	7.80	
			Alex. Heron.	1	8	30.43	30.43	60.86	
			M. Jackson Sleeves.	1		3.82	3.82	7.64	
			W. M. Spence.	14		63.26	63.26	126.52	
			Ed. Conley.	11		41.95	41.95	83.90	
			Fred. Goodwin.	6		22.84	22.84	45.68	
			M. A. Wall.	6		19.03	19.03	38.06	
			Fruce C. Reed.	1		3.81	3.81	7.62	1808.72
			Hiram B. Kilburn, A. B.	8		30.43	30.43	60.86	
			Mary C. B. Morrill.	1		3.90	3.90	7.80	
			Louis E. Young.	4		15.22	15.22	30.44	
				1		3.90	3.90	7.80	
				4		15.22	15.22	30.44	

Location	Name	Count	Amount	Total	Balance	
York,	Douglas,	3	11 41	22 82		
	"	1	3 80	7 60		
	"	2	7 01	15 23		
	Dunfries,	4	15 22	30 44		
	"	3	11 41	22 82		
	"		12	45 05		
	Frederickton,	James H. Hoyt, A. B.,	9	34 24	348 48	
	"	Hedley V. Bridges, A. B.,	11	41 95		
	"	Geo. E. Crosscup, A. B.,	3	8 80	3 80	7 00
	"	Henry H. McKeen,	3	11 41	22 82	
	"	W. Egerton Everett,	1	3 80	7 60	
	"	Brunswick W. Fox,	1	3 80	7 60	
"	Loutias Winter,	1	3 80	7 60		
"	Mary P. Macpherson,	1	3 80	7 60		
"	Michael Connelly,	1	3 80	7 60		
"	Abrahan Grant,	2	7 61	15 22		
"	Bertha A. B. Bell,	4	15 22	30 44		
"	Sara A. Henry,	1	3 80	7 60		
"	Harnet M. Mullin,	0	22 83	45 05		
"	Wm. Temple Day,	8	11 42	22 84		
"	{ Frank Scribner,					
"	{ Geo. E. Morrel,					
"	Mary Nisbet,	3	15 22	30 44		
"	Geo. F. Hartin,	1	3 81	7 62		
"	William Anderson,	2	7 62	15 24		
"	Maggie J. Douglas,	1	3 81	7 62		
"	Claims unsettled,	2	3 81	7 62		
"			7 50	15 18		
New Brunswick, 1883,		484	\$8500 00	\$3500 00	\$7000 00	
New Brunswick, 1888,		234	3500 00	3500 00	7000 00	
Increase,		200	223			

TABLE XII. GRAMMAR SCHOOLS: Part One.—THE SUMMER TERM CLOSED 31ST OCTOBER, 1883.

[All the Grammar Schools, excepting that of King's County, are united with the District Schools under Section 100 of the School Law. These Schools are included in the Tables previously given.]

Number	LOCALITY.		COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of Departments under Principal's supervision.			PUPILS.		Legally authorized days Principal's Department was open.	PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.				Total Salary of the Principal per Term.	
	No. of Teachers and Assistants.	No. of Departments.				Whole number of Pupils registered.	No. of Pupils on the Register.	No. of Pupils daily present.	Grant per School Act.	Grant per Grammar Schools Act.		Grant to other Grammar Schools.	Total Provincial Aid.	Salary from the Trustees per Term.			
1	Albert,	Alms,			Thos. E. Colpitts, A. B.,	2	2	80	28	18	96	875 00	200 00	200 00	275 00	887 50	392 50
2	Carlton,	Woodstock,			James McCoy,	10	10	548	31	19	89	75 00	200 00	200 00	275 00	86 00	360 00
3	Charlotte,	St. Andrews,			{ A. W. Wilkinson, A. B., { J. T. Horsman, A. B.,	10	6	259	28	20	174	69 82	154 16		125 00	400 00	
4	Gloucester,	Bathurst,			C. W. Mersereau, A. B.,	3	3	140	42	25	96	75 00	200 00		175 00	450 00	
5	Kent,	Richibucto,			C. H. Cowperthwaite, A. B.,	3	4	146	16	11	96	75 00	200 00		100 00	375 00	
6	King's,	Hampton,			John Raymond,	1	1	12	8		0 mos.		200 00	200 00	100 00	300 00	
7	Northumberland,	Chatham,			{ Jas. M. Palmer, A. B., { F. R. Meagher, A. B.,	6	5	229	34	26	79 1/2	55 06	140 87		200 00	401 96	
8	Queen's,	Gagetown,			D. Wilson, A. B.,	2	2	64	28	16	95	74 22	107 92		50 00	322 14	
9	Restigouche,	Dalhousie,			A. Ross, A. B.,	3	3	142	30	17	96	75 00	200 00		125 00	400 00	
10	St. John,	St. John City,			Wm. M. McLean, A. B.,	3	3	112	112	83	89	75 00	200 00		325 00	700 00	
11	St. John's,	St. John's,			Jas. A. Johnson, A. B.,	3	3	55	23	16	96	75 00	200 00		45 00	350 00	
12	Victoria,	Shediac,			R. Greenville Day, A. B.,	2	2	79	25	15	96	75 00	200 00		275 00	320 00	
13	Westmoreland,	Andover,			Jas. H. Hoyt, A. B.,	6	5	243	35	21	96	75 00	200 00		100 00	375 00	
14	York,	Fredericton,			Geo. R. Parkin, A. M.,	5	4	134	134	96	77 1/2	65 30		1500 00	225 00	690 30	
	New Brunswick,					61	53	2220	574	363		3044 00	2444 70	2700 00	83989 30	91737 50	
	Cur. Term, 1883,					55	52	2142	577	388		971 21	2480 86	700 00	4161 06	1812 50	
	Increase,					0	1	87	3	5		236 01	245 00		225 00	1196 70	
	Decrease,																

*The amounts in this column are the rates per term, whether the bonus for Rank was in all cases paid in this term, or in the one succeeding.
†Paid by the University of New Brunswick, the Principal receiving \$400.

TABLE XII. GRAMMAR SCHOOLS: Part Two.—The Winter Term closed 30th April, 1884.
 [All the Grammar Schools, excepting that of King's County, are united with the District Schools under Section 100 of the School Law.
 These Schools are included in the Tables previously given.]

Number	LOCALITY.		OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.												
	COUNTRIES.	PARISHES.	NAMES OF PRINCIPALS.	No. of Teachers and		Whole No. of Pupils		PUPILS.		Legally authorized days	PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.				
				No. of Assistants.	No. of Departments.	No. of Pupils registered.	No. of Pupils on the Register.	No. of Pupils daily present.	Grant per School Act.		Grant per Grammar Schools Act.	Grant to other Grammar Schools.	Total Provincial aid.	Salary from the Trustees per Term.	Total Salary of the Principal per Term.
1	Albert.	Harvey.	N. Duffy.	2	2	95	51	81	118	975 00	200 00	200 00	275 00	100 00	9375 00
2	Charlotte.	St. Andrews.	Jas. T. Horseman, A. B., (G. W. Mercereau, A. B., W. Selverwright.)	6	6	250	25	20	116	75 00	200 00	200 00	275 00	125 00	400 00
3	Gloucester.	Bathurst.	F. B. Meagher, A. B., John Raymond.	5	3	141	31	24	114	66 88	196 54	200 00	268 42	175 00	438 42
4	Kent.	Richibucto.	C. H. Covertswaiter, A. B., John Raymond.	5	4	143	22	15	116	75 00	200 00	200 00	275 00	100 00	375 00
5	King's.	Hampson.	F. B. Meagher, A. B., J. M. Palmer, A. B., D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	7	5	213	27	22	115 1/2	74 67	190 12	200 00	273 79	200 00	473 79
6	Northumberland.	Queens.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	2	3	150	36	23	114	73 70	196 55	200 00	269 25	50 00	319 25
7	Queens.	St. John's.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	3	3	150	35	24	116	75 00	200 00	200 00	275 00	125 00	400 00
8	Westchester.	St. John's.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	3	3	150	35	24	116	75 00	200 00	200 00	275 00	125 00	400 00
9	St. John's.	St. John's.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	3	3	150	35	24	116	75 00	200 00	200 00	275 00	125 00	400 00
10	St. John's.	St. John's.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	3	3	150	35	24	116	75 00	200 00	200 00	275 00	125 00	400 00
11	St. John's.	St. John's.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	3	3	150	35	24	116	75 00	200 00	200 00	275 00	125 00	400 00
12	St. John's.	St. John's.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	3	3	150	35	24	116	75 00	200 00	200 00	275 00	125 00	400 00
13	St. John's.	St. John's.	D. Wilson, A. B., A. Ross, A. B., W. M. McLean, A. B., J. A. Johnson, A. B., R. Granville Day, A. B., J. G. A. Belver, A. B., Geo. R. Parkin, A. M., Fredericton.	3	3	150	35	24	116	75 00	200 00	200 00	275 00	125 00	400 00
	New Brunswick, Cor. Term, 1883.			40	54	1617	517	384	384	8837 84	2287 13	8700 00	8774 47	81730 00	86494 47
	Increase.			54	62	2065	576	418	418	972 42	2403 13	700 00	4165 55	1312 50	5978 05
	Decrease.			5	9	443	59	34	34	835 08	2206 00	00	8391 06	432 50	4133 58

*The amounts in this column are the rates per Term, whether the bonus for Rank was in all cases paid in this Term or in the one succeeding.
 †Paid by the University of New Brunswick, the Principal receiving \$400.

TABLE XII. GRAMMAR SCHOOLS: Part Three.—THE SUMMER TERM CLOSED 31ST OCTOBER, 1884.

[All the Grammar Schools, excepting that of King's County, are united with the District Schools under Section 100 of the School Law. These Schools are included in the Tables previously given.]

Number	LOCALITY.		NAMES OF PRINCIPALS.	Total number of Departments under Principal's supervision.				PUPILS.				PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.			
	COUNTIES.	PARISHES.		No. of Teachers and Assistants.	No. of Departments.	Whole number of Pupils registered.	No. of Pupils on the Register.		Legally authorized days Principal's Department was open.	TO THOSE IN UNION.		Grant to other Grammar Schools.	Total Provincial Aid.	Salary from the Trustees per Term.	Total Salary per Term.
							No. of Pupils present.	No. of Pupils daily present.		Grant per School Act.	Grant per Grammar School Act.				
1	Albert,	Harvey,	Nath. Duffy,	2	2	91	38	25	105	\$27 24	\$192 66	\$264 00	\$100 00	\$364 90	
2	Cauleton,	Woodstock,	R. Landalls, A. E.,	10	10	516	28	26	73	55 80	147 54	202 84	100 00	202 84	
3	Charlotte,	St. Andrews,	J. T. Hoeman, A. E.,	0	0	292	43	20	99	75 00	200 00	275 00	125 00	202 84	
4	Chancellor,	Bathurst,	F. B. Meagher, A. E.,	3	3	144	88	31	109	75 00	200 00	275 00	100 00	400 00	
5	King's,	Richboro',	C. H. Cowperthwaite, A. E.,	3	3	187	19	11	109	75 00	200 00	275 00	75 00	350 00	
6	King's,	Hampton,	John Raymond,	1	1	15	15	10	6 mo.	\$200 00	\$200 00	200 00	100 00	375 00	
7	Northumberland,	Chatham,	Jas. M. Palmer, A. E.,	5	5	237	32	24	96†	73 10	194 94	268 04	200 00	468 04	
8	Queen's,	Gagetown,	{ D. Wilson, A. E., { J. R. Dunn, A. E. }	3	2	68	32	19	90	68 11	181 65	249 76	50 00	299 76	
9	Restigouche,	Dalhousie,	A. Ross, A. E.,	3	3	183	36	21	109	75 00	200 00	275 00	125 00	400 00	
10	Saint John,	St. John City,	W. M. McLean, A. E.,	3	3	118	118	90	99	75 00	167 03	242 83	325 00	567 93	
11	Sunbury,	Sheffield,	J. A. Johnson, A. E.,	3	3	42	22	12	109	75 00	200 00	275 00	50 00	325 00	
12	Victoria,	Amover,	R. Grenville Day, A. E.,	2	2	102	42	23	109	75 00	200 00	275 00	45 00	320 00	
13	Westmoreland,	Shediac,	J. G. A. Belyea, A. E.,	5	5	262	52	35	100	75 00	200 00	275 00	100 00	375 00	
14	York,	Fredericton,	G. R. Parkin, M. A.,	6	4	160	160	110	96	72 72	1500 00	472 72	225 00	697 72	
	New Brunswick,			57	53	2387	675	449		\$941 47	\$2234 22	\$700 00	\$1720 00	\$6540 19	
	Cor. Term, 1883,			61	53	2229	574	383		944 60	2444 79	700 00	1767 50	5776 89	
	Increase,					158	101	66		\$3 13	\$160 07		\$67 50	\$230 70	
	Decrease,														

*The amounts in this column are the rates per term, whether the bonus for Rank was in all cases paid in this term, or in the one succeeding.
†Paid by the University of New Brunswick, the Principal receiving \$400.

TABLE XII.—CONTINUED. FOR THREE TERMS OR EIGHTEEN MONTHS CLOSED OCTOBER 31st, 1884.

COUNTIES.	TERM CLOSED OCTOBER 31st, 1883.								TERM CLOSED APRIL 30th 1884.								TERM CLOSED OCTOBER 31st, 1884.							
	High School Departments in Villages, Towns and Cities.								High School Departments in Villages, Towns and Cities.								High School Departments in Villages, Towns and Cities.							
	MODERN COURSE (68)				CLASSICAL COURSE (64)				MODERN COURSE (68)				CLASSICAL COURSE (64)				MODERN COURSE (68)				CLASSICAL COURSE (64)			
	STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.	
IX	X	XI		IX	X	XI	XII	IX	X	XI		IX	X	XI	XII	IX	X	XI		IX	X	XI	XII	
Albert,	1																							
Carleton,	31																							
Charlotte,	2	2		7	17																			
Gloucester,	8					2																		
Kent,	7	5																						
King's,																								
Northumberland,	13	4	5	13	4	5		13	3	3	13	3	3			9	14	2	9	14	2			
Queen's,																								
Restigouche,	1							5								4								
Saint John,	15	6	6	32	29	24		19		5	24	26	15			14			3	40	29	24	8	
Sunbury,																								
Victoria,																								
Westmoreland,	9	3	2					6	4							9	2							
York,	12	9	5	36	32	19	19	14	22	8	5	31	15	14		15	21			5	20	18	11	
New Brunswick,	99	29	18	91	87	50	19	64	35	18	60	69	35	14		65	33	26		61	78	46	19	
Cor. Terms,	107	20	6	127	60	56	15	45	20	6	103	27	38	14		99	29	18		91	87	50	19	
Increase,		9	12		27		4	19	15	12		42					4	8						
Decrease,	8			36		6					43					34				30		9	4	

Some of the Schools not reported in the above Courses taught the Classics, but under Standards VII and VIII.
 * No Grammar School in operation this Term.

TABLE XIII. PROVINCIAL NORMAL SCHOOL: FOR THE YEAR ENDED JUNE, 1884.

[The Pupils of the Model Department are included in the number of Pupils reported in previous Tables.]

NORMAL DEPARTMENT.	*FRENCH PREPARATORY DEPARTMENT.				MODEL DEPARTMENT.			SPECIAL PROVINCIAL GRANTS TO DEC. 31ST, 1884.	
	STUDENTS IN ATTENDANCE.				PUPILS.			ON ACCOUNT OF SALARIES.	
	Males.	Females.	Males.	Females.	Total.	Boys.	Girls.	Total.	AMOUNT.
Winter Term, 1884,	.....	.....	.....	.....	.....	74	144	188	Eldon Mullin, A. B.,..... \$1200 00
Annual Session, } closed June, '84, }	31	183	3	11	228	.....	.....	.....	H. C. Creed, A. M.,..... 1000 00
Summer Term, 1884,	.....	.....	.....	.....	.....	78	124	202	Mary E. Gregory,..... 500 00
For the Year,.....	31	183	3	11	228	.....	.....	.....	M. Alice Clark,..... 400 00
Cor. Session July, '83,	32	137	7	15	191	.....	.....	.....	Alphe Bellevue,..... 533 34
Increase,.....	.....	46	.....	.....	37	.....	.....	.....	E. Cadwallader, A. B.,..... 200 00
Decrease,.....	1	.....	4	4	.....	.....	.....	.....	Geo. E. Croseup, A. B.,..... 75 00
									John F. Rogers,..... 32 83
									Eusebia A. Minard,..... 140 00
									Jennie Lyle,..... 165 00
									Julia R. Bateman,..... 15 00
									Ellen McLeod,..... 130 00
									\$4391 17

NOTE.—Total number of Students who received Professional Classification at the Normal School Department proper, from April, 1872, to June, 1884, has been as follows:—Males, 631; Females, 1746; Total, 2377. From the first of November, 1880, the Sessions of the Normal School have been annual.
*The French Preparatory Department was opened November, 1878. The total attendance on this Department to July, 1882, has been 113.

TABLE XV. PUBLIC SCHOOLS: LIBRARIES.

DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED 31ST OCTOBER, 1884.

LOCALITY.			PARTICULARS.	VALUE.			Number of Volumes.
COUNTY.	PARISH.	DISTRICT.		LOCAL.	PROVINCIAL.	TOTAL.	
Kent,	Wellington,	No. 7	October 18th, 1884,	\$39 65	\$20 00	\$59 65	52
Westmoreland,	Salisbury,	No. 1	April 24th, 1884,	6 56	3 28	9 84	13
				\$46 21	\$23 28	\$69 49	65

TABLE XVI.—PUBLIC SCHOOLS.

Travelling Expenses paid to Student-Teachers attending the Normal School during the Session ended June, 1884.

(Allowance of Mileage, 5 cents a mile.)

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
1	E. M. Brundage,	King's,	\$6 00
2	C. F. Flemming,	Queen's,	8 30
3	E. W. Lewis,	Westmoreland,	15 50
4	A. E. Pearson,	King's,	10 50
5	F. W. Richardson,	Westmoreland,	18 60
6	W. A. Somerville,	King's,	11 30
7	G. W. Upton,	Sunbury,	2 50
8	Eleanor M. Aitken,	St. John,	6 80
9	Maggie Harper,	Westmoreland,	17 50
10	A. R. Tingley,	St. John,	6 80
11	Laura J. Doherty,	Restigouche,	24 00
12	Annie L. Richardson,	St. Andrews,	10 40
13	G. N. Pearson,	King's,	10 50
14	D. W. Ross,	Carleton,	7 00
15	Fenwick C. Wright,	Queen's,	9 00
16	Jennie E. Glendenning,	Kent,	23 00
17	Jean N. McKenzie,	Do.	23 00
18	A. F. Parlee,	King's,	10 90
19	Katie A. Carleton,	St. John,	6 80
20	M. E. Carter,	Carleton,	6 50
21	L. F. Chase,	Queen's,	3 50
22	Jeanettie A. Chestnut,	St. John,	6 80
23	Annie J. Clancy,	Northumberland,	23 60
24	Isabella T. Clancy,	Do.	23 60
25	Evelyn Cline,	St. John,	6 80
26	Minnie W. Coates,	King's,	14 40
27	L. M. Colpitts,	Carleton,	6 90
28	S. O. Colpitts,	Albert,	17 00
29	M. A. Copp,	Westmoreland,	22 40
30	M. J. Copp,	Do.	22 40
31	M. M. Copp,	Do.	20 00
32	E. V. Corbett,	Queen's,	6 10
33	M. A. Coughlan,	Northumberland,	24 00
34	A. Coy,	Queen's,	3 50
35	L. M. Coy,	Do.	3 50
36	Alice H. Cronkhite,	York,	4 20
37	W. F. Wells,	Westmoreland,	19 50
38	J. B. Black,	Queen's,	15 50
39	R. L. Black,	Do.	6 00
40	P. J. Boudreau,	Westmoreland,	17 50
41	James P. Boyle,	King's,	10 80
42	W. M. Burns,	Westmoreland,	23 00
43	E. P. Calder,	Charlotte,	11 50
		<i>Carried forward,</i>	\$547 40

TABLE XVI.—CONTINUED.

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$547 40
44	S. H. Davis,	King's,	11 80
45	H. Greenlaw,	Charlotte,	10 40
46	John Hebert,	Westmoreland,	19 10
47	F. B. Hovey,	Carleton,	6 50
48	R. L. Johnston,	Westmoreland,	23 00
49	W. D. Keith,	King's,	14 40
50	Samuel Miller,	Carleton,	7 00
51	Harry Palmer,	Queen's,	5 00
52	C. W. Porter,	King's,	6 50
53	Chas. D. Strong,	Queen's,	8 00
54	Hilbert Tingley,	Westmoreland,	19 60
55	M. Alexander,	Gloucester,	24 00
56	Kate Armstrong,	St. John,	6 80
57	M. A. Babineau,	Kent,	20 00
58	S. M. Barbour,	Albert,	20 20
59	M. Barden,	Northumberland,	24 00
60	Miss Beckwith,	Madawaska,	18 00
61	G. M. M. Belyea,	Carleton,	6 60
62	F. M. Bird,	York,	1 50
63	B. M. Black,	Carleton,	6 50
64	A. M. Boyd,	Queen's,	9 50
65	C. L. Bridges,	Sunbury,	2 00
66	C. M. Brockway,	York,	6 50
67	Annie C. Brophy,	Northumberland,	24 00
68	K. A. Burpee,	Sunbury,	2 00
69	M. A. Burpee,	Carleton,	7 50
70	A. L. Buttimer,	Gloucester,	24 00
71	E. Cairnes,	St. John,	6 80
72	F. J. Darling,	King's,	8 80
73	J. Day,	Sunbury,	2 00
74	J. Dempsey,	Gloucester,	24 00
75	B. Dixon,	King's,	8 80
76	M. R. Douglas,	York,	2 50
77	Bessie Howard,	Charlotte,	10 40
78	Lillian Dow,	York,	5 00
79	E. Dumphey,	Do.	0 80
80	E. Maud Enslow,	St. John,	6 80
81	E. Estabrooks,	Westmoreland,	19 50
82	J. E. Estabrooks,	Carleton,	7 00
83	L. Estabrooks,	Do.	7 00
84	E. Evans,	York,	1 10
85	C. Everett,	Do.	1 00
86	R. J. Foley,	King's,	10 90
87	C. A. Forbes,	Do.	10 80
88	P. Ford,	Kent,	20 20
89	M. Gallivan,	St. John,	6 80
90	B. M. Good,	Carleton,	6 90
		<i>Carried forward,</i>	\$1048 90

TABLE XVI.—CONTINUED.

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$1048 90
91	E. C. Goodwin,	Westmoreland,	20 30
92	H. Gray,	Carleton,	7 50
93	L. Gray,	Do.	7 50
94	A. E. Haggarty,	King's,	11 50
95	M. E. Haggarty,	Do.	11 50
96	C. B. Harper,	York,	2 00
97	Teresa J. Hannington,	King's,	12 00
98	A. L. Hartt,	Charlotte,	12 50
99	E. B. Hartley,	York,	4 30
100	Ida Haviland,	Northumberland,	24 00
101	Laura M. Hayter.	King's,	8 80
102	M. E. Holmes,	Do.	11 80
103	J. S. Hornibrook,	Gloucester,	24 00
104	E. Hughes,	Charlotte,	9 70
105	A. Jones,	Carleton,	6 50
106	R. F. Jones,	St. John,	6 80
107	E. Johnson,	Westmoreland,	17 30
108	A. M. Kay,	Do.	13 40
109	A. A. Kierstead,	King's,	11 10
110	G. S. Keith,	Do.	14 50
111	A. Kelly,	York,	1 80
112	M. J. Kerr,	Do.	3 20
114	Helena M. Lambert,	Charlotte,	12 50
115	Annie L. Lavery,	Carleton,	7 70
118	A. D. Main,	Kent,	22 00
120	A. E. McAnespy,	King's,	13 10
122	J. McDonald,	Northumberland,	24 00
123	J. C. McDougald,	Kent,	21 50
124	Sarah F. McEachern,	Northumberland,	24 00
126	A. G. McIntosh,	Do.	24 00
127	L. G. Fawcett,	Westmoreland,	15 80
128	Clara McKee,	Kent,	22 00
129	Helen J. McKeen,	Carleton,	3 25
130	Sarah McKinnon,	York,	2 30
131	Beatrice McLean,	Sunbury,	1 80
134	Alice Mersereau,	Do.	2 20
135	Maggie Mersereau,	Do.	3 50
136	Gertrude Mills,	St. John,	6 80
137	Maggie Moore,	York,	1 80
138	Blanche Moore,	Westmorland,	14 10
139	S. D. Morrison,	Northumberland,	24 00
140	E. Morton,	Kent,	20 20
141	M. Murphy,	Albert,	19 10
143	Minnie R. Nicholson,	York,	2 50
144	A. Niles,	Carleton,	5 80
145	M. E. O'Brien,	Westmoreland,	21 00
		<i>Carried forward,</i>	\$1605 85

TABLE XVI.—CONTINUED.

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$1605 85
146	S. M. O'Brien,	Charlotte,	12 50
147	H. E. Olive,	St. John,	6 80
148	E. M. Orchard,	Do.	6 80
149	A. J. Owens,	Carleton,	8 70
150	L. A. Parkin,	Westmoreland,	14 10
151	A. K. Peat,	Charlotte,	10 50
152	K. E. Peterson,	Northumberland,	24 00
153	Annie M. Prescott,	Charlotte,	10 00
154	O. C. Price,	King's,	14 20
155	C. L. Price,	Do.	14 30
156	E. M. Price,	Do.	14 30
157	M. A. Pride,	Restigouche,	24 00
158	E. J. Puddington,	St. John,	6 80
159	N. E. Purdy,	Queen's,	3 50
160	L. A. Pye,	Charlotte,	10 90
161	C. A. Raymond,	King's,	11 10
162	A. L. Richardson,	Charlotte,	10 40
163	M. A. Roberts,	Kent,	20 00
164	B. E. Robertson,	King's,	9 40
165	D. Ross,	Carleton,	7 00
166	Alice Rowan,	St. John,	6 80
167	A. J. Scott,	York,	3 00
168	E. L. Simpson,	King's,	11 70
169	M. J. Smith,	Sunbury,	3 70
170	M. A. Smyth,	Gloucester,	24 00
171	Annie Stapleton,	Northumberland,	24 00
172	A. J. Taylor,	Charlotte,	6 50
173	H. A. Taylor,	Do.	6 50
174	A. C. Teakles,	Westmoreland,	19 50
175	A. Tracy,	Carleton,	8 70
176	E. L. Turner,	Westmoreland,	21 10
177	N. E. Tweedy,	King's,	8 70
178	S. J. Underhill,	Carleton,	7 00
179	B. H. Upton,	Sunbury,	2 50
180	E. S. Vanwart	St. John,	6 80
181	Nellie Walsh,	Northumberland,	24 00
182	F. E. Walters,	St. John,	7 50
183	S. K. Wathen,	Kent,	22 00
184	M. L. Welling,	Westmoreland,	17 50
185	A. C. West,	Do.	17 50
186	L. M. Wetmore,	King's,	8 10
187	A. A. Wilson,	Charlotte,	12 50
188	F. J. Wiseman,	Gloucester,	24 00
189	Leah J. Young,	York,	1 60
190	Miss Murray,	Do.	1 00
191	Florence M. Kilkelly,	Gloucester,	24 00
		<i>Carried forward,</i>	\$2165 35

TABLE XVI.—CONTINUED.

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$2165 35
192	Kate R. Hall,	St. John,	6 80
193	Fanny Henderson,	Do.	6 80
194	Lizzie M. Upton,	Sunbury,	2 50
		Govt. Warrant, No. 399,....	\$2181 45
1	Elizabeth Albert,	Gloucester,	\$24 00
2	Ursula Godin,	Do.	24 00
3	Louise Dufour,	Do.	24 00
4	Audié Boudreau,	Do.	24 00
5	Salome Legère,	Westmoreland,	16 00
6	Emelie LeBlanc,	Do.	17 90
7	Narcisse J. Boudreau,	Do.	17 00
8	Elizabeth Bourgeois,	Do.	16 20
9	Eugene Nadeau,	Madawaska,	18 60
		Gov. Warrant, No. 59,.....	\$181 70
1	Basil G. Paulin,	Gloucester,	\$24 00
2	Philomene B. Gaudet,	Westmoreland,	18 50
3	Rosalie B. Gaudet,	Do.	18 00
4	Jeannie D. Gaudet,	Do.	17 80
5	Thomas O. LeBlanc,	Do.	17 90
6	Cath. D. Gaudet,	Do.	17 80
		Govt. Warrant, No. 257,....	\$114 00
		Total of all Warrants for Session closed June 1884,....	\$2477 15

RECAPITULATION.

Provided as follows :

Warrant No. 399 of 1884,.....	\$2181 45	
“ No. 59 of 1884,.....	181 70	
“ No. 257 of 1884,.....	114 00	
	<u>\$2477 15</u>	\$2477 15
Corresponding Table, 1883,.....		2238 15
Increase,.....		<u>\$239 00</u>

TABLE XVII.—PUBLIC SCHOOLS: YEAR ENDED DECEMBER 31st, 1884.

STATEMENT OF CHIEF SUPERINTENDENT'S PROVINCIAL DRAFTS TO TEACHERS,
AND OF COUNTY FUND DRAFTS TO TRUSTEES.

(Summarized in Tables IX and X.)

MEMORANDUM.	Provincial Drafts to Teachers.	County Fund Drafts to Trustees.
Part One.—For Term ended 30th April, 1884.		
References—Warrants Nos. 415, 416, 36, 37, 72.....	\$66,930 40	
Amount County Fund for Term ended April 30th, '84.		\$47,288 78
<hr/>		
Part Two.—For Term ended October 31st, 1884.		
References—1063, 1064, 1065, 996,.....	83,408 43	
Amount County Fund for Term ended October, 1884,		47,280 65
<hr/>		
<i>Memo: Add—</i>		
Amount to Grammar School, King's County, not embraced in the above named Warrants,.....	400 00	
	\$150,738 83	
<i>Memo: Deduct—</i>		
Refunded on Warrant No. 416,.....\$ 10 00		
“ “ “ “ 1063,..... 4 31		
“ “ “ “ 1064,.....132 07		
<hr/>		
\$146 38	146 38	
<hr/>		
Total,.....	\$150,592 45	\$94,569 43.

TABLE XVIII.—SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE.
FOR THE YEAR ENDED THE 31ST OCTOBER, 1884.

Schools—		
Common, Table IX,.....	\$138,620 60	
Superior Allowance for 1884,.....	7,000 00	
Grammar Schools,.....	4,571 85	
	<hr/>	\$150,192 45
Normal School—		
Salaries, Table XIII,.....	\$4,391 17	
Extra Service,.....	150 00	
	<hr/>	4,541 17
Travelling Allowance to Student-Teachers, paid in 1884,.....		2,477 15.
Inspection—		
Inspectors' call to Fredericton, Dec. '83, \$96 53		
“ “ “ Nov. '84, 93 00		
	<hr/>	\$ 189 53
8 Inspectors, viz. 6 full time and 2 at $\frac{1}{2}$ do....	9,200 00	
	<hr/>	9,389 53.
For Examination of Candidates for Teachers' License, including Examiners and Deputies, viz. of—		
225 Candidates for June, 1844,.....	\$338 60	
174 “ “ December, 1884,.....	233 30	
	<hr/>	571 90.
Travelling Allowance—		
Chief Superintendent, Education, for 1884,...		400 00.
Extra Clerical Service—		
Paid in 1884, including, one Term of 1883,....		539 50.
For Printing, Stationery, Letter Books, Blanks, an Edition 5000 Manuals, Job Printing, Bind- ing, Registers, Assessment Blanks, Inspec- tors' Books and Blanks, School Drafts,...		1,156 39.
To American Western Express, to January 5th, 1885, chiefly carriage and delivery of parcels to Inspectors,.....		\$35 10
“ Freight, Box Stationary from Montreal,.....	1 71	
	<hr/>	36 81
School District Libraries—		
Bonuses paid 1884, paid to Warrant 10,.....		23 28
Salaries, viz :—		
Chief Superintendent,.....	\$1,600 00	
Assistant do.	1,200 00	
Clerk,.....	500 00	
	<hr/>	3,300 00
To Janitor, Mrs. J. C. O'Brien, for year, to 31st October, 1884,.....		60 00
		<hr/>
		<u>\$172,688 18</u>

EDUCATION OFFICE, }
January, 1885. }

PART III.

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APPENDICES.

APPENDIX A.

Report of Principal of Normal School.—E. MULLIN, A. M.

I beg herewith to transmit the usual Report on the Provincial Normal School, for the Annual Session of 1883-4.

As you are aware, I took charge of the Normal School, as Principal, after the work of the Session had been in progress nearly a month, so that the enrolment below exhibited, except in the case of the Student-Teachers of the Senior Class, anti-dates my official connection with that institution.

NORMAL DEPARTMENT.

STUDENT-TEACHERS ENROLLED.

	Males.		Females.		Both Sexes.
Full Session,.....	28	.....	178	.....	206
Short Session,.....	3	.....	5	.....	8
	31		183		214

The different Counties of the Province were represented in the enrolment respectively as follows, viz:

Albert,.....	3	Queen's,.....	12
Carleton,.....	21	Restigouche,.....	2
Charlotte,.....	13	St. John,.....	20
Gloucester,.....	7	Sunbury,.....	10
Kent,.....	11	Victoria,.....	1
King's,.....	30	Westmoreland,.....	22
Madawaska,.....	0	York,.....	48
Northumberland,.....	14		

The various Religious Denominations, in alphabetical order, were represented as follows, viz:

Baptists,.....	46	Methodists,.....	42
Congregationalists,.....	3	Presbyterians,.....	31
Episcopalians,.....	35	Roman Catholics,.....	25
Free Baptists,.....	27	Other Denominations,.....	5

Of this total enrolment of 214 Student-Teachers (considerably the largest in the history of the Normal School), 141 had never taught, 8 had taught less than one Term, 23 had taught one Term and less than one year, 12 had taught one year, and 30 had taught more than one year. Of those who had previous experience in teaching, a very large majority acquired their experience while holding Local Licenses, and their practical acquaintance with teaching enabled them to profit very fully by the instruction of the session. Ten Student-Teachers had attended previously, and nine already held Provincial Licenses.

The Session opened on November 1st, 1883, and closed early in June, 1884, having been shortened in view of the change of Terms ordered by the Board of Education. The Session had previously closed in the latter part of July in each year. The short

Session, for Teachers holding Licenses of Class II, and desirous of advance of class, opened on April 1st, 1884, the usual date of its opening, May 1st, being anticipated by one month, in order to preserve as far as possible, the relative lengths of the Sessions under the changed conditions. The comparative smallness of the Senior Class of the present year, as compared with that on the past year, is probably accounted for in this fact, only those teachers who were unemployed, or those who could, without difficulty, be relieved of their contracts, if employed, being in a position to avail themselves of the short Session.

At the close of the Session the *Professional Standing* of the Student-Teachers was reported as follows :

Superior.	Good.	Fair.	Not Classed.
0	14	195	5

Of the five Students not classed, four belonged to the Junior Division, and one to the Senior. Illness prevented their further attendance early in the respective Sessions.

The closing days of the Session were saddened for both Instructors and Students, by the illness and death of one of the latter ; Miss Ella M. Price, of Havelock, King's Co., a young lady who had, while a Student, by her unassuming demeanor, and her diligent performance of duty, gained the respect of her fellow Students and the approbation of the Faculty of Instructors. As far as time permitted, the usual Course of Instruction was followed.

In addition to the Instruction in the Theory and Practice of Teaching and School Management, I directed that in the English Language and Literature, (except composition), and in General History.

Mr. H. C. Creed, A. M., took the Mathematical and Allied Subjects, including Algebra and Geometry, Natural Philosophy, Industrial and Map Drawing, together with Chemistry, Agriculture and Writing.

Miss M. E. Gregory taught Arithmetic and Book-keeping, Physiology and Hygiene, British and Canadian History, Domestic Economy and Geography.

Miss M. A. Clark gave instruction in Reading, Vocal and Physical Culture, and Composition.

Mr. Geo. E. Croscup, A. B., of the Model School, gave lessons in minerals, and on plant and animal life.

Mr. Edward Cadwallader, A. B., directed the Instruction in Music.

No Instruction was given in Latin or Greek, though the students of the Senior Class may, if they wish it, receive such instruction, and I think it very desirable that all our First Class Teachers should be qualified to give instruction in the elements of these languages.

I beg to report a continuance, during the past year, of the general good conduct on the part of the students, to which reference has been repeatedly made in previous Reports.

Early in the Session I had the honor to receive, from His Excellency the Marquis of Lansdowne, Governor-General, through his Secretary, an official communication, intimating His Excellency's intention to continue the offer of the medals, granted to the Normal and Model Schools by his predecessors. When the conditions of award, on which these medals have been hitherto adjudged were explained, through the proper channel, to His Excellency, he was pleased to signify his assent to them, and the medals were duly awarded as follows :—

NORMAL DEPARTMENT,	(Senior Division),	GEO. N. PEARSON,	King's Co.
“	“	(Junior Division),	HELEN S. BLISS, Fredericton.
MODEL	“	Grade VIII,	LILY NICOLSON, “

The two former are Silver Medals, and are awarded to the Student-Teachers making the *Highest Professional Standing* in the Senior and Junior Divisions respectively, for the Session. The latter is a Bronze Medal, given to the pupil, in the Principal's Department of the Model School, who makes the *Highest School Standing* for the year.

FRENCH PREPARATORY DEPARTMENT.

Enrolment for the Session.

Term beginning November, 1883,.....	9
“ “ February, 1884,.....	6
Total,.....	15

Of the nine Students in attendance during the First Term, eight were certified as being prepared to enter the Normal Department, and received the usual Licenses. The Student not certified attended the following Term, and with all the others in attendance during the Second Term, was certified as being prepared to enter the Normal Department, and received License.

The French Preparatory Department was abolished by order of the Board of Education, after May 1st, 1884, and the Instructor in charge, Mr. A. Belliveau, transferred to the Staff of the Normal Department, where he did good service for the balance of the Session, in giving drill in Arithmetic and Geography to such Students as needed it.

MODEL DEPARTMENT.

The first eight Standards of the Course of Instruction, for Primary and Advanced Schools, are taught in this Department.

The enrolment for the past year was about 200 pupils, distributed among four Departments, each including two Grades.

All these Departments have been efficiently conducted during the year. Mr. Geo. E. Croscup, A. B., resigned his position as Principal, immediately before the summer vacation, and was succeeded by Mr. John F. Rogers, who took charge after the vacation.

Mr. Croscup earned an excellent reputation in his connection with the Normal and Model Departments.

The other Teachers in the Model Department are Miss Eusebia A. Minard, Miss Jennie Lyle, and Miss Helen J. McLeod. They possess, in a very high degree, the qualifications essential to the proper discharge of their important duties.

I beg to acknowledge the receipt of the following additions to the collection of native plants in the Herbarium attached to the Museum of the Normal School:—

Viburnum pauciflorum, } John Moser, Esq., A. M.
Aster prenanthoides, }

Mr. Moser devoted considerable time, during his vacation to arranging and labeling the specimens of plants previously collected by him. And this gratuitous work, though a labor of love to him, deserves mention.

In conclusion, I beg to say that my labors in my position have been greatly encouraged, and my responsibilities materially lightened, during my first year's principalship, by the sympathy and support of the Teachers associated with me, both in the Normal and Model Departments, and I gladly embrace this opportunity to express my high appreciation of their very valuable services.

APPENDIX B.

INSPECTORS' REPORTS.

INSPECTOR COX.—District No. 1.

I have the honour to submit my Fifth Annual Report on the state of the Schools of Inspectoral District No. 1, including the Counties of Restigouche, Northumberland, and the Parish of Beresford in the County of Gloucester.

During the year, 160 schools and departments were open, as compared with 161 of the previous year. Their average enrolment, too, was about the same as during '82-3, but the average attendance was somewhat less.

The Ungraded Schools visited in the Winter Term, had, at the time of inspection, an average enrolment of 37, showing an average attendance of 18, with 22 present on days of my visits. The Graded Schools had, in the same term, an average enrolment of 49, with an average attendance of 34, and 37 present days of inspection. During the Summer Term the Ungraded Schools inspected had an enrolment of 34 with an average attendance of 21 and 23 present on the occasion of my visits. It will be understood, however, that these figures do not represent the correct averages for the *whole* term, as many schools were visited early in the term and before their total enrolment had been reached. Through the kindness, however, of the teachers of Ungraded Schools, to whom I addressed circulars about the close of the Summer Term, I am able to speak more definitely than heretofore on the subject of regularity of attendance.

Large enrolments are encouraging, for they show that very many of the youth of the country are receiving *some* education; but the average time such children attend, will determine the *quality* and *amount* of the education.

A glance at the following figures will enable us to comprehend the waste of school-going age taking place. Taking the total enrolments at the end of each month the percentage of attendance was as follows:—

Nov.	Dec.	Jan.	Feb.	Mar.	April.
69%	62%	56%	59%	59%	56%
May.	June.	July.	Aug.	Sept.	Oct.
65%	64%	62%	49%	55%	44%

As not a few Ungraded Schools begin the Winter Term with a small enrolment, which increases more or less regularly for five months, it will not be a matter of surprise to find that the average attendance for the whole term was but 55 per cent. of the total enrolment. The average for the whole Summer Term was but 53 per cent. These low averages attest the loss of nearly one-half the children's time *after they become pupils*; but, since a large number do not enter school until they are seven, eight and nine years of age, as shown further on, the waste of school life is even greater. Such attendance is exceedingly hurtful to the child. It not only represents a positive loss for the time being, but irregularity of this character unnerves the child's intellect, and makes subsequent progress slow. Indeed one must be a practical teacher and read between lines to estimate the extent and character of the mischief being done. Let us make an illustration. Suppose a school with an enrolment of forty; forty years of the collective school life of the children glide away forever during that year, yet twenty years of such are practically thrown away. What a desert of dwarfed intelligence, blighted faculties and wasted possibilities of future worth does this alarming loss of child life suggest.

That much of the evil would yield to clear ideas of parental duty is certain, but that a large amount of it springs from causes which the family cannot remove is equally true; for climate, roads, distance of school-houses from those affected, and limited means of many families are fruitful sources of this irregularity.

Teachers.—The teaching staff of my District was as follows:—

	1st Class.	2nd Class.	3rd Class.
Males,	9	12	12
Females,	16	55	75

About one half the staff was composed of third class teachers, about fifty of whom were local licensees. The employment of so many of the latter is certainly a source of weakness to the schools, but it cannot be avoided. When so many have to be selected and qualified, it becomes one of the most vital questions with which an Inspector has to deal, and absorbs much of his time, for he must not only call a number of them together from time to time and examine them both orally and in the written form, but must also spend more or less time in giving them instruction on the simple principles of teaching and the course of instruction. Herein is to be found a large and, to a certain extent, unrecognized amount of the most delicate and important work of an Inspector, who, in the presence of this evil, seeks to elevate the character of the schools affected. He cannot but feel deeply concerned, when he reflects that nearly one third of the rising generation of his District are being handed to the care and instruction of these inexperienced and untrained teachers, and that in respect to the gravest and most momentous matter of their lives. He must be alive to the necessity of choosing the very best material his field will afford; and in doing this, must be prepared to resist the solicitations and pressure of those, who are ignorant or careless of the sacred character of the interests at stake, or who are blinded by selfishness or arrogance; especially when such, if yielded to, would be prejudicial to the welfare of the young.

Moreover, the employment of so many third class and especially local licensed teachers enlarged his field of duties with respect to the actual work of inspection, for he must, to mitigate the evil, impart as much information as possible of a practical character during his visits.

Although there is no apparent change in the teaching staff as compared with that of last year, I am pleased to report an improvement in the quality of the work. Of the schools eligible for classification, 60 per cent. were ranked first, 24 per cent. second, and 11 per cent. third; while 5 per cent. failed to classify. Considering the *personnel* of the staff, this is certainly an honorable record.

For some time, I have felt that our school statistics were defective in that they did not show what *amount of education* children attending the public schools had at *certain ages*. At the beginning of the year and with this object in view, I proposed framing a graded series of questions on all essential subjects of a public school education, and submitting them to the pupils of certain ages on the occasions of the Inspectoral examinations. In this way, I would find the relation their education bore to what we might reasonably expect it to be when compared with their ages. I soon found it impracticable, for the extra time could not be given. As the next best step, I took the *age* of every pupil examined, and noted it in connection with the grade, or portion of the grade, in which he was working. The following are the summaries:—

UNGRADED SCHOOLS.—WINTER TERM, 1883-4.

Standard.

I.	Children from 5 to 6 years, inclusive,	30 per cent.	} Average age, 7 yrs. 10 mos.
"	" " 7 to 8 " "	32 "	
"	" " 9 to 12 " "	38 "	
II.	" " 6 to 7 " "	19 "	} Average age, 9 yrs. 6 mos.
"	" " 8 to 9 " "	34 "	
"	" " 10 to 14 " "	47 "	

Standard.

III.	Children from	8 to 9	years, inclusive,	25	per cent.	} Average age, 10 yrs. 10 mos.
"	"	" 10 to 11	"	"	40	"	
"	"	" 12 to 16	"	"	35	"	
IV.	"	" 10 to 11	"	"	25	"	} Average age, 13 yrs.
"	"	" 12 to 13	"	"	36	"	
"	"	" 14 to 20	"	"	39	"	

Proportion of Pupils in different Standards:—I. 100; II. 314; III. 275; IV. 200.

UNGRADED SCHOOLS.—SUMMER TERM, 1884.

Standard.

I.	Children from	5 to 6	years, inclusive,	44	per cent.	} Average age, 7 yrs. 2 mos.
"	"	" 7 to 8	"	"	32	"	
"	"	" 9 to 12	"	"	24	"	
II.	"	" 6 to 7	"	"	19	"	} Average age, 9 yrs. 2 mos.
"	"	" 8 to 9	"	"	41	"	
"	"	" 10 to 14	"	"	40	"	
III.	"	" 8 to 9	"	"	21	"	} Average age, 10 yrs. 5 mos.
"	"	" 10 to 11	"	"	42	"	
"	"	" 12 to 16	"	"	37	"	
IV.	"	" 10 to 11	"	"	25	"	} Average age, 12 yrs. 10 mos.
"	"	" 12 to 13	"	"	44	"	
"	"	" 14 to 20	"	"	31	"	

Proportion of Pupils in different Standards:—I. 100; II. 118; III. 73; IV. 38.

All the pupils classed in Standard I, the primer class, had not completed it; some had just entered upon its study, others had made a few months progress, yet the average age, seven years and ten months in the Winter, and seven years and two months in the Summer term, is very high. On the supposition a child begins to attend school at five years of age, two and a half or three years are spent in acquiring one year's work. But, as a general rule, enrolment takes place at six or seven rather than at five; still it must be borne in mind that many do enter at five, and it should be remembered, too, that pupils make but poor progress in this Standard. Irregular attendance, and non-attendance during the Winter Term, accounts for much, but a large amount of it is due, as I remarked in my last Report, to many teachers not fully understanding the "Look and Say" method. Confusion and wandering too often take the place of clearness and directness of teaching.

A glance at the above table shows too that a large percentage of the pupils of this Standard were over eight years of age, indeed nearly a third of the whole number were between nine and twelve inclusive. Is this fact not worthy of the most serious reflection? Does it not appeal in mute but touching language to the feelings and hearts of all friends of the young.

Nor is this all. The loss is greater in the case of these unfortunates than it seems at first sight, for enrolment at these ages generally means irregular subsequent attendance, and a short, fitful, and to all practical purposes, profitless school life.

During the Winter Term nearly one half, and in the Summer Term 40 per cent. of the children studying any part of Standard II, were between the ages of 10 and 14 inclusive. This tells the same alarming tale of the loss of school life. Under favourable circumstances, this Standard could be completed at seven or eight. The relative ages in the other Standards are also very high.

In order that a comparison may be made, on this basis, between the schools in towns and villages and those of the country, I append the following tables bearing on this feature of Graded Schools. With one or two exceptions, all the Graded Schools of my District were visited during the Winter Term.

Standard.						
I.	Children from	5 to 6	years, inclusive,	.....	30	per cent. } Average age,
"	"	7 to 8	"	"	49	"
"	"	9 to 12	"	"	21	" } 7 yrs. 4 mos.
II.	"	6 to 7	"	"	22	" } Average age,
"	"	8 to 9	"	"	42	"
"	"	10 to 14	"	"	36	" } 8 yrs. 11 mos.
III.	"	7 to 8	"	"	21	" } Average age,
"	"	9 to 10	"	"	42	"
"	"	11 to 15	"	"	37	" } 10 yrs.
IV.	"	8 to 9	"	"	21	" } Average age,
"	"	10 to 11	"	"	37	"
"	"	12 to 16	"	"	42	" } 11 yrs. 2 mos.
V.	"	9 to 10	"	"	16	" } Average age,
"	"	11 to 12	"	"	48	"
"	"	13 to 16	"	"	36	" } 12 yrs.
VI.	"	10 to 11	"	"	25	" } Average age,
"	"	12 to 13	"	"	48	"
"	"	14 to 17	"	"	27	" } 12 yrs. 8 mos.
VII.	"	11 to 12	"	"	14	" } Average age,
"	"	13 to 14	"	"	55	"
"	"	15 to 18	"	"	31	" } 13 yrs. 11 mos.
VIII.	"	12 to 13	"	"	15	" } Average age,
"	"	14 to 15	"	"	54	"
"	"	16 to 19	"	"	31	" } 15 yrs.

In these schools, it will be noticed, there are more children whose education bears a favourable ratio to their ages; still here, too, we see the same evidences of neglect or misfortune as confronted us in the Ungraded Schools. Observe the large number of children in the primer class whose ages range from 8 to 12. They make nearly one half the total number in this grade. In standard II, where instruction is confined to reading in Royal Reader No. 1, and addition, subtraction, multiplication and division up to 100, over one half the pupils range from 9 to 14 years inclusive. This standard could be finished at seven or eight. Grade III and succeeding ones show the same alarming loss of precious school age. This, in the premises, is hard to be accounted for, since the departments are easily accessible, to even the youngest pupils during the Winter Term, and, unlike many country schools, are always in operation. But other forces are active. Towns are pre-eminently the homes of certain classes whose conceptions of family and parental duties are very vague, showing little regard for the moral and intellectual education of their children. The street becomes their schools, where the little ones' natures are hardened and corrupted, and habits formed, which render subsequent efforts in their behalf almost futile. They drift into, and out of, the schools at pleasure, swelling enrolments and increasing the irregularity of attendance, thus lowering, ostensibly, at least, the character of these departments.

We are forced to conclude, then, that the best is not being made of the seven or eight years during which the majority of children in town and country are to receive their public school education. Is this chargeable to the system, teachers, and methods of instruction? The employment of so many untrained teachers, and defective teaching in standard I, alluded to above, can, in certain localities and to a very limited extent, be held responsible for some of the mischief, but the general character of the evil points to more general causes. The attendance of scores upon scores of these unfortunate children was traced through several successive registers and terms with the result of fastening the responsibility upon others than teachers and schools. The high average

age of admissions and marked irregularity of attendance of so many are, I conceive, the chief causes of the wide-spread mischief.

How then to enable the school to reach the clay in its more plastic form, and mould it to the fairest proportions before it grows rigid, and unyielding to educative influences, is a problem worthy of careful consideration. What remedy can be suggested? Many are far from country schools, and such schools are not unfrequently closed during the Winter Term. Can education, then, be brought nearer the average country child? Can country districts be better encouraged, and assisted to maintain schools permanently, without the burden pressing too heavily upon the limited resources of the people? Can Boards of Trustees be induced to collect information of this kind about their schools and pupils, and make frequent and earnest appeals to the people to stay the evil and do a measure of justice to the young? Here is a field for the high-minded public spirited friends of the unfortunate and neglected, to dissipate the gloom and darkness enveloping their young lives, and admit them to the fair light of educative influences and cultured surroundings, so that they may grow into healthy vessels of use and ornament.

NEW SCHOOLS AND HOUSES, GROUNDS, &c.

During the year schools were opened for the first time in Districts Nos. 8 Addington, 15 Rogersville, and 6½ Nelson. Seven school houses were also built, and increased attention given to refurnishing and repairing many others. Still much remains to be done. Only 25 per cent. of country schools have their grounds enclosed; about 50 per cent. of the houses have no blinds of any kind, and a large number is still provided with furniture of the style of last century, indescribable because of its extreme simplicity and total absence of attractive features.

It again becomes my duty to refer to the health conditions of many schools, and repeat, in substance, what I said a year ago about ventilation. It is surprising how little is the attention attached to this matter either in the construction of school houses, or active work of the school. Only six rooms in country districts are provided with ventilators proper, all the rest depend on windows and doors. About 40 per cent. of the latter have windows arranged so that the upper sashes can be lowered at pleasure, but the rest have nothing to indicate that the necessity of the constant admission of pure air into a room filled with living beings ever entered into the heads of those designing it. The amount of injury being done the minds and bodily health of the children by defective ventilation cannot be estimated, and the Board of Education should use its influence, in some effective manner, to bring about reform in this direction.

EDUCATION IN UNGRADED SCHOOLS.

Were he conscious of the amount of fine work being done in these schools, no man could doubt their increasing efficiency, or dispute the soundness of the general principles on which instruction is based. Every year furnishes additional evidence of improvement. Among much of the excellent work, reading occupies a prominent place. To say there has been an improvement in the teaching of this subject during the last five years but feebly expresses the character of the change. It has been more radical. Few are found now teaching children to recognize and utter the words of a sentence in any tone, from a uniform bray to a dismal funeral note, without regard to the sentence as a whole, or its meaning. No, reading as now taught in the majority of schools is thought reading, and care is taken to cultivate the voice to make it a proper medium for the correct and natural expression of the thought. The majority of teachers are alive to this, and the very gratifying results of their labour proved they were faithful to it in practice.

Writing is another strong point in these schools. Geography is well taught, and map-drawing is becoming more general, some exhibiting very fine work in this subject. Although, as stated in my last report, many children spell poorly, there was a slight improvement during the year just closed. Form and drawing were taught in more schools and with better results; children were, as usual, quite familiar with the chief fea-

tures of British History, but their knowledge of Canadian History was very limited indeed. More time was devoted to mental arithmetic than formerly and with fair success, junior classes were well instructed in elementary arithmetic, but advanced arithmetic is still in an unsatisfactory state. The experience of the year but serves to convince me of the correctness of the views I expressed on this subject in my last report, and the causes then assigned may be repeated; so I beg leave to direct your attention to the published and unpublished portions of that report, dealing with this subject.

Many teachers are beginning to take a leaf from their book of experience with reference to teaching English Grammar. They are learning by results to attach more importance to the elementary steps so well outlined in the Course of Instruction, and defer entrance to the study of the more difficult parts until the former are well understood by the pupils. This being the case, we can look hopefully forward to the near future when English Grammar will be as thoroughly taught, and firmly grounded in our schools as its importance demands.

Graded Schools.—The Town of Newcastle has ten graded departments all of which were in operation during the year. I am pleased to bear testimony to the excellent character of the work being done. With one or two exceptions, these schools are realizing the best expectations of a generous public who never fail to vote ample means for their support. In the High school, re-opened a year and a half ago, commendable progress was made. Teachers and trustees are attentive to their duties and desirous of making their schools second to none in the Province.

Douglastown also had all its departments open. The efficiency and usefulness of these schools are improving, teachers are devoted to their charge, but I regret to say the District still hesitates to improve the character of the furniture, which is rude and unserviceable.

It is with feelings of regret I am obliged to report that no steps looking to the amalgamation of the three districts into which the town of Chatham is unfortunately divided, have yet been taken. All, interested in the welfare of this town and the cause of public education, must deplore a partition which threw numerous artificial difficulties in the way of grading; gave a minimum of results for a maximum of expenditure; necessitated a cumbrous policy of administration; caused a spirit of sectionalism to spring up; imposed a heavy burden on one District, which is now obliged to support a Grammar School for the whole town; in fine so freighted with objectionable features of many kinds, that it is a matter of surprise the intelligence of the citizens or Board of Education has not remedied the mistake years ago.

In District No. 1, Chatham, which comprises the middle third of the town, there are five departments, which rank among the best schools of my district. The instruction given is very thorough, the teachers clever and enthusiastic, and supervision by principal and trustees effective. The Grammar School department is doing noble work.

The staff of this district met with a great loss last April, in the resignation of Miss Minnie Haviland. She was one of the ablest and most successful teachers of intermediate grades I ever met. All her work was stamped with thoroughness. Her teaching was full, clear, methodical and to the point; her knowledge of the mental peculiarities of her pupils, and power of simple, effective illustration, were remarkable. Possessing a keen sense and appreciation of the beautiful and perfect, she succeeded in communicating some of the spirit to her pupils, for the manual qualities of their work was of a high order. The moral tone, too, of her school kept pace with the intellectual. She inspired her pupils, not only with a love of work, but with a manly sense of the dignity of boyhood, with the ennobling character of duty well done and obedience freely and willingly rendered, as well as with the sacred nature of truth, justice and right. The parents and children of this district, and her associated teachers, will retain a vivid and grateful recollection of her six years' services among them, and wish her a long life of prosperity and happiness in her new sphere of usefulness.

District No. 8, Chatham, has four graded departments. Three of them are excellent schools, in charge of able, active and accomplished teachers, whose devotion to their duties is always reflected in the conduct, discipline and intellectual worth of their

schools. The High School, one of the latter, has no superior in my District. The Fourth Department, however, has never been a success. It is always overcrowded, and in that state, education is sure to suffer; yet some of the most thorough primary work it is my pleasure to examine, is done in this Department. There are, however, so many grades and classes, so many children of all ages, crowded together, that healthy general progress is impossible. In natural aptitude, ability and professional fitness, the teachers in charge are second to none, but the peculiar composition of the school, and the disadvantages under which they labour, destroy much of their usefulness. I am pleased to report better accommodation is on the eve of being provided.

At the time of my Inspectorial visit, in April, District No. 9, Chatham, had its four Departments open. With the exception of one, comprising Grades IV and V, the schools were not in a satisfactory state. The Primary Department, in charge of one teacher, had an enrolment of 121, and though the lady was eminently qualified for a Primary School, the work was too heavy. From time to time I have urged upon the Board of Trustees of this District, the necessity of opening another Primary Department; and, I am glad to report, my solicitations have borne fruit, for the Department, I learn, was opened during the Summer Term.

The three Departments in the town of Dalhousie were very efficiently conducted during the year, under the same staff of teachers, who are being more and more appreciated the longer their worth is experienced.

Campbellton has five Graded Departments, four of which are located in a well furnished and thoroughly equipped new school-house, furnished a year ago. Ample school accommodation of superior quality, and the services of teachers unsurpassed in the profession, are now free to every child in the town—another evidence of the many generous qualities of its citizens. All the schools were, when visited, in a flourishing condition.

Acadian Schools.—It is encouraging to find among the Acadians a general desire to keep their schools permanently in operation, and, were trained teachers to be had, these schools would soon dispute the vantage ground with their English rivals. As the majority of their teachers, however, are local licensees, a constant change is taking place in the staff, much to the injury of educational interests. Very few can call to their aid the lessons of a year's experience. During the Summer Term, nineteen French schools and departments were open, twelve of which were in charge of local licensees, but some of these have formerly taught under the license obtained at the French Preparatory Department. The great desideratum of these schools is trained teachers, and I trust whatever reorganization of the Normal School may be effected, this want and the best means of remedying it will be kept in view. The French Preparatory Department was a step in the right direction, and I would like to see it retained.

Another drawback to popular education among this people is the limited number of French Texts prescribed by the Board of Education. Their best interests would be consulted by increasing the number.

Course of Instruction.—Very few complaints were heard from teachers or parents respecting the requirements of the Course of Instruction. It has taken deep root in all schools, and is proving a blessing to popular education. Instruction is becoming more methodical and thorough, the young teacher often grasps the true principle of teaching any particular subject from the suggestive manner in which it is outlined in the Course, and thus the young and inexperienced have before them as a valuable guide the combined wisdom and experience of their elder and more experienced fellow-teachers. They arrive at the correct principle by an easy and direct route, instead of paying dearly for it by a waste of their own and public opportunities.

Superior Allowance.—14 schools participated in the superior allowance during the year just closed. Its total abolition will be regretted by many schools and teachers, as it was a point on which hinged much of the teachers' and pupils hopes and prospects. It certainly stimulated education as no grant of the same amount has ever done.

Again it becomes my painful duty to record the death of another teacher, Miss Jane Murchie of New Mills, Restigouche, a young lady esteemed and beloved by all who knew her. Wherever she went, she won the affections of her pupils by her calm,

sweet manner, and gentle loving disposition. Her work was a labour of love, and was always well done; for she had a high, noble conception of human life and what an education ought to be, and bent her energies to stamp the hearts and souls of her pupils as well as their minds with the seal of a perfect education. Her short young life was giving great promise of the richer gifts of maturer years; but she was called away in the spring-time of her usefulness, while she was still sowing the seeds of future happiness and worth among the little ones she loved so well.

I cannot sever my official connection with the people of the North, without expressing my deep sense of gratitude for the uniform kindness and hospitality I received from them in all parts of my District. To the clergymen of all denominations, I return most grateful thanks for the cheerful and valuable assistance they always gave me in the discharge of my duty. From the teachers, especially, I part with sad regrets, for our relations were of the most friendly character.

INSPECTOR LANDRY.—District No. 2.

It affords me much gratification to be able to report the past year as characterized by healthful and increased interest in education. The evident care and attention manifested in the improvement of school buildings and appliances, the greater care and anxiety shown by trustees in the selection of teachers, together with the awakening interest exhibited by the parents are among the pleasing indications of an increased desire for mental culture. The teachers, for the most part, show commendable zeal in the discharge of their onerous duties, and take more pride in making their schools attractive. I am especially pleased to note a most decided improvement in school discipline. More prominence has been given to Drawing and blackboard work; and I am much pleased to observe that where the blackboard has been hitherto regarded simply as an ornament, instead of a necessity, much excellent work is exhibited by the pupils and teachers in Cartography and Drawing, in addition to other exercises. Wherever the Course of Instruction has been closely followed, the teachers' work has proved most satisfactory. In the majority of schools, Useful Knowledge has received more attention, and the instruction given in Minerals, Plant and Animal Life, is of a much better quality; thus training the pupils to habits of close and correct observation, instead of carelessly passing by a thousand objects of interest in the beautiful garden of Nature. I have endeavored, and with some success, to induce the teachers to devote more time to the subject of Hygiene; a study too much neglected in our Common Schools. Such important duty as the proper care of our bodies is far from receiving that attention which it demands, even among our most intelligent teachers. Too little attention is paid to the position of pupils, in sitting and standing, and in a large number of schools, the old-fashioned seats, causing such physical discomfort, are still in vogue; but I hope the day is not far distant when unsuitable school-houses and furniture will not be tolerated in any District.

Evidence of my introductory remarks, regarding the advancement of our schools, is seen by a comparison of this year's classification with that of last year. Of the number of schools classified last year, 47 per cent. received first rank, this year 54 per cent.—an increase over last year of 7 per cent.; 34 per cent. were ranked second last year, and this year 36 per cent.,—increase 2 per cent.; schools ranked third last year, 14 per cent., this year 6 per cent.,—decrease 5 per cent. Those which failed to classify last year 5 per cent., this year 1 per cent.,—decrease 4 per cent. I visited 186 departments this year, of which 82 received First Rank.

During the past year I held examinations for "Superior Allowance" in fourteen Districts, No. 2½ Weldford, Annie McLean, teacher, one pupil passed in Standard VI; No. 3½ Weldford, Sarah G. Hutchinson, teacher, 6 passed in Standard VI; No. 15 Weldford, Jane E. Glendinning, teacher, 2 passed in Standard VI; No. 1 Dundas, Mary McDonald, teacher, 4 passed in Standard VI; No. 7 Dundas, Elizabeth C. Doiron, teacher, 2 passed in Standard VI; No. 11 Shediac, M. J. Steeves, teacher, 1

passed in Standard VI; No. 4½ Bathurst, Mary Kerr, teacher, 4 passed in Standard VI; No. 9 New Bandon, Jennie Rainey, teacher, 5 passed in Standard VI; *No. 5½ New Bandon, Robert Stout, teacher, 2 passed in Standard VI; No. 3 Saumarez, Sister Haché, teacher, 3 passed in Standard VI; No. 9 Weldford, J. F. Dorothy, teacher, 1 passed in Standard VIII; No. 7 Wellington, Sister Hélène, teacher, 5 passed in Standard VI; No. 2 Richibucto, G. A. Coates, teacher, 10 passed in Standard VIII; No. 1 Carleton, John Gillies, teacher, 4 passed in Standard VIII.

GLoucester Co.,—In that portion of Gloucester under my supervision, there were, out of 72 school districts, 63 departments in operation some portion of the year, leaving 9 districts without a school. 6 of the latter have not yet been organized. Two new districts were formed during the year in the Parish of Caraquet. Ten new school-houses are now in course of construction in Districts Nos. 8, 10 Bathurst; 3 and 1 New Bandon; 4 and 7½ Saumarez; and 8½, 7, and 6½ Shippegan. The school-house in District No. 1½ Inkerman commenced two years ago is not yet finished, for want of united effort on the part of the people.

There were employed during the year 16 teachers holding a Provincial License; 3 a District License; 15 a license for three from the French Preparatory Department, and the remainder were Local Licensees. Local teachers were chiefly employed in French districts where the services of trained teachers who could teach the French language could not be secured.

Mr. F. B. Meagher, A. B., of Fredericton, took charge of the Bathurst Grammar School last winter, on resignation of Mr. G. W. Mersereau, A. B., who was appointed on the staff of Inspectors. Although the school sustained a loss when their very popular principal left, the Trustees were most fortunate in securing the services of Mr. Meagher, a young but zealous and enthusiastic teacher. A change was also made in the principalship of the Bathurst Village High School, by the appointment of Mr. D. McIntosh, who deserves much credit for his untiring efforts to improve the condition of the school.

I may say that, upon the whole, the teachers in this county have shown considerable advancement in the treatment of the various subjects taught. Some have done most excellent work, while a few might have ranked high, had it not been that their schools were overcrowded; especially in Districts Nos. 5 and 2 Caraquet, and 1 Shippegan, where both accommodation and apparatus are insufficient.

KENT and the Parish of *Shediac*—all the schools in the Parish of *Shediac* were in operation during the year. The Grammar School, in charge of Mr. Belyea, A. B., still sustains its well established reputation for excellent work. The school-house in District No. 12, Dorchester Road, was accidentally destroyed by fire in the summer. The Trustees have already given the contract for another building.

There were 12 Districts in the County of Kent during the year, without a school. In Districts No. 5 and 5½, Weldford; No. 10 St. Louis; 4 and 3 Harcourt, there was no school—the population in these Districts being very small and scattered. In District No. 14, Dundas, 12 and 13 Wellington, 9 St. Louis, 1 Acadiaville, 2 Carleton and 16 St. Mary's, school-houses are being built, and if all goes well, will be ready for occupancy next summer. In Districts No. 5 Richibucto, 5 and 10 Dundas, the schools have been in operation during the Summer terms only, as they are so situated as to make it difficult for the children to attend in the Winter; the residents also being scattered and few. I would earnestly recommend that District No. 5 Dundas, to which reference has just been made, where there are only six or eight children and which is only a mile from District No. 3, (one family excepted) should be absorbed in the last mentioned District. Also 5 and 5½ Weldford, should be united. It has been my aim, when practicable, to enlarge districts similarly situated; and in the interests of economy this should be done.

The Buctouche School, under Mr. W. B. Brodie, A. B., is in a satisfactory condition. The Trustees found it necessary to open another department in a rented room, for the winter, until an ell is added to the main building.

Miss Mary McDonald, one of our most successful teachers, who for the last few

* The Inspector did not report on No. 5½ New Bandon, before the apportionment of the Superior Allowance was made.

years taught the school in District No. 1, Cocagne, accepted a position as principal of the Graded Schools in District No. 3, Tracadie.

Miss Kate McDonald, formerly teacher in the Advanced Department of the school in District No. 1, St. Mary's, resigned her position this autumn to accept the charge of the Primary Department in the Kingston Superior School, upon the resignation of Miss Chrystal who taught that department for several years most successfully. Miss Marie Babineau, a no less successful teacher, succeeded Miss Kate McDonald.

There have been made during the year three changes of teachers in the Advanced Department of the Richibucto Grammar School. It is now conducted by Mr. J. McIntosh.

I have no reason to speak unfavorably of the majority of our local teachers, although beginners they evince considerable capacity for their work; and with more experience and the advantages of a Normal School training will make quite successful teachers. Some, are of course, a complete failure, and I always make it a point after a six months' trial, to get rid of them. I wish we could do the same with some holding District licenses, who have been for years teaching, or, I should say, living on the public money. I think a boon would be conferred upon the Province by dismissing them from the service, with a small pension if necessary. From one point of view, it would seem hard and uncharitable to take away from these old teachers their only means of support, as they do not seem fitted, through age, and for want of natural talent, for any other vocation in life. But, on the other hand, the Province suffers a greater loss in retaining men incompetent in the profession.

I must again allude to the paucity of French Text-Books. Quite a large number of our French schools have classes advanced beyond Standard IV while some have completed Standard VI. Now, considering the Third is the most advanced of the three Readers in French for use in our schools,—those being only translations,—the great hindrance to progress in such an important and indispensable branch of education as reading will be readily seen. Besides those Readers, the only text-books in their own language for the use of French pupils are an Arithmetic and a Grammar. I am, however, pleased to learn that it is the intention to supply this lack of French books as soon as practicable.

I wish to speak here of a most important matter, namely—the situation and enclosing of the school-building. In the majority of country districts, the school-house is erected too near the public road; and, in places where land is abundant and cheap, the play-ground is too limited. In many cases the entrance is on the public highway, as though the street were the proper place for the children's play-ground; thus exposing the building to idle tramps and others who for amusement at night and perhaps actuated sometimes by malice, throw missiles at windows and doors. Trustees should be very particular, when building, to place the school-house several rods at least from the road; and by a proper enclosure, that will serve as an ornament, as well as supply a necessity, the pupils will be protected in their outdoor recreation; for no play-ground can be kept neat and clean where it is an open common accessible to animals of all kinds. Houses without such an enclosure present a most uninviting and forlorn appearance; yet in spite of repeated remonstrances, Trustees are often culpably careless in regard to this matter, and in some districts, where they have neglected my directions and located the buildings too near the road, it will be necessary to have them removed further back on the sites. I must, however, make honorable mention of District No. 4, St. Louis, where the play-ground has been neatly enclosed, and I hope the neighboring districts will be stimulated by the example to make their school-building and grounds more neat and attractive. In my next Report I shall give the names of those sections which are careless in this respect. I am pleased to state that the school-house in District No. 8, Richibucto Village, has had an addition of 12 feet in length made to it, and has also been newly furnished with expensive patent seats and desks. Rev. F. X. Cormier, stationed in this village, has rendered me great and valuable aid in my work, and has shown untiring zeal in his efforts to advance the cause of education in his parish.

For a variety of reasons, my Report this year is of necessity rather brief. The extensive correspondence in connection with my work makes constant demands upon

my time ; especially at this season of the year, when I am most anxious to accomplish as much as possible before the severe winter weather is upon us. But, before closing, I wish particularly to refer to a subject of which I wrote at some length in a former Report, and which has given me no little trouble. When it was necessary, at my second visit, to consult the old Register, in many instances it was missing. The former teacher had either destroyed or taken it away, for motives I do not understand. Hereafter I shall include in my Annual Report, the names of such teachers as are culpable in such respect. Trustees are much to blame for paying the teachers before ascertaining that the regulation concerning school property is complied with.

INSPECTOR SMITH.—District No. 3.

I have the honor to submit my Annual Report of the schools embraced in Inspectorial District No. 3, for the year ended 31st October, 1884. As in former reports I am able to state that there has been a marked improvement in the educational condition of the districts under my supervision, and the schools, with a few exceptions, are in a more healthy condition than at the close of any previous year. I found more educational activity displayed by the teachers, during the year just closed, than in any previous year.

A very pleasing feature of the schools has been the evidence of a determination on the part of the teachers to make the pupils thorough in the rudiments of the branches taught ; and although the carrying out of this principle has, in some cases, seemed to those unacquainted with the true principle of education, to retard the progress of the pupils, still, I have always found, where thoroughness is aimed at, the foundation for real advancement has been laid, and, in the end, greater progress is made than where pupils are allowed to pass on more rapidly.

Five new school-houses have been built during the year. In Hopewell Corner District No. 10 Hopewell ; Taylor Village, No. 22, Dorchester ; Upper Memramcook, No. 25, Dorchester ; Bridgedale, No. 5, Coverdale ; and Highland District, No. 15, Elgin.

New school-houses have been begun in Hopper District, No. 17, Elgin ; and Chapel District, No. 21, Botsford.

In the town of Moncton a new house, consisting of two departments, has been provided.

The ratepayers of Port Elgin District, No. 1, Westmoreland Parish, finding their present school-house inadequate to the wants of the District, at the last annual meeting, wisely made provision for a new house which is to be completed at an early date. Nothing short of a graded school of at least two departments will meet the requirements of this District.

Baie Verte District, No. 2, Westmoreland, referred to in my Report of last year as being sadly in need of a new school house, has not yet made any provision for one ; and the ratepayers at the last annual meeting decided to close the school for the winter rather than send their children to school at the risk of injuring their health.

During the year I visited 192 schools. Of these 154 were eligible for classification and received a rank ; and 38 were ineligible on account of the time limit. I held examinations for Superior Allowance in 56 schools.

An unusual amount of interest was manifested in the examinations for Superior Allowance during the year, but especially after it became known that the present mode of distributing the Superior Allowance was to be abolished. All the available material was brought forward and a much larger number than usual passed in this examination.

The following schools presented pupils for Superior Allowance :—

STANDARD VIII.

No.		Teacher,	Presented.	Passed.
No. 5,	Alma,	T. E. Colpitts, A. B.,	8	8
" 2,	Hopewell,	R. P. Steeves, A. B.,	12	11
" 7,	"	W. J. Jones,	5	3
" 3,	Hillsboro,	T. A. Patterson,	5	5
" 2,	"	Reverdy Steeves,	9	9
" 2,	Elgin,	W. B. Jonah, A. B.,	3	3
" 1,	Salisbury,	John Brittain,	14	14
" 24,	"	Alexander Heron,	11	8
" 5,	Moncton,	S. C. Wilbur, A. B.,	16	16
" 2,	Dorchester,	F. M. Cowperthwaite, A. B.	8	5
Totals,			91	82

STANDARD VI.

No.		Teacher,	Presented.	Passed.
No. 1,	Harvey,	Mrs. Carrie M. Kelly,	2	2
" 12,	"	Annie J. Moore,	4	4
" 7,	Hillsboro,	Lavinia J. McLatchy,	2	2
" 19,	Salisbury,	A. Atkinson,	2	1
" 18,	"	Etta Milton,	1	1
" 7,	"	Gesner Taylor,	2	2
" 13,	Moncton,	Carrie Johnson,	4	3
" 14,	"	Amos O'Blenes,	9	6
" 15,	"	Mary E. McLeod,	2	2
" 12,	"	Minnie Johnston,	2	2
" 7,	Coverdale,	Eunice J. Bennett,	4	4
" 10,	Hillsboro,	Kate A. Dawson,	1	1
" 9,	Elgin,	George H. Laskey,	1	1
" 11,	"	Mrs. T. A. Colpitts,	6	2
" 3,	Hopewell,	Jane Moore,	3	2
" 1,	"	H. F. McLatchy,	8	8
" 4,	Hillsboro,	E. L. Steeves,	6	6
" 15,	"	Howard Steeves,	6	6
" 1,	"	Josephine Steeves,	2	2
" 14,	"	W. Carvell Steeves,	4	3
" 22,	Dorchester,	Agnes Lockhart,	2	2
" 5,	"	Bliss Marven,	6	6
" 25,	"	Thyrza McManus,	2	2
" 8,	Sackville,	Alice Wells,	1	1
" 9,	"	Charles E. Lund,	3	3
" " "	"	J. S. Rayworth,	5	3
" " "	"	Mary A. Lyon,	5	4
" 8,	Westmoreland,	Bruce C. Reade,	1	1
" 5,	"	M. A. Wall,	6	5
" 3,	"	Fred. Goodwin,	6	6
" 2,	"	Edward Conley,	15	11
" 1,	"	Wm. M. Spence,	15	14
" 1,	Botsford,	Almina M. Goodwin,	3	1
" 3,	"	Eliza Avar,	8	7
" 6,	"	Fred. H. Oulton,	7	4
" 13,	"	John G. Lamb,	9	9
" 14,	"	Ella A. Copp,	1	1
" 11,	"	S. S. Allen,	2	2
" 12,	"	Hannah J. Anderson,	3	1
" 15,	"	Agnes Murray,	1	1

			Presented.	Passed.	
No. 16,	Botsford,	Titus J. Carter,	Teacher	1	1
" 12,	Sackville,	Ida Fawcett,	"	1	1
" 11,	"	George J. Oulton,	"	21	18
" 11,	"	T. H. Belyea,	"	8	7
Totals,			203	171	
Totals in both Standards,			294	253	

The Graded Schools in this District have been conducted in their usual efficient manner.

The same teachers, with one exception, have been retained as principals of these schools. In No. 24, Salisbury, Alex. Heron, was succeeded by Mr. Ralph Colpitts, A. B., who took charge of the school 1st May.

In the town of Moncton the same staff of teachers have been retained, and excellent results crown their labours.

The Grammar School of Albert County has been, during the year, successfully conducted by Mr. N. Duffy, A. B.

The Westmoreland County Teachers' Institute was held at Shediac, in July, and the Albert County Teachers' Institute, at Hillsboro, in August.

INSPECTOR DOLE.—District No. 5.

There is no very important change in the general condition of the schools in this Inspectorial District to be reported this year, except the changes which have resulted, or rather, will necessarily result, from the recent alterations in the School Law. I cannot say that there have been any great or marked improvements made in the Districts in which improvements are most required; and there has certainly been no falling off in any respect, in those places in which the schools have been in former years noted as efficient and prosperous.

A few new schools have been organized in Districts which had been for a long time without any means of giving public instruction to the children living in them. At Dipper Harbor, No. 7, in the Parish of Musquash, a school, opened late last year, has been kept in operation during the whole of the present year, and the trustees are now making preparations for the erection of a new school-house, upon a better site than that occupied by the existing old and incommodious building. I urged this undertaking upon the Trustees, and have sanctioned the selection they have made of a situation for the proposed new building. They have chosen a spot upon grounds they own in the central part of the District, and not far from the present school-house,—which stands in a very much exposed and very unwholesome position. When some progress shall have been made in the work, an application will be presented to the Board of Education for a grant in aid of the completion of it.

A similar application will, no doubt, before long be sent in from the adjoining District of Chance Harbor, No. 8, in the same Parish—a District in which there has been no school established, or open at all, for several years. Quite recently a Board of Trustees has been elected and an effort made to provide for the educational wants of the neighbourhood, which cannot be suffered to remain uncared for any longer. These are both sparsely settled and comparatively poor Districts, and will stand in need of all the assistance from the Provincial Treasury that can justly be extended to them.

In the Parish of Lancaster, too, at Spruce Lake, District, No. 4, where there has been no school since I came into office, efforts are now being made to effect a school organization and to secure the services of a competent teacher. For the present, it is proposed to open the school in a room which the Directors of the Grand Southern Railway Company have kindly allowed to be used for that purpose. But a new school-

house will soon have to be put up in this District, in which there has been no such building at all for many years. The steps now being taking are due to the introduction of two or three families who have recently come to reside in this vicinity.

In the Marsh Road, District No. 1, Parish of Simonds, a large, well-built and commodious school-house has been put up, near the place in which one of the schools of the District was formerly kept. The great improvement thus brought about, mainly by the energy and prudence of the present trustees—Messrs. G. G. Gilbert, D. McEvoy and James Kenney, is highly creditable to all concerned in it.

And in Willow Grove District, No. 16, in the same parish, in which the old school-house has become almost entirely unfit for use, the trustees and the ratepayers, generally, have determined to put up a new building, which they intend to place in a position more pleasant and, at the same time, more really central than that occupied by the old one. I made a special visit to this District recently, for the express purpose of examining the different sites proposed; and a selection of a situation was made which will be a very advantageous one, if the land required can be readily purchased at a reasonable price. From this District, also, a call upon the Board of Education for a grant in aid of their building may shortly be expected.

The Board of Trustees for the City of St. John, have, as you are aware, just completed another fine building, which will accommodate all the schools in the north-eastern section of the city, most of which now carry on their work in very inconvenient apartments. This large new school-house, built of brick and stone, and after an excellent plan, is so situated, upon the extensive plot of land between Brussel street and Waterloo street, which the trustees purchased a little more than a year ago, that it will afford to all the schools brought together in it an abundance of unobstructed light, a good and constant supply of pure air, and considerable room for play-grounds. I regard the establishment of this happily-named CENTENNIAL SCHOOL as one of the most prudent and praiseworthy steps lately taken by the St. John Trustees in the discharge of their many and weighty duties.

Since my last Annual Report was rendered, two school-houses, in the adjoining Districts of Milkish, No. 10, and Bay View, No. 13, in the Parish of Westfield, King's County, have been destroyed by fire. The loss has fallen rather heavily on both Districts, although in Milkish, where the building destroyed was a good and comfortable one, arrangements have been made for the erection of another sufficient school-house. At Bay View no steps have, so far as I am informed, yet been taken towards that end. During the Summer Term the school was kept in an old house, in rooms which, if left as they were at the time of my visit, would not be fit for occupation during the winter. From both these Districts, however, may be expected other demands for a reasonable amount of aid in the work of replacing their school-buildings.

The improvements I have mentioned—accomplished or projected—are, perhaps, the principal signs of a continued and lively interest in the education of the young, which have been observable in this Inspectoral District within the past year. In other respects, the state of educational affairs has remained, as nearly as possible, what it has been for some considerable time. There are still to be met in most of the country Districts the same difficulties and obstacles in the way towards a general improvement which have been so long experienced and so fully recognized. It is still as difficult as ever to secure the choice of fit and proper persons to serve in the office of Trustees. There are still, constantly recurring, the same disputes in regard to the boundaries of Districts, the same urgent claims for exemption from taxation, the same irregularities in the making of assessments, and the same delays and obstructions in the collection of the rates imposed. There are, too, still the same frequent blunders and occasional defaults on the part of Trustees and their secretaries. And there still occur, in not a few Districts, quarrels and expensive lawsuits, arising out of causes which are, in themselves, often trivial. All these obstructions and troubles are great hindrances to the proper and effectual prosecution of the work of education on the part of teachers and of all other officers engaged in it. No small portion of the time of an Inspector is taken up in efforts, often ineffectual and vain, to compose petty quarrels and to prevent the bad consequences resulting from them.

These matters have been spoken of at some length in my former Annual Reports, especially in that for the year 1881. The present provisions of the School Law appear to be still, as was at that time urged by me, inadequate to supply remedies for these generally acknowledged defects, and to put an end to these frequent troubles.

It seems not to be any part of the duties of an Inspector to suggest such amendments or alterations in the laws as would, in his judgment, remove these difficulties, and provide a better basis for the general administration of school affairs. At least it would appear that he is not asked, nor is it expected of him, in his Annual Report, to offer, unsolicited, any suggestions having that object in view. But I cannot easily refrain from reiterating the opinion—expressed more than once in former Reports—that the only effectual means of obviating the continually occurring and very serious difficulties and hinderances which I have herein briefly indicated, would be the abolition of all the existing small school Districts, with all their petty local machinery, and the organization of large Districts, to be governed and controlled by Boards of Trustees, or Commissioners, invested with extensive powers.

For a synopsis of my views upon this point—if it should be deemed advisable now to consider them at all—and for an outline of the amendments, or changes, I would propose to have made in the School Laws,† I take the liberty to again refer to my Report for 1881, and particularly to that portion of it, which was not printed in the Appendix to the Chief Superintendent's Report for that year, and which has never been published in any form. The main features of the plan I then submitted are still, in my humble opinion, those of a scheme best adapted to the improvement of the administration of the concerns of our common schools and to the promotion of their efficiency in every respect.

The irregularity in the attendance of pupils which prevails, unhappily, throughout so large a portion of the schools, especially in country Districts,—arising, as it does, from a variety of causes, is a subject with which it is extremely hard to deal. A great many different reasons are assigned by parents, at different times and in different places, for keeping their children away from school. Even those who appear rather anxious that their families should enjoy the benefits of education, will plead the necessity of employing at certain seasons all their children who are large enough and strong enough to bear any part in the labors the parents have to perform. In some places, the little ones are set to do the work that has to be done in cultivated fields, or, at certain seasons, on the untilled tracts where wild berries grow. In other places they are called on to assist in the taking and curing of fish. Almost everywhere, some occupation or other is found which draws, or keeps them away from school, just at that very part of their lives which ought, in any just and fair arrangement of things, to be devoted solely to the healthy development of their bodily organs and their mental faculties.

In the cities and towns the evil of irregular attendance is not so prevalent. Yet even there it forms a serious impediment to regular and steady progress in nearly all the schools. Indeed, so universal and apparent is the mischief arising from this source, that many persons, both in town and country, join in making a strong demand that some stringent enactments should be passed, compelling parents to send their children regularly to the schools provided so freely for them at the expense of all,—including those who, having no children of their own, cannot directly share the benefits and advantages the schools afford to others. There is a great deal of reasonableness in this demand, which is usually most urgently made by men who are found among the payers of the heaviest rates. Perhaps it might be practicable, at least in the cities of St. John, Portland, and Fredericton, and in such towns as Moncton, St. Andrews and St. Stephen, to enforce provisions for the compulsory attendance of pupils, similar to those which, for several years, have been carried into effect in England, or those which have long been in operation in some of the United States of America. Elsewhere, I am persuaded, the enforcement would be much more difficult. And even in the cities and towns and larger villages, the unavoidable expense which would be occasioned by any such legal enactments would form a serious objection, if not, at least for the present,

† Inspectors have been required since 1879 by Reg. 41, (8) of the Board of Education, to communicate to the Chief Superintendent in a Special Report, any suggestions which they may desire to offer, with a view to improvement of the School System.—W. C.

an insuperable obstacle in the way of their administration. It may, however, be an experiment worthy of a trial; and there is, unquestionably, a widely spread and rather strong sentiment in favor of some such measure.

In the cities of Saint John and Portland the schools, generally, have maintained the high character they long since gained for efficiency and usefulness. During the year, the teachers in these Districts, as a body, have done their work with all their accustomed energy and zeal; and they fully deserve the appreciative regard bestowed upon them by the citizens whom they serve. I have recently sent in to the respective Boards of Trustees in both cities full and detailed reports upon the condition of the schools under their charge, and have therein particularly pointed out the wants which, in my opinion, should be speedily supplied, and the defects which ought, as soon as possible, to be removed.

Among the wants, which I have specified to them as calling for immediate consideration, and an early remedy, is the want, in both cities, of anything like large and proper *Play-grounds*, for the use of the pupils, especially of the boys, attending the public schools. And I hope to see such a remedy provided in a liberal manner before the lapse of any great length of time. The broad views entertained, and the generous spirit displayed by the St. John Trustees in regard to the erection of School-Buildings, affords sure ground for that hope. And the spirit of liberality by which they have been actuated in that respect can hardly fail to be communicated to the Trustees for the adjacent City of Portland.

Another matter of general interest and importance, to which I have directed the attention of these Boards of Trustees, is the necessity which exists for the establishment in each place of a real High School, one which should deserve the name, and should have its home in a suitable building. Perhaps one such institution might be so organized and so situated as to meet the requirements of the whole community residing near the mouth of the river St. John. But it is clear that no adequate provision for those requirements exists at present in this vicinity. The views upon this subject which I have recorded in my former Annual Reports remain unchanged. I shall not now give further expression to them, or offer any fresh remarks in reference to the Grammar School or the Girls' High School—the inspection of which will not, hereafter, constitute a part of my duties.

In the course of the past year 321 pupils, presented in 41 schools within this Inspectorial District, have come up for examination as candidates for participation in the Superior Allowance. Of these 273 were passed as duly qualified. The increase in the number of candidates put forward and in the number of schools represented, was to be expected, from the circumstance, mainly, that this was the last occasion on which the fund was to be distributed under the method then in force.

The pupils were presented in the Districts and by the teachers mentioned below, namely:

District.	Name of Teacher.	Standard.	No. Passed.
<i>City of St. John.</i>			
Albert School	John Montgomery	VIII	14
"	Sara E. Whipple	"	8
St. Malachi's School	James Barry	"	12
Victoria School	M. M. Carr	"	3
"	Janet P. Robertson	"	14
"	Sarah J. Parkin	"	19
Leinster St. School	D. P. Chisholm	"	29
Charlotte St. School	Thos. Stothart	"	9
St. Patrick's	Thos. O'Reilly	"	4
St. Vincent's	Mary Shortland	"	10
<i>City of Portland.</i>			
Peel Street School	Jas. A. McIntyre	"	34
St. Peter's Convent	Sarah Burchill	"	5

St. Peter's Hall	Bernard B. Smyth	.....	VIII	.....	1
Winter St. School	John W. Hickson	.....	"	.....	16
Millidgeville	George R. Devitt	.....	"	.....	9
<i>Parish of Lancaster.</i>					
Fairville, No. 2	Michael McKenna	.....	VI.	.....	8
"	George W. Hoben	.....	"	.....	4
Manawagonish, No. 3	Henry F. Perkins	.....	"	.....	5
Pisarino West, No. 11	Mary Sealy	.....	"	.....	1
Spurr's Cove, No. 13	John E. Dean	.....	"	.....	9
South Bay, No. 15	Geo. R. Camp	.....	"	.....	2
Grand Bay, No. 16	E. Maude Allen	.....	"	.....	3
<i>Parish of Simonds.</i>					
Marsh Road, No. 1	Kate S. Hopkins	.....	"	.....	3
"	Bell Thompson	.....	"	.....	7
Frog Pond, No. 2	Mary Bowes	.....	"	.....	2
Western District, No. 4	Emma L. Clark	.....	"	.....	2
Red Head, No. 9	Charlotte B. Barton	.....	"	.....	3
Mispec, No. 10.	Louisa B. Bean	.....	"	.....	3
Floyd Settlement, No. 23	Alice K. Lawson	.....	"	.....	3
<i>Parish of St. Martins.</i>					
Quaco, No. 2	Wm. C. Burnham	.....	VIII	.....	6
Hanford Brook, No. 10 a	Lily Roberts	.....	VI	.....	1
Salmon River, No. 13	Robert Wilson	.....	"	.....	1
<i>Parish of Greenwich, K. C.</i>					
Jones' Creek, No. 3	Julia C. Frost	.....	"	.....	4
<i>Parish of Rothesay, K. C.</i>					
Rothesay, No. 2	Barbara E. Kain	.....	"	.....	5
<i>Parish of Upham, K. C.</i>					
Barnesville, No. 1	Sadie McNally	.....	"	.....	2
DeForest Lake, No. 5	Alfred S. Baxter	.....	"	.....	2
Tabor, No. 7	Cassie McIntosh	.....	"	.....	2
<i>Parish of Hammond, K. C.</i>					
Hammond Vale, No. 4	Maria S. Coy	.....	"	.....	1
Dabou, No. 6	Ambrose S. Sherwood	.....	"	.....	3
<i>Parish of Westfield, K. C.</i>					
Grand Bay, No. 1	Clara R. Fullerton	.....	"	.....	2
DeVeber, No. 6	Margaret Henderson	.....	"	.....	2

A good deal of time was necessarily spent in the special examinations of this large number of pupils; and the amount of labour, as well as the responsibility, which such work imposes upon an examiner is by no means inconsiderable. Indeed, no one except the Inspectors, who have had to perform it, has any just idea of the character and extent of this particular duty.

In conclusion, I beg to say in brief terms that, while there remains much to be done in order to render our Common Schools as good, as efficient, and as widely useful as the patriotic advocates of a sound education for all classes of the people may desire, the work which they are doing throughout the Province entitles them to a still more liberal support than they now receive.

Of the teachers whose schools I have visited and inspected, I have only to repeat this year, respecting the great majority of them, the words of approval and commendation which I have used in former years.

INSPECTOR OAKES.—District No. 6.

In submitting my fifth Annual Report on the condition of public education in this District, I have the honor to state that in some important respects an advance has been made during the year in the internal work of the schools. There have appeared evidences of greater and more systematic efforts on the part of teachers to improve themselves professionally and lead their pupils to higher attainments through sound methods of instruction. This is an important gain, and in proportion as the motive is implanted and the desire fostered for excellence in this direction will the schools attain the true ends of their existence, and no pains should be spared either by the Legislature or school officers or, indirectly, by the people at large, to promote this result. While, however, there have been indications of progress within the school-rooms of my District there have not been quite as many schools open during both Terms as were thus operated last year, there having been 146 as against 155 during 1883. The following tabular statement will exhibit a comparison in certain particulars between the years 1882, 1883 and 1884.

YEAR.	No. of School Districts.	No. of Schools open during some portion of the year.	No. of Schools open during some portion of both Terms.	No. of Schools open during only one Term.	No. of School-houses vacant during the entire year.	No. of School-houses completed during year.	No. of Graded Schools.	No. of Graded School Departments.	No. of Pupils passed for Superior Allowance.
1882	171	182	142	40	9	10	10	41	41
1883	173	185	155	30	13	8	11	43	30
1884	173	185	146	39	16	2	12	45	55
Increase and Decrease (Compared with 1883.)	The Same.	The Same.	9	9	3	6	1	2	25

It will be observed from the foregoing statement, that no new Districts have been erected during the year. The number of schools open during some portion of the year was the same as for the preceding year. Of the 16 Districts whose school-houses were closed during the entire year there were some whose number of children was so small and whose material resources were so limited as to render the maintenance of a school almost impossible, but the majority of these delinquent Districts have no valid excuse to offer for their neglect. In several such cases there were individual parents exceedingly anxious for school privileges, but they were powerless even with an Inspector's help to accomplish their purpose.

McMinn District in the parish of St. Patrick, during the past summer took apart their former school-house and rebuilt it on another site. This District, as you will remember, has been deprived of a school during the past two years in consequence of depredations committed upon the school-house. A school has been recently opened on the new site and there is a prospect that the trouble will cease. Another school-house has been about completed at Peltoma range in the parish of Gladstone, but I have not yet heard of any school having been opened. Canoose, in the parish of St. James, opened its first school last April. There are now only 8 Districts in this Inspectorate without school-houses, and only 4 of these are in any need of schools, viz.—Burnt Hill, Deep Cove, Diamond Square, and Immigrant. I have already reported these Districts as desirous of building, and as deserving of government aid toward the erection of school-houses.

The *Apparatus* of many schools has been increased during the year. A considerable number of maps of the Dominion of Canada have been introduced. It is to be hoped that all our schools will soon be supplied with this valuable representation of our country, affording as it does a connected and consistent view of our great heritage, with its extensive natural and artificial highways, its numerous cities and towns, its lakes and mountains and its political divisions with their relative positions. It is of the highest moment that every such available means should be utilized in imparting to those, who are soon to become citizens of this commonwealth, correct conceptions of its vast extent,

its physical features, its geographical advantages and its material resources, in order that, possessing such knowledge, our youth may grow up cherishing the sentiment of true patriotic pride. This is confessedly an important element in real national manhood, and its culture by every legitimate means cannot safely be ignored.

There are very few maps of the British Isles or of the United States in the miscellaneous schools. Though not as much needed as those of the Hemispheres and the Dominion, their introduction into the better class of country schools should be encouraged. The Terrestrial Globe is a very desirable article of apparatus, but so expensive are those on sale at our bookstores, that very few country Districts can afford to supply them. I have observed the little paper Globe in the hands of several teachers. This is indeed valuable but too cheap to be durable. Would it not be an excellent thing for our schools, as well as a paying enterprise, if some dealer in school supplies should introduce a globe about 8 inches in diameter, at a cost of about \$3 or \$4; I feel sure it would meet with a large and ready sale, and I believe a very useful one of that size could be manufactured at a moderate price. The blackboard area has been much enlarged throughout this Inspectorate during the past five years. It is sometimes difficult, however, to convince trustees of its real value. Many of them imagine that if a surface 3ft. by 4, such as was used in their school days, is provided, they have met the whole requirement. They do not realize that a blackboard is necessary for the pupils' exercises as well as for those of the teacher. I am pleased, however, to be able to state that there is not a school-house within this Inspectorial District destitute of more or less blackboard surface.

Outbuildings.—Nearly all the Inspectors have, from time to time, called attention to the gross neglect of many Boards of Trustees to provide outbuildings, as required by Reg. 9. In doing so we have been discharging a very important, though unpleasant public duty; nor do I feel willing to close this report without again calling the attention of the Trustees and the Board of Education to this matter.

An examination of my records reveals the following facts:

1. That Charlotte County has 125 school-houses.
2. That five years ago 37 of these were destitute of outbuildings.
3. That during the intervening years 21 of these have been provided for; leaving 16 still destitute, 7 of which belong to the Islands.
4. That Sunbury County has 50 school-houses.
5. That 5 years ago 26 of these were destitute of outbuildings.
6. That during the 5 intervening years only 3 of these have been provided for, leaving 23 still destitute, several of them being located in comparatively wealthy and populous Districts such as Ormococto, Wassis, Court House, Currie, etc.
7. That the Boards of Trustees in all the Districts thus conditioned, have, from year to year, been officially requested in writing (and sometimes orally urged) to remedy the defect.

In view of the above facts (and it is probable that other counties would afford a similar record) the time has certainly come when the Board of Education would be justified, both by the necessities of the case and by public opinion, in withholding, after due notice, the county fund from all Districts reported by the Inspector as needing such buildings, until such time as they may be provided.

It must not be forgotten that education has a moral and a physical side as well as an intellectual. In many cases the disgraceful state of existing outbuildings, is worse than the absence of them. This is generally due to the want of hinges, locks, etc., which if provided, the teacher, with the proper support of the trustees, could be held, and in most cases would be willing to be held, responsible for their condition.

Attendance.—So far as I have been able to ascertain there has been no marked increase in the attendance of pupils at school. A small number of Districts have made an excellent record; many have done well. In a number of them the pupils, taken as a whole, did not attend the school half the time. With such an attendance the best teacher would fail of success. Even those pupils attending regularly could not advance, inasmuch as the time which the teacher could otherwise spend with them is exhausted, almost wasted in explaining already explained lessons for the benefit of those who were

absent. It thus comes to pass, that the parent who, without sufficient reason, keeps his children from school or permits them to be absent a considerable portion of the time, commits an injustice to the teacher by paralyzing his efforts to his neighbour's regularly attending children by impeding their progress, to his own children by denying to them their very birthright, to the entire District by lessening the efficiency and lowering the tone of the school, and to society at large by thrusting upon it those who are unprepared or at best inadequately prepared for the duties of citizenship. As strange as it may seem, I have found a number of parents stubbornly keeping their children from school, year in and year out, perversely opposed to education. While much depends upon the teacher, as I have pointed out in a former report, much also depends upon the parents; but where parents have no sense of their responsibility there is no ground for dependence, nor can their children have protection against ignorance and probable crime, unless the state comes to the rescue. If the state must bear the expense and the responsibility of punishing and keeping in check those who violate the rights of citizenship, it certainly has an equal right and is under a greater obligation to see that those who are to receive the privileges of citizenship, shall not be unprepared, through parental neglect, for its simplest functions. In view of what other countries have done by legislative enactment to remedy or lessen this evil and with a knowledge of the success that has attended their efforts; in view also of the many recent expressions given in this Province in favor of such a reform, it would not seem to be inopportune for our legislature to deal at an early day with this important matter.

Teachers and Schools.—The number of teachers employed, like the number of schools, was the same this year as last, being 185 with about the same proportion of each sex.

Number of Male Teachers,	1st.	Class, . . .	22
“ “ “	2nd.	“ . . .	19
“ “ “	3rd.	“ . . .	13
			—
			54
“ Female “	1st.	“ . . .	14
“ “ “	2nd.	“ . . .	68
“ “ “	3rd	“ . . .	49 (Of whom 22 were Local Licensees)

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Class Room assistants were employed at Welchpool, Fredericton Junction, Moore's Mills, Bar Island, Chocolate Cove.

Counting all the departments of the same town as one graded school, there were 12 graded schools in operation embracing in all, 45 departments, as against 11 with 43 departments last year. Whitehead Island organized on the graded plan last winter. These schools, with two or three exceptions, are being successfully taught by faithful and competent teachers.

The St. Stephen Departments are ten in number, Mr. P. G. McFarlane, A. B. being principal and achieving a large measure of success in his important position, as teacher of grades IX, X, XI, and XII. Grades VII and VIII, were called upon during the Summer Term to part with their teachers, Mr. James Vroom having accepted another important position in the adjoining state, and Mr. Melvin Young having resumed the study of medicine. Both these gentlemen exhibited in their work a high order of scholarship and exceptional teaching power. Their places have been filled by Mr. F. O. Sullivan and Mr. William Ganong, A. B. respectively, Mr. Sullivan's place in grades V and VI is filled by Mr. John Covert. Miss Emily Markee; who successfully taught grades III and IV of the King Street school, gave place last April to Miss Carrie Veasey,

The Milltown schools have also been obliged to part with a number of their best teachers. Mr. George A. Inch, the able principal, and Mrs. Johnston, the equally efficient instructor of a Primary Department retired during the year, for the benefit of their health, and were succeeded by Mr. John Lawson and Miss Annie Gilmer respec-

tively. Mr. Edward Machum also retired April 30th from the Advanced Department, which has since then been closed, the pupils having been distributed among the other town schools. Mr. Machum has recently received an appointment in Portland.

The St. Andrews Grammar School continues under the thorough instruction of Mr. J. T. Horsman, A. B. Mr. Sherman Rogers, A. B., of the Advanced Department, after a successful year's service, was succeeded May 1st. by Mr. Thomas A. Hartt, formerly of Bay Side school.

The last examination of the St. George schools gave evidence of better work than was shown on former occasions. The recent annual school meeting there, discussed the advisability of erecting a new school building. I am hopeful that this much needed improvement will soon be made in that important town.

The North Head Graded school of three departments, still continues under the successful principalship of Mr. Irons, who is ably seconded in his efforts by Miss Atkinson, whose teaching talent combined with a warm devotion to her school has won large success and general esteem. Mr. Irons' school has recently been classed as a Superior school.

Mr. E. J. Byron, A. B., principal of the Grand Harbour school has had good success in his work during the year and still continues in charge.

The Sheffield Grammar School has recently changed principals. Mr. James Johnston, A. B., having retired from the position after two years of most successful service.

The Central Manguerville School still remains under the successful management of Mr. Wm. Thurrott, and has also been set apart as one of the Superior Schools under the late act.

The Fredericton Junction School, in charge of Mr. T. E. Colman, A. B., is the largest in Sunbury County, and has, for a long time, been well taught, having passed nearly as many pupils for Superior Allowance, during the last five years, as all the other schools in the county, and probably has prepared a similar proportion for the Normal School.

For *Superior Allowance* the following schools presented pupils—

IN STANDARD VIII.

		Presented.	Passed.
St. Stephen,.....	M. L. Young,	10	8
".....	James Vroom,	5	3
St. George,.....	Warren Dykeman,	3	3
North Head,.....	S. W. Irons,	3	3
Grand Harbour,.....	E. J. Byron, A. B.,	6	2
		27	19

IN STANDARD VI.

		Presented.	Passed.
Moore's Mills,.....	Ellen Rogers,	4	4
Young District,.....	Annie Welch,	6	4
Fredericton Junction,.....	T. E. Colman, A. B.,	9	5
Mill (West),.....	Mary H. Colman,	3	3
S. Branch Valley,.....	Rebecca A. Hoyt,	2	2
Bunkerville,.....	Lillian E. Parlee,	1	1
Lincoln,.....	C. T. McCutcheon,	2	2
Gen. Manguerville,.....	Wm. Thurrott,	3	2
Upper Manguerville,.....	Ida A. Dayton,	1	1
Welchpool,.....	Walter G. Holmes,	2	2
Fair Haven,.....	Alfaretta Welch,	2	0
Bar Island,.....	Edgar Clark,	8	5
Chocolate Cove,.....	Addie Hanson,	3	3
Smith Settlement,.....	Agnes Boyd,	3	2
		49	36

The result of the examinations for Superior Allowance were, in the main, creditable to the teachers concerned. Some of them evidently profited by my remarks in last year's Report relative to defective spelling and penmanship on the part of Superior Allowance candidates, and, judging from letters I occasionally receive from young teachers and from student-teachers at the Normal School, a little judicious criticism and advice on writing and orthography would not be amiss.

Qualification and Supply of Teachers.—The number of applications coming to hand for teachers, notwithstanding the issue of a considerable number of local licenses for the ensuing Term, points unmistakably to an insufficient supply. Were this the only trouble we might be comforted with the prospect of new recruits at the close of the present Normal School Term, but though the supply be made up, a reference to the Education Reports as well as a personal observation of the limited knowledge and capacity of a considerable number of young teachers, conclusively proves that the proportion of the lower classes of teachers, both male and female, continues to increase; also that the ratio of male to female teachers is becoming less and less.

In 1873, Winter Term, the male teachers of the Province were 44 per cent. of the whole number employed. In 1883 they were only 33½ per cent. In 1873, 35 per cent. of the male teachers were 1st class. In 1883 they were only 27 per cent.

In 1873, 29 per cent. of the female teachers were 1st class. In 1883 they were only 12½ per cent.

Various causes have doubtless contributed toward these results, but the most fruitful source of such a decadence is no doubt to be found in the small salaries offered and paid by so many Boards of Trustees. Talent, that otherwise would gravitate toward teaching, seeks its development in other avocations more liberally supported. My own opinion is that the standard of admission to the Normal School should be raised, especially since the return to the two Terms system. Teachers' Institutes were held during the Summer Term, at Oromocto and St. Stephen. I was not able to attend the Sunbury Institute, but from reports received, the teachers present had a fairly successful meeting.

At St. Stephen, about 70 teachers convened. An excellent spirit was manifested and a warm interest taken in the papers read, and the discussions that followed, as well as in a number of illustrative exercises. These Annual Meetings have certainly been helpful and inspiring to those who have attended them, and the teachers, especially those of Charlotte, have always responded nobly to the notices sent out by our secretaries. The teachers of this Inspectorate, taken as a whole, have been performing faithful and effective service, and they, as well as those of the entire country, who are thus faithful and earnest deserve and should receive every possible encouragement and support both moral and material.

In closing this report, I am reminded that my official connection with the people of Charlotte and Sunbury Counties has been severed by my transfer to another wider and more difficult Inspectorate. In thus being compelled to take leave of so many with whom I have held, during the last five years, such pleasant relations, and from whom I have received so many expressions of kindness and esteem, I desire to record my sense of gratitude to them, and my best wishes for their continued personal and educational prosperity.

St. Stephen, Nov. 21st, 1884.

INSPECTOR MERSEREAU.—District No. 7.

Embracing the County of York and the Parishes of Northampton, Brighton and Peel in the County of Carleton.

In transmitting my annual report on the condition of the schools in Inspectoral District, No. 7, for the year ending 31st October, 1884, I have to acknowledge that the work has not been as thoroughly and efficiently done as its importance demands. This arose partly from inexperience, and partly from want of time on account of the many

and vexatious duties pertaining to the Inspectoral office. I was fortunate, however, in succeeding an officer who was thoroughly acquainted with the field and who cheerfully gave me every kind of information that could prove of service to me.

The heavy taxpayers in many Districts have complained to me that their poorer neighbours did not send their children to school, and gave the most trifling excuses for their conduct. I have been repeatedly asked if nothing could be done to compel parents, careless of their children's future, to send them more regularly to school, and it is my firm conviction that the wealth and intelligence of York County are in favor of "*Compulsory Education.*"

Not having sufficient data I shall not attempt to show how the work of this year compares with that of last, but shall content myself with making a few brief comments on the general manner of treating the principal subjects of our School Course, as learned from observation.

Reading is well taught in the great majority of schools. The pupils are, evidently, led to understand the meaning of the lesson and then instructed to convey the same by the proper use of emphasis and inflection, and, in the more advanced standards, in well modulated tones.

Spelling is now receiving more attention than formerly, but still is not, in many places properly emphasized.

Arithmetic is not now the mechanical operation of blindly following given rules. In most schools the pupils are led by practical examples to deduce rules for themselves, and instead of being allowed, as in former years, to work questions from the text-book altogether, with answers before them on which to rely, they are now given practical questions, more or less involved according to the advancement of the pupils, framed from the business of the locality in which the school is situated. They are thus introduced into the mysteries of business, while, at the same time, their reasoning powers are being developed by their efforts to give true answers to the questions proposed.

It appears to be somewhat difficult to adapt to class teaching the subject of *writing*, especially in miscellaneous schools, mainly on account of the inferior desks with which some of the schools are still supplied, and which keep the pupil in an uneasy and unnatural position while practising penmanship. Still, by patient, persevering effort on the part of the teacher, a fair measure of success has been attained and poor writing is now the exception rather than the rule.

Geography has been receiving a large share of attention, as such an important subject should. And though, in many instances, the supply of maps, etc. is altogether inadequate to the requirements of the school, yet the teachers, with commendable zeal, have themselves constructed, or assisted their pupils to construct, maps which adorn the walls, and prove valuable aids in teaching. I would suggest that our teachers, when and where practicable, adopt the use of the sandboard, allowing their pupils to mould in sand, their ideas of the different geographical terms they are considering and the different countries they are studying, to the end that they may have more correct conceptions of the same. This need not supercede, but rather supplement the practice of *map-drawing*, now so universally adopted, with such satisfactory results.

There has been more success attained in the teaching of *Grammar and Analysis* than in any other subject. It is surprising to witness the ease and precision with which comparatively small pupils will analyze, even difficult passages, selected at random from their readers, and parse indicated words.

British History has been very satisfactorily taught in all the schools. The same cannot be said of *Canadian History*. Much complaint has been made against the prescribed text-book on that subject. The newly proscribed text will, I hope, remove the difficulties hitherto complained of.

In the teaching of *Useful Knowledge* there has been more misapprehension among the teachers themselves, and more hostility excited among the parents than in any other subject. In the younger classes the pupils have been required to memorize certain *answers* in their readers, instead of the lessons being made the means of exciting *thought* and promoting inquiry among them. In the more advanced classes the pupils have been given lists of minerals etc. with their qualities, uses, locations, but have not been

given an opportunity of learning their qualities by actual *handling*, so as to distinguish and name them. This fault is not, of course, universal, for, in many of the schools, the teachers have made collections of minerals, woods, and plants, and have given their pupils *true* teaching therewith, and the result is readily seen in the increased intelligence of their pupils.

Improvements in apparatus and school furniture have been made in many Districts during the year. As a rule, trustees have shown a commendable willingness to carry out the suggestions of the Inspector in this respect.

At Spring Hill the trustees decided to repair their old school-house, add *ten* feet to the end of it and supply it with modern school furniture. It would have been better, in my judgment to have built an entirely new school-house, but the great majority of the ratepayers were in favor of repairing the old one.

Stone Hill, District No. 5 Douglas, had never made an effort to put up a school-house or to provide school accommodation for their children, though repeatedly urged thereto by my predecessor. At the request of some of the prominent ratepayers, and with the consent of the trustees of District No. 6, Bright, I united the two Districts, and am convinced that the educational interests of both Districts will be promoted thereby.

The school-house in District No. 3, Bright (Keswick Ridge) was, last winter, destroyed by fire, and the adjoining District (No. 1) had a very poor school-house, so, it was thought expedient to have the two Districts united. There has been some little friction felt but the union will eventually, I feel assured, prove beneficial to both Districts.

Superior Allowance Examinations have been held at various times during the year as follows:—

No. of Dist.	Parish.	Teacher.	Passed.	Standard.
City of Frederic- ton.	Model School,.....	Geo. E. Croscup, B. A.,	11	VIII.
	York St. School,.....	J. A. Hoyt, B. A.,	12	"
	Church Hall School,.....	H. V. Bridges, M. A.,	9	"
No. 3,	Kingsclear,.....	Egerton W. Everett,	3	VI.
" 2,	"	Henry H. McKeen,	1	"
" 7,	"	Mary P. Macpherson,	1	"
" 6,	"	Louise Winter,	1	"
" 4,	"	Brun. W. Fox,	1	"
" 3,	Manners-Sutton,.....	Michael Connolly,	1	"
" 8,	"	Aaron H. Libbey,	1	"
" 9,	Southampton,.....	William Anderson,	1	"
" 5,	"	Geo. F. Hartin,	2	"
" 3,	Northampton,	Amasa Plummer,	4	"
" 4,	"	Z. Nason,	5	"
" 3,	Peel,.....	J. W. Lawrence,	1	"
" 2,	Prince William,.....	Bertha A. B. Bell,	4	"
" 1,	"	Abram Grant,	2	"
" 10,	"	Sarah A. Henry,	1	"
" 1,	Dumfries,.....	Alice A. Lawrence,	4	"
" 3,	"	Harvey Cawley,	3	"
" 4,	Canterbury,.....	Louis E. Young,	4	"
" 4,	Bright,.....	Mary C. B. Morris,	1	"
" 3,	"	H. B. Kilburn, B. A.,	8	"
" 1,	Douglas,.....	Alonzo Kelly,	3	"
" 14,	"	Martha B. Douglas,	1	"
" 17,	"	Charlotte McBean,	2	"
" 4,	St. Mary's,.....	J. F. Scribner,	3	"
" 12,	"	Mary Nisbet,	1	"
" 2,	"	B. M. Mullin,	6	VIII.
" 3,	"	W. Temple Day,	4	"
" 14,	Stanley,.....	Maggie J. Douglas,	1	VI.

Total,..... 102

An interesting meeting of York County Teachers' Institute was held on the Thursday and Friday immediately preceding the Summer Vacation. Instructive papers were read and valuable lessons given by J. H. Hoyt, B. A., of York Street School, H. V. Bridges, M. A., of Church Hall School, Barnet M. Mullin of St. Mary's School, H. C. Creed, M. A., of Normal School, and others.

The year's work, though arduous, has been enjoyable from the fact that the teachers, with scarcely an exception, are earnest hard working men and women, who realize that theirs' is a noble profession and spare no pains to make themselves qualified to adorn it.

INSPECTOR GAUNCE.—District No. 8.

During the year I have visited all parts of my District, not otherwise specifically stated to you in Special Reports from time to time, and have found varying success among the schools. Here and there I have found schools that have been in excellent condition for the previous three years to have signally failed, while again several hitherto inferior schools have, by change in the Boards of Trustees and the management of the schools improved wonderfully.

Quite a number of schools closed at the date of visit were opened shortly after; teachers, in some cases Local Licensees, having been provided by me at time of visit. In other cases schools were closed during the entire term in which I visited the school but were open the other term. Here and there schools were closed during the entire year, but I think I am safe in saying that 90 per cent. of the organized Districts under my care maintained school at least part of the year.

Of the schools found in session at the time of my visit, a larger per cent. obtained 1st Rank, than in any previous year, while the number of ineligible schools remained about as before.

Of the schools examined the Rank was as below:—I. Rank 62; II. Rank 21; III. 2; 0. 2; ineligible 59.

New Schools.—Several new schools have been opened during the year, chiefly in Victoria County, and several others have organized for work. In the early part of the year a certain scarcity of teachers prevailed, and some Districts, which would like to have opened or maintained schools, were thereby prevented. I can call to mind only one District which has erected a new school-house during the term of my Inspectorate, which has not had school taught therein some part of the past year. This is especially pleasing, in view of the fact that many such Districts have received special aid to build. The people have shown, by their acts in maintaining schools, that they really desired a school, and I am glad to have been in the least degree of service to them. During my term of office the following Districts have been organized:—

No. 17, Wilmot.	No. 9, Kent.
“ 8, Aberdeen.	“ 13, “
“ 11, “	“ 18, “
“ 6, Andover.	“ 19, “
“ 9, Drummond.	“ 10, Grand Falls.
“ 10, “	“ 11, “
“ 11, “	“ 7, Gordon.
“ 7, Lorne.	“ 8, “
“ 8, Perth,	“ 7, Perth.
“ 14, “	“ 13, “

No new Districts have been organized in Madawaska, because every place at all capable or anxious to maintain a school has been previously organized. In fact Districts have been established in this county which will not be able to maintain a school for many years. Some Districts have very few families therein.

New Districts.—In establishing new Districts I have been careful to exercise as

wise a discrimination as my knowledge of the case would afford. Sometimes I have been compelled to insist upon larger territory than desired, while in some cases I have lessened it. Frequently I have found a disposition on the part of people to extend the school District to a very considerable extent into the lands of the N. B. L. and L. Company. In cases where the District was backward, and needed assistance, I have acquiesced in this; but as a rule I have opposed the absorption of large blocks of this Company's lands in order to reduce local taxation below what was reasonable and at all easily borne.

Local Licenses.—Owing to the scarcity of trained teachers before referred to, I have been compelled during the year to issue far more Local Licenses than the best educational interests of the country justify. I have issued in all—

Carleton County,.....	13
Victoria County,.....	16
Madawaska County,.....	17
Total	46

Several of these have justified their choice of this profession, but others will do the profession better service by abandoning it. Several have already found their way to the Normal School, and others will follow in December. I am of opinion that the cause of education will gain much by the exercise of less laxity in the issue, and the power to issue these licenses. With the Normal School sending out twice in each year a large supply of trained teachers, the necessity cannot now exist that did a year ago for such teachers. There are Districts which will employ a Third Class Local Licensee in preference to a First or Second Class Trained Teacher, if they can thus reduce the amount of local taxation only a few dollars yearly. And here, in addition to the lowering of the educational status through inferior teaching, lies the other detriment to the profession by a large supply of local licenses, the lowering of the salaries of the trained teacher.

Superior Allowance and Superior Schools.—I have held examinations for Superior Allowance through the year in the following Districts and with the following results:

No. of Dist	Parish.	Teachers.	Class	Standard	Pre-sented.	Passed.	Secretary and P. O. Address.
5	Wakefield,.....	Alice M. Palmer,.....	2	VI	1	1	G. F. Jewett, Waterville.
3	"	Addie DeWitt,.....	3	VI	2	2	Joseph York, Rosedale.
2	Simonds,	S. A. Couillard,.....	1	VI	4	4	T. T. Brooks, Mtd. Simonds
2	Wicklow,.....	W. F. Hamilton,.....	2*	VI	7	4	T. H. Estey,..... Wicklow.
9	Woodstock,.....	S. A. Hendry,.....	2	VI	3	2	Jas. McKinney, Benton.
	Town of Woodstock, ..	C. McLean,.....	1	VIII	20	18	A. B. Connell,..... Woodstock.
7	Wakefield,.....	E. T. Miller,.....	Gr.	VI	5	2	J. Simonson,..... Jacksonville.
6	Wilmot,.....	F. B. Carvell,.....	2	VI	7	6	Alex. Hume,..... Lakeville.
6	Woodstock,.....	W. T. Kerr,.....	2	VIII	11	10	Alex. Henderson, .. Up. Woodstock.
3	Wicklow,.....	H. L. Dobson,.....	2	VI	1	1	L. DeMerchant,..... Up. Wicklow.
					61	50	

*Since obtained First Class.

In 1880 and '81, 83	were presented,	58	passed =	70%
" 1881 " '82, 61	" "	28	" =	47%
" 1882 " '83, 76	" "	52	" =	71%
" 1883 " '84, 61	" "	50	" =	82%

I attribute the increased per centage passed this year due to the fact that this being the last year for participation in this allowance increased efforts were made to secure the best possible preparation for the examinations. I regret that the school outside of Woodstock, which has passed more pupils than any other in my District, can only be a

Superior School, as provided by late Act of Assembly, under *special* circumstances. This school—the one at Upper Woodstock—was in a low condition five years ago. It was then a mixed school, with one teacher. It now is graded, with two departments, each taught by an excellent teacher. The building, furniture and apparatus have shared in the general improvement until to-day the school is in an excellent condition throughout. The school was in so low a condition when the present incumbent, Mr. Kerr, took charge, that for the first two years, 1879 and '80 and 1880 and '81, no pupils were presented for examination in the Superior Allowance.

In 1882	10	Pupils were presented and	7	passed in	Standard	VI.
" 1883	16	"	"	12	"	VI.
" 1884	11	"	"	10	"	VIII.

It will be here observed that in 1884 I raised the Standard for qualification from Standard VI, to Standard VIII. This was because that at the first the school was an essentially a "mixed" one, while, during the last two years, the effect of the grading has shewn itself and only more advanced work has been done in this department. The circumstances which operate against the designation of this as one of the Superior Schools of the County are these:—

1. It is in the same Parish as the County Grammar School.
2. It is only two miles from said Grammar School.
3. It is only three miles from Superior School in an adjacent Parish.

In its favor are the following circumstances:—

1. Its present position and late improvement.
2. The needs of so important a village for such a school.
3. The fact that for higher educational work a large strip of country along the St. John River is tributary thereto.

If, then, in the distribution of the Superior Schools for this County and for the Province, a vacancy should be left, which could, with propriety, be given this school, I should only be too glad to recommend it.

Considering that for a year or two, at least, Victoria County will establish no Superior Schools, and that Madawaska will establish neither Grammar nor Superior Schools,† I feel that this upper section of the Province will need especial consideration in case the question of distributing extra Superior Schools should come before the Board of Education.

Fortunately, in the matter of establishing the Superior Schools, I have had to decide between no cases of competition

Few schools are allowed Carleton County, and only four Districts have applied for these, and no two schools have been in the same parish. The Districts applying are:—

Florenceville, in Parish of Simonds; Hartland, in Parish of Brighton; Lakeville, in Parish of Wilnot; Jacksonville Corner, in Parish of Wakefield.

I hope that at no distant date Victoria County and Madawaska too, will be in a position to establish Superior Schools. The opening at Grand Falls is already good for such, and, were the Trustees able to give the Teacher of the Advanced Department the prescribed amount of salary, I should be pleased to recommend it as a Superior School now. In this school, of which Miss Truswell is the principal, I found that most excellent work had been done. In the Advanced Department the pupils were presented in Standards V, VI and VII, and all passed creditable examinations. Just here I must not fail to pay a deserved tribute to this Teacher and school. Here I found, what I have never found elsewhere out of Woodstock, that *every Pupil* had done *all* the prescribed Drawing of the Course, and done it in a *better* manner than I had found in any other school without exception.

Teachers' Institute.—In July the Carleton County Teachers met in the Institute and passed two days in pleasant and intelligent discussion of different phases and fea-

† A Superior School has been established in Victoria County, and application has been made for authority to establish one in Madawaska County.—W. C.

tures of educational work. The attendance was large, the interest general, and the results doubtless beneficial. In the evening a Public Lecture was delivered in the Town Hall, at which a large and appreciative audience was present. Expressions of regret were universal that, since our last meeting, the veteran of the profession in the County had passed away, full of years and good service to the Cause. Mr. Jas. McCoy, for many years Principal of the Woodstock Schools and Teacher of the Grammar School of the County had met with the Institute every session since its formation, and now that he was gone the pleasant voice and kind face were missed.

Woodstock Schools.—The demise of Mr. McCoy left a vacancy on the staff of Teachers, to which Mr. Landell was called. Of Mr. Landell's work I am not in a position to speak except through public opinion. This is decidedly in his favour. I regret that a severe and protracted illness has caused the closing of his school for many weeks.

During the year the fine new school-house on the west side, has been completed, and is at once an ornament to the town and a credit to the trustees. Better grading and massing and consequently better work can now be done than hitherto. I find that very good work has generally been done in Woodstock during the year, although at my last examination in April I was not satisfied with the work of two departments. Which departments these were you have already learned through my monthly reports.

School-houses, &c.—During the term of my inspectorate a marked improvement has been seen in a provision of better accommodation for the pupils. Better houses, better furniture, better outhouse accommodation have been quite general. In these years thirty-five new houses have been erected and many others repaired.

The French Schools.—In reviewing the work of the last year, and in fact of my whole term of office, I find cause for regret that I have not been able to do more for the schools in Madawaska. Owing to my difficulty in conducting examinations in French, and the backwardness of the teachers in English, I found my chief work in the observance that the general features of the schools and school management were according to the Law and the Regulations of the Board. I have found from time to time abuses in these schools, to correct which I have been obliged to resort to extreme measures. No doubt some of these evils were the result of misapprehension on the part of the teacher, and previous laxity in the oversight of the schools. In some years there were fewer teachers employed in Madawaska than previously, but my policy was to close a school rather than license one manifestly unfit to teach it. Gradually, though slowly, the teachers of the County are improving, and the work done to-day is better than ever before. Quite a number of former local licensees have gone from this County to the Normal School and are now in some cases doing good work. During the term just ended there were more teachers employed in Madawaska than ever before in any one term. Having been rather unfairly criticised by some whom I expected were my friends, because of my frequent refusal to grant licenses to those unfit to hold them, I decided to exercise a little less discretion in the matter during the last term of my office, and thus take the easier side of the matter, and find more grace in granting than I sometimes previously had in refusing a license. During this term between thirty-three and thirty-five schools have been in session, and every school on the St. John river between the Grand Falls and Middle St. Francis, a distance of sixty-five miles, has been open, with two others on the river above this and several others in the back settlements.

In Edmundston, where an apology for a school-house had been erected, about two feet below the level of the road and in the immediate vicinity of the Court House and Gaol and several liquor stores, the past year has seen great improvement. A fine plot of land in an excellent part of the village was selected and an excellent house erected thereon. But internally, equally great changes have been wrought. The school, which was "mixed"—very mixed before—has been graded and two good teachers, an English-French one, and a French-English one, if I may be so allowed to characterize them, employed. The Advanced Department is in charge of Mr. Caldwell, an English teacher of the Second Class, who talks and teaches French fairly, and the Primary in charge of Miss Salabourse, a French teacher of Third Class, who speaks English quite

nically. Here, I trust, a superior school will root itself at a not very far distant day.

I shall not enter into any lengthened discussion of the different subjects of the Course of Instruction and the way they have been taught. In some schools some subjects have been neglected, and in other schools other subjects. Generally speaking, however, except in some matters of detail in which the Course has been perhaps overloaded, the Course of Instruction has been quite faithfully followed. While I should like to see the Course revised somewhat in the matter of the work considered *oral*, yet I should hope that to a large degree the Course should stand as prescribed.

And now, without going further into detail, I must conclude my report. I cannot do so, however, without expressing a sadness I feel in knowing that I thus conclude my work as an Inspector of Schools. During these five years I have found much of hardship mingled with much of pleasure. Everywhere I have met with kindness and only kindness from teachers, trustees, your predecessor and yourself. Very many times in the coming days my memory shall revert to the pleasures of this period. My only regret is that my work has not been more efficiently done. Conscious of defects, however, I am conscious as well of an intent and endeavour in every case to do what I considered fitting and best.

Woodstock, October 31st, 1884.

Inspector Wetmore, of Inspectoral District No. 4, has been unable, in consequence of sickness, to prepare his Annual Report in time for publication.—W. C.

APPENDIX C.

REPORTS OF BOARDS OF SCHOOL TRUSTEES.

I. CITY OF FREDERICTON.

Board of School Trustees.

HON. A. F. RANDOLPH, CHAIRMAN.

J. L. INCHES, Esquire,
A. A. STERLING, Esquire,
G. E. COULTHARD, Esquire, M. D.,
P. McPEAKE, Esquire,

S. D. McPHERSON, Esquire,
JOHN J. WEDDALL, Esquire,
WESLEY VANWART, Esquire.

CHAS. A. SAMPSON, Secretary.

The Board of School Trustees for the City of Fredericton beg herewith to submit, for your information, their Thirteenth Annual Report, showing the condition of the Schools under their supervision.

By the death of S. D. McPherson, Esquire, on the 23rd of August last, the Board was deprived of the counsel of a valuable member. He was appointed by the City Council to a seat at the Board on the first day of November 1878, and upon the expiration of his term of office in 1882, he was re-appointed for a second term. On the 1st of October last, John J. Weddall, Esquire, was appointed by the City Council to fill the unexpired term.

In compliance with the Act relating to the Constitution of Boards of School Trustees, the term of office of A. A. Sterling, Esquire, expired on the 31st day of October. At a meeting of the City Council, held during that month, Mr. Sterling was re-appointed to a seat at the Board.

Our school accommodation has been somewhat restricted during the past year. After unobstructed possession of the large and commodious building, known as the Park Barracks, at a nominal rental for nearly twelve years, we were notified last fall that the building was required for military purposes. A committee of the Board at once undertook to procure suitable accommodation for the four departments so long located in the Park Barracks. They fortunately secured a temporary lease of the upper flat in the Church Hall, a building located in a central part of the city, and while in many respects it answers the requirements, of a school-house, yet the inadequate accommodation it affords has been seriously felt by us; the chief drawback to the premises being the lack of a suitable playground and necessary outbuildings. By the construction of temporary partitions three class-rooms were provided, and the additional department from Park Barrack school was amalgamated with two similar departments in York Street School.

Deeming it absolutely necessary in the interests of the school service to provide permanent accommodation for the schools under our control, we immediately took steps to procure all possible information with that object in view. Being desirous to incur as little liability upon the city as possible, commensurate with the needs of the service, and being anxious to enlist the co-operation of the public, a conference was held with the Mayor and City Council on the subject. After an exchange of views we decided to erect a brick building sufficiently large to accommodate six departments. An eligible site was procured on Charlotte street, a little below Regent street, having a frontage of 168 feet and extending back about 300 feet. Subsequently plans and

specifications were obtained from Messrs. Dumaresq & Mott, and tenders invited for the construction of the building. The contract was awarded to Mr. Joshua Limerick, and preparatory work for the construction of the building was commenced about the first of June last. The exterior is now completed and presents an attractive appearance. By the terms of the agreement the building will be finished and handed over on the first day of March next. We expect to have the building furnished and ready for occupancy on the first day of May, 1885.

To provide for payment of the work we issued Debentures at five per cent. to run for twenty-five years. These were all sold at par.

It gives us pleasure to be able to report that all our schools continue in an efficient condition, and that marked progress is visible, while the discipline maintained in the various departments is quite in keeping with what we might naturally expect as the result of the management of experienced teachers. As you will have noticed by the statistical returns submitted at the close of the last Term, two or three of the teachers were compelled to carry along cumbersome classes. This was caused, chiefly, by the forced amalgamation of grades for want of school accommodation, and is not likely soon again to occur.

In our last report we regretted the frequent and unavoidable changes which occurred in our teaching staff during the year then closed. Our experience the present year in this respect is little if any better, however, while this is to be deplored, we have been fortunate in securing as substitutes skillful teachers.

The teaching staff of the Collegiate and High School was subjected to several changes during the year. Miss Gregory's leave of absence which began in January last, was, at her request, extended until the 1st of August. The important and interesting branch of the school under her care was, during her absence, placed in charge of Miss Ross, then of the Park Barrack Staff, who conducted the department with her accustomed skill and judgment. At the conclusion of the summer vacation Miss Gregory again assumed control of the school, and doubtless her well-merited rest will prove alike beneficial to herself and pupils. Upon the withdrawal of Mr. Carman from the school Mr. B. C. Foster took charge of his classes and continued in the service, doing excellent work, until the close of the year when he resigned. You will remember that on the 1st of August 1883, Mr. G. W. Fenwick, long and favorably known as an efficient member of the staff of this school, was granted one year's leave of absence, and Mr. F. S. Chapman was in the meantime placed in charge of his classes. Upon the expiration of his leave of absence Mr. Fenwick resigned his position and has taken up his abode in a distant part of the United States. At this time Mr. Chapman also withdrew from the staff. Mr. H. V. B. Bridges, Principal of Church Hall School, was appointed to the vacancy, and we are pleased to know has since been doing excellent work. The energetic and painstaking headmaster, Geo. R. Parkin, A. M., has succeeded ably, through all these changes, in maintaining the well known high character and standing of the school.

In compliance with the recent Regulations of the Board of Education governing the Grammar Schools of St. John and Fredericton, the staff of the Collegiate and High School for the current year, beginning 1st. November, consists of three teachers, viz:—George R. Parkin, A. M., Headmaster, H. V. B. Bridges, A. M., and Miss S. J. Gregory.

Early in October Mr. J. H. Hoyt, Principal of the York street School, was laid aside from his work on account of serious illness, when the school was placed in charge of Mr. P. E. Cliff. Subsequent to this date leave of absence was granted to Mr. Hoyt until spring, and we regret to learn that his health continues in a precarious condition. Mr. Cliff has been appointed Principal of this large school and is discharging the duties of the position satisfactorily. It is with much regret we have to record the death of Miss Brymer, who was on leave of absence on account of her health, and whose services were always highly prized by the Board. She passed to her reward in July last. Miss J. Harvey, who conducted her department during her absence has been placed permanently in charge of it. Miss Atherton, teacher of the third department in same school, has been again compelled to relinquish her duties for a time owing to impaired health.

She has been granted leave of absence for the winter. Miss Porter, of Wisely School, has been transferred to the city proper and placed in charge of this department, in the meantime. The other teachers in this school, Misses A. K. Meagher, E. L. Thorne, and L. Pickard, continue to discharge their duties faithfully and with gratifying success.

Upon the transfer of Mr. Bridges to the High School Miss F. I. Ross was appointed to the responsible position of principal of Church Hall School, and is discharging the duties with her accustomed energy. There are three departments in this school; the advanced grades are in charge of the principal, and the other departments are in charge of Miss A. I. Moore and Miss Ida McAdam, respectively.

The withdrawal of Mr. Croscup from the position of head master of the Model School and his abandonment of the teaching profession caused regret on the part of all with whom his duties brought him in contact. However, we are pleased to know that his successor, Mr. Rogers, is carrying along the work in a most satisfactory manner. His associate teachers, Misses Minard, Lyle and MacLeod, contribute largely in maintaining the general high standing of the Model School.

No changes have occurred during the year in the staff of the Regent street School, and the work in all the departments is carried on in a methodical manner and with gratifying success. Mr. J. Meagher is principal of the school, and his associate teachers are Misses E. McKenna, M. E. Walsh, and S. G. Duffy.

The Brunswick street School opened eighteen months ago under the care of Miss Mahoney, continues in a flourishing condition, and the children exhibit the marks of the careful training of their teacher.

After two and a half years most satisfactory work in the management of Morrison's Mill School, Miss Morgans resigned her trust on the 31st October. Miss Alice M. Vandine was appointed her successor, and entered upon her duties on 1st November.

Upon the transfer of Miss Porter to York street School, Miss E. E. Ross was appointed in charge of Wisely School for the winter, and assumed control on 1st Nov.

The school at Doak Settlement is still conducted by Miss Alice G. Duffy, who is very successful in her management.

In his Annual Report to the Board, the examiner has given us much valuable information in detail of the condition of the schools under our supervision. While noting the disadvantages many of the schools labored under by the change of teachers during the year, he takes a hopeful view of the future. He remarks: "I am happy to say, however, that these disadvantages, though they may have hindered, and in point of fact did hinder, the fullest success of the year's work, have not proved the serious drawbacks which might have been expected, and that a fair degree of success has followed the efforts of the teachers and the schools. Both seem to have exerted themselves to adjust themselves to their circumstances, and the work has gone forward steadily, if not rapidly."

Speaking of the nature of the work carried on in the different schools, he says: "The High School has done much excellent work during the year, in spite of the disadvantages arising from changes in its staff, and the difficulty of properly adjusting the character and amount of its teaching power to the needs of the school. During the latter part of the year these temporary difficulties were overcome and the work of the school progressed very satisfactorily. Of the two functions of this school; that of affording opportunity for a preparatory training in classics and mathematics for those pupils (few in number when compared with its general enrolment), who desire to matriculate at the University, as well as that of supplying a more extended English and modern course for those who wish to prepare at once for the active duties of life, it has always seemed to me that the latter has scarcely been given the prominence it deserves. If a course of study were prescribed by the authorities for such schools, I am satisfied that it would be possible to bring the work of this school into closer relations with that of the underlying schools, and into closer adaptation to the practical concerns of life without in any degree detracting from the well-earned reputation as a preparatory school for the University which it has so long enjoyed." * * *

The examiner refers in detail to the changes made in the teaching staff during

the year, and gives his estimate of the character of the work and capability of the several teachers, and closes his excellent Report with the following general remarks :

"In many of the schools above referred to, what appeared to me most worthy of remark, so far as the character of the instruction is concerned, was the very general attention given to the bearing of school work proper on the practical affairs of our everyday life. Our teachers see more and more that the best training which a school can give is that which will best prepare pupils for active duty in life, and are shaping their methods and their treatment of school work accordingly. This practical character can not be secured by teaching only the three R's; it is much more likely to be attained through training the senses to observe, developing the power to think, and to act, through inducing self-reliance on the part of the pupils, and through inculcating a sense of duty and of responsibility. In our anxiety to cover a given amount of work within a given time, it has sometimes appeared to me that there was a danger of devoting too strict attention to purely intellectual training, to the neglect of the moral training which it is one of the primary duties of a school to impart. I am convinced from my observation of the schools that many of the teachers see this matter in the true light, and recognize their obligation to prepare pupils for the duties of citizenship, as well as to impart a knowledge of the subjects included under the head Intellectual Instruction. This kind of training ought to begin in the lowest grade and be carried regularly forward throughout.

"In review of the past year's work, though it cannot be said that any remarkable improvement has been made in the general standing of the schools, yet I am free to say that I consider there is much that is encouraging in the record. The schools are becoming more closely adapted to the needs of the community; they are cheerful in tone, and intelligent in character. The teachers are generally earnest and devoted to their work, as well as qualified for it, and we are making real though not striking progress. In my opinion the zeal and care for the welfare of the schools which the Board of Trustees have always displayed, is being repaid in the efficiency of the schools themselves."

The examiner pays a tribute of respect to the memory of the late Miss S. A. Brymer, for a number of years on the staff of the York street School. He says, "her work there is her truest monument."

The Inspector in his annual report gives in detail the condition of the various departments, as found by him upon his official inspection. He says, "I am pleased to be able to report the schools as a whole in a healthy condition, the teachers possessing skill and energy, and the instruction partaking largely of that practical character so well suited to the requirements of this age and country."

In referring to the Superior Allowance examination he presents the following returns and remarks—"It is only fair to Mr. Bridges to state that three of his best pupils were unavoidably absent":—

Teacher.	School.	Presented.	Passed.
Geo. E. Croscup.	Model.	15	11
Jas. H. Hoyt.	York Street.	17	12
H. V. Bridges.	Church Hall.	13	9

During the summer vacation repairs were made upon several of our school buildings. The interior of the Regent street and Brunswick street Schools were much improved by painting and color-washing. Considerable work was done upon the York street School and grounds, and another new furnace placed in the building. Some additions were also made to the apparatus in several of the schools.

The number of teachers on our staff during the year, including the High School and Model School, was: Winter Term, 26; Summer Term, 25.

The number of permits issued to applicants for admission into the schools during the year, was three hundred and seventy-six.

By referring to Tabular Statement A., accompanying this report, it will be seen that the receipts from all sources (not including sales of Debentures) for the year ended 31st October, amounted to \$13,385.55, to which is added \$604.06, balance carried from last year, making a total of \$13,989.61. The expenditure for the maintenance and

support of the schools for the same period was \$12,090.68, of which amount \$261.81 was placed to credit of Permanent Account, leaving a balance on hand of \$1,898.93.

Tabular Statement B., shows the names and salaries of teachers, number of pupils in each department, per cent. of attendance, &c.

All of which is respectfully submitted.

CHAS. A. SAMPSON, *Secretary.*

Fredericton, December, 1884,

Tabular Statement A.

General Account Receipts and Expenditures from 1st Nov. 1883 to 31st Oct. 1884.

ON WHAT ACCOUNT.	AMOUNT.	ON WHAT ACCOUNT.	AMOUNT.
Permanent Account :		By balance in Peoples' Bank, Nov. 1, 1883,...	604.06
York St. School, . . .	\$75.30	City Taxes from Treasurer,	\$12,979.07
Church Hall School, . . .	86.26	Tuition Fees,	222.50
Regent St. School, . . .	93.20	Sup. Allowance Grant,	133.98
Charlotte St. School, . . .	6,278.06	Rent,	50.00
Apparatus,	7.05	Debentures,	10,129.04
	<u>\$6,539.87</u>		<u>23,514.59</u>
Annual Expenditure :			<u>\$24,118.65</u>
City Auditors,	\$20.00		
Indigent Pupils,	11.19		
Rent,	531.83		
Insurance,	20.00		
Office,	18.94		
Printing,	22.10		
Fuel,	373.01		
Interest,	1,239.00		
School Contingent,	177.26		
Repairs,	81.28		
Examiner,	106.68		
Secretary,	700.00		
Teachers,	7,664.58		
Janitors,	863.00		
	<u>11,828.87</u>		
	<u>\$18,368.74</u>		
Cash in Peoples' Bank,	5,749.91		
	<u>\$24,118.65</u>		<u>\$24,118.65</u>

Tabular Statement B.

Shewing names and salaries of Teachers, number of pupils in each Department, and per cent. attendance from 1st November, 1883, to 30th April, 1884.

SCHOOL.	NAME OF TEACHER.	Annual Salary from Trustees.	No. Boys.	No. Girls.	Total Pupils.	Per cent. Attendance for Term.
Collegiate and High,.....	Geo. R. Parkin, A. M.,.....	\$450	20	..	20	79.05
	F. S. Chapman, A. B.,.....	550	18	..	18	79.11
	W. B. Carman, A. B.,.....	150	18	..	18	87.08
	L. J. Gregory,.....	390	..	36	36	72.36
York Street,.,	Jas. H. Hoyt, A. B.,.....	550	14	38	52	69.
	Alice K. Meagher,.....	230	24	31	55	80.42
	Ella L. Thorne,.....	230	28	19	47	74.
	Amelia Atherton,.....	230	28	21	49	57.87
	Louisa Pickard,.....	230	43	23	66	59.
	Janie Harvey,.....	220	30	29	59	74.57
Church Hall,.	H. V. B. Bridges, A. B.....	600	25	25	50	70.02
	Frances I. Ross,.....	260	32	30	62	70.96
	Annie T. Moore,.....	230	19	88	27	70.
	Ida McAdam,.....	220	15	23	38	65.
Model,	Geo. E. Croscup, A. B.,.....	600	17	30	47	82.55
	E. A. Minard,.....	250	12	35	47	86.03
	Jennie Lyle,.....	160	23	24	47	87.02
	H. J. MacLeod,.....	160	22	25	47	77.94
Regent Street,	Jer. Meagher,.....	600	43	..	43	70.
	E. McKenna,.....	230	..	26	26	82.84
	M. E. Walsh,.....	220	..	34	34	73.73
	S. G. Duffy,.....	230	53.	..	53	75.41
Brunswick St. Morrison's Mill,....	S. Mahoney,.....	200	10	38	48	79.46
	L. F. Morgans,.....	230	33	31	64	51.81
Wiseley,.....	Maggie B. Porter,.....	230	15	9	24	75.
Doak Settlem't	Alice Duffy,.....	200	10	12	22	72.68
			552	547	1099	

CHAS. A. SAMPSON, *Secretary.*

Tabular Statement B.—CONTINUED.

Showing Names and Salaries of Teachers, number Pupils in each Department, and per cent. attendance from 1st May, 1884, to 31st October, 1884.

SCHOOL.	NAME OF TEACHER.	Annual Salary from Trustees.	No. Boys.	No. Girls.	Total Pupils.	Per cent. Attendance for Term.
Collegiate and High,	George R. Parkin, A. M.,....	\$450	40	..	40	79.47
	H. V. B. Bridges, A. M.,....	650	33	..	33	78.08
	B. C. Foster, A. B.,.....	150	..	48	48	63.75
	L. J. Gregory,.....	390	..	39	39	55.86
York Street, ..	Jas. H. Hoyt, A. B.,.....	550	20	34	54	71.02
	Alice K. Meagher,.....	230	25	30	55	68.05
	Ella L. Thorne,.....	230	32	29	61	75.09
	Amelia Atherton,.....	230	42	35	77	62.29
	Louisa Pickard,.....	230	38	29	67	64.
	Janie Harvey,.....	220	37	28	65	72.03
Church Hall, ..	Frances I. Ross,.....	340	30	27	57	65.16
	Annie T. Moore,.....	230	20	18	38	71.
	Ida McAdam,.....	220	24	25	49	61.69
Model,	John F. Rogers,.....	600	15	35	50	83.32
	E. A. Minard,.....	250	15	35	50	84.05
	Julia R. Bateman,.....	160	26	26	52	86.
	Helen J. MacLeod,.....	160	23	28	51	84.83
Regent Street,	Jeremiah Meagher,.....	600	37	..	37	24.
	Ellen McKenna,.....	230	..	36	36	73.28
	Mary E. Walsh,.....	220	..	39	39	80.79
	S. G. Duffy,.....	230	60	..	60	70.40
Brunswick, ... Morrison's Mill,	S. Mahoney,.....	200	18	53	71	83.28
	Louise Morgans,.....	230	34	30	64	58.89
Wisely,	Maggie B. Porter,.....	230	15	10	25	68.
Doak Settlem't	Alice G. Duffy,.....	200	8	12	20	70.
			592	646	1238	

CHAS. SAMPSON, *Secretary.*

II. CITY OF PORTLAND, N. B.

Board of School Trustees.

EDWIN FISHER, Esquire, CHAIRMAN.

JOHN TAPLEY, Esquire,
THOS. E. MILLEDGE, Esquire,
THOS. McELROY, Esquire,
W. KILPATRICK, Secretary.

RICHARD FARMER, Esquire,
JAMES WILSON, Esquire,
MICHAEL COLL, Esquire,
F. H. HAYES, Superintendent.

The Board of School Trustees of the City of Portland, respectfully submit their Annual Report for the year 1884, of the Public Schools under their control.

On the 31st of October, 1883, the term of office, of Henry Maher, Esq., as Trustee, expired. The City Council being duly notified thereof, appointed Michael Coll, Esq., to fill the vacancy.

The following changes took place in the *personnel* of our staff of teachers during the past year. At the first of May last Mr. G. W. Dill was appointed to take charge of the school taught by Mr. R. Landell, retired in No. 1 Building. Miss Bertie McLeod was appointed to take charge of the school on first of May last, lately taught by Miss Grace Orr, resigned in No. 7 Building. Miss Lottie Barlow was appointed in December last, to take charge of the school in No. 9 Building, taught by Miss C. Sullivan, resigned. Mr. S. L. T. Frost resigned his position, as teacher, in No. 10 Building, at Christmas holidays, and Mr. G. R. Devitt was appointed in his stead.

During the summer holidays, the different School Buildings were visited by committees of the Board, and by their direction, the rooms and premises were thoroughly cleansed; and such repairs as they considered necessary were done to their satisfaction.

The usual amount of sickness has prevailed in the schools during the past year, and in some localities, diphtheria in its most common form, one of its effects was seen in a decreased attendance in our schools; and, for the same cause, it was found necessary to close the Marsh Bridge School, No. 8, for two weeks during the summer.

From the accompanying Table No. 5, it will be seen that the average daily attendance for the last Summer Term is the largest ever attained in our schools. The enrolled number of pupils the highest since 1879.

The schools are in a very satisfactory condition, and the majority of the teachers seem anxious to increase their efficiency.

We beg to make the following extracts from our Superintendent's (F. H. Hayes, Esq.) able and comprehensive report for the past year:—

EXTRACTS FROM SUPERINTENDENT'S REPORT.

"The attendance during the year has been of such a character as should be gratifying to all those who have the interest of education at heart. * * *

"The increased regularity of attendance, I believe, is owing to good causes, one of these, and the more potent one, is to be traced to the interest manifested by many of the teachers respecting the attendance of their pupils. Some teachers spend much of their leisure time in visiting the homes of the children, to ascertain the cause of absence. To such teachers great praise is due. As a consequence of this interest the parents are more anxious and careful that their children are regularly at school. Yet, with all these influences at work, it is sad to contemplate that with an enrolment of 2426, the average daily attendance was but 1688 during the last term. * * *

"For many valid reasons, some pupils were detained at home; but it is quite as true, that a large proportion absented themselves without any good reason. I am of opinion that in the more thickly inhabited portions of the Province, the time has arrived when some remedial measures should be taken to insure a better attendance at the schools. * * *

"I must congratulate the members of the Board on the passage of the rule, pro-

hibiting pupils from entering grade one after the 15th day of the first month in each term. I confidently expect that, under the new order of things, the work performed in grade one will be of even a more satisfactory character than it has been in the past. Pupils admitted to this grade up to an advanced period in the term, multiplied the work of the teacher, and, at the same time, caused neglect to a portion of the school. * * *

"Under the new Regulations of the Board of Education, the summer vacation will commence and end about two weeks earlier than in the past. I am afraid that in so far as we are concerned, this is an unwise step. We have experienced little difficulty in persuading the pupils to attend school until vacation; but we have had great trouble to well fill the school for a few weeks succeeding the holidays. Now that school will resume two weeks earlier, or, as one might say, in the midst of the pleasure season, I am strongly of opinion that the school for a time will be sparsely attended. * * *

"Early in February the Annual Grading Examinations commenced, and they were continued until June, in all about four months. Every pupil attending school, with the exception of pupils in grade one, who remained in the same room to complete grade two, was subjected to an exhaustive examination. The children who were removed to higher departments, were examined before the end of April. * * *

"The method adopted in the examination is as follows: grades one, two and three, are examined exclusively by the Superintendent; grades four, five and six, when not under the charge of the principal, are examined in the greater number of the written subjects by the principal of the building in which the school is located. The question papers for the examination are previously prepared at the office and are given to the different principals at the same time. * * *

"Grade seven and upwards are solely examined by the superintendent. This system was strictly adhered to during the year just closed.

"The table exhibited below summarizes the results, which are very satisfactory. Nearly seventy-seven per cent. of the total number presented were passed. I have this to state, that the work was *bona fide* and that there was a perfect uniformity observed throughout the city."

Standard.	No. Presented.	No. Passed.
I	184	147
II	437	306
III	319	274
IV	271	220
V	153	120
VI	164	101
VII	46	38
VIII	22	22
IX	2	2
Total,	1598	1230

"Our schools may be classified under the following heads:

- 24 Primary Schools.
- 3 Primary and Advanced Schools.
- 8 Advanced Schools.
- 2 Advanced and High Schools.
- 3 Mixed Schools.

In the Primary Schools, while the reading, writing and arithmetic receive due attention, the manual work, for the most, is being taught in an excellent way. The oral subjects are taught in such a manner that the mind is not stored with useless material, but the pupils are taught to think.

"In the Advanced Schools the work becomes more general and extensive. Reading, writing and arithmetic are well taught; writing and drawing are in some schools dealt with very efficiently. The other subjects of the course receive due attention. * * *

"In the Peel street and Winter street Schools, High School work is carried on to some extent. The number of pupils now pursuing this course is greater than for a number of years. It is a gratifying fact to know that our Advanced and High Schools are so largely attended as they are." * * *

"The Monthly Meetings of the Teachers' Institute have been kept up during the year. These meetings have been well attended generally, and the teachers who have frequented the gatherings have been repaid for their trouble." * * *

Annexed hereto, please find Tabular Statements from No. 1 to No. 7 inclusive, shewing the state of our schools; amounts received, and amounts expended for the support and maintenance of the public schools, under the management and control of this Board.

All of which is respectfully submitted.

WM. KILPATRICK, *Secretary.*

Office of School Trustees of the City
of Portland, November 29th 1884 }

Statement No. 1.

SHOWING STATE OF SCHOOLS AT 1ST OF MAY, 1884.

No. of SCHOOLS.	CLASS OF TEACHERS.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.		M.	F.		
	M.	F.	M.	F.	M.	F.			Boys,.....	Girls,.....
40	8	7	1	20	....	4	9	31	2280	1606

Under 5 years of age 4, 5 to 15 2197, over 15 years 79 = 2280.

Statement No. 2.

SHOWING STATE OF SCHOOLS AT 1ST OF NOVEMBER, 1884.

No. of SCHOOLS.	CLASS OF TEACHERS.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.		M.	F.		
	M.	F.	M.	F.	M.	F.			Boys,.....	Girls,.....
40	8	7	1	20	....	4	9	31	2426	1688

Under 5 years of age 1, 5 to 15 2370, over 15 years 55 = 2426.

Statement No. 3.
WINTER TERM, 1884.

No. of School Buildings.	Grades.	Class.	Teachers' Names.	No. on Register.	Average attendance during the year.	Per cent. of attendance.
1	6	I	R. Landells,	43	32.1	74.7
1	5 and 6	I	Grace Murphy,	56	42.	74.8
1	2	I	Annie Sanburn,	63	50.3	79.9
1	3 and 5	II	Jessie Sutherland,	57	43.8	76.9
1	4	II	Jennie Rowan,	55	43.5	79.2
1	1 and 2	II	Hannah White,	69	42.3	75.3
2	6, 7 and 10	I	J. A. MacIntyre,	37	28.7	77.5
2	3	II	A. J. Laskey,	43	32.8	76.2
2	2	II	Maggie Gray,	45	31.4	69.5
2	1 and 2	II	Maggie Long,	65	44.3	68.1
3	5, 6 and 7	I	James Crawford,	51	39.4	77.3
3	3 and 4	II	Phebe Vanwart,	53	35.5	67.
3	1 and 2	II	Agnes McCormack,	67	42.2	63.
4	5 and 6	I	H. T. Corey,	53	38.8	73.3
4	3 and 4	I	Kate A. Kerr,	53	41.5	78.4
4	2	I	A. E. Livingstone,	60	38.6	64.4
4	1 and 2	II	Lillie Baxter,	56	31.6	56.4
4	1 and 2	II	John Brooks,	55	34.4	62.5
5	6, 7 and 8	I	B. B. Smyth,	51	36.7	72.
5	4 and 5	I	John McCloskey,	69	47.8	69.2
5	2 and 3	II	Sarah Smyth,	68	48.6	71.4
5	1	III	Ella Kerr,	87	60.2	69.1
5	3 and 4	III	Ellen O'Grady,	56	40.	71.5
5	2 and 3	III	Ellen Lawlor,	74	48.5	65.6
5	1 and 2	II	Alice McCarron,	84	38.1	45.4
6	6, 7 and 8	I	Sarah Burchill,	40	27.3	68.1
6	4 and 5	II	Frances Bourgeois,	42	32.5	76.5
7	8 and 9	I	J. W. Hickson,	36	23.1	64.
7	6	I	Sarah Taylor,	52	40.	76.9
7	4 and 5	I	Grace Orr,	62	48.2	77.5
7	4	II	S. A. Armstrong,	54	41.7	77.2
7	2	II	Annie Iddles,	62	47.8	76.2
7	1	II	Etta Barlow,	89	61.6	67.6
7	2 and 3	II	Ada McDonald,	68	53.	78.
7	3	III	Eliza Wetherall,	58	45.2	76.3
8	3 and 4	II	Annie Ward,	43	37.7	78.6
8	1 and 2	II	Mary Gunn,	69	51.	73.8
9	Mixed,	II	Lottie Barlow,	41	25.2	61.5
10	Mixed,	I	S. L. T. Frost,			
10	Mixed,	I	G. R. Devitt,	74	48.	62.
10	Mixed,	III	A Staples, <i>Class R. Assis't</i>			
11	Mixed,	II	Margaret Wood,	18	16.6	39.5

Statement No. 4.
SUMMER TERM, 1884.

No. of School Buildings.	Grades.	Class.	Teachers' Names.	No. on Register.	Average attendance during the year.	Per cent. of attendance.
1	6 and 7	I	G. W. Dill,.....	53	39.8	75.
1	5 and 6	I	Grace Murphy,.....	43	31.7	73.7
1	4 and 5	II	Jessie Sutherland,.....	62	47.8	77.
1	3 and 4	II	Janie Rowan,.....	63	44.4	70.5
1	2 and 3	II	Annie Sanburn,.....	58	42.	72.3
1	1 and 2	II	Hannah White,.....	74	52.6	71.
2	7, 8 and 9	I	J. A. MacIntyre,.....	53	36.	67.7
2	3	II	A. J. Laskey,.....	54	38.8	71.9
2	2	II	Maggie Gray,.....	59	41.	71.1
2	1	II	Maggie Long,.....	79	53.7	68.
3	5 and 6	I	James Crawford,.....	37	24.9	63.8
3	3 and 4	II	Phebe Vanwart,.....	48	31.	64.5
3	1 and 2	II	A. McCormick,.....	59	42.5	72.
4	5 and 6	I	H. T. Corey,.....	60	37.9	63.1
4	3 and 4	I	Kate A. Kerr,.....	72	54.2	75.2
4	2 and 3	I	A. E. Livingstone,.....	81	49.9	70.2
4	1 and 2	II	Lillie Baxter,.....	64	43.	67.3
4	1 and 2	II	John Brooks,.....	53	35.3	66.6
5	6, 7 and 8	I	B. B. Smyth,.....	39	29.5	75.5
5	4 and 5	I	John McCloskey,.....	68	47.5	70.
5	2 and 3	II	Sarah Smyth,.....	52	37.6	72.4
5	1 and 2	III	Ella Kerr,.....	113	85.	75.2
5	3 and 4	III	Ellen O'Grady,.....	69	47.8	69.3
5	2 and 3	III	Ellen Lawler,.....	79	59.1	74.8
5	1 and 2	II	Alice McCarron,.....	93	55.8	60.
6	6, 7 and 8	I	Sarah Burchill,.....	45	32.8	72.8
6	5	II	Frances Bourgeois,.....	43	32.3	75.
7	7 and 9	I	J. W. Hickson,.....	61	41.5	68.
7	5 and 6	I	Sarah Taylor,.....	54	36.2	67.
7	5	I	Bertie McLeod,.....	61	44.5	71.7
7	4	II	S. A. Armstrong,.....	67	49.1	73.3
7	3 and 4	III	Eliza Wetherall,.....	61	47.5	77.8
7	4	II	Annie Iddles,.....	54	37.7	69.8
7	2	II	Ada McDonald,.....	72	44.7	62.
7	1	II	Etta Barlow,.....	82	51.	62.2
8	3 and 4	II	Annie Ward,.....	49	32.2	65.8
8	1 and 2	II	Mary Gunn,.....	62	41.2	66.5
9	Mixed,	II	Lottie Barlow,.....	36	23.	63.6
10	Mixed, {	I	G. R. Devitt,.....	73	48.	66.
		III	A. Staples, <i>Class R. Assis't</i>			
11	Mixed,	II	Margaret Wood,.....	31	16.2	52.4

STATEMENT NO. 5.

Containing a comparative Table, of the attendance in the Public Schools of the City of Portland, from the Year 1872.

YEAR.	TERM.	TOTAL No. ENROLLED.	Average daily Attendance		No. of Teachers Employed.	Average No. of pupils to each Teacher.
1872.....	Winter.....	1607	946	60	22	73
	Summer.....	1802	1020	57	30	60
1873.....	Winter.....	1741	1026	60	30	58
	Summer.....	1817	1065	60	31	55
1874.....	Winter.....	1776	1053	60	30	59
	Summer.....	1742	1045	60	32	54
1875.....	Winter.....	1851	1095	60	32	58
	Summer.....	1938	1151	60	33	59
1876.....	Winter.....	1915	1229	64	34	56
	Summer.....	2048	1279	62	32	64
1877.....	Winter.....	2141	1363	64	36	59
	Summer.....	2657	1547	58	41	65
1878.....	Winter.....	2461	1507	61	41	60
	Summer.....	2648	1681	63	41	64
1879.....	Winter.....	2583	1666	64	41	63
	Summer.....	2512	1645	65	41	61
1880.....	Winter.....	2201	1504	68	41	54
	Summer.....	2331	1521	65	40	58
1881.....	Winter.....	2117	1447	68	41	52
	Summer.....	2209	1500	68	40	55
1882.....	Winter.....	2005	1389	68	40	50
	Summer.....	2248	1571	70	39	58
1883.....	Winter.....	2126	1537	72	39	54
	Summer.....	2342	1550	66	40	59
1884.....	Winter.....	2280	1606	70	40	57
	Summer.....	2426	1688	70	40	60

Statement No. 6.

 AMOUNTS RECEIVED FROM 1ST NOVEMBER, 1883, TO 1ST NOVEMBER, 1884.

On Account of Local Assessment,.....	\$17,500 00
County School Fund, Summer Term, 1883,.....	2,121 99
Superior Allowance,.....	63 47
County School Fund, Winter Term, 1884,.....	2,118 60
	<hr/>
Total,.....	\$21,804 06
Balance on hand November 1st, 1883,.....	150 68
	<hr/>
	<u>\$21,954 74</u>

Statement No. 7.

 AMOUNTS EXPENDED FROM 1ST NOVEMBER 1883, TO 1ST NOVEMBER, 1884.

Teachers' Salaries including Superintendent,.....	\$12,977 24
Janitors' Salaries,.....	928 66
Fuel for Schools, Hauling, &c., &c.,.....	1,012 04
Rents of Buildings, and School Lots,.....	1,737 20
Furniture for Schools,.....	26 74
Repairs on Buildings, Stoves, &c., &c.,.....	830 36
Incidental Expenses,.....	73 01
Office Expense and Secretary's Salary,.....	802 52
Insurance on Buildings and Furniture,.....	335 51
Interest on Debentures,.....	2,255 17
	<hr/>
	<u>\$20,978 45</u>

III. TOWN OF WOODSTOCK.

Board of School Trustees.

LEWIS T. FISHER, Esquire, CHAIRMAN.

DAVID MUNRO, Esquire,	J. T. ALLEN, Esquire,
R. K. JONES, Esquire,	J. McCORMAC, Esquire,
S. SMITH, Esquire, M. D.,	J. E. DRYSDALE, Esquire.
A. B. CONNELL, Secretary.	

The Board of School Trustees for the Town of Woodstock, hereby submit the Annual Report, required of them by the Common Schools Act.

The Grammar School, which has been under the control of the Board, and which, owing to the resignation of the late principal, James McCoy, Esq., had been closed during the Winter Term of 1883-4, was re-opened May, 1884, with Mr. R. Landells, teacher in charge, who will continue the same during the coming year.

The Board have now ready for occupancy on November 3rd, prox., a fine new building, on the south side of the Maduxnakik, which they have erected at a cost of over six thousand dollars, and which will accommodate four schools.

In consequence of this a re-arrangement of the schools and teachers has been found necessary, and a thorough grading of the several departments has been made, preparatory to the change, and the two mixed schools have been done away with.

There have been under the control of the Board during the past Term, ten schools attended by pupils.

The schools were classed as follows :

No.	School.	Names of Teachers.	Number of		Total Pupils.	Standards Taught.
			Boys.	Girls.		
1	Grammar,.....	R. Landells,.....	6	22	28	Grammar
2	Advanced,.....	Charles McLean,.....	18	32	50	7 and 8
3	} Mixed,.....	Mark Neville,.....	32	0	32	Mixed.
4		Elizabeth Price,.....	19	53	70	Mixed.
5	} Intermediate,...	Angelina Faulkner,.....	23	25	48	6
6		Sarah H. Sharp,.....	34	25	59	5
7	} Secondary,.....	Elizabeth Cupples,.....	23	32	55	and 4
8		Caroline Bull,.....	26	26	52	and 4
9	} Primary,.....	Annie M. Hoyt,.....	28	34	62	and 2
10		Clara Shea,.....	27	33	60	and 2
			234	282	516	

The following is a statement of the receipts and expenditures of the Board for the year just closed :

RECEIPTS.

Balance in hands of Treasurer, Nov. 1, 1884,.....	\$ 692 83
Received from Town Assessment,.....	2700 00
“ “ County School Fund, Summer 1883,.....	421 39
“ “ “ “ “ Winter 1883-4,.....	336 07
“ “ Superior School Allowance,.....	63 47
“ “ Sale of Debentures,.....	4550 00
“ “ Interest on Deposits,.....	11 94

\$8775 70

EXPENDITURES.

Paid Teachers' Salaries Winter 1883-4,.....	\$ 862 60
" " " Summer 1884,.....	965 00
" Interest on Debentures,.....	330 00
" Fuel and Cutting,.....	200 26
" Furniture,.....	111 75
" Insurance,.....	165 63
" Secretary's Salary,.....	100 00
" On Account of Erection of New Building,.....	4587 00
" Contingencies,.....	89 47
" Rent,.....	50 00
" Repairs on College,.....	216 00
" Maps,.....	43 00
	\$7720 71

Respectfully Submitted,

*November 3rd, 1884.*A. B. CONNELL, *Secretary.*

IV. TOWN OF MONCTON.

Board of School Trustees.

JAMES McALLISTER, Esquire, Chairman.

JOHN L. HARRIS, Esquire,
EDWARD McSWEENEY, Esquire,
JOHN MCKENZIE, Esquire,

H. A. WHITNEY, Esquire,
W. J. ROBINSON, Esquire,
L. M. BOURQUE, M. D.

WM. B. KNIGHT, Secretary.

The Board of School Trustees of the Town of Moncton herewith respectfully submit their Annual Report of the schools under their supervision for the year ending the 31st October 1884.

The following changes have taken place in the *personnel* of the Board during the past year. The term of office of Alfred E. Chapman having expired the 31st of October, 1883, he being desirous of retiring from the Board, Wm. J. Robinson Esq., was elected by the Town Council to fill the vacancy.

We have also to regret that, during the past year, the Board was deprived by death of the valuable services of James Robertson, Esq., the vacancy thus caused being filled by the appointment, by the Town Council, of L. M. Bourque, M. D., in his stead.

The following changes have occurred in the staff of teachers. The unavoidable resignation of Miss Maggie Harris, during the Summer Term, was accepted, and Miss Murray was appointed to the school thus vacated; also the appointment of Maria Bourque, for the purpose of teaching the rudiments of the English and French languages to French children, of whom there are a large number in our Town; and for which the opening up of a school for that purpose was deemed necessary, (in accordance with a petition to the Board from the French inhabitants) by the Board.

During the past year the school-house on Lutes street has been completed, and a new building, containing two rooms, has been erected on the central school grounds. These with the purchase of the land on Lutes street, have added materially to the real estate owned by the Board.

The school buildings have also been put in thorough repair and water-closets placed in the basement of the Central School.

Owing to the increasing population of our town, the number of pupils seeking admission, especially to the primary and intermediate grades, have consequently occasioned the schools to be overcrowded, and thus has occasioned the erection of the new buildings; these, we believe, will now fully meet the requirements of the public.

The following pupils received the eighth grade certificates from the Board of Education: James Pollard, Ellen McKay, Fred Stevens, Henry O'Leary, Frank Duppee, Geo. Harris, Victoria McNairn, Maud McFarlane, George Snow, Annie Ryan, Amanda McWilliams, Georgie McKay, Earnest Girvan, Harry Crandall, Agnes Haines and Maggie Taylor.

Master Harry O'Leary was awarded the Governor General's Medal, for general standing and proficiency in his studies.

In review of the departments, the terminal examinations have been very satisfactory, and in general, the attendance of the parents of the pupils on such occasions has materially increased from that of the previous year.

In reviewing generally the school work of the past year, the result has been most satisfactory and gratifying to the School Board.

The teachers have evinced interest and efficiency in their duties, resulting in marked progress in the different departments on the part of the pupils, and general harmony and good feeling has existed.

Hereto annexed you will find statements Nos. 1, 2, 3, 4, 5, inclusive, showing the state of our schools, and the financial report for the year ending the 31st October 1884.

All of which is respectfully submitted.

W. B. KNIGHT, *Secretary.*

Moncton, N. B., October 31st, 1884.

Statement No. 1.

SHEWING STATE OF SCHOOLS AT MAY 1ST, 1884.

No. of SCHOOLS.	CLASS OF TEACHERS.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.		
	I.		II.		III.		M.	F.				
	M.	F.	M.	F.	M.	F.			Boys,.....	Girls,.....		
14	2	2	1	7	2	3	11	443	446	889	594

Age.—From 5 to 15, 486; over 15, 43. Total, 889.

Statement No. 2.

SHEWING STATE OF SCHOOLS AT NOVEMBER 1ST, 1884.

No. of SCHOOLS.	CLASS OF TEACHERS.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.		
	I.		II.		III.		M.	F.				
	M.	F.	M.	F.	M.	F.			Boys,.....	Girls,.....		
15	2	2	1	7	3	3	21	478	480	958	652

Age.—From 5 to 15, 944; over 15, 14. Total, 958.

STATEMENT No. 3.

Shewing names and salaries of Teachers, number of Pupils in each Department and the average attendance from 1st November 1883. to 20th April 1884.

SCHOOL.	GRADES.	NAMES OF TEACHERS.	SALARIES	PUPILS ON REGISTER.	AVERAGE ATTENDANCE.	PER CENT. ATTENDANCE.
Central, No. 1,	8 & 9	S. C. Wilber,.....	\$600	45	28.50	65.
" "	7 & 8	J. G. McCurdy,....	550	55	37.84	68.74
" "	5 & 6	D. M. Trites,.....	550	55	43.07	79.05
" "	4 & 5	Catharine Hennessy	245	59	43.17	73.
" "	3 & 4	Agnes McSweeney,	170	63	44.	69.
" "	2	Maggie Harris,....	170	64	44.02	69.
" No. 2,	4 & 5	Eunice Brown,....	220	52	37.	71.
" "	1	Addie McCarthy,..	170	67	42.85	64.
Harris Avenue	2 & 3	Anestasia De Vere,.	170	78	40.06	51.32
" "	1 & 2	Lottie O'Neill,....	170	59	42.	70.
Highfield St.,	3 & 4	Maggie Simpson,...	195	80	55.	68.
High " "	1 & 2	Mary Jonah,.....	170	76	36.75	48.35
Bridge " "	1 & 2	Susie Ford,.....	170	74	50.03	67.
Steadman " "	1 & 2	Ella Stevens,.....	170	62	48.05	77.05
				889		

Statement No. 4.

Shewing Names and Salaries of Teachers, Number of Pupils in each Department and Average Attendance from May 1st to October 31st 1884.

SCHOOL.	GRADES.	NAMES OF TEACHERS.	SALARIES	PUPILS ON REGISTER.	AVERAGE ATTENDANCE.	PER CENT. ATTENDANCE.
Central No. 1,	8 & 9	S. C. Wilson,.....	\$600	55	39.	71.
" "	7 & 8	J. G. McCurdy,....	580	57	39.09	63.
" "	5 & 6	D. M. Trites,.....	580	54	40.63	75.
" "	4 & 5	Catharine Hennessy	245	62	43.25	69.75
" "	3 & 4	Agnes McSweeney,	170	61	42.	68.
" "	2	Maggie Harris,....	170	56	37.08	64.
" No. 2,	4 & 5	Eunice Brown,....	220	68	44.05	65.50
" "	1	Addie McCarthy,..	170	70	45.30	64.40
Harris Avenue	2 & 3	Anastasia De Vere,.	170	64	42.07	65.73
" "	1 & 2	Lottie O'Neill,....	170	74	45.56	61.50
Lutes St.,	4 & 5	Maggie Simpson,..	195	60	37.	61.
" "	1 & 2	Ella Stevens,.....	170	69	54.89	79.55
Highfield St.,	1 & 2	Mary Jonah,.....	170	84	50.22	59.78
Bridge " "	1 & 2	Susie Ford,.....	170	68	51.	75.
Steadman " "	F. Rd't	Maria Bourque,....	170	56	40.58	72.46
				958		

SCHOOL EXPENDITURE, 1884.

School Teachers and Secretary,.....	\$3571 16
Janitor's Expenses,.....	268 00
Fuel and cutting Wood,.....	458 00
General Repairs, Grading, &c.,.....	368 00
General Expenses,.....	358 17
Coupons and Interest,.....	984 20
	<hr/>
	\$6108 05

ORDINARY EXPENSES.

New School Building and Furniture,.....	\$1727 80
Additions and special Repairs,.....	315 00
	<hr/>
	2043 85
Bills payable,.....	1780 00
	<hr/>
	\$9901 91

1883.

RECEIPTS.

1st Nov. Balance on hand,.....	\$195 81
3rd " \$1000 Debentures sold,.....	1064 50
Jan'y. County Fund Draft,.....	657 55
July. " " ".....	693 55
October. Town Treasurer School Rates,.....	3638 38
" " Loan from Council,.....	1500 00
" Return for July Coupon not presented,.....	15 00
" Proceeds Loans from Banks,.....	2308 16
	<hr/>
	\$1069 98
	<hr/>
Bal. on hand 30th October, 1884,.....	\$168 05
	<hr/> <hr/>

V. TOWN OF SAINT STEPHEN.

Board of School Trustees.

HON. JAMES G. STEVENS, CHAIRMAN.

W. H. TODD, Esquire, M. D.,

J. D. CHIPMAN, Esquire,

GEORGE M. PORTER, Esquire,

N. MARKS, Esquire,

HUGH CULLINEN, Esquire,

WM. T. BLACK, Esquire, M. D.

L. A. MILLS, Secretary.

I have the honor to submit the Annual Report of the Board of School Trustees of the Town of St. Stephen.

The Board beg leave to report that the schools under their control have been efficiently conducted during the year, and that nearly all the schools have received a first class ranking at the hands of Inspector Oakes.

There are no new features for reference, except several changes in the staff of teachers.

The following is a statement of the receipts and expenditures for the year ending 31st, October, 1884.

RECEIPTS.

1883.			
Nov. 1,	To Balance on hand.....	\$	595 68
Dec. 24,	" Amount from Town Treasurer.....		500 00
1884.			
Feb. 2,	" " County Fund.....		438 67
" 2,	" " Superior Allowance.....		35 26
" 2,	" " Teachers' Allowance.....		35 00
Aug. 4,	" " From Town Treasurer.....	4600	00
June 10,	" " County Fund.....	402	34
Oct. 31,	" " Town Treasurer.....	700	00

EXPENDITURES.

Teachers' Salaries.....	\$3528 26
Coupons.....	1461 00
Fuel.....	407 12
Care of rooms.....	279 68
Repairs.....	132 35
Contingencies.....	570 67
St. Stephen Bank Interest.....	17 42
Balance on hand.....	910 45
	<hr/>
	\$7306 95 \$7306 95

L. A. MILLS, Secretary.

St. Stephen, Nov. 1st, 1884.

VI. CITY OF SAINT JOHN.

Thirteenth Annual Report of the Board of School Trustees of Saint John.

BOARD OF SCHOOL TRUSTEES.

HON. JOHN BOYD, CHAIRMAN,

C. H. FAIRWEATHER, Esquire,
 SILAS ALWARD, Esquire,
 JOHN V. ELLIS, Esquire,

EDWIN J. WETMORE, Esquire,
 BOYLE TRAVERS, Esquire, M. D.,
 HENRY J. THORNE, Esquire,

JOHN MARCH, Secretary.

Herewith we beg to lay before you our Thirteenth Annual Report, showing the condition of the Public Schools of the City of Saint John during the School Year, ended on October 31st, 1884.

We have the honour to be,

Yours very respectfully,

JOHN BOYD, Chairman,
 C. H. FAIRWEATHER,
 SILAS ALWARD,
 JOHN V. ELLIS,
 EDWIN J. WETMORE,
 BOYLE TRAVERS, M. D.,
 HENRY J. THORNE.

*Office of the Board of School Trustees
 of Saint John, Dec. 1884. }*

Report of the Secretary and Superintendent.

To the Board of School Trustees of Saint John:—

GENTLEMEN:—In accordance with the requirements of the School Law and your directions I respectfully submit my thirteenth annual report upon the Public Schools of the City of Saint John, covering the Winter and Summer Terms from November 1st, 1883, to October 31st, 1884. Herein will be found full statistical and financial tables, together with statements and suggestions touching upon almost every phase of School work.

It affords me pleasure to observe at the outset that the efforts put forth by the Board, its officers and teachers, to secure the attendance at school of children resident within the district; to promote the comfort, happiness and general welfare—to instruct the understandings and educate the minds of those who have been given into our charge have been reasonably successful, and in these as in many other respects, the past year will compare favorably with those that have preceded it.

Gathering up the results of the long and detailed statements which appear hereafter, and which themselves are but summaries of more extended and minute particulars of the Board's operations, I present the following facts which give in a very condensed form the leading figures as to the number of Schools, period of operation, attendance, age, sex, lost days, cost, etc., etc.

Length of Winter Term, from 1st November, 1883, to April 30th, 1884,	
in School days,.....	116
Number of Schools in operation during the Winter Term,.....	81

DIVIDED INTO THE FOLLOWING DEPARTMENTS :

Grammar and High,	5
Advanced,	24
Advanced and Primary,	8
Primary,	44

The total number of pupils attending school was 3,741 ; but the enrolled number was 3,751 ; of whom, as shown by the School Register, 1,924 were boys, and 1,827 were girls. As to ages, 3,407 were reported under 15 years of age, and 344 above 15 years.

These pupils made a grand total days' attendance of 306,910½ ; the average daily attendance in all the schools being 2,709.61.

The percentage of enrolled pupils daily present was, by semi-annual or full-time record, 7,243 ; while belonging, 79.98 ; monthly 88.19, and weekly 80.09.

The teachers returned the names of 255 pupils who did not attend school during the previous term.

The number of lost days while belonging was 76,831½ ; the reputed causes being :

On account of sickness,	26,716
“ “ bad weather,	7,053
“ “ other sufficient causes,	40,565
Without cause,	2,497½

Length of Summer Term, from May 1st to Oct. 31st, 1884, in school days, .. 99

Number of Schools in operation during Summer Term,

DIVIDED INTO THE FOLLOWING DEPARTMENTS :

Grammar and High,	5
Advanced,	24
Advanced and Primary,	10
Primary,	46

The total number of pupils attending school was 4,243 ; but the enrolled number was 4,306 ; of whom, as shown by the School Registers, 2,160 were boys, and 2,146 were girls. As to ages, 3,931 were reported under 15 years, and 312 above 15 years.

These pupils made a grand total days' attendance of 298,236½ ; the average daily attendance in all the schools being 3,133.94.

The percentage of enrolled pupils daily present was, by semi-annual or full time record 73.86 ; while belonging 80.87 ; monthly 85.01 ; and weekly 79.95.

The teachers returned the names of 752 pupils who did not attend school during the previous term.

The number of lost days while belonging was 70,525½ ; the reputed causes being :

On account of sickness	21,075½
“ “ bad weather,	1,760
“ “ other sufficient causes,	45,291½
Without cause,	2,398½
Total number of pupils attending school during the year, ..	4,493
Average number of pupils to a teacher,	52.97
Number of days in school year,	215
Average number of days each pupil belonged,	187.93
“ “ “ “ attended,	151.08

Total cost for lands, buildings, repairs and furnishing,	\$12,381.48
Cost per pupil on Capital account,	2.755 +
Total cost for ordinary service, not including interest on debentures and loan,	46,024.83
Cost per pupil,	10.243 +
Total cost for ordinary service, including interest,	57,147.78
Cost per pupil, (ordinary),	12.719 +
Entire expenditure,	69,529.26
Cost per pupil, (extraordinary),	15.475 +

In the last item is included the total expenditures of the Board for all purposes, including \$10,940 paid on account of new school-building on Brussels street.

The cost per pupil for ordinary service was 89 cents a head less than the previous year.

Lands and Buildings.—The question of erecting a new school-building for the accommodation of pupils in the north and north-east sections of the city, which was laid over at the close of the last school year, was again taken up in the spring of 1884, and resulted in the contract being given to Messrs. Causey, Bond & Milden, whose tender was \$22,668. The gas-fitting and plumbing were given to Messrs. G. & E. Blake, at \$440; and the steam-heating to Messrs. Wisdom & Fish, at \$2,085. The work was steadily pushed forward during the summer, and the building was plastered and ready for the carpenters at the close of the school year. The work of finishing and fitting up will be prosecuted during the winter and the building be ready for occupation early in the coming spring. The buildings now under rental which will be given up on May 1st, will be the Hatheway House, extending between Brussels and Waterloo streets, the Sunday-school building of the Exmouth street Methodist Church on Brussels street, the Estey building on Peters street, and the Mechanics' Institute, provided accommodation can be had in the new building for the eleven departments now taught in them, in addition to the three departments in the Benevolent Hall.

The following is a brief description of the new building which will be known as the Centennial School:

In order to obtain a clear idea of the form of the property forming the site of the building and the surrounding play-grounds, it may be considered as divided into four lots; of these, three front on Brussels, Richmond and Waterloo streets respectively, and the fourth, on which the other three abut, occupies the centre of the block, bounded by the three streets just named.

The Brussels street lot has a frontage of 90 feet by a depth of 150 feet. The building is erected on this part of the property, leaving the whole of the other three lots for play-grounds, while in front of the building towards Brussels street, is a clear space of about 50x90 feet.

The lot facing on Richmond street has a frontage of 50 feet by a depth of 100 feet. It abuts upon the Brussels street lot in such a manner that about one-half of the northern facade of the building can be seen from Richmond street; this part of the property will form the boys' play-ground.

The central plot is a rectangle of 100x150 feet, entirely clear of buildings, which will be used as the girl's play-ground.

The lot facing on Waterloo street, the site of the present Benevolent Hall, has a frontage of 50 feet by a mean depth of about 70 feet; the property has a total area of 38,750 square feet or about nine-tenths of an acre. Taking from this the area of the building site and the area in front of the building towards Brussels street which together amount to about 10,800 square feet, leaves a remainder of 27,950 square feet, to be used as play-grounds.

The building has a frontage towards Brussels street of 70 feet and a depth of 90 feet.

Its foundation walls are of rubble stone standing on a rock bottom throughout. The walls are of brick, with freestone window caps and sills. The slopes of the roof are slated and the deck covered with felt and gravel. The cornice is of galvanized iron with cast-iron gutters.

The door-way towards Brussels street has a massive cut-stone frontispiece.

The flooring throughout is of Georgia pine, on spruce joists. Where the width of the rooms was too great for a construction wholly of wood, iron girders, made from used railway iron, have been introduced to support the floors.

The ground floor contains four school rooms separated by two halls which run from front to rear and from side to side of the building, and to which there are four entrances, one in the centre of each front. Three of the halls, viz:—those at the sides and rear of the building—each contain a staircase ascending to the upper floor of the building. That in front of the building leads only to the second floor.

The rooms and halls on the second floor correspond exactly with those of the floor below, excepting that over the front hall, which contains no staircase, there is an apparatus room 11 feet in width by 24 feet in length.

The third floor contains at the rear two school rooms, and, at the front an Exhibition Hall 60ft.x38ft. and 15 feet in height.

The several halls are eleven feet in width, the staircases are of easy ascent, and specially adapted to the requirements of children. The entrance doors are all double and open outward. The school-rooms, except on the third floor where a slight reduction was unavoidable, are all of the regulation size 28x32feet, and 12 feet in the clear height, and all receive their principal light from one side only. In connection with each school-room is provided a Teacher's room with book closet, and a cloak room with umbrella racks and clothes hooks.

It is intended to use the rooms in the front of the building for boys' schools, while those in the rear will be occupied by girls; and arrangements have been made to secure the separation of the sexes both within the building and on the play-grounds.

In the basement, under the N. E. school room, is a suite of apartments for the janitor, consisting of a kitchen, parlor, two bedrooms, pantry, closet, and cellar. These rooms are all of fair size and height, and the floor is but little below the graded surface outside the walls of the building.

Under the S. E. school-room is a carpenter's shop for the repair of damaged school furniture, etc., and immediately in the rear of this is the boiler and fuel room, which is provided with a special entrance for the easy removal of ashes.

The remainder of the basement forms two large play-rooms with water-closets off each.

The building will be heated with steam, coils of pipes and radiators, distributed along the outer walls of the several rooms and halls. Ventilation is secured by a large air-shaft built up with the chimney at the side of each school-room, having two valved registers in each, one at the floor level and one just below the ceiling. A small coil of steam pipes is built up in each flue to stimulate the draught. The windows throughout the building are double hung, and the fresh air supply will be obtained at the meeting rail of the sashes.

The water-closets for the pupils consist of two large brick troughs or latrines, supplied with water from a large copper-lined tank in the roof, these are kept full of water but are emptied at intervals each day. Three water-closets of ordinary construction have also been supplied for the use of the teachers and for the janitor. Cocks, at which drinking water may be drawn, each provided with a neat basin, are provided on each of the three floors.

The Exhibition Hall and the entrance and halls leading to it, have been piped for gas, but gasaliers are not at present provided.

The Victoria and Albert School buildings continue in an efficient state of repair; but in the latter building it was found necessary to make a radical change in the method of heating. Accordingly a contract was entered into with Mr. J. E. Fitzgerald to supply a tubular boiler and to alter the risers and wall-coils throughout the building so as to adapt them to steam instead of hot water, as heretofore, for the sum of \$1,198. At the present writing the alterations bid fair to work satisfactorily, and to give the requisite amount of heat to keep the building comfortable during the severest weather.

During the summer months efforts were made to have the asphalt pavement around the Victoria School renewed, but, although the School Board offered to bear half the expense, their applications to the Common Council were not complied with. The pavement is now in a most discreditable condition.

During the midsummer holidays the condition of the outbuildings of the Charlotte street School was very materially improved, by the building of a water-vault, the extension of the water and sewer pipes, and the alteration of the interior to suit the new accommodations.

The Grand Jury, who were instructed by the County Court Judge to inspect the school-buildings and report upon their sanitary condition, expressed their approval of the arrangements in all except the Saint Malachi Building, where, they say, the water-

closets should be altered and improved so as to admit of their being constantly flushed with water. The arrangements which were satisfactory enough when new, have so changed in character, by six years constant use, as to call for a radical change, and I would suggest that commodious water-vaults be built in the basement; and such a stair-way put in as will afford full and easy access for the pupils of the nine departments at present located in the building.

The over-crowded condition of the Victoria, Leinster street, and Charlotte street Schools, during the summer months, and the large number of young children to be found upon the streets in the southern part of the city, during school hours, lead me to direct attention to the necessity that exists for an additional building in such proximity to the homes of the children as will enable them to attend school in all kinds of weather. The need is a growing one; and the fact that the buildings on Queen street and Sheffield street are entirely unsuited to the requirements of the service at the present day, affords another argument for the early erection of a suitable school-building on the Weldon lot, at the corner of St. James and Wentworth streets, which has lain unused since the fire of 1877. Nor can I believe that the erection and equipment of a new building in this locality, in view of the economical management, by the Board of School Trustees, of this important department of the public service during the past thirteen years, and the demands of the times, could be viewed by the citizens with anything but the utmost favour.

Nothing has been done during the year towards providing suitable play-grounds for the rented properties in the central parts of the city. The difficulty of controlling some hundreds of children who are turned out upon the streets and square for their recesses is very great, and householders in the vicinity, as well as pedestrians, are not chargeable with a fault-finding spirit who complain of the noise, disorder and interference to which they are more or less subjected at least twice upon each schoolday in the year. In regard to King Square, if the children are kept to the gravelled walks they must subject the public to discomfort, whilst to permit them to run upon the grass is to encourage them to violate the ordinances of the city, and to render them subject to arrest; a result which has been more than once threatened since my last report. I respectfully suggest that in the estimates of expenditures for the next year, a sufficient amount be added to that for rentals to provide play-grounds for the Saint Malachi and Charlotte street Schools, so as to avoid the difficulties heretofore experienced.

The number of rented buildings was increased by one, a store on the south side of King square, which was taken and fitted up at the first of May for the boys of Grade V, who could not be accommodated in the existing departments to which they had been designated at the close of the annual examination. The increase of new pupils at the same time rendered it necessary to open an extra room in Saint Malachi's, Leinster street, and subsequently in Saint Patrick's. The number of school-rooms occupied was as follows:—

BUILDINGS OWNED BY THE BOARD.

Victoria, 15 rooms; Albert, 10 rooms; Waterloo street, Girls, 3 rooms.

BUILDINGS UNDER RENTAL.

Waterloo street, Boys, 2 rooms; Brussels street, 3 rooms; St. Vincent's, 3 rooms; Peters street, 2 rooms; Carleton street, 4 rooms; Leinster street, 8 rooms; St. Malachi's, 9 rooms; King square, 1 room; Charlotte street, 4 rooms; St. Joseph's, 6 rooms; Brittain street, 1 room; Queen street, 1 room; Sheffield street, 1 room; Mason Hall, 3 rooms; St. Patrick's, 5 rooms.

In addition are the Grammar School, 3 rooms; and Patridge Island, 1 room; the former rental included in the grant to the Directors of the Public Grammar School of Saint John, and the latter granted for the use of the residents on the Island by the Dominion Government. It will be seen by the report of the Inspector that he again urges the necessity for better school accommodation for the children attending this school.

Teachers.—During the year there were in the employ of the Board one hundred and four teachers, ninety-three of whom were on the regular staff and eleven filling the positions of assistants and substitutes. Of the regular teachers, three were males holding licenses of the Grammar School Class; fourteen were males holding licenses of the First Class; five were males holding licenses of the Second Class; thirty-three were females holding licenses of the First Class; thirty-two were females holding licenses of the Second Class; and six were females holding licenses of the Third Class. Of the assistants and substitutes one male and seven females held licenses of the First Class, and three females held licenses of the Second Class. None of the teachers on the regular staff applied for advance of license during the year, although, as I stated last year, there are a few who would be undoubtedly benefitted by a more thorough knowledge of the subjects now required of those to whom the license of First Class is granted.

The services of nine of the regular teachers have been lost to us:—four—Miss Minnie C. Power, Miss Laura Hoyt, Mrs. Addie C. Chamberlain, and Miss Henrietta Taylor—by marriage; one—Mrs. S. J. Parkin—by failing health; and four—Mr. John Lawson, Mr. Alban T. Emery, Miss Kate E. Carr, and Miss Lillie E. Turner—by removal from the city. Of these, Mrs. Parkin, Miss Taylor and Miss Carr, had been in the employ of the Board, from the introduction of the present system of Free Schools, and the others for the greater part of that period, whilst all had won the confidence and esteem of their pupils, the approbation of the school authorities, and recognition by the public as ladies and gentlemen who honored their profession, and to whom the mental and moral training of the young could safely be entrusted. With all of them my acquaintance has been necessarily close and intimate, and it affords me much pleasure to be permitted to testify to their abilities and worth.

The occasion of this well-earned testimony leads me to go further, and refer with more than a passing remark to the work of those in our midst who are giving their best energies to the business of public education. Taken as a body our staff of teachers has been and is one of more than ordinary merit, and they deserve high praise for the faithful manner in which their duties have been performed. With rare exceptions they have been earnest in their efforts to win success, and, where differences in results have been observed, I believe they are the outcome of varying degrees of special qualifications for the work, rather than in any want of appreciation of what the work demands, or neglect of known duty.

It is not easy for any one, who is not brought into constant contact with school life, to realize the difficulties and responsibilities of a teacher, even in the smallest and least important of school departments. The activities of the child-mind, its inclinations, prejudices, wills, and general disposition, as they are observable in the individual family or home, where from the first they may be recognized, guided and controlled, are intensified in the school, where fifty or more families are represented, with all their variety of home training and example. The subtle elements, which go to make up the formula of principles by which these activities and diversities may be guided and governed; by which cheerful obedience to school rules and acquiescence in school discipline may be secured; by which things which are dark to the comprehension may be made clear, and things unthought of may be made familiar, and, above all, by which a generous ambition to be good and to get good may be aroused and nourished from day to day, may well tax the physical, mental, and moral qualities of any person. Too much depends upon the teacher's natural and acquired qualifications, and especially upon the love they have for the work itself, and the estimate they put upon the results to be attained, that it is not surprising if the same degree of success does not attend an equal amount of zeal and industry.

The Board of School Trustees of Saint John is in a position to command the best teaching talent in the country, and the experience of thirteen years has shown their appointments to have been, to a very large extent, all that could be desired by themselves or the public. At the present time, however, the facilities afforded for obtaining a license to teach, present a danger which it would not be wise to overlook. Quite a number of pupils of tender age now leave our schools at the completion of the eighth or ninth standard of the course of instruction to attend the Normal School. After

attending one term of six months at this institution and upon passing the required examination these young persons are qualified in law to enter upon the arduous and responsible duties of a public school teacher. The fact of their homes being in the city naturally makes them and their friends anxious that they should receive appointment under this Board, where they would receive larger salaries with less expense for living than as though they taught in rural districts. There is another class who, with more wisdom and possessed of a higher estimate of the nature of the work to which they aspire, complete the full course, and then seek the higher advantages which may be found in other institutions of learning before presenting themselves for special training in the Normal School. In many cases they at once take schools in the country and seek to gain practical experience in teaching before applying for a city school.

The first class comes before the Board with a license to teach obtained with the least possible expenditure of time, means and brain-power, and has no experience whatever. The other, before seeking appointment, has spared no endeavour to secure that mental outfit and that acquaintance with the work itself, which are guarantees of success. The danger to which I have referred lies in the possibility of the former, receiving consideration over the latter, who may be more modest in their demands, or without friends to press their appointment upon the favourable notice of the trustees. A partial remedy for this may be found in the adoption of a rule that candidates for the Normal School, who aspire to be teachers of city schools, shall be certified graduates of the eleventh standard of the prescribed course of instruction, who, before appointment, can produce satisfactory evidence of having had at least one year's experience in schools outside the City of St. John. Besides lessening the number of applicants for appointment on the teaching staff, such a course would have the effect of retaining in the higher departments, many of those pupils who now leave school at the completion of the eighth standard; and thereby a more regular and uniform attendance, and a higher quality of work in the High and Grammar Schools would be maintained.

Supervision.—In addition to the time which I have personally given to the general oversight of the internal work of the schools, the practice of placing greater responsibility upon the principals, adopted two years ago, has been more thoroughly carried out than ever before, and with results which in the main have proved highly satisfactory. In order to do full justice to those who have had this work in charge, I here present the reports sent in by the principals of the several school buildings and sub-districts, which will shew the progress and condition of all departments under their direction and control.

NORTHEASTERN DIVISION:—In submitting my annual report of the schools in the northeastern division of the city, I would say that the circumstances of the division being much the same as when I made my last report, and the same teachers having been employed in the various departments, the work in the several schools has been performed as satisfactorily as heretofore. I have visited as frequently as possible each department under my supervision, sometimes giving special lessons, and sometimes examining the work done in the schools. I have generally devoted about an hour of a morning's session to each department once in three months. This, during the present unfavorable location of the schools, is all the time I can spare from the work in my own room.

The monthly meetings of the teachers in this division have been maintained and have proved to be very interesting and useful. As an index to their practical character I need only refer to those held during the last summer term. On Wednesday, May 22nd, the following teachers assembled in Miss Hea's room at 3.45 p. m.: Miss Herrington, Miss Hea, Miss Thomas, Miss Humphrey, Miss McKay, Miss Howard, and the Principal.

The subject of "Discipline," particularly with respect to the methods to be adopted for the prevention of tardiness, was discussed for about three quarters of an hour.

At the time of holding the second meeting, on 25th June, the schools were not well attended, owing to the prevalence of sickness among the children, so the discussion of "Discipline" was resumed, particular with respect to the admission of pupils to school after suffering from or being exposed to contagious disease, where a physician

had not been called in; and in case of indigent parents where a medical certificate could not be obtained unless a fee were paid. The detention of pupils after school hours as a means of discipline was also discussed.

At the third monthly meeting, which was held on 24th September, the methods of teaching that portion of the course in Natural History relating to "Plant Life" was discussed, and at the fourth meeting, which was held October 29th, there was a discussion upon the best way to teach the subject of "Minerals."

These meetings were well attended, and nearly all the teachers took part in the discussions.

As there were only a few teaching days in the months of July and August, no meetings were held during that time.

The usual examinations were held at the close of the term, but there were few visitors in any of the schools.

HENRY TOWN, *Principal.*

NORTHERN DIVISION:—In accordance with the regulation requiring principals to report upon the state of the schools under their control, at the expiration of each year, I beg leave to submit my statement for those in the Northern Division.

In general, there has been very little necessity for fault-finding in regard to any neglect in carrying out the Course of Instruction or in other matters; and whenever the attention of the teachers has been called to any omission, they have at once remedied it.

In the few cases where trouble has arisen between the teacher and the pupil, it has been found on careful enquiry that the fault lay more with the latter than the former.

As to discipline, some few cases have arisen for decided measures; but when it has been found absolutely necessary that the authority of the teacher should be sustained, we have always felt and acted on the principal that "justice should be tempered with mercy."

At our teachers' monthly meetings which were held each month, except during those in which the holidays occurred, the subjects discussed were as follows:—

1. "School discipline—corporal punishment or moral suasion." Paper by E. H. Frost. Decided to use the latter in preference to the former, except in extreme cases.
2. "Best methods of teaching Natural History lessons."
3. "Lessons on Mineral." These papers were by W. C. Simpson, in which he advocated teaching these subjects incidentally, as they came up for consideration in the course of the lessons, or from some object etc., brought to their notice at any special time.
4. "Lesson on Reading," with illustrations of Miss Davis' method and examples from every day practice in school work. This paper was prepared by Mrs. F. L. Dienaide, who gave some valuable hints and suggestions in regard to this subject.
5. At the October meeting we had a review of the half year's work, in which all the teachers gave an account of the progress made in their departments; which was in the main very satisfactory. It was found necessary for the principal to examine some of the IVth Grade pupils who made over 75% on their grade, and, thereupon, a few were advanced to Grade V; and some 5 or 6 in Grade III, in Mrs. Dienaide's room, were advanced to Grade IV.

The following will give a general idea of the status of the schools.—

Carleton Street, Grades I and II, Boys.—This school, during the Winter Term, was in charge of Mrs. F. L. Dienaide, a teacher of excellent ability, and desirous of advancing her department so as to stand in the first rank. In this she has been successful, and, with some few exceptions, her school has not only preserved its average usefulness, but rather attained a higher standard of progress.

By the removal of Mr. Frost to King's Square School, a vacancy was caused in Grades III and IV, which position was given to Mrs. Dienaide; her place being filled by Miss Lillie McKay, a careful, conscientious and painstaking teacher, who has won

the love of her pupils, and the esteem of her fellow-teachers, and maintained the excellent standing of the room committed to her care.

Grades II and III, Boys.—This department is in charge of Miss Louise D'Orsay, whose character as a teacher of the highest ability has not in the least deteriorated during the last twelve months; but rather through her untiring energy and perseverance united with her kindly and courteous manner, has so endeared her to her pupils that they are sorry when they have to leave her as they are advanced to a higher standard.

Grades III and IV, Boys.—This school was in charge of Mr. E. H. Frost, for the Winter Term, and was eminently successful; shewing at the close of the year a very large class for advancement to the Vth Grade. This gentleman is an earnest, faithful teacher, and deserves much credit for the able manner with which he conducted his department. At the commencement of the spring it passed into the hands of Mrs. F. L. Dienaide, who has used her best efforts to maintain its efficiency; with the result that five were advanced to my room on Nov. 1st, and six in Grade III to Grade IV.

From examination each month, I feel satisfied they will be able to finish the course for their grades by the required time, or perhaps before it.

Peters Street, Grades III. and IV., Girls.—This department has been in charge of Miss E. Estey, who has given her whole energy and care to the welfare of her scholars, and they will not disappoint her when the time comes for advancement. In all my visits I have been received by this lady with uniform courtesy, and she has assisted me in every manner possible to arrive at a fair idea of the true standing of her pupils.

Peters Street, Grades I. and II., Girls.—This department was in the hands of Miss Laura Hoyt, a lady of good ability and whose kind-hearted manner won the esteem of all with whom she came in contact in her daily work. The progress made in this room was fully up to that required for the year.

Carleton Street, Grades V. and VI, Boys.—This department being in my own hands it would not become me to pass judgment in regard to its efficiency; but I might say that there has been a decided improvement in Writing and Arithmetic during the Summer Term, whilst in Composition, the pupils seem rather backward, perhaps on account of so little grammatical construction being required in these grades. As to the rest, your Secretary can furnish you with whatever data may be required to judge of the standing of my department.

In the several rooms I have noticed some excellent work: thus, in Miss McKay's room, Word-building and Arithmetic; in Miss D'Orsay's, Map Drawing of the County and plan of the City; in Mrs. Dienaide's, Reading, Writing and Arithmetic; in Miss Estey's, Map Drawing and Composition; and in Miss Hoyt's, Spelling and Word-building.

It gratifies me to say in conclusion, that all the teachers have worked in harmony during the year.

WM. C. SIMPSON, *Principal.*

Grammar School.—In compliance with the request of the Board, I would respectfully submit my report on the state of the Saint John Grammar School.

The work in the three departments of the School for the year ending October 31st, has been quite satisfactory, as the attendance, and attention of the pupils to their studies have been, with but few exceptions, all that could be desired.

The course of study pursued in the School was the same as that of the previous year, with a few changes, that were found necessary.

The curriculum has been framed to meet the requirements for Matriculation in the University of New Brunswick as well as to give those pupils who do not intend to take a collegiate course, the rudiments of a sound English Education.

I would again call the attention of the Board to the propriety of issuing certificates

to those pupils who pass a satisfactory examination in the requirements of Standard XI. I have no doubt, if this were done, that arrangements could be made to enable the holders of these certificates, to matriculate, without further examination, in any of the Colleges of the Maritime Provinces.

The usual examination and visitation of the schools by the Grammar School Directors, took place on Friday, the 11th July. There was a large attendance of the parents and friends of the pupils. Classes were examined in Latin, Algebra, Greek, English Literature, Trigonometry, Chemistry, &c. At the close of the examination, the following prizes were presented by the Directors and others:

Corporation Gold Medal,.....	W. D. Matthew, Dux, 1st Classics.
Parker Silver Medal,.....	W. C. Cross, 1st Mathematics.
Lansdowne Bronze Medal,.....	T. M. Dieuaide, 1st English.
2nd Classical Prize,.....	Leonard M. Jewett.
2nd Mathematical Prize,.....	J. Hunter White.
3rd Classical Prize,.....	Geo. S. Sinclair, (by J. & A. McMillan.)
1st Mathematics, Grade XI, 2nd division..	J. Victor Lane.
1st Classics, 2nd division,.....	A. O. Macrae.
1st Chemistry Prize,.....	J. King Kelly.
2nd English Prize,.....	C. J. Milligan.
1st English Prize, Grade X,.....	J. Henry.
1st Mathematics Prize, Grade X,.....	John Fisher.
Junior Greek,.....	Henry Cross.
Junior French,.....	Robert Murray.
English, Grade IX,.....	J. Milden.
Classics, Grade IX,.....	Wm. Henry.
Mathematics,.....	Alex. Patterson.

The prizes offered by Messrs. J. V. Ellis, M. P. P., and I. Allan Jack for the best and second essays on "a day in the country," were presented to Frank Hall and W. C. Cross, respectively.

Mr. Jack announced that similar prizes would be given next year for essays on the "St. John Grammar School."

WM. M. McLEAN, *Principal.*

Leinster Street Schools.—During the past year I have, as usual, visited all the Departments as often as possible and have carefully examined the work done. The requirements of the Course of Instruction are being fairly well carried out, and I am pleased to be able to report a general improvement in the school-work during the year.

The order and discipline in all the rooms are generally good; and the attendance has been large and on the whole quite regular.

Defects in methods of teaching or discipline doubtless exist in all the rooms, but I think I may safely state that all the teachers are honestly and faithfully endeavouring to make their work efficient and satisfactory.

A teachers' meeting is held on the first Monday of each month, at which, in addition to subjects relating to the schools generally, special subjects are discussed. The following are among those considered at these meetings during the past year: "The importance and best means of teaching Mental Arithmetic," "How to teach History so as to make the study more interesting to the pupils," "How best to teach Penmanship, Arithmetic, Grammar, the Natural Sciences, etc., etc."

Some time ago the teachers in this building formed themselves into a class for the purpose of studying together Natural Science subjects and to consider the best means of teaching these and other subjects such as drawing, etc. This class will continue to meet as often as convenient.

At the Grading Examination in April last, a large number of pupils in all the rooms were advanced. Twenty-two (22) were sent from my room to the Grammar School.

During the Winter Term, Mr. Inspector Dole examined the schools and classified them all in the first rank. I presented 37 pupils for participation in the Superior School Allowance, but I have not yet learned how many were passed by the Inspector.

Owing to the over-crowded condition of Grades I. and II. it was found necessary to open another school of Grade II. at the beginning of the Summer Term. This department has been well attended and the teacher is doing her work fairly well.

The total number of pupils enrolled during the last term was 391, giving an average of 49 pupils to each teacher.

D. P. CHISHOLM, *Principal.*

Saint Malachi's School.—During the year we held two teachers' meetings; at the first of which we discussed "The best means of securing truthfulness in School." The second was called for the purpose of discussing "The best means of securing good order in dismissing the Schools."

The average attendance, though still not at all what we should expect, materially increased as compared with that of the previous year. A very important agency in bringing about this result has been the visits made by the teachers to the homes of the pupils. I am sorry to have to report that while the majority of the parents exhibit a desire to have their children attend regularly, there are many who keep their children at home for the most trivial causes, and very frequently without any cause at all.

While I admit it is the right of the parents, under the existing School Law, to keep their children at home when they deem it proper to do so, yet I feel it is the duty of teachers in their own interests to complain of the apathy shewn by such parents in the welfare of their children, because generally, these parents are the first to complain that their children do not make as rapid progress as those pupils who attend regularly.

There is another class of boys known as truant-players, who are found chiefly in Grades II., III., IV., occasionally in Grade I., but very seldom in the Advanced Grades. There has been a large decrease of this class during the year just closed, and I have reason to hope that ere long truant-players will not be found in our building.

I am strongly convinced that in the interest of the large number of boys who never attend school, and of those who attend very irregularly, it is necessary that a compulsory clause, based upon just and sound principles should be inserted in our School Law.

Cases of insubordination in our schools are very rare, and in the advanced departments entirely unknown. No breach of discipline occurred during the year demanding extreme measures to be used in the correction of the transgressor.

With regard to the general educational condition of our schools; after a careful observation of the management and work going on in the various departments, I have every reason to be satisfied with the efficiency and progress made in the majority of the grades. I may state, however, that the work in some of the primary departments is not of that practical nature which I should like to see. This is especially the case in arithmetic. A boy is taught to add, subtract, multiply and divide tolerably well, but if he is given a practical question based upon these rules he is apt to be entirely lost. Boys in the primary grades should be constantly plied with questions of a practical and miscellaneous character in order to teach them to reason for themselves. This would give them a ground-work of incalculable benefit to them when promoted to the advanced grades. I have given many suggestions to the lady teachers in this respect, and I believe the suggestions were generally well received. In the interests of the schools as a whole, it is desirable that another male teacher should be appointed to take charge of one of the primary departments in our building. This is especially needed in superintending the boys on the streets, because of the danger of their interfering with private property, or transgressing the limits assigned them on the square by the Chief of Police. Quite recently the Chief of Police threatened to arrest the boys unless they kept off the square altogether.

Grade I., Miss Mary O'Sullivan, Teacher.—This department had a very large

attendance during the whole year, and considering the large number of pupils who received instruction, the progress has been very satisfactory. Miss O'Sullivan is a good disciplinarian, and I believe a thorough teacher in every respect.

Grade I., Miss K. A. Cotter, Teacher.—This department was under the management of Miss Power till the commencement of the mid-summer vacation, when she resigned to enter a more lasting contract. Miss Power was succeeded by Miss Cotter, who seems anxious to do all in her power for the little fellows under her control. The test of her teaching abilities will be more fully shewn after the next grading examination.

Grade I., Miss K. E. Lawlor, Teacher.—This school was opened at the commencement of the Summer Term to make room for the large number of new pupils who entered at that time. Miss Lawlor seems to have the interest of her pupils at heart and is giving fair satisfaction.

Grade II., Miss Agnes O'Sullivan, Teacher.—An improvement in the method of teaching reading is noticeable in this department, but the school seems to be too difficult for Miss O'Sullivan to manage satisfactorily. Very often large boys who scarcely ever attended school receive permits for this department, and as a general rule, they need a very strict teacher in order to keep them under proper control. Miss O'Sullivan is a young lady who gives much time to study, and in a department, not requiring such a severe strain, would, I have no doubt, obtain better results.

Grade II. and III., Miss M. A. Tobin, Teacher.—This department has made fair progress during the year. I noticed during the examinations in April last, that there was a deficiency in arithmetic and spelling, which, though partly owing to irregular attendance, could be remedied to a large extent if the teacher were to devote all her energies to the work.

Grades III. and IV., Miss W. P. Hayes, Teacher.—This department is managed with great skill, and cannot fail to give satisfaction at all times. Miss Hayes devotes most of her leisure time in searching for knowledge, and after finding it, knows how to impart it to her pupils.

Grades IV. and V., Mr. F. J. Sweeny, Teacher.—At the commencement of the year just closed, Mr. Sweeny was appointed successor to the late Mr. H. S. O'Keeffe, and has given promise of being a successful teacher.

Grades V. and VI., Mr. Jas. R. Sugrue, Teacher.—The work in this department has been satisfactory and the progress generally good. The order in this school is not of the strictest character, but this deficiency is more than counter-balanced by his unceasing labors on behalf of his pupils.

Grades VII. and VIII.—This department is entirely under my control. During the year the attendance has been larger than any year since I took charge of the school, and a very much smaller percentage of the pupils left to go to work than during any year since our schools came under the control of the Board. The whole school, with the exception of one boy, was advanced a grade on the first of May; about one-half of Grade VIII. going to the Grammar School and the remainder going to work.

I sent up for the examination for Superior allowance twenty nine (29) pupils, and I believe the majority of them, if not all, were successful.

In conclusion, I have great pleasure in stating that the work during the year has been of a pleasant nature, and trust that during the next school year, the results obtained in our building will be greater than any year since the schools came under the management of the Board.

JAMES BARRY, *Principal.*

Charlotte Street and King Square Schools.—I beg leave to submit my second annual report on the condition of the several departments of the Charlotte street School.

At present, Miss A. R. Green, teacher of grades I and II, has 66 pupils enrolled,

38 of Grade I, and 28 of Grade II. Of the latter grade six pupils have completed the work and have been advanced to the next higher department.

This school maintains its usual high standard of efficiency. The children are carefully trained, the order excellent, and every attention given to heating, ventilating, and the general comfort of the pupils.

Miss M. A. Robertson, who teaches Grades III and IV, has 48 pupils enrolled with an average attendance of 36. The work in this department has been nearly completed, so far as time would allow, and from personal observations, very satisfactory progress has been made. The teacher is industrious, energetic, and painstaking, and is succeeding admirably in the management of her department.

Mr. E. H. Frost, teacher of Grade V, whose department is accommodated in a shop on King Square, has 50 pupils enrolled. He is succeeding very well, works hard, and is making good progress. The boys show, by their answers to questions, that they are carefully and thoroughly trained. The room is well heated, and every attention is given to cleanliness and ventilation.

Mr. W. J. Wilson has charge of Grades VI and VII. The number enrolled is 46. Every attention is given in this school to the careful training of the boys. The order is all that could be desired, and the progress made by the pupils in their several studies is very gratifying and highly satisfactory.

In my own room 45 pupils of Grade VIII are enrolled, with an average attendance of 35. All the prescribed studies have been taken up during the term, and considerable progress has been made, especially in those subjects of more immediate importance to boys who leave school early in life to follow commercial pursuits for a living.

Since the remodelling and improvements carried out by the trustees in the summer holidays, the outhouse, for the accommodation of the boys, is all that could be desired. One very great drawback still exists, and that is, the want of a suitable play-ground for the pupils. When boys get scattered over a large area, it is often difficult for the teachers to so control them, as to prevent any unpleasantness, which might reflect on the management, or detract from the good name of our public schools.

THOS. STOTHART, *Principal.*

Saint Joseph's Schools.—The schools in this building have been very well conducted during the past year. The teachers have faithfully attended to their duties, and have taken pains to advance the pupils committed to their charge.

The subjects of instruction pursued in the schools, have been in accordance with the prescribed course for Grades I to V.

The pupils have, with a few exceptions, made reasonable progress in their studies.

MARGARET NEALIS, (SISTER M. LIGUORI),

Principal.

Victoria School—In presenting again to you a brief and general statement concerning the condition of the departments in the Victoria Building, I do so from a fuller knowledge of the workings of the different schools than I have been able to obtain in past years, having set apart a portion of one morning in each week for that purpose. I find the work of the past year, throughout the different schools has been carried on in a superior and most satisfactory manner. The general discipline has never been so good as at present, and is due, I think, to the fact that little recourse has been had to the imposing of needless tasks, etc., or the more needless wounding of the sensibilities of the pupils by open reproach. In the schools where the silent methods have been tried the result has been more cheerfulness, energy and obedience on the part of the pupils, and also much more intelligent work.

In the Primary Schools, owing to their very crowded condition, the progress must necessarily be somewhat slower, but the interest the little ones shew in their work,

despite their disadvantages, indicates the efficient character of the department generally. The writing never has been satisfactory to me in these schools, and is, I regret to say, as far behind what I think it ought to be as ever. Nor do I see how it can well be otherwise when the pupils of Standard III, many of whom are upwards of nine or ten years of age, are not yet given pen and ink. In Standard IV, where for the first time pen and ink are used, there is yet great need for attention to neatness in the writing, as well as accuracy of expression in the composition exercises, in order to make the results quite satisfactory.

Sewing, Knitting, Physical Exercises, Singing, with Form and Object Lessons, are still well managed, and give the refreshing variety so much needed in the higher grades. At the same time great care is taken from the outset that all the children be instructed in the formation of right habits.

In the Advanced Schools I have to report that more oral instruction is given and more care taken that whatever lesson is given for home work shall first be understood. I have during the year been able to assist several of the teachers by giving the oral instruction necessary in introducing the subjects of Geometry, Latin and Algebra in their schools, and am convinced that we have never had so many pupils at one time better prepared to advance than those now in our Advanced Schools.

In the High School Department we have endeavored to carry the pupils on as well as we could by the Course laid down by the Board of Education, so that we might not be at any very great disadvantage when we come to use the Course prescribed by that Board next year.

I was glad to be able to complete the set of Physiological Charts begun through the kindness of your Board last year. The set is complete, and has been given to the two schools in Grade VIII (the only ones studying that subject) for their use.

M. M. CARR, *Principal*.

Albert School.—I beg to submit the following report of the Albert School, for the year ending October 31st, 1884.

During the Winter Term the work was somewhat impeded by the low temperature of the rooms in cold weather. The thermometer sometimes stood as low as 52°; at such times the children were far from being comfortable, but they bore it without complaint. The general health of the school was very good; and when a case of sickness did occur, it was not in a single instance—so far as I could learn—attributed to the cold of the schoolrooms. A better state of things exists at present, since the heating apparatus has been changed from hot water to steam. It may be here said, that from all appearances, the schools will be very comfortable this winter.

The attendance during the winter and spring was rather low; since June it has been increasing. At present it may be considered good. The attendance has not, at any time during the year, been impaired to any extent, by sickness. Only two deaths occurred. One of these was a fine boy of my own department, who was drowned at a pic-nic during the summer holidays.

The general discipline has been satisfactory. The building has been kept fairly clean. This duty is being attended to now better than at an earlier part of the year.

Two teachers, Mr. A. F. Emery and Miss K. E. Carr, left during the year. Mr. E. Thompson and Miss A. B. S. Allan, who have taken their places, are doing fairly well.

A male teacher was brought from the middle to the lower flat some time ago, and the change gives satisfaction. I can confidently say that the whole school has been working more satisfactorily towards the close of the summer term than at any other point of time in either of the terms.

I have thoroughly examined every department twice, once in each term, and visited them several times. From these and frequent conversations with the teachers about their work, I am able to form a fair judgment on the condition of each school, both as regards the quantity and quality of the work which is being done. When the teaching appears to me deficient, I endeavour to remedy the defect by drawing the teacher's

attention to the fact. We also discuss some of these points at our monthly meetings. It is but fair to say, that I find most teachers willing to take such hints as are given in this way. We have had eleven meetings during the year, at which have been discussed such topics as appeared of importance at the time. These were chiefly such as bore upon the discipline of the school, or the quality or quantity of some of the subjects taught, or the best manner of imparting instruction upon a given subject.

During the year, all the female teachers except Miss Whipple, have been absent, more or less time, on account of sickness, or other causes. Of course they apply at the office for leave of absence. In every instance, I find that a teacher's usefulness is greatly impaired by leaving her school on these occasions.

With regard to the relative quality of the work in the different schools: of course some are better than others; but I feel justified in saying, that in even the worst of them, fair work is being done.

JOHN MONTGOMERY, *Principal.*

Mason Hall School.—There are three departments in this building with two second class female and one first-class male teachers.

The attendance as registered for the past summer was, in Miss B. Lane's room, Grade I. and Blackboard Classes, 52; Miss M. A. Nannery's, Grades II., III., 33 enrolled. In my room, Grade IV., 21.

Nine pupils were graded to the Albert building in May, and none sent in from the other schools. The total attendance for Summer Term was 106.

The registers for this Winter open with the following enrolment: Miss Lane's, 46; Miss Nannery's, 29; and my own, 26; total, 101. The attendance during the latter part of the Summer and since has been lowered by sickness, but is as good at present as could be expected. The interest shewn by the pupils in their work is equal to, if not in advance of what it has been at any time since I have had charge of the building. A law, however, is greatly needed to compel some parents to send their children steadily to school, as some of them seem to think less of the value of regular attendance than the children themselves.

We have not held meetings at any stated times, but have met to discuss any matter as its importance seemed to demand.

The teachers associated with me have done all in their power to make the schools a success, and I believe have succeeded to a very large extent.

G. E. ARMSTRONG, *Principal.*

Saint Patrick's School.—In submitting my annual report on the condition of the School in Saint Patrick's Hall for the school year ending October 31, 1884, it affords me much pleasure to bear testimony to the steady improvement in educational matters in the different departments of the school.

The rooms in which the three girls' departments are held are kept scrupulously neat and clean, and have good facilities for lighting and heating. They are large, with high ceilings, and in good condition. The two boys' rooms are not so well lighted as those of the girls. The boys' departments consist of grades I to VI and are under two teachers. The girls' departments contain similar grades, but having three teachers are in a position to do more and better work.

Should the means of the Board permit, an additional room and teacher for the boys would, I believe, fully repay their cost.

Each department is provided with excellent desks and seats. The supply of maps is complete; that of blackboards sufficient. The prescribed course has been faithfully followed, as in former years, and good results have been obtained, the general progress of the pupils being satisfactory.

Spelling is taught both orally and by means of written exercises. Writing receives a great deal of attention, and next to reading, there is no branch of such extensive practical importance, and no branch demanding such unwearied industry on the part of the teacher.

Irregular attendance and tardiness on the part of the children are faults which the teachers have endeavoured to remedy, by calling on the parents, and pointing out to them the necessity of punctual and regular attendance of their children at school.

The teachers seem earnest and indefatigable in their labours, and maintain order and discipline in their respective departments. The ability to govern, as well as teach, is a quality possessed by the Sisters—and they also possess another qualification, the highest—a conscientious devotion to duty.

THOS. O'RIELLY, *Principal*.

The other departments under the charge of single teachers are the Queen Square School (closed), under the charge of Mr. I. T. Richardson; the Brittain street School (Protestant Orphan Asylum), Miss Julia Cairns; the Sheffield street School, Mr. A. Nesbitt; and the Partridge Island School, Miss Eleanor Power. All these have been conducted in a fairly efficient manner notwithstanding that in some of them both teachers and pupils are placed at a disadvantage in the matters of accommodation and equipment.

Attendance.—By the School Act, Section 104 (5), the schoolable age of children is placed at from five to twenty years of age. The census of 1881 shows the numbers between these ages to be 4412 males and 4290 females—a total of 8702. It is rare, however, for pupils of nineteen years of age to be found in our schools. Indeed, whether from necessity or custom, the attendance of children over fifteen years of age is quite small. The following statement shows the number of pupils of legal schoolable age resident in the district, and attending school for more or less time during the Summer Term, 1884:

AGES.	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	TOTALS.
No. Census, 1881.	568	561	563	570	481	620	430	621	474	672	581	630	633	683	615	8702
No. Enrolled Summer Term 1884.	174	360	439	489	491	492	456	386	364	280	159	82	43	11	11	4237

Six pupils were enrolled over 20 years of age, viz.: three of 20, one of 22, one of 24, and one of 26 years.

Some error has evidently been made by teachers in the enrolment of the ages of pupils from 9 to 10 and from 11 to 12 years, and possibly at some other stages; but dividing the whole number into two parts we have: from 5 to 15 years, 2931 pupils enrolled out of a school population of 5560 between these ages; and over 15 years, 312 pupils enrolled out of a population of 3142 between 15 and 20 years.

These figures show that less than one-third of the resident children are sent to school at 5 years of age; that, practically, the schoolable age in this city, is from 6 to 14 years inclusive; and that after that age only about one in seven attend the Public Schools at all.

A very casual glance at the figures presented will show that the attendance at the Public Schools is a very long way from what it ought to be. But the standpoint of age is not the only one nor the most important from which to view the question of attendance. The Board of Education has prescribed a Course of Instructions covering eleven standards, each of which is supposed to occupy the time and attention of the schools for one year. A twelfth standard for pupils who desire to take it is also

arranged. Now, let us look at the standing of the 4,243 pupils who are enrolled during the Summer Term, and see to what extent advantage was taken of the ample provision made for securing the groundwork of a good education.

Standards.	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Pupils.	868	628	602	607	504	287	308	209	117	59	46	8

From these figures, which present a fair average, we find that one-third of the pupils who enter the First Standard do not go beyond it; that two-thirds of those who enter Grade I. remain until they have completed the Fourth Standard; that one-sixth of this number then drop out, leaving four-sevenths of those who entered at Grade I. to complete the Fifth Standard; that at this point nearly one-half of the children leave school; that the remainder stay at school for two years, or long enough to complete the Seventh Standard; that one-third then drop out of school, leaving about one-fourth who enter Grade I. to complete the Eighth Standard; that of this number only a little over half take up the work of the High and Grammar Schools; and that only about one in nineteen who enter Grade I. complete the full course at the Eleventh Standard.

In a commercial community like Saint John, it is only natural to look for the withdrawal of a large number of pupils from the schools at a comparatively early age, but one hardly expects to find that about one-half of the enrolment for a given term will be found in the first three standards of the prescribed course. Without expressing any opinion upon the results of such a state of affairs to the community, it is very evident that quite a large number of our children do not come up to the requirement of the English Board Schools, that pupils shall continue in attendance until they can read, write and cast accounts.

The figures I have given shew that the proportion of resident children attending school is altogether too low, and that those who attend do not remain long enough to obtain a proper mental outfit to take up life's duties.

A third fact of equal importance is to be noted. If the four thousand four hundred and ninety-three (4493) pupils whose names were enrolled upon the registers of the public schools during the past year had belonged to the schools for the full period embraced within the school year, they would have shewn for the 215 days a grand total days' attendance of 965,995. But they really belonged only long enough to aggregate 752,504 days. The significance of these figures will more clearly appear if they are regarded from one of the three following positions:—

(1) The result above stated is the same as though 993 of the 4493 pupils had not been enrolled at all; or

(2) It is the same as though all the schools had been closed for two-ninths of the school year; or

(3) It is the same as though all the pupils enrolled had belonged for $145\frac{1}{2}$ —days, instead of 215.

The problem involved in the three facts stated is one for the solution of which the School Law in its present form makes no provision.

But there is a fourth fact of no less importance than those already referred to; namely, the deplorable loss of time by pupils during the period they actually belong to the schools. To realize what I mean the figures in the following three statements should be carefully noted:

(1) The 4493 pupils enrolled in 1883-4 by a full attendance would have aggregated 965,995 days.

(2) The 4493 pupils enrolled by regular attendance while belonging would have aggregated 752,504 days.

(3) The 4493 pupils enrolled aggregated an attendance of 605,147 days.

This shews a complete loss of 147,357 days by the pupils enrolled during the restricted period they actually belonged to the schools; which is about equal to every one of them being out of school one-fifth of the whole time they nominally belonged.

Many of the teachers make strenuous efforts by visitation at the homes of the pupils, and by other means, to secure regularity of attendance, and when it is considered

that 85.856½ of the total lost days were stated by parents to be for "sufficient cause," in addition to 47.791½ on account of sickness, and 8813 because of bad weather, whilst only 4896 days were lost "without excuse," it would appear that the onus rests almost entirely upon parents who need the help of their children at home; or, who are too indigent to provide necessary clothing; or, who are governed by the whims of their children rather than by a consideration of their welfare; or, by all these combined.

Surely the clear presentation of these facts from year to year, bearing, as they do, on the well-being of this community, both present and future, calls for some active measures by which the evils set forth may be remedied.

In the consideration of lost time I make no note of that lost by a large number of boys and girls, belonging to families of the working class, who leave school every morning about eleven o'clock "to go home and carry father's dinner"; nor that lost by children belonging to families whose circumstances do not demand such a sacrifice, but who, nevertheless, prevail upon their parents to have them excused from certain lessons, and to leave school before the close of the session from a great variety of alleged causes. The amusements of the day and the demands of fashion are so exacting, whilst parental control, in too many cases, is so lax that, I presume, no consideration, whether legal or humanitarian, would entirely remove these notable evils which are met with in the administration of educational affairs. It is, however, none the less the duty of those who recognize their existence and realize their effects to point them out, and call upon those who have the power to remove them whenever possible.

Percentages.—The percentage of enrolled pupils daily present on an average in all the schools was—

For the Winter Term,.....	72.43
" Summer Term,.....	73.86
" Year,.....	73.15

As compared with last year these figures shew a decrease of 3.08 for the Winter Term, and an increase of 3.57 for the Summer Term, and an increase of .25 for the year.

The highest per centage of attendance was made by the Partridge Island School, being 91.55 for the Winter Term, 93.44 for the Summer Term, and 93. — for the year.

Two other departments exceeded 90 per cent. : Victoria School, Grade III., shewing for the Winter Term 90.14, and Saint Vincent's (orphan) School, Grades I. to VI., for the Summer Term 91.97.

The lowest percentage was made by the Albert School, Grade I., girls, being 49.95 for the Winter Term. This result was brought about by the low temperature of the building in the Winter months and sickness among the children.

The lowest per centage for the Summer Term was made by the Brussels street School, Grades I., II., being 61.04. This I attribute in a large degree to the inability of the teacher, Miss L. S. Read, to visit the homes of the children, on account of the poor condition of her health.

The lowest per centage for the year was made by the Peters street School, Grades I., II., being 59.94.

The number of departments whose percentages lay between the two extremes was as follows :—

Percentages.	Winter Term.	Summer Term.	Year.
Under 50	1	..	..
From 50 to 60	4	..	1
" 60 to 70	19	23	21
" 70 to 80	43	53	54
" 80 to 90	12	7	8
Over 90	2	2	1
No. of Departments,	81	85	85

Grading.—The annual grading of pupils took place at the close of the Winter Term, April 30th. As the Government Inspector carried on his examination of the schools during the month of April, it was not deemed prudent to subject the children

to the strain of two examinations in one month, and the preparation of the usual question papers was abandoned. The plan adopted was to carry forward to the next grade all those pupils whose term-marks upon the register, and the certificate of the Inspector showed them to be fit for promotion. The work when complete presented very gratifying results; 2408 pupils having the required qualifications. Of this number 396 were found in Grade I; 406 in Grade II; 445 in Grade III; 337 in Grade IV; 262 in Grade V; 245 in Grade VI; 159 in Grade VII; 95 in Grade VIII; 35 in Grade IX; 21 in Grade X; and 7 in Grade XI. In addition to these, over 400 pupils were found to be nearly up to the required standard, and, as the new regulations of the Board of Education provide that the next Winter Term shall continue from Nov. 1st to June 30th, I advanced the majority of these children at an early period in the Summer Term, so as to afford them an opportunity for farther advancement next summer, if found practicable. Others of them have gone forward at intervals during the fall months, and the remainder take a step forward for the Winter Term.

I suppose it is expecting too much of human nature to look for the entire satisfaction of all parents and guardians at the results attained on these occasions of grading; yet it is to be regretted that in a few instances children have been removed from the schools because their names have been omitted from the list of promotions; even after special examination has been had unto the acquirements of individual pupils. It affords me, however, gratification to state that, with comparatively few exceptions, this onerous duty has been performed without complaints against teachers, principals or superintendent.

The present condition of the schools and the progress made in the study of the subjects embraced in the several standards of instruction, lead me to anticipate a more general advancement all along the line at the close of the next term than at any former period.

The School Year.—By a reduction of the length of the Summer Vacation pursuant to an order of the Board of Education, the School Year was lengthened by eleven days. The Board of Education has also decided to change the School Terms, so as to make them run from January 1st to June 30th, and from July 1st to December 31st. This change is to be effected by making the ensuing Winter Term to run from November 1st to June 30th, and thence forward the School Year will conform to the calendar year. It will become necessary therefore to ask the Common Council for permission to make the next financial year consist of fourteen months, so as to make it concurrent with the newly arranged School Year. This re-arrangement of terms follows very closely the suggestions I offered in my last annual report,* and will prove of great advantage in affording that continuity of instruction which is so necessary, and which has been sadly broken in upon by placing the Summer Vacation in the middle of a term, instead of at its close. Hereafter, the annual examinations, inspection and grading will take place immediately before the holidays, at the end of the Spring Term, and the School Year for statistics and accounts will end with the Autumn Term. Thus there will be no unnecessary crowding of work at any one period of the year.

Prizes.—The full list of prizes awarded during the year will be found in the appendix. As usual they consisted chiefly of donations from the friends of Education, who sought in this way to stimulate the ambition of the pupils in the several schools in which these rewards of merit were offered. The Board of Trustees supplemented these gifts by an appropriation from the general funds. A close inspection of the Roll of Merit and the Prize List will disclose the fact that many of the children whose names appear on the former were not recipients of prizes. This arises from the fact that so many of the prizes were offered for special purposes, whilst the Merit Roll is made up of those pupils whose daily record for the term gives them the foremost rank in the school, based upon regularity, punctuality, deportment, and proficiency in *all* the subjects of instruction included in a given grade or standard. Whilst I am of opinion that special merit in whatever department is worthy of recognition and reward, I am equally

* The change in the School Terms was made by the Board of Education, January 17th. The report referred to was not received till January 27th.—W. C.

certain, that under a system such as ours, the prizes offered by the Trustees, which are obtained by an expenditure of public funds, should be awarded to those pupils only whose school rank entitles them to consideration. As the Board has broken ground in this matter during the past year, I trust that an annual appropriation will be made for this purpose. But a prize ought to serve the two-fold purpose of a stimulus to effort and a reward for success achieved. To secure the first it is necessary that the prize to be awarded should be known and its value appreciated at the commencement of the period in which it is to be striven for. I would therefore recommend that the Board adopt a plan for the distribution of a series of prizes for the Primary, Advanced, and Grammar departments, of the school service; that a statement of the prizes, their purpose, and the time of their presentation be posted in each school at the beginning of each school year, so that the pupils may have before them from day to day a reminder of the honor awaiting the highest success.

In this connection I would further suggest that as under the last School Act Amendment the City of Saint John will be excluded from competition for any portion of the Superior School Allowance, and as a consequence, that no Provincial Certificates will issue to graduates of Grade VIII; the Board direct a certificate to be prepared, having concurrent value with those by the Board of Education, for presentation to all pupils who pass a satisfactory examination upon the required subjects of the Eighth Standard. I would also urge the issue of a certificate to all pupils who complete the course of instruction, which certificate, I have no doubt, would be received as an equivalent for matriculation at any of our colleges or universities.

Meantime the thanks of the Board are due to the many ladies and gentlemen who have made glad the hearts of the children by the prizes bestowed during the past year.

The Governor-General's Medals.—Shortly after the arrival of Lord Lansdowne in Canada, intimation was received that he would continue the practice of his predecessors—the marquis of Lorne and the Earl of Dufferin—of offering a Silver Medal and a Bronze Medal for competition on English branches in the High and Grammar Schools.

The examinations accordingly were held as usual in the month of June, and resulted as follows:—

Silver Medal, Girls' High School, possible marks 1500. The highest four were:

Sarah Shenton,.....	1098
Bessie Thompson,.....	1070
Alice Drake,.....	1070
Alice Rainnie,.....	1001

Bronze Medal, Grammar School, possible marks, 1000. The highest were:

Thomas Dienaide,.....	713
James A. Milligan,.....	658
Fred. A. Hartley,.....	607

The medals were presented on the closing of the schools for the Summer vacation.

Visit of the Governor-General.—On October 22nd, during a brief visit to this city, His Excellency Lord Lansdowne, Lady Lansdowne, and their suite, visited the Victoria and Saint Joseph's Schools. They were accompanied by His Worship Mayor Grant, and were received by the members of the Board and their Secretary. All the departments in the Victoria were inspected in order, and the High School girls gathered in the Exhibition Hall, where after some musical and gymnastic exercises they were addressed by His Excellency, who expressed his gratification at the evident care bestowed upon educational affairs by the school authorities and the intelligent, healthy, and happy appearance of the children. He urged the necessity of thoroughness in all the work undertaken and hoped the pupils would wisely use all the advantages provided for their mental and moral training. In Saint Joseph's the schools were massed in the Hall, attended by their teachers. The Right Rev. Dr. Sweeney, Bishop of Saint John, and a number of visitors were present. An interesting dialogue was rehearsed by a number of the girls, and after singing by the schools, and another brief address from the

Governor-General, the schools were dismissed for the day. The visit of the Vice-Regal party though necessarily brief, was of an exceedingly pleasant nature, and will form a bright spot in the school experience of teachers and scholars by reason of the kindly remarks and affable manner in which both were greeted by Lord and Lady Lansdowne.

Grammar School.—Under the provisions of the amendment to the School Act, important changes take place in the management of the Grammar School. Heretofore the control has been exercised jointly by the School Trustees and the Board of Directors, the former paying the latter an annual allowance of three thousand dollars when three teachers were kept, and two thousand four hundred when there were only two teachers. Of late years the school has been conducted wholly on the departmental system, and the best results have been secured. Under Section 92 of the Amended Act, the trustees are empowered to take charge of the school and receive the transfer of property, etc., from the period of its enactment, but the trustees being averse to take a course which, though in accordance with the terms of the Act, might appear to be without sufficient consideration for the Board of Directors under whose charge the school had been from its foundation, decided to allow matters to remain in their old form until the date named in the Act, leaving the question of joint control as heretofore to be decided by the Board of Directors.

On October 30th, H. W. Frith, Esq., Clerk of the Grammar School Board, handed over to me the property held by him for the Directors of the Saint John Grammar School, and stated that they had passed a resolution declining to accept any further control or management of the school, or any responsibility therefor. The transfer was accompanied by the following extract from their records:

“At a meeting of the Board of Directors of the Public Grammar School of the City of Saint John, held on Wednesday, 29th October, A. D. 1884,”

Read a communication from Mr. March, Secretary of the Board of School Trustees, containing a resolution of that Board, authorizing him to receive a transfer of the property, etc., of the Grammar School Board, in accordance with the terms of the Act of Assembly, 47 Vic., Chap. XII. Whereupon resolved as follows:

Whereas, by the Act of Assembly 47, Vic. Chap. XII., passed April 1st, 1884, and recited on the minutes of the last meeting of the Board, all property in whatever form existing or wherever situated, belonging to the President and Directors of the Public Grammar School in the City of St. John, was vested in the Board of School Trustees of the City of St. John.

And whereas, by resolution of the said Board above written the said Board of School Trustees has authorized its secretary to receive a transfer of the said property,

Therefore resolved, That in compliance with the said Act and the said Resolution, the clerk of this Board be authorized and directed to hand over to the said secretary of the Board of School Trustees all property now in his hands or under the control of the Board, consisting mainly of the articles and things following, that is to say:—

1. All the desks, stools, benches and other school furniture, apparatus, and appliances contained in the several school-rooms in Odd Fellows' Hall, occupied by the Grammar School.

2. A Water Supply Debenture, No. G. 1142 of the City of Saint John, for £125, dated 23rd January, 1877, and payable 1st May, 1915, next. Coupon due the 1st November next.

3. Any sum of money which the said clerk shall have in hand at the credit of this Board on making up his final statement therewith to the 1st November next.

4. Also the following lease and counterparts of leases held by this Board, viz:—

1. A lease from the New Brunswick Odd Fellows' Hall Company to the Board of the School Rooms above mentioned, dated 31st January, A. D. 1884.

2. The counterpart of the lease from the Board to the Rev. Wm. Mitchell, of lot on Horsfield Street; now occupied by H. H. McLean, Barrister, dated 1st November, 1877.
3. The counterpart of a lease from this Board to Eliza A. Chapman, now Mrs. F. Gregory, of a lot adjoining said last mentioned lot, dated 17th September, 1877.
4. The counterpart of a lease from this Board to Hugh Bustin of a lot adjoining said mentioned lot, dated September 1st, 1877.
5. The counterpart of a lease from this Board to Ward Chipman Drury of a lot adjoining said mentioned lot, dated August 17th, 1863, now in the occupation of Jas. H. Pullen, Painter.
6. The counterpart of a lease from this Board to Mrs. Barbara Clark of a lot on the corner of Horsfield and Germain Streets, dated May 1st, 1878.

[MEMO: The rent reserved in this lease is \$140, but the Grammar School Board on the representation of Mrs. Clark that the rent was excessive and beyond her means to pay, passed the following resolution:—

That during Mrs. Clark's life the annual rent be reduced to \$100,—the clerk being authorized to deduct the sum of \$20,—from each semi-annual payment, but this deduction to cease upon Mrs. Clark's death, or upon a change of ownership of the improvements on this lot, or upon the mortgagee taking possession.]

And further resolved, That the said Board of School Trustees be requested to give a receipt under their seal for the above mentioned property, money and documents.

Extract from the Minutes.

H. W. FRITH, *Clerk.*

The Board of Education has been pleased to make the following *order* respecting the Course of Instruction, Teaching Staff, etc., in the St. John Grammar School.

Course of Instruction.—The Course of Instruction in the St. John Grammar School shall be in advance of Standard VIII. and shall embrace Standards IX. X. and XI. Standard XII. shall be left optional with the governing bodies.

Teaching Staff.—The number of teachers shall be regulated according to the following principles:

1. One teacher, exclusive of the head-master, shall be employed, provided the number of pupils enrolled is 50, or upwards to 100, with an average daily attendance of at least 75 per cent.

2. Two teachers, exclusive of the head-master, shall be employed, provided the number of pupils enrolled is 100, or upwards, with an average daily attendance of at least 75 per cent.

3. An assistant teacher may be employed (in addition to the staff specified in 2), provided pupils, after passing a satisfactory examination by the inspector, on the subjects of Standard XI., shall continue (at the option of the governing bodies) at school to take up the subjects of Standard XII.

Female Department.—If the average daily attendance of boys numbers 100 or upwards, it shall be competent for the governing bodies to organize a *Female Department*, under the responsible supervision of the head-master, but subject to the following conditions:—

1. That the subjects taught shall be in advance of Standard VIII, and that provision be made for giving instruction in Standards IX., X. and XI.

2. That there be an enrolment of at least 50 girls, with an average daily attendance of at least 75 per cent.

Teaching Staff.—If one standard only is taught, no more than one teacher shall be employed.

If two standard are taught, two teachers may be employed, provided the number of pupils exceeds 50.

If three standards are taught, three teachers may be employed, provided the number of pupils exceeds 100.

Should pupils in the female department remain after satisfactorily completing Standard XI, it shall be competent, for the head-master, with the concurrence of the governing bodies, to make such provision as he shall deem proper for the further instruction, of such pupils, but no arrangement shall involve the necessity of employing an additional teacher or assistant than what is provided for as above.

Provincial Grants.—The Grammar School Grant of \$350 shall be paid to the head-master as a total Provincial Allowance.

Each teacher (not including the head-master) shall receive from the Provincial Treasury, the allowance granted to a first-class teacher, and the assistant, if one is employed, shall receive half the amount allowed to a first-class teacher, provided he holds a license of Class 1.

Class of License.—No teachers shall be employed in either the male or female departments, who does not hold a Provincial License of at least Class 1. The head-master must be the holder of a *Grammar School License*.

WILLIAM CROCKET,
Chief Superintendent of Education.

Financial.—On the first day of November, 1883, the books showed a balance in favour of capital account of \$18,289.74. During the year debentures were issued to the extent of \$11,500, which realized \$13,047.50, bringing the fund up to \$31,337.24. The expenditures for building, furnishing, and repairs amounted to \$12,381.48; leaving a balance on hand on October 31st, 1884 of \$18,955.76. The total amount of debentures the trustees are authorized to issue is \$200,000. The issue has now reached \$194,059, leaving only \$5,941 yet to be issued. As but one fund is kept the balance to the credit of capital account as shewn at the close of each year, is quickly exhausted to meet the constant demands for services connected with the income or assessment account. This arises from the continually increasing deficit on assessment account, and the time has arrived when some definite action must be taken to secure a large amount of taxes now in default, if the school service is to be carried on without a considerably increased expenditure for interest upon money which it will be necessary to raise by loan. Moreover, the whole amount already raised by the sale of debentures, as well as that to be realized by the remnant yet in reserve, will be needed early in the coming year to pay the contractors for the work of building the new school-house. As the balance on hand and the county school fund yet to come in, will be exhausted before the end of January, and as eleven months will still have to run before the close of the next financial year, it is evident that the assessment fund must be increased by many thousand dollars to admit of the trustees meeting their engagements month by month. The City Chamberlain informs me, however, that apart from a very limited amount to be paid on the default list about the middle of January, I need not look for much money from that source until the next year's taxes are collected.

The income account is derived mainly from two sources—the city assessment for school purposes and the county school fund. The year opened with a balance in hand of \$3,868.48. From time to time receipts came in until at the close of the year they aggregated from assessments \$46,953.72; county school fund \$7,821.33; superior school grant \$409.02; rent and interest \$167.42 making with the balance on hand, a total of \$59,219.97. The slowness with which the money came in necessitated the expenditure of a considerable sum to pay interest on bank loans. The utmost economy was exercised in every department of the service, and the year closed with an expenditure of \$57,147.78; leaving a balance on hand October 31st of \$2,072.19.

The total amount of assessment in default is \$70,913.53, but as little or nothing

can be expected of the deficit previous to 1877, we may practically strike off \$17,611.09 which would leave \$53,302.44, an amount which if now in hand would be only sufficient, with such certain income as we may confidently look for, to carry us forward to the time when the taxes of 1885 will be received to any extent. It is, of course, vain to look for the payment of this sum at an early day, and it rests with the Board to devise such ways and means as within the terms of their trust they are able to do to meet the grave emergency here presented.

General.—J. V. Ellis, Esq., M. P. P., the retiring trustee, has been re-appointed by the Common Council, from November 1st.

The appended statements and tables contain in detail important facts which could not be obtained from the ordinary returns, and will be of special service to the compiler of educational statistics.

Respectfully submitted,

J. MARCH,

Secretary and Superintendent.

St. John, N. B., December, 1884.

The following table presents the whole of Income Account, from 1872, to the present time, shewing the Annual Surplus or Deficit.

Year.	Full Estimate of Requirements.	Estimate for Assessment.	Estimate for County School Fund.	Receipts from Assessment.	Receipts from County School Fund.	Receipts from other Minor Sources.	Full Receipts.	Full Expenditures.	Surplus.	Deficit.
1872	\$69,250 00	\$60,000 00	\$9,250 00	\$13,869 50	\$ 5,019 57	\$ 126 00	\$19,015 07	\$33,219 00	.....	\$14,203 93
1873	52,250 00	43,000 00	9,250 00	47,633 16	9,035 50	202 00	56,870 66	49,372 33	.....	6,705 60
1874	57,000 00	48,000 00	9,000 00	52,090 02	8,977 14	216 32	61,283 48	55,779 03	.....	1,201 16
1875	76,000 00	67,000 00	9,000 00	42,473 68	9,108 03	560 80	52,162 51	56,620 45	.....	5,659 09
1876	60,000 00	51,000 00	9,000 00	59,299 12	5,295 26	1,925 77	66,520 15	60,608 53	\$ 252 53	.....
1877	65,000 00	56,000 00	9,000 00	41,794 42	11,243 60	1,300 00	54,338 02	58,292 54	.....	3,701 99
1878	63,500 00	55,000 00	8,500 00	36,736 95	3,904 29	50 00	40,691 24	57,623 96	.....	20,654 71
1879	63,500 00	55,000 00	8,500 00	74,749 28	12,078 96	50 00	86,878 24	70,299 48	.....	4,055 95
1880	54,850 00	46,500 00	8,350 00	37,158 03	8,231 64	37 50	45,427 17	50,852 56	.....	9,481 34
1881	54,185 00	46,500 00	7,685 00	47,040 72	7,824 32	619 83	55,484 87	50,444 04	.....	4,440 51
1882	54,353 00	46,500 00	7,853 00	50,802 80	7,896 37	520 04	59,219 27	52,329 81	2,448 95	.....
1883	55,924 00	48,000 00	7,924 00	50,965 01	7,881 31	513 72	59,360 04	57,940 51	3,868 48	.....
1884	57,595 00	50,000 00	7,595 00	46,953 72	7,821 33	576 44	55,351 49	57,147 78	2,072 19	.....
	\$783,407 00	\$672,500 00	\$110,907 00	\$601,586 47	\$104,317 32	\$6,698 42	\$712,602 21	\$710,530 02		

For further particulars in regard to financial matters I refer to the Auditor's Report, and the statements accompanying it.

QUESTIONS

Set to Candidates for the different Classes of License at the Examination in June, 1884.

I. II. & III. [1] THE SCHOOL SYSTEM. *Time, 30 min.*

1. What do you mean by the *Grand total number of days*? How are they found? How would you test the correctness of the work?
2. How do you find the average daily attendance for the Term? How do you find the same for a month? How do you find the per centage of pupils daily present on an average during the Term?
3. What do you mean by the County Fund? How is it raised? State the principles on which it is apportioned. Show in what respects it operates as a stimulus on Districts to maintain a school, and in what respects it tends to stimulate regularity of attendance.
4. What obligation does the Teacher's *contract* impose upon (1) the Trustees, (2) the Teacher?
5. What persons are entitled to vote at any School meeting? What provision is made to prevent the casting of improper votes?
6. What is the duty of Teachers with respect to (1) Roll-call; (2) Time-Tables; (3) Contagious or infectious diseases; (4) Persistently disobedient pupils?

N. B.—*Four* of the foregoing questions will be considered a full paper for Candidates for Class III. and *five* for those of Class II.

I. II. & III. [2] CANADIAN HISTORY. *Time, 1 hr.*

1. Canada is said to have been originally occupied by three tribes of Indians. Name the tribes and the portions of the country which they respectively occupied.
2. Canadian History is usually divided into three periods, viz: Period of Discovery, French Period, and English Period. Give the opening and closing dates of each of these Periods, and name the chief events in *one* of them.
3. Give a concise but clear account of *one* of the events you name in your answer to Question 2.
4. Expulsion of the Acadians from Nova Scotia. When did this event occur? What causes are said to have led to it? Opinions differ as to the justice or injustice of this act. What is your opinion? Give your reasons.
5. Name the most important Treaties which have affected Canada, giving dates and results.
6. What is meant by Rebellion Losses Acts, Secularization of the Clergy Reserves, Abolition of Seigniorial Tenures, British North America Act.
7. Name the Governors-General since Confederation and the chief events during the rule of *one* of them.

Or, Note the chief periods of progress in the history of New Brunswick since Confederation.

N. B.—6 Questions will be considered a full paper.

I. [3]

ARITHMETIC.

Time, 1 hr. 30 m.

(Exhibit the work.)

1. The C. P. R. Syndicate gave a Contractor the sum of \$147,456. He paid the whole amount among his workmen, giving to each as many dollars as there were workmen. How much did he give to each, and how many workmen were there?
 2. A merchant commenced business on January 1st, 1864, with a capital of \$6000, and each year, after paying all expenses, increased the capital of the former year by one-fourth of itself. How much was he worth on the first of January 1884?
 3. A room is 16 feet long, 12 feet wide, and 9 feet high; find the cost of plastering it at the rate of 12 cents per sq. yard, making allowance for a door 7 feet high by 3 feet wide, and for two windows each $5\frac{1}{2}$ feet high by $2\frac{1}{2}$ feet wide.
 4. Whether is it better to invest in stocks in 6 per cents at 95, or 5 per cents at $87\frac{1}{4}$, and how much better is it?
 5. The interest on a sum of money at the end of eight years is one half of the sum itself; what rate per cent. was charged.
 6. Goods were bought for a note of \$292 due in one month, and sold for a note of \$348 due in four months; what was gained per cent. money being worth 6 per cent.?
 7. The assessment roll of a school district shows the value of the ratable property to be \$80,000. A tax of \$300 is to be levied for school purposes; how much does A pay, if the value of his property is set down at \$1200.
 8. Give the unit of measure in the Metric System of the following:—*Length, surface, solidity, capacity*. Which is the fundamental unit in the system? Give the relations between it and the other units. How are larger and smaller measures than the unit obtained? How many metres in one mile?
 9. Should a Teacher use a text-book in teaching Mental Arithmetic? Give your reasons. Describe the plan you think it best to adopt in teaching this subject, specifying particularly your mode in seeking to secure expertness in addition.
- N. B.—Correct answers to 8 of the foregoing questions will be considered a full paper for male candidates, and 7 for female candidates.

I. [4]

GEOGRAPHY.

Time, 1 hr. 30 m.

1. Make a list of the British Possessions in Asia.
2. State what each of the following is, give its situation, and name any important facts you know respecting it:—The Punjaub, the Congo, Khartoum, Sunda, Joppa, Annam.
3. Name the most important expeditions that have been sent out by different Governments to Artic Regions during the present century. Give the results of such as are known to you.
4. Describe the Gulf Stream and its modifying effect on any part of the globe.
5. In which Hemisphere is Iceland? In which are New Zealand, Fiji Islands and Tasmania?
6. Name the countries of the globe cut by the Equator.
7. On which side of the continents would you expect the isotherms to run furthest north? Why?
8. Which has at any time the longest day, Quito or Moscow? Why?
9. Give some illustrations of the effect of climate on the human race and on vegetation.

10. Draw an outline map of Africa, on the paper given you for the purpose, inserting and naming the Equatorial lakes, the rivers Nile, Niger, Zambezi, and the towns Cairo, Zanzibar and Cape Town.

- I. [5] COMPOSITION. *Time, 1 hr.*
1. Name the qualities of language upon which the excellence of style depends. Show the importance of each quality you name.
 2. Name the principal figures of speech and give an example of each.
 3. Name the qualities which a sentence should possess as regards the arrangement of its parts. Which of these qualities is violated in the following sentence?
 "King Richard was a man of a revengeful and cruel spirit, and a passionate lover of poetry; he died on the 8th of April 1199, left no issue, and was succeeded by his brother John."
 Correct the sentence.
 4. What are the elements of a Biographical Theme? Write in illustration of your answer a Theme on Queen Elizabeth or on Mary Stuart.
 5. What is *rhythm*? rhyme? Give the conditions of perfect rhymes with examples.

- I. [6] GRAMMAR AND ANALYSIS. *Time, 1 hr.*
1. Give your classification of sentences; define each class, and give an example of each.
 2. State several instances in which the letter *s* is omitted in the possessive case, and give examples. Express by the use of the possessive the joint ownership of a house by Robert and William. What seems to be the tendency with respect to the possessive case of nouns? Give instances.
 3. What is a *proper noun*? a *common noun*? an *abstract noun*? a *pronoun*? Point out instances in which the usual definition of a pronoun is defective.
 4. How do you distinguish between the participle and a gerund? Give examples.
 5. Give the *general analysis* of—
As He plucked his cursed steel away,
Mark how the blood of Cæsar followed it,
As rushing out of doors to be resolved,
If Brutus so unkindly knocked or no.
 6. Give the *detailed analysis* of the above passage.
 (The *general* and *detailed analysis* may be combined in one form, if the candidate so prefers.)
 7. Parse the italicised words in the passage in question 5.

- No.
- I. II. & III. [7] INDUSTRIAL DRAWING. *Time, 1 hr.*

Both the written answers and the drawings are to be given on this paper.

The drawings should be at least 4 inches in breadth.

The Examiner will expect **SOLD** and **FIRM** lines; and that the lines, both straight and curved, shall be fairly **SMOOTH** and **EVEN**.

1. (a) What is meant by symmetrical arrangement about a centre? (b) How does symmetrical arrangement on an axis differ from symmetrical arrangement about a centre?
2. Draw a rosette, illustrating symmetrical arrangement about the centre of a square.
3. Draw a pitcher, illustrating compound curves.
4. State how you would draw with compass and ruler (1) a perpendicular to a given line from a given point in it; (2) an isosceles triangle, with the equal sides double the base.

I. [8]

USEFUL KNOWLEDGE.

Time, 1 hr.

1. Describe a mode of preparing oxygen. Name the properties of this gas and state how you would proceed to illustrate them.
2. What is meant by the circulation of matter? What offices do plants and animals respectively perform in this circulation.
3. You teach your pupils to breathe through the nostrils rather than the mouth. Explain why you do so.
4. What are the ordinary qualities by which minerals are distinguished. Explain the terms you employ and show how the qualities may be ascertained. Name the most important minerals found in the Province; give the ordinary characteristics of three; the uses of each of the three, and the localities in which they are respectively found.
5. Draw a diagram of the common Pump; making such explanations respecting it as will lead a pupil to infer the principle upon which it operates. What is that principle?
6. Show how you would proceed to convince your pupils of the injurious effects of alcoholic drinks upon the human system.

For Female Candidates.

Female Candidates may omit one of the foregoing questions and substitute the following:—
Give directions to a class of girls how to bake ordinary loaf bread or to make beef soup; also how to darn a stocking.
(Use a diagram if you consider it necessary for the latter part of the question.)

I. [9]

ENGLISH LITERATURE.

Time, 1 hr

Shakespeare's Julius Cæsar.

1. (1) Name the principal characters in the Play. (2) Give a short account of what is done and said by *one* of the characters you name.
2. Quote the replies of Brutus to Cassius on the following occasions:—When Cassius said—
 - (1) Tell me, good Brutus, can you see your face?
 - (2) Aye, do you fear it?
Then must I think you would not have it so.
 - (3) That you have wrong'd me doth appear in this
 - (4) O ye gods, ye gods! must I endure all this?
 - (5) Do not presume too much upon my love;
I may do that I shall be sorry for
3. By whom and on what occasions were the following words used:—
 - (1) Brutus is wise, and were he not in health
He would embrace the means to come by it.
 - (2) When beggars die, there are no comets seen.
 - (3) Your voice shall be as strong as any man's
In the disposing of new dignities.
 - (4) Now let it work;—mischief thou art foot,
Take thou what course thou wilt?
4. Expand the following into a short expository paragraph:—
Of your philosophy you make no use
If you give place to accidental evils.
5. Comment upon any peculiar words or construction in the following quotations:—
 - (1) It is not meet
That every nice offence should bear his comment.
 - (1) I do beseech ye, if you bear me hard.
 - (3) I am much forgetful.
 - (4) Thy honourable metal may be wrought
From that it is disposed.
6. What 'sights' were seen in the streets of Rome before Cæsar's death. Quote some of the lines.

I. [10] GENERAL HISTORY. Time, 1 hr.

1. Locate Marathon, Salamis, Plataea and Mycale. Give the results of the battles fought at each of the three places and name the respective Leaders.
2. Point out some of the effects of Alexander's conquests upon the conquered races.
3. Give the story of the founding of Rome.
4. *The second Punic War.* Its cause? Narrative of events? Results?
5. Name the persons who formed the second Triumvirate. What objects had they in view and how did they proceed to accomplish them?
6. *War of the Spanish Succession.* Its cause? Chief events? Results?
7. *Execution of Charles I. of England.* Was it constitutional? Give your reasons.

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

1. Prepare Day-Book and Cash Book forms, and enter the following transactions :—
June 12th.
Robt. Smith sent S. Jones with an order requesting me to give Jones goods to the value of \$6.50 on Smith's account. I have delivered the goods.
T. Leach paid his account of \$50.
Paid Samuel Reese for work \$6.50.
Jas. Toms bought 15 lbs. Sugar at 11c. 18 yds. White Cotton at 10c. 1 pair Boots, \$5. 1 Hat, \$2.50. He has paid on account \$6.50.
Cash Sales this day, \$18.50.
2. How is the correctness of posting the Ledger usually tested? Describe the mode you would adopt.
3. State how you would proceed to close the Ledger.
4. Write a promissory note for \$50, sixty days. Name your Indorser. (Use fictitious names.)

I. [12] ALGEBRA. Time, 1 hr. 30 m.

1. Solve the equation $2x - \frac{y-3}{5} = 4$
 $3y + \frac{x-2}{3} = 9$
2. What is a quadratic equation? Show that every quadratic equation can be put in the form $x^2 + px + q = 0$, where p and q represent some unknown numbers. Give an example.
3. Solve the equation $\frac{x-2}{x+2} + \frac{x+2}{x-2} = \frac{2x+3}{x-3}$
4. Solve $\sqrt{(x+4)} + \sqrt{(2x+6)} = \sqrt{(8x+9)}$
5. Solve $\left. \begin{array}{l} \frac{x}{x-y} - \frac{x-y}{x+y} = 1 \\ 2 + 3xy = 3x \end{array} \right\}$
6. There is a rectangular field, whose length exceeds its breadth by 16 yards, and it contains 960 square yards: find its dimensions.
7. By selling a book for 24 cents I lose as much per cent. as it cost me. What was the prime cost of the book?

8. If a denote the first term of a series in Arithmetical Progression, b the common difference, l the last term, s the sum of the series, and n the number of terms, show that $s = n \left\{ \frac{2a + (n-1)b}{2} \right\}$

9. A debt can be discharged in a year by paying \$1 the first week, \$3 the second week, \$5 the third, &c. : required the last payment and the amount of the debt.

I. [13]

GEOMETRY.

Time, 1 hr. 30 m.

1. Prove that the angle contained by a tangent and a chord from the point of contact is equal to the angle in the opposition segment.
2. On a given straight line, describe a segment the inscribed angle of which shall be equal to a given angle.
3. Prove that when a straight line cuts two parallel straight lines, it makes the alternate angles equal, the corresponding angles equal, and the interior angles on the same side equal to two right angles.
4. If a line be divided into two parts, the square on the whole line is equal to the sum of the squares on the two parts, together with twice the rectangle contained by the parts.
5. The diagonal of a square is 6 feet, find its area. Solve the question and enunciate the geometrical principle involved.

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

6. Parallelograms and triangles between the same parallels are to one another as their bases.
7. If two triangles have two angles of the one respectively equal to two angles of the other, they shall be similar.

I. [14]

NATURAL PHILOSOPHY.

Time, 1 hr. 30 m.

1. Give the *formula* for ascertaining the descent of falling bodies. How long would a stone be in falling 500 feet, and what velocity would it acquire?
2. A body is thrown upward with a velocity of 76 ft. per second; with what velocity and in what direction will it be moving at the end of 4 seconds?
3. Explain the principle of the Screw. On what does the ratio of the power to the weight depend? The diameter of a screw is 7 inches, and the distance between the threads $\frac{1}{4}$ of an inch; what power applied at the circumference of the screw will support a weight of 110 lbs?
4. Give the law of equilibrium of the Inclined Plane.
A person wishes to roll a barrel of flour into a waggon, the box of which is 4 feet from the ground. He can lift only 24 lbs. How long a plank must he get?
5. Enumerate Newton's three laws of motion, and give illustrations of each.
A shell at rest burst into two parts, the smaller of which is $\frac{1}{3}$ of the whole; what will be the ratio of the initial velocity of the parts?
6. What is a *force*? How many things have to be considered in a force? What are they?
When two forces act together they have a result of 12 lbs., and when they act in opposite directions their resultant is 2 lbs.; find the forces.
7. Three forces of 119, 120 and 169 lbs. act on a point and keep it at rest; show that the angle between the first and second is a right angle.

I. [15]

PRACTICAL MATHEMATICS.

*Time, 1 hr.**Female Candidates will receive credit for work correctly done.*

1. The side of a square is 8 feet, and the height of the arc is 4 feet ; find the radius of the circle described round the square.
2. The chord of an arc is 20 feet, and the height of the arc is 4 feet ; find the diameter of the circle.
3. The circumference of a circle is 50 feet, and the arc is 8 feet ; required the number of the degrees in the arc.
4. The side of a square is 18 feet ; a circle is described round the square ; find the area between the circle and the square.
5. Construct the figure and find the area of a field from the following entries in your Field-Book. The numbers given are links.

	to E.	
	1125	
to D. 260	750	
	625	250 to C.
to B. 230	300	
	From A.	

6. State how you would proceed to find the height of an object standing on a horizontal plane, the base of the object being (1) accessible, (2) inaccessible. Make diagrams to illustrate your statement.

I. [16]

TEACHING AND SCHOOL MANAGEMENT. *Time, 1 hr. 30 m.*

1. What works on Teaching have you read? Give an outline of the plan of one of them, and enumerate a few of the most important principles it discusses and illustrates.
2. Who was Pestalozzi, and what reforms in teaching did he introduce?
3. What classification do you make of the mental faculties? In what order should they be developed in a child?
4. State what means you intend to employ or have employed to cultivate the powers of oral expression of your pupils.
5. What do you consider the aim of all education to be? Give your views as fully as time will permit.
6. What is your opinion respecting the practice of detaining children after school hours to prepare neglected lessons? Give your reasons.
7. How do you propose to deal with each of the following faults:—Falsehood, truancy, copying, prompting, tardiness?
8. You have charge of a miscellaneous school of 40 pupils, with classes in each of the four Standards. Exhibit in tabular form or otherwise a day's work, bearing in mind that each pupil is to be kept properly employed, and that you have no regular assistant.

II. [1]

SCHOOL SYSTEM.

Time, 30 m.

(Same as under Class I.)

II. [2]

CANADIAN HISTORY.

Time, 1 hr.

(Same as under Class I.)

II. [3]

ARITHMETIC.

Time, 1 hr. 30 m.

(Exhibit the work.)

1. Some Teachers give the Rule in Arithmetic and illustrate it by examples, others give examples first and through these lead the pupils to infer the Rule. Which mode do you consider preferable? Give your reasons. State what qualities you would seek to impart in teaching Arithmetic, and briefly describe the method by which you would seek to secure them.
 2. Divide the product of the sum and difference of 4836.75 and 47968.7 by 965.0586.
 3. Bought 124 bales of cloth each measuring 75 yards at \$3.15 per yard. For what sum should the goods be insured at 3 per cent. in order that I may receive both the value of the goods and the premium, in case of loss?
 4. State the principle involved when fractions are changed to others having a common denominator. Reduce $\frac{1}{2}$ of $\frac{2}{7}$, $\frac{3}{8}$ and $\frac{2\frac{1}{2}}{3\frac{1}{4}}$ to equivalent fractions having a common denominator.
 5. At what rate per cent. per annum will \$1469.18 give \$486.12 in 8 years?
 6. If 15 men build a wall 48 feet long in 12 days, in what time will 9 men build a wall two-thirds the length?
 7. Find by Practice the price of 3 cwt. 3 qrs. 14 lbs. (Long weight) at £4 3 4 per cwt.
 8. Point out some of the advantages to be derived from the adoption of the Metric System of Weights and Measures. Frame and solve an example in this System.
 9. Should a Teacher use a text-book in teaching Mental Arithmetic? Give your reasons. Describe the plan you think it best to adopt in teaching this subject, specifying particularly your mode in seeking to secure expertness in addition.
- N. B.—Correct answers to 8 of the foregoing questions will be considered a full paper.

II. [4]

GEOGRAPHY.

Time, 1 hr. 30 m.

1. Describe the Rhine or the Danube, naming the chief tributaries, also the principal towns in order from the source to the mouth of the river.
2. During a voyage from London to Alexandria through what waters would you pass, and what countries and islands would lie on your left?
3. *Dominion of Canada.* Name (1) the Provinces in their order of population; (2) the chief minerals and the Provinces in which they are respectively found; (3) the chief industries; (4) the principal railways, and (5) the chief seaports.
4. Which side of S. America has no long rivers? Why?
5. What are the conditions which influence the climate of a place.
6. What is the difference in longitude between two places whose difference in time is 35 minutes? What do you mean by 'Standard time.'
7. Describe how to find by the *globe* the duration of twilight on the 10th day of June at Moscow.
8. Draw an outline map of North America on the paper given you for the purpose, and insert the following Rivers: St. Lawrence, Fraser River, Mississippi, with their principal tributaries.

II. [5]

COMPOSITION.

Time, 1 hr.

1. Explain *expansion*, *contraction* and *enlargement* as applied to sentences, and give an example of each.
2. Form a complex sentence from the following propositions.—

1 a¹. It is remembered (*adv.*) (*time.*)a². All these forms of water are produced by thousands of millions of tons (*subs.*)

A. The fact is certainly very remarkable.

2 a¹. Every minute particle is built up exactly in the same way (*subs.*)

3. Make a simple paraphrase of the following stanza, *i. e.* express the author's idea in your own words:—

Not enjoyment and not sorrow,
Is our destined end or way;
But to act that each to-morrow
Find us further than to-day.

4. How may the quality of *clearness* be destroyed? Give examples. As regards the language of which a sentence is composed, name three errors that are not uncommon with young writers. Give an example of each and make the correction.
5. Name the mechanical points to be attended to in a letter. Illustrate your answer by writing a letter to a friend on a Holiday Ramble. (Use fictitious names.)
6. Expand the following sentence into a paragraph not exceeding ten lines:—

"O, what a tangled web we weave,
When first we practice to deceive."

II. [6]

GRAMMAR AND ANALYSIS.

Time, 1 hr.

1. Give an example of (1) a simple sentence, (2) a complex sentence and (3) a compound sentence.
2. Write the possessive plural of child, woman, it, who, thou, ox.
3. Compare lovely, former, ill, next, chief, last, final.
4. Give the past tense and past participle of sit, lie (to lie down), set, ride, eat, catch, ring, dive, greet, dig. (Give your answer in perpendicular columns.)
5. Give the *general* analysis of "*That man who fails while attempting to do right, is more to be respected than he who succeeds in doing what is wrong.*"
6. Give the *detailed* analysis of the preceding sentence. (The *general* and *detailed* analysis may be combined in one form if the candidate so prefers.)
7. Parse the italicized words in the sentence in Question 5.
8. Point out some distinctions in the use of *shall* and *will*, and *who* and *that*.

II. [7]

INDUSTRIAL DRAWING.

Time, 1 hr.

(Same as under Class I.)

II. [8]

USEFUL KNOWLEDGE.

Time, 1 hr.

1. What is meant by the rotation of crops? What principles usually regulate this rotation?
2. What is the amount of pressure which the air exerts upon every square inch of surface? Describe how you would convince your pupils of the truth of this fact, and show how you would explain to them why their own bodies are not crushed by such a weight.

3. Of what elements are starch, sugar and gum composed? How may the presence of any of these elements be shown?
4. Name the principal minerals of the Province, their uses, and localities.
5. Describe the circulation of the blood.
6. Describe a mode by which hydrogen may be readily prepared.
7. Describe the effects upon the human system of (1) Exercise, (2) Alcoholic drinks.
8. *The Barometer.* State the principles upon which its construction and use depend.

II. [9]

ENGLISH LITERATURE.

Time, 1 hr.

Readers IV and V.

1.

And who, that saw that monarch ride,
His kingdom battled by his side,
Could then his direful doom foretell?
Fair was his seat in knightly selle,
And in his sprightly eye was set
Some spark of the Plantagenet.

(1) What monarch is referred to in the foregoing passage? (2) Explain the word *battled*. What is the usual form of the word in this sense? (3) Give the meaning and derivation of *direful*. (4) The meaning of the word *selle*. (5) Express in your own words the ideas contained in the passage. (6) In what measure is it written? (7) Scan the last two lines.
2. Name the author of each of the following quotations and the poems from which they are taken:—
 - (1) "Sounds, not arms, shall win the prize,
Harmony the path to fame."
 - (2) "How often have I blessed the coming day,
When toil remitting, lent its turn to play."
 - (3) "So soon the child a youth, the youth a man.
Eager to run the race his fathers ran."
 - (4) "The sun went down nor ceased the carnage there
Tumultuous murder shook the midnight air."
3. Write out two stanzas of Gray's *Elegy*.
4. Quote from the readers or from any Author you have read one example of each of the following figures of speech: *Semile*; *Metonymy*; *Hyperbole*.

II. [10]

BRITISH HISTORY.

Time, 1 hr.

1. Give the story of *Boadicea*.
2. Name the Sovereigns during the Danish rule and give a brief account of the reign of one of them.
3. *William the Conqueror.* Give his character; also a brief account of his reign from the following heads:—The confiscations; Revolt in the west and north of the country; Domesday Book; The New Forest.
4. Your text-book says, Henry VIII. was of a fierce and tyrannical nature. Is this your opinion? Justify your answer by a reference to his acts.
5. Show that you understand what the following are by a brief explanation of each:—Thorough; Star Chamber; Ship Money; Habeas Corpus Act; Catholic Emancipation Bill; Anti-Corn-Law League.
6. Give a brief account of the Indian Mutiny from the following heads:—Its cause; Meerut; Delhi; Cawnpore; Nana Sahib; Henry Havelock; Lucknow.

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

1. Explain the following Mercantile terms:—Bonded Goods; Consignee; Indorser; Assets; Bill of Entry; Voucher.
2. State the principles for debiting and crediting the various accounts.
3. March 10th 1884. Thos. Roberts bought of you Goods worth \$56.25. March 25th, he paid you cash \$18. He worked for you during the first week of April, three days at \$1.25 per day. May 5th, he got Goods from you worth \$15.
Make the foregoing entries in proper Ledger form.
4. When an account is closed, how is the balance shown.
5. Rented the house No. 14, Alma St., to John Smith at \$150 per annum. Write a receipt for a quarter's rent. (Use a fictitious name in place of your own.)

II. [12] ALGEBRA, Time, 1 hr. 30 m.

(Males, and for Female Candidates of Class I.)

Female Candidates of Class II will receive credit for work correctly done.

1. Add together $(a + b)x + (b + c)y$, and $(a - b)x + (b -)y$, and subtract the latter from the former.
2. Resolve into elementary factors the following:—
(1st) $x^2 - 8 + 15$; (2nd) $x^2 + 7x - 8$; (3rd) $4x^2 - 4x - 3$; (4th) $3x^2 - 2x - 5$.
3. What is the value of a^0 . Demonstrate the correctness of your answer.
4. $\frac{x+1}{2} + \frac{x+2}{3} = 16 - \frac{x+3}{4}$; find x .
5. When the terms of an equation are transposed, the signs are changed. Explain why?
6. A bookseller sold 10 books at a certain price, and afterward 15 more at the same rate, and at the latter time received 35 cents more than at the former; what was the price per book?
7. A father's age is 40 and his son's 8; in how many years will the father's age be treble of the son's?
8. A and B have together \$8, A and C have \$10, B. and C. have \$12. What have they each.
9. Divide $\frac{x^2 + xy}{x - y}$ by $\frac{x^4 + y^4}{(x - y)^2}$

II. [13] GEOMETRY. Time, 1 hr. 30 m.

Female Candidates of Class II. will receive credit for work correctly done.

1. Prove that the opposite sides and angles of a parallelogram are equal to one another, and that the diagonal bisect it.
2. Draw a straight line through a given point parallel to a given straight line.
3. Construct a triangle with sides equal to three given straight lines.
4. Prove that the diagonals of a square are at right angles.
5. What are the conditions of equality in triangles? Prove one of the cases you instance.
6. Define right angles, adjacent angles, vertical angles. A number of straight lines meet in a point and include equal angles, each angle being $13^\circ 20'$; how many angles are there?

 II. [14] **TEACHING AND SCHOOL MANAGEMENT.** *Time, 1 hr. 30 m.*

1. When would you begin to teach the sounds of the letters, and how would you proceed? When the names of the letters?
2. What means do you propose to adopt to make your pupils good readers? Show that the means you adopt are consistent with the end.
3. State the principles upon which you would teach the Tables of Weights and Measures. Illustrate your answer by describing how you would teach Long Measure Table.
4. What do you mean by review exercises? Point out some of the advantages of such exercises and describe how you would conduct them.
5. Point out the educative value and utility of lessons on *Colour* and *Form*. Describe briefly your mode of dealing with one of the early lessons on colour.
6. What means would you adopt with pupils who come unprepared with their lessons? Give as full an answer as time will permit.
7. What qualities do you consider necessary in yourself in order that your pupils may be kept cheerful and interested in their work?
8. About what proportion of the daily time should be bestowed upon Reading, Writing and Arithmetic in an ordinary District School? Show in tabular form, or otherwise, how you would dispose of the rest of the time, keeping in mind that each pupil is to be kept profitably employed.

 III. [1] **SCHOOL SYSTEM.** *Time, 30 m.*
 (Same as under Classes 1. and II.)

 III. [2] **CANADIAN HISTORY.** *Time, 1 hr.*
 (Same as under Classes I. and II.)

 III. [3] **ARITHMETIC.** *Time 1 hr. 30 m.*
 (Exhibit the work.)

1. A sold to B 315 tons of hay at \$12.50 a ton, 187 cows at \$27 each, and 219 barrels of potatoes at 75 cents per barrel, and received in payment \$6000. What is the balance and to whom is it due?
2. 196 pounds of flour fill a barrel, how many pounds will fill 75 barrels; and how many barrels will be contained in half a million of pounds?
3. There are three logs 60, 84, and 108 feet respectively in length. What is the greatest equal length into which the logs can be cut, and how many pieces should there be in each log?
4. Reduce 1 acre to feet, and prove the correctness of your work by reversing the process.
5. Briefly describe how you would show a pupil what is meant by $\frac{3}{4}$ of a yard. To what number must the sum of $\frac{3}{7}$ and $\frac{5}{7}$ be added in order that the sum may be 3?
6. Divide the product of $2\frac{1}{2}$ and $\frac{3}{4}$ of $\frac{1}{2}$ by $\frac{1}{2}$ of $\frac{1}{7}$.
7. Find the sum, difference and product of 68.0016 and 9.4.
8. If 8 men build a wall 40 feet long in 20 days, in what time will 12 men build a wall 60 feet long?

III. [4]

GEOGRAPHY.

Time, 1 hr. 30 m.

1. In what direction are the following places from Toronto :—Winnipeg ? Montreal ? Kingston ? Hamilton ? Sarnia ?
2. How is Great Slave Lake connected with the Arctic Ocean ? Lake Winnipeg with Hudson Bay ? Lake Superior with Lake Erie ?
3. Describe the River Saint Lawrence.
4. How can you tell from a map in what direction a country slopes ? Illustrate your answer by referring to the general slopes of the Dominion.
5. Give the directions in which you would travel during a railway trip from Fredericton to Campbellton, the principal places you would pass, the Counties in which they are respectively situated, and the chief Industries carried on in them respectively.
6. What is latitude ? longitude ? meridian ? tropic of cancer ? an isthmus ? a gulf ?
7. Draw on the paper given you for the purpose an outline map of New Brunswick, and insert and name the principal rivers, also the following towns :—Woodstock, St. Stephen, Shediac, Dorchester.

III. [5]

COMPOSITION.

Time, 1 hr.

1. *Make such corrections as you think necessary in the following sentences :—*He who they seek has departed. Lest there be no solace left 'twixt thou and I. He fell in the river and was took out. There's not many mistakes in them sentences. He acts like his father acts. John set down and told his brother to let it lay. He has went for a walk and has never returned. The news are very startling to-day. I intend to educate my pupils in Grammar and instruct them how to speak it correct.
2. Put the following passage into a prose order of construction :—

The bow was bent, the arrow went
 As by an angel guided ;
 In pieces two, beneath the tree,
 The apple fell divided.
3. (1) Write a letter to your uncle, giving him an account of a story or a narrative you have lately read.
 (2) Write a letter, making an application for a school which is vacant. (Use fictitious names.)

III. [6]

GRAMMAR AND ANALYSIS.

Time, 1 hr.

1. Write a sentence of four words, containing a noun, an adjective, a verb and an adverb.
2. Name three ways of forming the plurals of nouns and give an example of each.
3. Give the past tense and past participle of break, drink, burst, work, drown. (Give your answer in perpendicular columns.)
4. Write in full the past indicative active, and the pluperfect indicative passive of verb *to strike*.
5. Inflect, *i. e.* give the cases singular and plural of *he, who, which*.
6. Give the general analysis of "Yet know thy fate was near, had I but missed my aim."

-
7. Give the *detailed* analysis of the above sentence. (The *general* and *detailed* analysis may be put under one form if the candidate so prefer.)
 8. Parse the italicized words in the sentence in Question 6.
-

III. [7]

INDUSTRIAL DRAWING.

Time, 1 hr.(Same as under Classes I. & II.)

III. [8]

USEFUL KNOWLEDGE.

Time, 1 hr.

1. Name the senses.
2. What are the chief means within our own power of keeping the body in a healthy state.
3. Name some of the effects on the human system of (1) alcoholic drink, (2) tobacco.
4. How is soil formed? Why are soils manured?
5. Describe the thermometer. What are its uses?
6. Name the principal forest trees of New Brunswick; state also the uses to which several of them are applied.
7. What are the principal minerals of the Province? Specify the uses of several of them.
8. Show how you would proceed to convince your pupils of the necessity for ventilating school-rooms, bed-rooms, &c.

ANNUAL REPORT

OF THE

SCHOOLS

OF

NEW BRUNSWICK

1885.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.



FREDERICTON :

1886.

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FREDERICTON:

1886.



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1898.

EDUCATION OFFICE,

Fredericton, N. B., February 26th, 1886.

SIR,—

I have the honour to present to His Honor the Lieutenant Governor, the Annual Report on the Free Schools of the Province, for the year ended December 31st, 1885.

I have the honour to be,

Sir,

Your obedient servant,

WM. CROCKET.

To the HON. DAVID McLELLAN,
Provincial Secretary.

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PART I.

GENERAL REPORT.

1885.

ANNUAL REPORT

OF THE

SCHOOLS OF NEW BRUNSWICK,

1885.

PART I.—GENERAL REPORT.

To His Honor The Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G.,
Lieutenant Governor of the Province of New Brunswick:

MAY IT PLEASE YOUR HONOR,—

I herewith present my Annual Report of the Public Schools of the Province, for the year 1885. From the facts presented, it will be seen that a very satisfactory degree of progress has been made during the year.

A Summary View of the Schools for the Year ended June 30th, 1885.

The Statistical Tables of Part II: embrace two terms viz., the term ended October 31st, 1884, and the term of eight months ended June 30th, 1885. Tables IX. and X. show the disbursements of Provincial Grants and the apportionment of the County Fund to Trustees for the latter term only, the disbursements and apportionment for the former term having been given in last Annual Report.

Part III. includes reports on the Normal School for the session ended May 1885, of Inspectors, of Boards of Trustees of cities and incorporated towns, of the President of the University; and of the Superintendents of the Deaf and Dumb Institution at Fredericton and at Halifax, and of the Blind Asylum at Halifax, for the year ended December 31st, 1885:

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, &C.

Summer Term, 1884.—The number of schools was 1,508—increase 57; the number of Teachers, 1,601—increase 74; the number of Pupils, 57,068—increase 2,185.

Winter Term, 1885.—The number of schools was 1,549—increase 135; the number of Teachers, 1,695—increase 193; the number of Pupils in attendance 63,001—increase 9,492.

The number of Districts having Schools in operation in the Summer Term,

that were without Schools in the Winter Term, was 99—decrease 53; and the number having Schools in the Winter Term, that were without Schools in the Summer Term, was 124—increase 2.

The total number of different pupils in attendance at the Schools within the year was 72,967—increase 6,893.

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE AND SEX OF PUPILS, PERCENTAGE OF DAILY AND FULL-TERM ATTENDANCE.

Summer Term, 1884.—The proportion of the population of the Province enrolled at the public schools this Term, according to the census of 1881, was 1 in 5.63. It will be seen that the attendance exceeded this percentage in the following Counties: Albert, Carleton, King's, Northumberland, Queen's, Restigouche, Westmoreland and York. It was highest in Westmoreland and York (each 5.04) next in Restigouche (5.27). It was lowest in Madawaska (7.83) and next Victoria (6.40).

540 were under 5 years of age—increase 26; 54,119 between 5 and 15 years—increase 1,960; and 2,409 over 15 years—increase 199.

There were 28,365 Boys—increase 859; and 28,703 Girls—increase 1,326.

Grand total days' attendance, made by the pupils enrolled, was 3,313,172—increase 365,422½.

The average monthly percentage of pupils daily present during the Term was 81.72. The following exhibits this percentage during the Summer Term since 1874:—

SUMMER TERM.

1874.....	72.1
1875.....	72.88
1876.....	70.52
1877.....	73.05
1878.....	72.88
1879.....	73.54
1880.....	78.17
1881.....	73.22
1882.....	72.44
1883.....	73.45
1884.....	81.72

The percentage of pupils daily present on an average during the period the several schools were open was 58.47. St. John made the highest percentage (69.68), Charlotte second (60.39) and Queen's the lowest (53.57). The following shows the percentage for this Province during the Summer Term since 1873:—

SUMMER TERM.

1873.....	52.23
1874.....	53.56
1875.....	52.95

1876.....	53.34
1877.....	54.93
1878.....	55.08
1879.....	55.81
1880.....	56.13
1881.....	55.85
1882.....	56.25
1883.....	59.66
1884.....	58.47

The attendance of pupils in all the schools in operation for a longer or shorter period of the year was equal to attendance during every prescribed teaching day in the Term of 54.69 per cent. This percentage measures both the regularity of attendance and that of the time the schools were open. The highest percentage was made by St. John County (68.09), York second (56.71), while Sunbury stood the lowest (48.71). The following are the percentages since 1873:—

SUMMER TERM.

1873.....	45.62
1874.....	47.29
1875.....	47.19
1876.....	48.84
1877.....	49.83
1878.....	51.76
1879.....	53.09
1880.....	52.96
1881.....	52.20
1882.....	52.56
1883.....	55.10
1884.....	54.69

Winter Term, 1885.—The proportion of the population at School this Term was 1 in 5.10 (census of 1881). This percentage was exceeded in Albert, Carleton, Charlotte, King's, Queen's, Restigouche, Sunbury, Westmoreland and York. It was highest in Carleton (4.21); lowest in Gloucester (6.82).

Of the pupils 405 were under 5 years of age—increase 241; between 5 and 15 years 57,344—increase 9,059; and 5,252 were over 15 years—increase 192.

There were 33,350 Boys—increase 4,136; and 29,651 Girls—increase 5,356.

Grand total days' attendance made by the pupils enrolled, was 4,622,167½—increase 1,166,269.

The average monthly percentage of pupils daily present during the Term was for the whole Province 68.46. The following are the percentages for this Term since 1874:—

WINTER TERM.

1874.....	74.49
1875.....	74.84
1876.....	75.56
1877.....	74.27
1878.....	75.53
1879.....	75.28
1880.....	76.12
1881.....	76.12
1882.....	75.92
1883.....	78.03
1884.....	76.34
1885.....	68.46*

The percentages of pupils daily present on an average during the period the several schools were in session, was, for the Province 53.35. The highest percentages were in St. John County (65.16), Charlotte (56.55), and Northumberland (56.54); while the lowest were in Queen's (46.50), King's (47.88), and Kent (49.38). The following are the percentages for the Province,* during the Winter Term, since 1874:—

WINTER TERM.

1874.....	57.06
1875.....	55.66
1876.....	57.61
1877.....	54.95
1878.....	58.04
1879.....	57.49
1880.....	59.02
1881.....	58.94
1882.....	58.53
1883.....	62.89
1884.....	59.68
1885.....	53.35

The attendance of the pupils enrolled in all the Public Schools of the Province, both full-term or part-term schools, was equal to an attendance during every prescribed teaching day in the term of 47.47 per cent. The County of Saint John stood the highest (61.91), Northumberland second (49.36), and Gloucester third (48.31). The lowest were King's (41.62), Queen's (41.15), and Victoria (40.72). The following are the percentages for the whole Province, during the Winter Terms, since 1872:—

* The average monthly percentage for this term appears smaller than during any of the preceding years from the fact that it consisted of eight months instead of six as did the other terms. The same reason accounts for the comparatively small percentage for the full term.

WINTER TERM.

1874.....	48.13
1875.....	48.02
1876.....	49.70
1877.....	49.08
1878.....	52.93
1879.....	53.68
1880.....	55.06
1881.....	54.99
1882.....	53.83
1883.....	58.71
1884.....	56.16
1885.....	47.47

TABLE III.—PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

The numbers in this Table include all pupils within the Eight Standards of the Course of Instruction, whether attending Grammar Schools or Common Schools.

Summer Term, 1884.—The number of pupils who received instruction in the different subjects of the Course was as follows:—Oral Lessons on Health—including Temperance Lessons—30,860—increase 845; Physical Exercises, 29,730—decrease 1,088; Oral Lessons on Morals, 33,295—increase 1,613; Sewing (optional), 1,676—decrease 374; Knitting (optional), 891—decrease 132; Reading, Spelling and Recitation, including the Eight Standards, 53,099; Composition, 46,480; Grammar and Analysis—including only Standards V., VI., VII., VIII. of the Graded Course, and Standards III. and IV. of the Ungraded Course—17,567; History, 13,996; Form, embracing only Standards I. and II., 23,620; Industrial Drawing, embracing the Standards from III. to VIII. inclusive, 22,598; Print-script, embracing the first four Standards, 42,260; Writing, from Standards III. to VIII. inclusive, 25,713; Singing, first three Standards, by Rote, 20,966; from Standards IV. to VIII. inclusive, Singing may be by Rote or by Note—by Rote, 7,925; by Note, 277; Number and Arithmetic—(Number is confined to the first three Standards of the Graded Course, and to the first two of the Ungraded Course)—52,047; Book-keeping (optional), 1,382; Geometry, 1,925; Mensuration, 579; Algebra, 2,139; Geography, 42,226; Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 38,157; Color, 27,596; Familiar Objects, 28,722; Physics—Standards V. to VIII. inclusive—5,102; Physiology, 439; Latin (optional), 545; French (optional), 446. Further details will be found in the tables.

Winter Term 1885.—The number of pupils who received instruction in the different subjects of the Course was as follows;—Oral Lessons on Health—including Temperance Lessons—39,382—increase, 8,789; Physical Exercises, 37,479—increase 7,321; Oral Lessons on Morals, 41,099—increase 9,456; Sewing (optional), 2,390—increase 572; Knitting (optional), 1,413—increase 533;

Reading, Spelling and Recitation, including the Eight Standards, 60,646; Composition, 53,111; Grammar and Analysis, including only Standards V., VI., VII., VIII. of the Graded Course, and Standards III. and IV. of the Ungraded Course, 23,337; History, 19,249; Form, embracing only Standards I. and II., 22,421; Industrial Drawing, embracing the Standards from III. to VIII. inclusive, 28,324; Print-script, embracing the first four Standards, 45,774; Writing, from Standards III. to VIII. inclusive, 33,786; Singing, first three Standards by Rote, 20,886; from Standards IV. to VIII. inclusive, Singing may be by Rote or by Note—by Rote, 9,809; by Note, 357; Number and Arithmetic (Number is confined to the first three Standards of the Graded Course and to the first two of the Ungraded Course)—59,917; Book-keeping (optional), 2,297; Geometry, 2,590; Mensuration, 914; Algebra, 2,799; Geography, 49,790; Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 46,945; Color, 27,272; Familiar Objects, 31,081; Physics, Standards V. to VIII. inclusive, 6,251; Physiology, 886; Latin (optional), 644; French (optional), 673. Further details will be found in the tables.

TABLE IV.—NUMBER AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED IN THE SCHOOLS.

Summer Term, 1884.—There were 1,601 Teachers and Assistants employed during this Term—increase 74. Of these, 450 were men—decrease 17; and 1,151 women—increase 92. Of the whole number, 1,298 were trained—increase 84, and 264 untrained—decrease 9. There were 2 Male Assistants and 37 Female Assistants—decrease 1.

The number of Teachers of each class was as follows:—Grammar School, Males 14; First Class, Males 116—decrease 10; Females 132—increase 5; Second Class, Males 168—increase 1; Females 518—increase 55; Third Class, Males 150—decrease 8; Females 464—increase 32.

Winter Term, 1885.—During this Term there were 1,695 Teachers and Assistants employed—increase 193. Of these 477 were men—decrease 1; and 1,218 were women—increase 194; 1,442 were trained—increase 208; and 217 untrained—decrease 5. There were 2 Male Assistants—decrease 6; and 34 Females—decrease 4.

The classes of the Teachers were as follows:—Grammar School Class 14; First Class, Male, 119—decrease 1, Female, 132—increase 8; Second Class, Male 179—decrease 8, Female 570—increase 94; Third Class, Male 163—increase 13, Female 482—increase 96.

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

Summer Term, 1884.—Of the 1,562 Teachers in charge of Schools this Term, the following facts are reported in respect of 1,543:—1,063 continued to teach in the same Districts in which they taught in the previous Term—increase 67; 284 removed to other Districts—increase 2; and 196 taught for the first

time—increase 6. 656 of the number had been employed not more than three years in teaching—decrease 54; 19 did not report their period of service.

Winter Term, 1885.—Of the 1,659 Teachers in charge of Schools this Term, 1,619 are reported in respect of service as follows:—928 continued to teach in the same schools as during the previous term—decrease 17; 452 took charge of other schools—increase 143; and 239 taught for the first time—increase 56. 40 Teachers did not report their period of service—increase 18. Additional facts in reference to the service of Teachers will be found on reference to the Table.

TABLE VI.—TIME IN SESSION OF THE SCHOOLS.

Summer Term, 1884.—There were 109 teaching days in this Term. 141 Schools were in session less than eighty days—increase 22; 109, eighty but less than one hundred days—decrease 78; 491 one hundred days or upwards, but not full time—increase 261; and 767 the full term of one hundred and nine days—decrease 148. The average number of teaching days the schools were in session throughout the whole Province was 101.57—increase 4.29.

Winter Term, 1885.—The number of teaching days in this Term was 159, 104 schools were in session less than eighty of these days—increase 10; 33 eighty but less than one hundred days, decrease 47; 929, one hundred days or upwards, but not full time, increase 333; and 492 the full term of one hundred and fifty-nine days—decrease 161. The average number of teaching days the schools in the Province were open this term was 140.54—increase 29.71.

A proper comparison cannot here be made, owing to the different lengths of the corresponding terms.

The maximum number of lawful teaching days for the year was 268. The average time the schools were open, exclusive of holidays, vacations, and Sundays was 242.11—increase 34.02 for the year.

TABLE VII.—SCHOOL EXAMINATIONS, VISITS, PRIZES.

Summer Term, 1884.—The number of Schools reporting semi-annual Public Examinations was 1,114—increase 8; the number not reporting Examinations 394—increase 49.

The number of School visits reported was, by Trustees and Secretaries 4,937—decrease 233; by Inspectors 744—increase 117; by members of Parliament 49—decrease 20; by Clergymen 741—increase 103; by Teachers 1,424—increase 52; by other visitors 12,509—increase 843.

The number of School Prizes reported was 313—increase 20—valued at \$258.54—decrease \$23.66.

Winter Term, 1885.—Public Examinations were reported by 1,210 schools increase 69. 339 schools did not report any examination—increase 66.

The Visitations for the Term were as follows:—By Trustees and Secretaries 6,712—increase 541; by Inspectors 1,089; by Members of Parliament 57—increase 28; by Clergy men 973—increase 343; by Teachers 1,696—increase 549; by other visitors 15,771—increase 2,264.

335 School Prizes were reported—decrease 58; valued at \$345.73—increase \$118.78.

TABLE VIII.—AVERAGE SALARIES OF TEACHERS.

The *average* rate of Teachers' Salaries *per annum*, from all sources, compiled from the Returns of the Winter Term of 1885 which give the local salary for the year, was as given below.

Male Teachers of the First Class, *average* \$511.80. This does not include the Principals of the Grammar Schools (see Table XII.) The lowest *averages* were in Victoria and Queen's, and the highest in St. John and Restigouche.

Female Teachers of the First Class, *average* \$333.43. The lowest *averages* were in Kent and Sunbury, and the highest in St. John and Westmoreland.

Male Teachers of the Second Class, *average* \$313.97. The lowest *averages* were in Sunbury and Victoria, and the highest in St. John and Charlotte.

Female Teachers of the Second Class *average* \$233.13. The lowest *averages* were in Sunbury and Queen's and the highest in St. John and Charlotte.

Male Teachers of the Third Class, *average* \$226.32. The lowest *averages* were in Albert and Kent and the highest in Charlotte and St. John.

Female Teachers of the Third Class, *average* \$182.58 The lowest *averages* were in Albert and Restigouche and the highest in St. John and Charlotte.

TABLE IX.—DISBURSEMENTS OF PROVINCIAL GRANTS TO TEACHERS.

Term of eight months ended June 30, 1885.—The payments of Provincial Grants to Teachers employed during this term amounted to \$93,805.64. This sum includes: Ordinary Grants \$83,838.84; Grants to Superior Schools \$7,029.44, and to Grammar Schools \$2,937.36. The amount given above as ordinary grants includes the special grants to Teachers in Poor Districts, viz: \$5,059.67 and also claims amounting to \$1,444.26 for service rendered during the term ended October 31st, 1884, which were presented too late to be included in last Annual Report.

TABLE X.—APPORTIONMENT OF THE COUNTY FUND TO SCHOOL TRUSTEES.

For the apportionment of this fund the law provides as follows:—"There shall be allowed to the Trustees of each District, in respect of each qualified teacher, exclusive of assistants, by them employed, the sum of thirty dollars per year, and the balance of such amount shall be apportioned to the trustees according to the average number of pupils in attendance at each school as compared with the whole average of pupils attending the schools of the county and the length of time in operation." The law further provides that "the fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as Poor Schools, shall be forty dollars," and that an amount *not exceeding* one-third more per pupil than the allowance to other districts sharing such funds may be allowed, by the Chief Superintendent, in respect of attendance made by pupils.

Term of eight months ended June 30th 1885.—The amount of the County Fund apportioned this term to Boards of Trustees was \$63,005.38.

\$28,906.03 of the fund were apportioned to the boards of trustees in respect of the services of teachers (according to the length of these services within the prescribed term).

The balance of the Fund, \$34,099.35, was apportioned to the several Boards of Trustees in each County in proportion to the average attendance of pupils and the length of time the schools were open.

Of the Fund \$3,750.26 were apportioned as extra aid to Boards of Trustees in poor districts. Other details will be found in the tables.

Each Board of Trustees may readily determine its share of the County Fund, since the table shows the rate per pupil. This rate multiplied by the average number of pupils attending the school will give the amount apportioned on account of pupils. If the school has been open full time there should be an additional amount of \$15 per term for services of teacher, or \$20 for the full term of eight months. For each teaching day the school has been closed during the term, there will be deducted from that amount the proportion which the number of teaching days lost bears to the full term.

TABLE XI.—SUPERIOR SCHOOLS.

Table XI gives the details as to the disbursement of the amount given in Table IX—\$7,029.44—to Superior Schools for the term ended June 30th, 1885.

Due advantage has been taken of the provisions of the Act of 1884 relative to the establishment of this class of schools. During the term which was the first under the operation of the act, as many as 43 schools, as will be seen from the table, were established—being only four less than the number allowed by law on the basis of population. Application for authority to establish such schools was received by the Department from many other Boards of Trustees, but was not complied with, as the provisions of the Act, and the Regulations of the Board of Education as respects school accommodation, and other conditions were not observed. Several of these applications have since been renewed, and at this date only await the approval of the Board of Education, as assurances have been given that the conditions have been complied with.

It will be seen from the report of the Inspectors that the work done in these schools during the year has been of a very satisfactory character.

TABLE XII.—GRAMMAR SCHOOLS.

Table XII. gives the details as to the apportionment of \$2,937.36 to the several Grammar Schools.

These schools are by the Act of 1884 an integral part of the School System of the Province and have since the first of November last been under the exclusive control of the Board of School Trustees in the District in which they are established. One Grammar School is allowed by law to each county under conditions specified in the Act referred to above, and the Regulations of the

Board of Education, and, as will be seen from the Table, due advantage has been taken of the provisions of the Act.

The Report of the Grammar School Inspector will be found in Appendix B.

TABLE XIII.—THE PROVINCIAL NORMAL SCHOOL.

Annual Session closed May, 1885.—The session consists of two terms, the first ending in December, and the second ending on the last Friday in May. Student-Teachers in attendance during the first term numbered 166, during the second term 213. Of the latter number 13 belonged to the French Department. Further details respecting the institution will be found in the Table and in the report of the Principal.

During the year the Institution was deprived of the long and valued services of three of its Teachers—Miss Mary E. Gregory, who had been an Instructor in the Normal Department almost from the time of its transfer from St. John to Fredericton, in 1870, tendered her resignation at the close of the term, in December, which the Board of Education accepted with much regret. To Miss Gregory's experience as a Teacher, and her fidelity to the work entrusted to her, is to be attributed much of the success attending the early and later efforts of the Institution. Miss Eusebia A. Minard and Miss Jennie Lyle, both well and favorably known as Teachers in the Model Department, resigned their positions at the close of the school term in June, much to the regret of all concerned. The vacancies thus made were filled and the staff as at present composed is as follows:—

Normal Department.

ELDON MULLIN, A. M., Principal and Instructor in the Theory and Practice of Teaching, and in English Language and Literature.

HERBERT C. CREED, A. M., Instructor in Mathematics, Natural Science, Industrial Drawing and Writing.

M. ALICE CLARK, Instructor in Reading, Vocal and Physical Training, Domestic Economy and Hygiene.

EDWARD L. O'BRIEN, Instructor in Geography, History, Arithmetic and Book-keeping.

ALPHIE BELLIVEAU, Instructor of French Department.

EDWARD CADWALLADER, A. B., Instructor in Vocal Music.

Model Department.

JOHN F. ROGERS, Head Master and Teacher of Fourth Department.

CLARA J. SHEA, Teacher of Third Department.

ANNIE HARVEY, " Second "

HELEN J. MCLEOD, " First "

EDWARD CADWALLADER, A. B., Teacher of Music in the four Departments.

Owing to the scarcity of teachers, and the necessity of employing, in consequence, untrained persons to take charge of schools, it was deemed advisable

by the Board of Education, after the close of the session, in June, 1884, to grant to the student-teachers the option of being examined for license of the third or second class, and under certain conditions for license of the first class, after one term's attendance. Nearly all the students elected to be examined for license at the close of a term, and hence, as shown in the Table, the large numbers added to the teaching staff of the Province during the year. From the supply thus afforded and the prospect of an additional supply of over 150 at the close of the term in December last, the Board discontinued the granting of local licenses except for Acadian districts, for which the supply is still limited. It will be seen from the Reports of Inspectors Mersereau, Smith, Wetmore and Oakes, that no local licensees were employed within their inspectoral districts, except as specified above, nor did any necessity exist therefor. It was with this object in view, as stated in the last Annual Report, that the Board adopted the course referred to above, and now that the object has been accomplished it may be well to consider at an early day, whether, in the event of the December examination for license being discontinued, the Normal School would be likely to supply the depletions that must occur from year to year in a staff of 1,600 teachers.

The attendance at the French Department has increased, but still falls short of what it ought to be if the Acadian schools are to be supplied with trained teachers.

The grounds around the building have been graded and ornamented, and neatly enclosed, and some necessary additions have been made to the school apparatus.

TABLE XIV.—EXAMINATION OF TEACHERS.

These examinations are conducted by the Chief Superintendent in conformity with published Regulations of the Board of Education. The papers were estimated the past year by W. Brydone Jack, D. C. L.; Thomas Harrison, LL.D.; L. W. Bailey, Ph. D.; Prof. H. S. Bridges, A. M.; George W. Mersereau, A. B., and James Vroom. The papers submitted to candidates for the several classes of license are appended to this Report. The following is a summary of the examination:—

The number admitted to examination was 415; 366 of whom received license of some class.

347 of the candidates were admitted to examination as being classified Student-teachers of the Provincial Normal School; 61 were teachers seeking an advanced class (or Provincial license); 5 were graduates in Arts; and 2 had undergone training at a Normal School not in New Brunswick.

Of the 366 Teachers who received Provincial licenses 3 Males obtained the Grammar School class, 2 Males the first class, 42 Males the second class, 26 Males the third class, 18 Females the first class, 147 Females the second class, 118 Females the third class.

Examinations were held at Fredericton, St. John, and Chatham.

Examinations for License will, until otherwise ordered, be held twice dur-

ing the year, viz.: in June and December. At the June examination there will be stations at Fredericton, St. John and Chatham. The December examination will be held at Fredericton only. No person, however, except one who on examination has failed to obtain a license of any class, or of the first class by reason of bad spelling, or a Student-teacher in continuous attendance at the Normal School, is eligible for more than one examination within a period of twelve months.

TABLES XV., XVI., XVII. AND XVIII.

Details will be found in these Tables respecting School Libraries procured during the year, and the travelling allowance paid to Student-teachers attending the Provincial Normal School; together with a statement of the Chief Superintendent's Drafts to Teachers and Board of Trustees, and a summary of Provincial Expenditure for School Service to December 31st, 1885.

Number of Schools, Teacher and Assistants, and Pupils, for the Winter Term ended 30th June, 1885.

- ALBERT COUNTY.**—The number of Schools was, 65, increase 3; Teachers and Assistants, 71, increase 4; Pupils, 2,453, increase 327; number of Pupils at School during the year, 2,960.
- CARLETON COUNTY.**—The number of Schools was, 136, increase 12; Teachers and Assistants, 147, increase 18; Pupils, 5,552, increase 816; number of Pupils at School during the year, 6,106.
- CHARLOTTE COUNTY.**—The number of Schools was, 139, increase 8; Teachers and Assistants, 152, increase 3; Pupils, 5,478, increase 462; number of Pupils at School during the year, 6,157.
- GLOUCESTER COUNTY.**—The number of Schools was, 78, increase 3; Teachers and Assistants, 83, increase 3; Pupils, 3,167, increase 232; number of Pupils at School during the year, 4,109.
- KENT COUNTY.**—The number of Schools was, 108, increase 14; Teachers and Assistants 118, increase 17; Pupils, 4,121, increase 837; number of Pupils at School during the year, 4,910.
- KING'S COUNTY.**—The number of Schools was, 156, increase 15; Teachers and Assistants 174, increase 25; Pupils, 5,781, increase 1,009; number of Pupils at School during the year, 6,516.
- MADAWASKA COUNTY.**—The number of Schools was, 37, increase 11; Teachers 39, increase 13; Pupils 1,313, increase 524; number of pupils at School during the year, 1,607.
- NORTHUMBERLAND COUNTY.**—The number of Schools was, 117, increase 16; Teachers and Assistants 124, increase 17; Pupils 4,913, increase 961; number of Pupils at School during the year 5,830.
- QUEEN'S COUNTY.**—The number of Schools was, 86, increase 1; Teachers and Assistants 92, increase, 2; Pupils 2,972, increase 332; number of Pupils at School during the year 3,641.

RESTIGOUCHE COUNTY.—The number of Schools was, 33, decrease 1; Teachers and Assistants 36, decrease 1; Pupils 1,446, increase 164; number of Pupils at School during the year 1,648.

SAINT JOHN COUNTY.—The number of Schools was, 181, increase 9; Teachers and Assistants 200, increase 13; Pupils 8,853, increase 982; number of Pupils at School during the year 9,848.

SUNBURY COUNTY.—The number of Schools was 43, increase 5; Teachers and Assistants 46, increase 7; Pupils 1,343, increase 196; number of Pupils at School during the year 1,522.

VICTORIA COUNTY.—The number of Schools was 42, increase 12; Teachers and Assistants 43, increase 13; Pupils 1,363, increase 373; number of pupils at School during the year 1,644.

WESTMORELAND COUNTY.—The number of Schools was 163, increase 10; Teachers and Assistants 189, increase 22; Pupils 7,791, increase 1,151; number of Pupils at School during the year 9,113.

YORK COUNTY.—The number of Schools 165, increase 17; Teachers and Assistants 181, increase 27; Pupils 6,452, increase 1,124; number of Pupils at School during the year 7,346.

NEW BRUNSWICK.—The number of Public Schools was 1,549, increase 135; Teachers and Assistants 1,695, increase 193; Pupils 63,001, increase 9,492; number of Pupils at School during the year 72,967.

The proportion of the population of the Province (Census of 1881) attending the Public Schools during the Term ended June 30th, 1885, was 1 in 5.10.

Attendance of Pupils from 1868 to June, 1885.

	WINTER.	SUMMER.	DURING YEAR.	
1868	28,226	31,988	Not reported.	
1869	30,432	33,327		
1870	31,487	34,336		
1871	32,673	33,981		
1872	28,756	39,837		
1873	40,405	42,611		
1874	44,785	45,561		
1875	46,039	48,340		62,340
1876	47,870	52,020		64,689
1877	51,588	54,472		67,803
1878	52,763	55,378	68,780	
1879	53,743	56,693	71,764	
1880	50,308	52,742	65,598	
1881	49,550	51,901	65,631	
1882	48,805	52,657	63,793	
1883	50,662	54,691	66,775	
1884	53,509	57,087	68,928	
1885	63,001		72,967	

School-House Grants to Poor Districts.

During the year closed December 31st, 1885, the sum of \$1000 was paid to Boards of Trustees of Poor Districts in aid of School Houses, as follows:—

ALBERT COUNTY.

Parish of Elgin, No. 15, \$25; No. 17, \$25.....	\$50 00	
Harvey, No. 13, \$30.....	30 00	
		\$80 00

CARLETON COUNTY.

Parish of Aberdeen, No. 7, \$30.....	\$30 00	
Kent, No. 13, \$30.....	30 00	
		\$60 00

CHARLOTTE COUNTY.

Parish of St. David, No. 6, \$40.....	\$40 00	
St. Stephen and St. James, No. 7½, \$30.....	30 00	
St. Patrick, No. 4, \$30.....	30 00	
		\$100 00

GLOUCESTER COUNTY.

Parish of Bathurst, No. 6, \$30.....	\$30 00	
Beresford, No. 13½, \$25.....	25 00	
Inkerman, No. 4, \$25.....	25 00	
New Bandon, No. 2, \$20.....	20 00	
		\$100 00

KENT COUNTY.

Parish of Dundas, No. 2½, \$10; No. 5½, \$10; No. 14, \$20.....	\$40 00	
St. Mary's, No. 3, \$20; No. 16, \$12.50; No. 17, \$12.50.	45 00	
Carleton, No. 2, \$8; No. 3, \$12; No. 8, \$10.....	30 00	
Richibucto, No. 3, \$15.....	15 00	
St. Louis, No. 9, \$10.....	10 00	
		\$140 00

KING'S COUNTY.

Parish of Hammond, No. 2, \$10.....	\$10 00	
Kingston, No. 15, \$20.....	20 00	
Springfield, No. 17, \$30.....	30 00	
		\$60 00

MADAWASKA COUNTY.

Parish of St. Francis, No. 10, \$80.....	\$80 00	
St. Jacques, No. 1, \$30.....	30 00	
		\$110 00

NORTHUMBERLAND COUNTY.

Parish of Glenelg, No. 8, \$18; No. 10, \$40.....	\$58 00	
Rogersville, No. 10½, \$42..	42 00	
		\$100 00

QUEEN'S COUNTY.

Parish of Chipman, No. 7, \$35.....	\$35 00	
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SUNBURY COUNTY.

Parish of Sheffield, No. 3, \$25.....	\$25 00	
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VICTORIA COUNTY.

Parish of Andover, No. 8, \$50.....	\$50 00	
Drummond, No. 11, \$50.....	50 00	
		<u>\$100 00</u>

WESTMORELAND COUNTY.

Parish of Dorchester, No. 7, \$10.....	\$10 00	
Moncton, No. 15, \$20.....	20 00	
Shediac, No. 22, \$35.....	35 00	
		<u>\$65 00</u>

YORK COUNTY.

Parish of Douglas, No. 16, \$25.....	\$25 00	
		<u>\$1000 00</u>

Aid to Poor Districts.

The following provision is made in aid of Poor Districts :—

Each Inspector shall, as directed by the Board of Education, determine and report to the Chief Superintendent what School Districts under his supervision may be entitled during the ensuing year to special aid as poor Districts, and the Chief Superintendent may allow to the Schools in such Districts such amount, not exceeding one-third more on the classification of the Teachers of Schools, from the Provincial Treasury, and one-third more per pupil from the County School Fund, than the allowance to other School Districts sharing such funds, as in his discretion may seem proper, taking into consideration the position and circumstances of such District. The fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as Poor Schools, shall be forty dollars.

The following Districts will, in accordance with the foregoing provision be recognized as Poor Districts for the year ending December 31st 1886 :—

ALBERT COUNTY.

- Parish of Alma—Nos. 1, 3, 4, 6, 7, 8, 9.
- Coverdale—Nos. 6, 9 12.
- Elgin—Nos. 1, 4, 5, 6, 7, 14, 15, 16, 18.
- Harvey—Nos. 6, 7, 8, 9, 10, 11, (and Hopewell) 13.
- Hopewell—Nos. 4, 9.
- Hillsboro—Nos. 8, 9, 11, 13, 15.

CARLETON COUNTY.

- Parish of Aberdeen—Nos. 8, 9, 10, 11, 13.
- Brighton—Nos. 6, 8, 11, 15, 16, 17, 18, 19.
- Kent—Nos. 5, 7, 8, 9, 11, 12, 13, 14, 17, 19.
- Northampton—Nos. 7, 8, 9.
- Richmond—No. 17.
- Peel—Nos. 5, 6, (Egypt, Peel and Kent).
- Wilmot—Nos. 14, 15, 17.
- Wicklow—Nos. 3, 4, 8.
- Woodstock—No. 11.

CHARLOTTE COUNTY.

Parish of Clarendon—No. 2.

- Dumbarton—Nos. 3, 2, 4, 5.
- Grand Manan—Nos. 1, 7, 8, 9.
- Lepreaux—Nos. 2, 4, 5.
- Pennfield—Nos. 5, 6, (and Lepeaux).
- St. David—Nos. 2, 4½, (and St. James,) 7.
- St. George—Nos. 7, 8, 8½, 9, 10, 11, 15.
- St. James—Nos. 4, 5, 8, 11, 12, 13, 17, 19.
- St. Patrick—Nos. 3, 9, 10, 4.
- St. Stephen—Nos. 4½, 6.
- West Isles—Nos. 1, 6½, 8.

GLOUCESTER COUNTY.

Parish of Bathurst—Nos. 3, 4, 6, 7, 8, 10, 11, 17.

- Beresford—Nos. 7½, 8, 8½, 9, 11, 12, 13, 13½, 14.
- Caraquette—Nos. 3, 2½, 6, 9, 9½.
- Inkerman—Nos. 1, 1½, 5, 4, 8, 10.
- New Bandon—Nos. 1, 2, 3, 4½, 5, 7, 10.
- Isidore—Nos. 7, 7½.
- Saumarez—No. 4.
- Shippegan—Nos. 2, 3, 3½, 4, 4½, 6½, 7, 8½, ½, 10, 10½

KENT COUNTY.

Parish of Acadiaville—Nos. 1, 2, 3, 5.

- Carleton—Nos. 2, 6, 8.
- Dundas—Nos. 5, 5½, 10, 14.
- Harcourt—Nos. 2, 6, 7.
- Richibucto—Nos. 3, 9, 9.
- St. Louis—Nos. 1, 5, 9, 10, 11.
- St. Mary's—Nos. 4, 6, 7, 8, 9, 11, 16, 17.
- Weldford—Nos. 4, 7, 11, 13, 18, 20, 21, 22, 23.
- Wellington—Nos. 7½, 12.

KING'S COUNTY.

Parish of Cardwell—Nos. 2, 4, 5, 10.

- Hammond—Nos. 2, 5, 7.
- Havelock—Nos. 6, 11, 14.
- Kars—No. 4.
- Kingston—Nos. 8, 9, 10, 14, 15.
- Norton—Nos. 10, 11.
- Rothsay—No. 1.
- Springfield—Nos. 13, 14, 4, 17, 21.
- Studholm—Nos. 1, 2, 6, 7, 14, 26.
- Sussex—Nos. 3, 12, 14, 15.
- Upham—Nos. 2, 25, (and St. Martin's).
- Waterford—Nos. 1, 3, 4, 6, 7, 9.
- Westfield—Nos. 1, 4, 5, 8, 9, 10.

MADAWASKA COUNTY.

- Parish of St. Ann—Nos. 5, 6, 7.
 St. Basil—Nos. 6, 8, 9, 5.
 St. Francis—Nos. 1, 5, 6, 7, 8, 9, 10, 11, 12.
 St. Hilaire—Nos. 5, 6, 7, 8.
 St. Leonard—Nos. 1, 7, 8, 9, 10, 11, 12, 15, 16.
 St. Jacques—Nos. 1, 2, 3, 4, 5.
 Madawaska—Nos. 2, 3, 4, 5.

NORTHUMBERLAND COUNTY.

- Parish of Alnwick—Nos. 1, 1½, 8½, 9, 11, 12, 14.
 Blackville—Nos. 3, 8, 8½, 9, 10.
 Blissfield—Nos. 1, 1½, 2, 3.
 Derby—No. 2.
 Glenelg—Nos. 2, 3, 5, 6, 8, 8½, 9, 10.
 Hardwicke—Nos. 2, 3, 5½, 6.
 Ludlow—Nos. 1, 1½, 2, 5.
 Nelson—Nos. 6, 6½.
 Newcastle—Nos. 2½, 4.
 Northesk—Nos. 1, 3, 11½.
 Rogersville—Nos. 10½, 11, 12, 13, 14, 15.
 Southesk—Nos. 7, 7½, 8.

QUEEN'S COUNTY.

- Parish of Brunswick—Nos. 4, 5, 6, 7.
 Cambridge—No. 7.
 Canning—Nos. 3, 4, 6.
 Chipman—Nos. 2, 3, 7, 8, 9, 10, 12, 13, 14, 15.
 Gagetown—No. 1.
 Hampstead—Nos. 3, 10.
 Johnston—Nos. 6, 7, 8, 11, 12, 13, 15, 16.
 Petersville—Nos. 2, 13, 16, 18, 19.
 Waterboro'—Nos. 2, 3, 5, 8, 9.
 Wickham—Nos. 8, 10, 11.

RESTIGOUCHE COUNTY.

- Parish of Addington—Nos. 3, 6, 7, 8, 9.
 Colborne—No. 4.
 Dalhousie—Nos. 1½, (and Colborne) 4, 5, 9.
 Durham—Nos. 5, 9, 10.

ST. JOHN COUNTY.

- Parish of St. John—Partridge Island.
 Lancaster—Nos. 4, 5, 11, 12, 17.
 Musquash—Nos. 7, 8, 9, 10.
 St. Martins—Nos. 1, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 30.
 Simonds—Nos. 2, 3, 6, 7, 11, 15, 17, 19, (Bdr. D.) 20, (Bdr. D.) 21, 22.

SUNBURY COUNTY.

- Parish of Blissville—Nos. 1, 5, 6, 7.
 Burton—Nos. 6, 7, 8, 9, 10, 11, 12, 13, 14.
 Gladstone—Nos. 2, 3, 5, 6, 7, 8, 18, (and St. George).
 Lincoln—No. 6.
 Mangerville—No. 4.
 Northfield—Nos. 1, 2, 5, 6, 7, 8.
 Sheffield—Nos. 3, 6, 7.

VICTORIA COUNTY.

- Parish of Andover—Nos. 6, 7, 8.
 Drummond—Nos. 1, 2, 3, 4, 5, 6, 8, 9, 11.
 Gordon—Nos. 3, 4, 6, 7.
 Grand Falls—Nos. 3, 4, 5, 6, 8, 10, 11.
 Lorne—Nos. 1, 2, 3, 5, 6, 7.
 Perth—Nos. 3, 4, 5, 6, 7, 8, 9, 10, 13.

WESTMORELAND COUNTY.

- Parish of Botsford—Nos. 1, 4, 18, 19, 20.
 Dorchester—Nos. 4, 7, 9, 19, 21, 26, 27.
 Moncton—Nos. 8, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 19.
 Sackville—Nos. 1, 3, 4, 15, 17, 18.
 Salisbury—Nos. 4, 5, 9, 10, 14, 15, (Border) 22.
 Shediac—Nos. 1, 13, 14, 15, 18, 21, 22.
 Westmoreland—No. 11.

YORK COUNTY.

- Parish of Bright—Nos. 9, 11.
 Canterbury—Nos. 6, 10, 10½, 12, 13, 20, 22.
 Douglas—Nos. 9, 12, 14, 18.
 Dumfries—Nos. 8, 9.
 Kingsclear—Nos. 7, 8, 9, 11, 12.
 Manners-Sutton—Nos. 7, 9, 10, 11.
 New Maryland—Nos. 1a, 3, 4.
 Northlake—Nos. 13½, 17, 18, 19½.
 Prince William—Nos. 6, 8, 11.
 St. Mary's—Nos. 9, 10, 11, 14.
 Southampton—Nos. 8, 10, 12, 13, 15, 16, 17, 18.
 Stanley—Nos. 1½, 2, 7, 8, 10, 13, 14, 15, 16.

The following table exhibits the number of School Districts in each County having schools in operation during the year, the number of Poor Districts which have for several years been receiving *special aid*, and the rate per cent. which the *Poor Districts* bear to the number of districts having schools in operation:

	Number of Districts.	Poor Districts.	Per cent.
Albert,	53	12	23
Carleton,	103	27	26
Charlotte,	94	19	20
Gloucester,	61	26	43
Kent,	100	46	46
King's,	137	29	21
Madawaska,	32	12	38
Northumberland,	84	22	26
Queen's,	81	21	26
Restigouche,	22	5	23
Saint John,	40	19	48
Sunbury,	35	14	40
Victoria,	36	17	47
Westmoreland,	124	39	32
York,	127	32	25

The Inspectors were requested before the close of the year to revise the "Poor Lists" within their several Inspectorates, keeping in view the taxable valuation of the district, the number of resident property-owners, etc., and to furnish this department with the grounds on which they made their recommendations. Inspectors Wetmore, Oakes and Smith made very careful and complete reports, from which it appeared that several districts with a valuation of over \$30,000, and a large number with a valuation from \$13,000 to \$25,000 had been for years in receipt of the special aid allowance. These districts were struck off the list. On the other hand districts with a valuation from \$6,000 to \$12,000, some of which have been barely able to keep a school in operation for half the year, and have never participated in the special aid allowance were placed on the list. The list given above is the revised one, but the districts within Inspectoral District No. 5 have been allowed to stand as they were from want of any report.

Heretofore the additional allowance has been granted to "Poor Districts" without being subject to any conditions whatever. If some requirement as to average attendance of pupils and time during which the school should be kept in operation throughout the year were exacted, both the teacher and trustees would be stimulated to further the interest of the district, while the Province and the County would have a guarantee that the money was being properly expended.

The Cities and Incorporated Towns.

The Boards of School Trustees in these large districts consist of seven members each, instead of three as in other school districts of the Province. The Chairman and two other members are appointed by the Governor in Council, and the City or Town Council appoints four members, one of whom, in both cases, retires annually from office, but eligible for reappointment. Each board

appoints a secretary, and two of them, Saint John and Portland, employ, in addition, each a local superintendent.

The amount of the annual district assessment is, within the limitations of the Statute, determined by the Board of School Trustees, and notification of the aggregate is lodged with the City or Town Council. This amount is levied at the same time and in the same manner as other city or town rates. The council annually appoints two auditors to audit the accounts of the Board of Trustees.

The following are the districts organized in accordance with the above provisions: The City of Saint John, the City of Fredericton, the City of Portland, and the Towns of Saint Stephen, Milltown, Woodstock, and Moncton. Reports from each of these will be found in Appendix C.

Half-yearly Percentage of Enrolled Pupils daily present on an average in the Cities and Incorporated Towns

	Saint John.		Fredericton.		Portland.		St. Stephen.		Milltown.		Woodstock.		Moncton.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1870, ..	59.06	57.88	62.90	60.0	57.17	56.45								
1871, ..	58.85	59.57	63.21	57.87	60.28	55.98								
1872, ..	*	78.28	*	62.49	*	56.60								
1873, ..	58.04	61.64	62.42	60.45	58.93	58.90	69.48	65.19	71.90	74.65	58.66	57.22		
1874, ..	70.69	66.67	62.58	63.55	59.34	60.04	67.38	69.35	66.21	71.38	60.05	61.86		
1875, ..	66.18	66.19	65.19	64.00	58.70	59.47	69.91	73.13	69.74	71.42	69.65	66.13		
1876, ..	69.33	67.13	72.89	64.35	64.25	62.50	74.95	76.03	69.08	66.78	63.04	57.22		
1877, ..	66.77	66.82	71.23	71.15	63.60	58.16	78.98	72.40	62.89	66.33	59.73	57.04		
1878, ..	61.25	66.86	72.05	70.00	63.48	61.21	79.00	78.91	66.84	71.63	62.14	61.64	61.13	62.18
1879, ..	64.97	67.76	78.33	75.86	64.49	65.49	80.30	78.92	68.53	73.76	65.68	60.65	61.99	59.43
1880, ..	72.63	68.20	76.93	69.45	68.34	65.25	78.55	78.10	71.57	76.89	71.65	64.14	67.31	65.30
1881, ..	71.83	70.96	72.63	71.46	68.38	67.89	81.64	78.97	73.27	66.31	64.22	59.49	72.04	69.96
1882, ..	73.29	72.48	78.86	68.64	62.28	69.91	78.45	73.31	69.38	68.27	62.87	64.58	67.40	68.78
1883, ..	75.51	70.30	77.53	71.78	72.29	66.18	78.60	75.63	72.98	68.58	67.20	66.91	70.24	66.76
1884, ..	72.43	73.86	74.22	71.93	70.45	69.56	79.41	79.39	71.75	68.46	66.23	68.35	66.74	68.13
1885, ..	69.22	73.74	70.66	71.43	67.04	72.89	73.15	75.99	61.58	63.62	62.79	67.96	65.07	73.75

Teachers' Institutes.

Teachers' Institutes were held during the year in Albert, Carleton, Kent, Northumberland, Queen's, York, St. John.

Educational Institute.

The Educational Institute was held in St. John on the last two days in June. The following is the report of the Secretary, H. C. Creed, A. M.:—

The eighth regular meeting of the Educational Institute was held in the Centennial School Building, St. John, on the 29th and 30th of June, 1885,—the Chief Superintendent presiding.

One hundred and fifty members were enrolled at the first session, which number was increased to 192, including the members *ex officio*, at subsequent sessions.

Mr. H. C. Creed, M. A., was re-elected Secretary for the eighth time, and Mr. W. C. Simpson, of St. John, was elected Assistant Secretary (and Treasurer.)

The report of the Executive Committee detailed the business transacted since the last preceding meeting of the Institute in 1883, and presented a summary of the receipts and expenditures, as follows:—

RECEIPTS.

Members' Fees, 1883.....	\$ 66 00
Collection and Donations.....	27 93
Balance in hand, July 17, 1883.....	2 00
	\$ 95 93

EXPENDITURES.

Salary of Secretary and Secretary-Treasurer, 3 years.....	\$110 00
Travelling Expenses of Executive Committee.....	18 97
Postage, Stationery and Printing.....	11 92
	\$140 89
	95 93
Balance due Secretary-Treasurer.....	\$ 44 96

The amount received from members at this meeting was sufficient to pay off the deficit, meet all expenses, and leave a considerable balance for the coming year.

Five sessions were held, at each of which one or more papers or reports were read and discussed. The writers and subjects of the papers were as follows:—

1. William Crocket, M. A., Chief Superintendent of Education. Opening Address—"The Function of the Public School."
2. Eldon Mullin, M. A., Principal of the Normal School—"How can young men be induced to adopt teaching as a profession?"
3. D. P. Wetmore, Esq., Inspector of Schools for the Fourth District—"How may local effort in support of Schools in country districts be best stimulated?"
4. L. E. Wortman, M. A., Principal of the Union Baptist Seminary, St. John—"Moral Training in the Public Schools."
5. H. S. Bridges, M. A., Professor of Classics in the University of New Brunswick—"Examinations in their relation to Educational work."

There were reports from committees on the following subjects, viz., :

- (1.) On proposed amendments to the Constitution of the Institute—read by Mr. H. C. Creed, M. A., Chairman.
- (2.) On a Course of Instruction for Grammar Schools—read by Mr. W. M. McLean, B. A., Chairman.
- (3.) On a Course of Instruction for Superior Schools—read by Mr. J. A. Macintire, B. A., Chairman.
- (4.) On the Reduction of the Provincial Allowance to Teachers, and the retention of young men in the Profession—read by Inspector W. P. Dole, B. A., Chairman.

Resolutions were adopted relating to the following matters, viz. :

- (1.) The enrolment in this Institute of Teachers not members of County Institutes—moved by Mr. D. P. Chisholm.

(2.) The change lately made in the school terms—moved by Mr. J. M. Palmer, B. A.

(3.) The observance of an "arbor day" in the schools throughout the Province—moved by Inspector I. B. Oakes, A. M.

(4.) Thanks to the writers of papers, the choir, the representatives of the press, the St. John County Institute, the Board of Trustees of the City Schools, the Railway and Steamboat Companies, and the Chief Superintendent.

(5.) Sundry money votes.

Under Regulation 23 as amended in 1884, all the Inspectors of Schools are members of the Institute and of the Executive Committee, *ex officio*, and the Institute elects *ten* of its members to be members of the Executive Committee with the *ex officio* members. The Committee as thus constituted, for the year 1885–86, is as follows:—

MEMBERS EX OFFICIO.

The Chief Super't of Educ., (Chairman)... William Crocket, A. M.
The President of the University,..... Thomas Harrison, LL. D.
The Principal of the Normal School,..... Eldon Mullin, A. M.

THE INSPECTORS OF SCHOOLS.

George W. Mersereau, A. B.,..... Newcastle.
Valentine A. Landry,..... Shediac.
George Smith, A. B.,..... Elgin.
David P. Wetmore,..... Clifton.
Wm. S. Carter, A. M.,..... St. John.
Ingram B. Oakes, A. M.,..... St. Stephen.

MEMBERS ELECTED JUNE, 1886.

George R. Parkin, A. M.,..... Fredericton.
William M. McLean, A. B.,..... St. John.
Frank H. Hayes,..... Portland.
Samuel C. Wilbur, A. B.,..... Moncton.
Hedley V. Bridges, A. M.,..... Fredericton.
James M. Palmer, A. B.,..... Chatham.
James A. Macintire, A. B.,..... Portland.
James T. Horsman, A. B.,..... St. Andrews.
Wilford B. Jonah,..... Elgin.
James Barry,..... St. John.

HERBERT C. CREED, A. M.,

Secretary-Treasurer.

The attendance this year was much larger than in any previous year. For the first time, the number of ladies enrolled exceeded the number of male members. The average number of members of each sex in the seven preceding years was: Gentlemen, 65; Ladies, 41. This year the numbers were: Gentlemen, 84; Ladies, 98. The following is a summary of the attendance:—

SUMMARY.

Teachers enrolled.....	180
Other school officers enrolled.....	3
Members <i>ex-officio</i>	9

Total members..... 192

Number of members present (including *ex-officio*) from each county:

Albert.....	2	Queen's.....	3
Carleton.....	6	Restigouche.....	1
Charlotte.....	8	St. John.....	112
Gloucester.....	0	Sunbury.....	11
Kent.....	1	Victoria.....	0
King's.....	14	Westmoreland.....	9
Madawaska.....	0	York.....	19
Northumberland.....	6		

Reports of Inspectors.

The Reports of the Inspectors in Appendix B contains valuable information respecting the educational condition of the districts to which they relate. The work of these gentlemen has lately been increased without any increase to their salaries. To perform it faithfully necessitates continuous absence from home, and adds largely to their expenses, for which no allowance has been made. In the interests of the service in every respect, I would urgently recommend the Legislature to give to these officers, on whom the law imposes such responsible and onerous duties, that remuneration for their labor which will secure the efficient and faithful performance of it.

HISTORICAL SKETCH OF PUBLIC EDUCATION IN THIS PROVINCE.

In view of a large number of copies of this Report having been ordered for distribution at the Colonial Exhibition, to be held in London in May next, I may be permitted to put on record the principal facts connected with the rise and progress of Education in this Province.

Very early in the history of the Province the Government and Legislature recognized the fact that, to make provision for the education of the people was one of the duties of the State. In March, 1802, only about eighteen years after the separation of the County of Sunbury from Nova Scotia, and its erection into the Province of New Brunswick, an Act was passed, of which the following is a copy:—

[1802.]

42ND, GEORGE III.

“AN ACT FOR AIDING AND ENCOURAGING PARISH SCHOOLS.”

Whereas, The education of children is of the utmost importance to their future usefulness in society; and

Whereas, The situation of many parents in the different parishes of this province renders them unable to procure for their children the benefits of instruction in reading and writing without the aid of the Legislature;

I. *Be it therefore enacted* by the Lieutenant-Governor, Council and Assembly, That the sum of four hundred and twenty pounds (being ten pounds to each parish) be granted to the Justices of the General Sessions of the Peace in the different counties in this province, to be paid by warrant of His Excellency the Lieutenant-Governor out of

the public treasury, in trust for the purpose of encouraging and assisting in the establishment of schools in the different parishes of their respective counties.

II. *And be it further enacted*, That the sum of ten pounds to each parish, hereby granted in trust to the said Justices of the General Sessions of the Peace in each county, shall be by them in their discretion apportioned and allotted to each parish in such manner as shall best assist in maintaining such schools as may be already established, or as shall induce the establishment of other schools where they may judge the same necessary.

III. *And be it further enacted*, That the said Justices shall make a report to the Lieutenant-Governor, Council and Assembly, at the next meeting of the General Assembly, how the moneys granted have been laid out, and how far the purposes hereby contemplated have been answered.

From this small beginning there has been developed, by slow degrees, the present public school system of New Brunswick,—one of the most perfect, in its principles at least, to be found in any state or country. It was to be expected that, as the population and the material wealth and resources of the Province increased, greater attention would be given to popular education. But the advancement made in respect to the latter has far outstripped the growth of the former.

The yearly expenditure from the Provincial Treasury for the public school service has grown from \$1,680 (£420) to \$156,000, besides the grant of about \$9,000 a year to the Provincial University. Instead of the simple plan of requiring the Court of Sessions of each of the eight counties (now fifteen) to hold in trust and disburse the small grant-in-aid available for the several parishes, and to report to the Legislature concerning their stewardship, we have to-day a complex and comprehensive system. In place of providing simply for instruction "in the English language and writing and arithmetic," as did the Act of 1805, our present School Law and Regulations require the schools to furnish instruction in all the varied branches of an ordinary education according to our modern notions, and to be imparted after the most approved methods, and to be placed equally within the reach of the poorest and the richest in the land.

That the history of the past educational progress of the Province may be the better understood by viewing it through the medium of its latest developments, I shall here give a brief sketch of the leading features of our Public School System, as it now exists. For convenience the facts may be grouped under the four general heads, viz: I., Control and Administration of the System; II., Support of School; III., "Quantity of Instruction;" "Quality of Instruction."

I. CONTROL AND ADMINISTRATION.—The whole system is under the direction of a Board of Education, composed of the Lieutenant-Governor, the members of the Executive Council, nine in number, the President of the University of New Brunswick, and the Chief Superintendent of Education. Among the powers and duties of the Board are the following:—

(1.) To make regulations for the organization, government and discipline of schools, for the arrangement and order of school premises, and for the classification of schools and teachers, to appoint examiners of teachers, and to grant and cancel licenses.

(2.) To prescribe text-books and apparatus for the use of schools, books for school libraries, plans for the construction and furnishing of school-houses, and courses or standards of instruction and study for schools.

(3.) To divide the Province into inspectoral districts, and to appoint an inspector of schools for each district.

(4.) To divide the Province into school districts, and from time to time create new districts, or alter boundaries, having due regard to the number of children, and the ability of each district to support one or more efficient schools; towns, villages and populous localities, having a community of interests, to form as far as practicable a single district.

(5.) To maintain an efficient Normal School with model departments, to appoint the principal thereof, and to provide for paying the travelling expenses of the student-teachers in attendance.

(6.) To make such regulations as may be necessary to carry into effect the law relating to schools, and generally to provide for any exigencies that may arise under its operation.

The Chief Superintendent is appointed by the Governor in Council. Some of his duties and powers are as follows:—

(1.) To have, subject to the Board of Education, the supervision and direction of the inspectors and schools.

(2.) To enforce the provisions of the School Law and the regulations and decisions of the Board of Education.

(3.) To disburse the Provincial grants and apportion the County School Fund in accordance with the law.

(4.) To cause copies of the School Law, with regulations of the Board of Education, together with all necessary forms and instructions, to be published and furnished gratuitously to inspectors, trustees and teachers.

(5.) To prepare annually for the Legislature a report upon the schools subject to his supervision, accompanied with full statistical tables and detailed accounts of the expenditures of the moneys appropriated, and offer suggestions on educational subjects.

There are at the present time six Inspectors of Schools, whose duties are in the main those which generally belong to such officers.

The local administration of school affairs in each School District (which may be a city, town, village or section of country) is entrusted by law to a Board of Trustees, composed of three persons, or of seven in the case of cities and incorporated towns. Each of these Boards is a body corporate.

II. SUPPORT.—The salaries of teachers are provided for from three sources viz, the Provincial Treasury, the County School Fund and District Assessment. All other expenses of the schools are met by means of district or local assessment.

(a) *Provincial Allowance.*—Legally qualified teachers, employed in schools supported and conducted in conformity with the law, receive from the Provincial Treasury, by draft of the Chief Superintendent, an annual sum dependant upon their class of license and the time they have been so employed within the school year. These allowances range from \$135 down to \$63 for regular teachers employed the full number of teaching days. Class-room assistants, under certain conditions, receive one-half as much as regular teachers.

(b) *County Assessment*.—At the same time that other county and parish rates are assessed and levied each year, there is assessed and levied a sum sufficient to yield an amount equal to thirty cents for every inhabitant of the county according to the last preceding census, together with an amount not exceeding ten per cent. to cover expenses and payable loss. This assessment is apportioned amongst the several parishes, towns and cities in the county according to the relative taxable value of the property and income therein. The amount thus realized is held by the County Treasurer, as a County School Fund, subject to the order of the Chief Superintendent. That officer apportions one-half of the amount at the close of each half-year to the trustees of schools in the following manner:—There is allowed to the trustees of each district the sum of \$15 per half-year for each regular teacher employed by them,—and the balance of the fund is apportioned to the trustees according to the average attendance of pupils at the school as compared with the whole average number of pupils attending the schools of the county, and the length of time the school has been in operation within the half-year.

(c) *District Assessment*.—On a fixed day in each year, the rate-payers of every district hold a "school meeting," at which the election of Trustees takes place (one of the three going out of office yearly in rotation but eligible for re-election), and the sum to be assessed upon the district for school purposes is determined. The sum to be levied is made up of a poll-tax of one dollar upon every male inhabitant between the ages of 21 and 60, clergymen excepted, and a *pro rata* assessment of the balance required, under numerous restrictions.

In the cities and incorporated towns the procedure is different. There is no annual school meeting. Four of the seven Trustees of Schools are appointed by the Common Council, and three (including the Chairman) are appointed by the Governor-in-Council—one of the former and one of the latter going out of office yearly, but eligible for re-appointment.

The powers and duties of the Boards of Trustees are varied and extensive, and cannot be detailed in this place.

In addition to the moneys raised and provided as above described, special aid may be granted to poor districts, upon the recommendation of the Inspector, to the extent of one-third more from the Provincial Treasury, according to the Teacher's class of license, and one-third more from the County Fund.

In addition to the Common Schools there are Superior Schools and Grammar Schools, which receive special grants from the Provincial Treasury as follows: An Act passed in 1884 provides for the establishment of Superior Schools in each County, one for every 6,000 inhabitants (the last 5,000 to be counted as 6,000), but not more than one in any Parish as a rule; and also for one County Grammar School in each County. The Teacher of a Superior School, who must hold a license of the 1st Class or Grammar School Class, receives a yearly grant of \$250, provided the District pays him not less than \$250, or ratably according to the time employed. The Teacher of a County Grammar School is entitled to a yearly allowance of \$350, subject to certain conditions. All these schools participate in the County Fund. Superior Schools are free to all pupils residing within the parish where they are established; and County Grammar Schools are free to all pupils who are residents of the County.

III. "QUANTITY" OF INSTRUCTION.—As to the number of schools in operation, the number of teachers employed, number of pupils enrolled, average number in daily attendance, etc., statistics will be given below. Two or three general statements must suffice just here.

The Trustees of Schools in each District are required to provide school privileges *free of charge* for all children from five to twenty years of age, inclusive, who may be resident in the district. Persons above twenty years of age who desire to attend school in the district in which they reside, have the right to do so free of charge, if there be sufficient accommodation. Pupils from other districts may be admitted by the Trustees, who may exact from them such reasonable tuition fee as may be sanctioned by the Inspector.

Not only are the Public Schools *free*, but the law requires them to be *non-sectarian*. There is no provision for separate schools for any religious denomination. Thus a very large portion of the children and youth are registered as pupils in the Public Schools, as will appear from the fact that, in the Summer term of 1882,—one year after the decennial census,—the proportion of the population of the Province so registered was 1 in 6.09.

IV. QUALITY OF INSTRUCTION.—To adopt the words of my esteemed predecessor in office, Dr. Rand, "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." Some of the agencies employed in our school system, as at present organized with a view of securing this object, may here be referred to. And first may be mentioned a uniform series of carefully selected *text-books* prescribed by the Board of Education for use in all schools according to their grade. The advantages of this are manifest. Secondly, there is a progressive *Course of Instruction* for all schools, in which the subjects have been selected, arranged and apportioned with due regard for sound educational principles, and which, while leaving room for the differences in regard to progress and attainments necessarily arising under varied conditions, and while allowing sufficient scope for the exercise of the teacher's individual judgment in matters of detail, at the same time secures that uniformity which is desirable in a national system.

The Law and Regulations also contemplate and provide for the *grading of schools* wherever practicable. In all districts having over eighty pupils the trustees are required to provide at least two school-rooms or a school-room with two good class-rooms, and two teachers or a teacher with two assistants in order that the younger pupils may be separated from the more advanced. The accommodations as to rooms and teachers must be regulated according to the number of pupils. Thus, "for a district having from one hundred and fifty to two hundred pupils, there must be a house with three apartments, one for a primary department, one for an advanced, and one for a high school, and at least one good class-room common to the two latter, with three teachers, and if necessary an assistant; or if necessary schools may be provided for the different departments in different parts of the district; and generally, for any district

having two hundred pupils and upwards a house or houses with sufficient accommodation for different grades of primary and advanced schools, so that in districts having six hundred pupils and upwards, the ratio of pupils in the primary, advanced and high school departments shall be respectively about eight, three and one."

More important, however, than any of these means of securing a good quality of instruction, is the Provincial *Normal School*, at which every candidate for admission into the teaching profession in New Brunswick must undergo a preparatory training. As Dr. Rand remarked, in his address at the opening of the new building for the institution in 1877, "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 * * * 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." The end and object for which the Normal School, with its Model Departments, exists, is not so much to impart instruction in the various branches taught in the public schools, as to afford facilities for gaining an acquaintance with the principles and history of education, with the best methods of teaching and school management, and for gaining, by instruction, practice and criticism, a practical knowledge of the application of right methods to the details of school work.

Other means to the end under consideration are the system of examinations for license to teach,—the work of the Inspectors in visiting and examining schools and furnishing instruction and advice to teachers and trustees,—the maintenance of the Educational Institute for the Province and of Teachers' Institutes for the several counties,—and so forth.

Having thus referred to the first act of legislation relating to public education in New Brunswick, and outlined the school system in its present state of development, I shall now, in as small a space as possible, trace the successive stages of growth during the eighty-four years intervening. In doing so, I shall arrange the facts first according to topics, and then somewhat chronologically in relation to each topic.

Legislative Enactments.—Important acts relating to public schools were passed in the years 1802, 1805, 1816, 1818, 1823, 1829, 1833, 1837, 1840, 1844, 1847, 1849, 1852, 1854, 1858, 1871, and 1884. By far the most important enactments however were the "Act to encourage the establishment of schools in the Province," passed in 1816,—the act of 1847,—the "Parish Schools Act" of 1858,—and the "Common Schools Act" of 1871. The Act of 1858 was a great step in advance. It was prepared and conducted through the Legislature by Hon. Charles Fisher. The Act of 1871, which came into operation on the 1st January, 1872, the moulding and successful passage of which were due to the statesmanship of Hon. George E. King, (now Judge King) made the schools free and established the system as it is to-day in its main features.

Control and Administration.—For forty-five years—more than one-half of the whole period of legislation for public schools down to the present time—the highest authority in relation to this matter was the Court of General Sessions of the Peace in each County, composed of the magistrates or justices of the peace. By the Act of 1805 the schools thereby established (two for each county) were placed “under the regulation, direction, control and management” of the justices of the respective counties, who were to receive the money granted by the Legislature, and out of it pay the schoolmasters. The Act of 1816 authorized the Sessions to appoint three trustees of schools for each town or parish and prescribed their duties, to the faithful performance of which they were to be sworn. A great step in advance was made in 1847, when the Lieutenant Governor and Executive Council were constituted a Board of Education for the Province, with a secretary at a salary of \$400 per annum. John Gregory, Esq., was the first secretary to the board, and under the Act of 1852 Rev. Jas. Porter became the first Chief Superintendent of Schools, and was also by virtue of his office a member of the Board of Education and its secretary. Some twenty years later, in 1871, the Board was enlarged by the addition of the President of the University of New Brunswick. Thus it still continues. The successive Chief Superintendents, with the dates of appointment and their salaries have been as follows:—

1852.	Rev. James Porter,	\$ 800,	with \$50 for travelling expenses.
1853.	J. Marshall D'Avray, Esq.,	1000.	
1858.	Henry Fisher, Esq.,	1000	“ \$400 “ “
1860.	John Bennet, Ph. D.,	1200	“ “ “ “
1871.	Theodore H. Rand, D. C. L.,	1600	“ “ “ “
1883.	William Crocket, A. M.,	1600	“ “ “ “

Previous to 1858 the trustees for each town or parish seem to have been appointed by the Sessions of the Peace. The Parish Schools Act vested the appointment in the town or parish itself to be made at the annual meeting of the rate-payers for election of parish officers. In incorporated towns, cities or counties the power of appointing was conferred upon their respective councils. Another feature of the Parish Schools Act which disappeared in the Act of 1871, viz., the creation of a school committee, to be appointed by the district at a meeting called by the trustees, to have charge of the school-house, grounds, library, etc.

In concluding this topic it may be remarked that the trustees have always been expected to serve without fee or reward. Under the present law they may employ a paid secretary.

Support by School Assessment.—The three-fold mode of support described above was first introduced in 1872, and has not since been materially altered. The schools have always depended largely upon local effort, whether the money was raised by subscription or by assessment. This fact has no doubt had a marked effect in keeping alive the interest of the people in the condition and progress of the schools. Had the teachers been paid through all these years,

wholly out of Government funds, and had other school expenses been charged mainly to the same means of support, there would to-day have been very little local interest in the public schools beyond that which might arise from a mere partizan spirit. By the Act of 1816 it was provided that the schools were to be supported either by local subscription or by assessment upon the town or parish, and that school-houses might be built by the same means. This was the earliest recognition of the principal of *assessment* for schools,—over which a battle was fought at the inception of our free-school system, in 1871–74. The history of the subject is interesting, but cannot be recounted fully in this brief sketch. Assessment was first permitted as an option, and the amount assessed was to be not less than \$120 (£30), nor more than \$360 per parish or town. Two years later (1818) the permission to assess the community was withdrawn, not to be renewed until 1852. The act passed in that year allowed the people of a school district to assess themselves for the erection of a school-house or the support of a school, and the teacher of any school supported by assessment was to receive twenty-five per cent. increase of Provincial aid. But the people refused to take the bait. The Chief Superintendent, in his annual report to the Legislature for 1857, complained of the prevailing indifference of the people in regard to education, and emphatically declares his opinion, confirmed by the experience of the past four years, “that an efficient system of Common School Education in this Province must be based upon general assessment for the support of Public Schools.” In another place he says, “let this assessment be, but make the payment compulsory and recoverable in the same way as taxes for the support of the poor of the district are by law recoverable.” Mr. D’Avray’s recommendations in this behalf were adopted by the framers of the “Parish Schools Act” of 1858. Fourteen sections of the Act relate to Assessment. “Any County, Parish, District or Municipality” might determine “to provide for the support of the schools therein by assessment.” A premium of ten per cent. additional Provincial aid was offered to every district or parish which should support its schools in this way; and every county or municipality adopting the principle of assessment was to receive from the Province a sum equal to the amount so raised, provided it did not exceed the average of \$1000 to each parish,—the whole to be expended in the payment of the salaries of teachers. But notwithstanding all the arguments offered, and all the inducements held out, so long as it was left optional with communities to adopt that which would be compulsory upon individuals, the law in this respect continued inoperative. In the fourteen years following its enactment, “not a single County, Municipality or Parish, had supported its schools by assessment, and only here and there had a District done so.” “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.” At length the day came, however, when, under the enlightened provisions of the Common Schools Act of 1871, Education was made the birthright of every child in the Province, and all the property of the country was made subject to assessment for the support of free schools.

Government Grants.—In the "Second Annual Report on the Parish Schools of New Brunswick," laid before the Legislature in 1853, the Chief Superintendent—J. M. D'Avray, speaks as follows:—

"The Province of New Brunswick, with a population of 200,000, and a revenue of £120,000 (\$480,000), devotes annually the large sum of £16,000 (\$64,000) to educational purposes. It may with safety be asserted that no country in Europe, and certainly none in any other part of the world, devotes so large a sum, in proportion to its inhabitants and to its resources, to this important purpose."

This evidently refers to the expenditures from the Provincial Treasury alone.* In 1883 the eleventh annual report of our system of Free Schools (and the thirty-second report on the schools of the Province) shows the sum total of the grants for the year to have been \$153,000—equal to nearly 48 cents *per capita* of the population, and 24 per cent. of the revenue.

It is interesting to note the gradual increase of the annual grants in aid of parish schools in the first fifty years of their history. A brief summary must suffice.

1802. £420, or \$1680—\$40 to each parish in the Province, to be held in trust by the Sessions of the Peace in the Counties.
1805. \$1500 annually in aid of salaries—\$200 to each one of seven Counties, and \$100 to the County of Saint John, to the Sessions.
1816. Grants payable to Trustees.
1818. Maximum to a town or parish, \$240, \$266; maximum for any one school, \$80, \$80.
1823. Maximum to a town or parish, \$400; maximum for any one school, \$80.
1829. Maximum per parish in the County, \$400; maximum for any one parish, \$560.
1833. Maximum per parish in the County, \$480; maximum for any one parish, \$640.
1837. Maximum per parish in the County, \$640; maximum for any one parish, \$720.
1840. Maximum per parish in the County, \$720; maximum for any one parish, \$1040.
1852. Maximum per parish in the County, \$800; maximum for any one parish, \$1040.

Similarly we may trace the growth of the Provincial allowances to teachers in the last fifty years.

- 1833.† To male teachers, \$80; to female teachers, \$40.
1847. To both sexes—1st class, \$120; 2nd class, \$88; 3rd class, \$72.
- 1852.‡ To male teachers—1st class, \$120; 2nd class, \$96; 3rd class, \$72. Female teachers—1st class, \$88; 2nd class, \$72; 3rd class, \$56.

* The sum was equal to 32 cents *per capita* of the population, and to 13½ per cent. of the revenue.

† In 1833 the trustees were to see that the district provided for teachers at least as much as the government grant, or furnished good board, lodging and washing.

‡ In 1852 the above sums were authorized to be paid to teachers, provided the local support should equal their claim according to class of license, or that good board, washing and lodging were furnished by the district. Twenty-five per cent. additional was payable to teachers whose schools were supported by assessment.

1854. To male teachers—1st class, \$150; 2nd class, \$120; 3rd class, \$90.
 Female teachers—1st class, \$110; 2nd class, \$90; 3rd class, \$70.
- 1879.* To male teachers—1st class, \$110; 2nd class, \$80; 3rd class, \$60.
 Female teachers—1st class, \$70; 2nd class, \$50; 3rd class, \$40.
1884. To male teachers—1st class, \$135; 2nd class, \$108. Female teachers—
 1st class, \$100; 2nd class, \$81; 3rd class, \$63.

Free Schools.—The principle of free school privileges for every person of school age was first distinctly established by the Act of 1871. As early as 1816 it was enacted that the schools in parishes and towns assessed for their support were to be free to all resident pupils; but the assessment clauses of this law were soon repealed. Tuition fees were paid by the pupils in all schools, previous to 1872, except in those rare cases where assessment was adopted.

Free Scholars.—The Act passed in 1805 authorized the admission of free scholars not exceeding eight to the St. John Grammar School, and not exceeding four to any other school. By the Act of 1829, Trustees of Schools were empowered to admit as many free pupils as they saw fit; and by that of 1847 the children of poor or indigent parents might be admitted to school privileges free of charge.

In 1852 the number admissible was again limited to five in any one school. But the restriction was probably found not to work well, for the Parish Schools Act, six years later, provided as follows:—"The School Committee may admit so many free scholars, and also children at reduced rates, being the children of poor and indigent parents, as they deem prudent and just."

Non-Sectarianism.—Section 121 of Chapter 65 of the "Consolidated Statutes" of New Brunswick—"Of Schools"—reads thus:—"All schools conducted under the provisions of this chapter shall be non-sectarian." Previous to the passage of that Act, the non-sectarian character of the public schools, although generally recognized, was nowhere distinctly stated. The "Parish Schools Act" (1858) directed the use of the Bible in Parish Schools, the Douay version to be read by Roman Catholic children, if required by their parents or guardians. One of the regulations in force at the present time empowers but does not require the teachers to open and close the daily exercises of the school by reading a portion of Scripture and by offering the Lord's prayer, or any other prayer, if permitted by the trustees; but the attendance of all pupils during these exercises is not compulsory. In the early history of the Province the non-sectarian principle was not so well observed. When the Grammar School in St. John was founded, in 1805, the Rector of Trinity Church in that city was by law made *ex officio* President of the Board of Directors; and the "Rectors and Missionaries" of the several parishes were required to visit and

* From 1879 to 1884 the "ranking system," so called, or payment by results, was in operation. The sums given above were those paid to teachers according to their class of license. If their schools were adjudged by the inspector to be deserving of *first rank* they received \$40 more; teachers whose schools were ranked *second* were paid \$25 more; and teachers whose schools were ranked *third* were paid \$10 more.

examine the schools in their parishes. The School Act of 1816 provided for the procuring of prizes, "in stationery, books and other suitable rewards," for excellence in spelling, reading, writing, and arithmetic; but such prizes were to be given only to pupils who were able "to repeat by heart the Creed, the Lord's Prayer, and the Ten Commandments."

Number of Schools and Teachers.—In the absence of official reports or statistics relative to the schools of the Province previous to the appointment of a Chief Superintendent of Education in 1852, it is impossible to obtain more than the most meagre information as to the number of schools, teachers and pupils before that date. The law of 1805 provided for the establishment of two "English Schools" in each of the eight counties in which the Province was at that time embraced, except in St. John, where there was to be but one in addition to the Grammar School. But one of these schools was to be kept in any one parish at a time, for one year, until each parish had received the benefit of such a school.

In these days when more than two-thirds of the public school teachers are females, some of the clauses in the School Acts of half a century ago sound strange. In 1840 the number of female teachers was limited by law to three in any one parish. And in 1849, soon after the establishment of a training school, it was enacted that female teachers who had not attended the Training School might be employed, but only as third-class teachers; also that untrained male teachers might be employed in remote sections.

The following is a decennial statement of the number of public schools in operation and the number of teachers employed of each sex and class. It may be prefaced by the statement that in 1844 there were about 500 schools in the Province. The years selected are those immediately following the decennial census, and the numbers are those for the summer term.

YEAR.	No. OF SCHOOLS.	NUMBER OF TEACHERS.								
		MALE.				FEMALE.				BOTH.
		Class.			Total.	Class.			Total.	Grand Total.
		I.	II.	III.		I.	II.	III.		
1852.....	688	81	129	235	457*	6	17	214	237	682
1862.....	805*	112	113	217	453*	182	78	129	389	831
1872.....	884	85	106	80	281*	119	123	131	373	654
1882.....	1411	119	191	155	469*	121	446	409	976	1445
1885.....	1508	116	168	150	448	132	518	464	1114	1562

* These totals include the Principals of the Grammar Schools.

NUMBER OF PUPILS.

The following table will serve to exhibit the progress and present status of the public schools in regard to number of pupils enrolled, the average num-

ber in daily attendance, the percentage of the enrolled pupils included in the average attendance, and the proportion of the whole population of the Province attending the schools. The figures presented are those which belong to the summer term of every tenth year, as in the preceding table. Since the years are those immediately following the decennial census, the comparison between the school enrolment and the entire population is as nearly fair and correct as possible. For the years prior to 1852 no sufficient data are available.

Year.	Population of N. Brunswick by last census.	Number of pupils enroll'd	Average daily attendance.	Percentage of enroll'd pupils daily present on an average.	Proportion of whole population at school.
1852	193,800	18,591	Not reported.	....	1 in 10.42
1862	252,047	28,229	14,855	52.62	1 in 8.92
1872	285,594	39,837	20,077	50.32	1 in 7.19
1882	321,233	52,657	29,677	56.25	1 in 6.09
1884	333,182	57,087	31,215	54.69	1 in 5.84

While the population increased to the extent of 65.7 per cent. in thirty years the registered school attendance increased 183.7 per cent. in the same period.

NORMAL SCHOOL.

It was in 1847 that the Legislature first undertook to deal with the question of providing for the professional training of teachers. Referring to this matter in connection with the educational condition of the country generally, the Chief Superintendent, in the report already quoted (1853), uses the following language:—

“ But this continually increasing liberality on the part of the Legislature, and these persevering endeavours to secure good teachers on the part of the Government, were found to be insufficient, the school system was declared to be bad, the schools were worse than ever, the teachers incompetent and negligent.

“ In 1847 the whole was remodelled by an Act to provide for the support and improvement of parish schools, the principal features of which were:—

“ *1st.* Local Boards of Education were superseded by the appointment of a Provincial Board of Education. * * *

“ *2nd* The establishment of a Training School at Fredericton, which the licensed teachers, and candidates for employment as such, within the Province, were required to attend for the purpose of being instructed in the art of teaching; provision being made for the payment of 10s. (\$2.00) per week to each teacher and candidate during the ten weeks of his attendance.

“ *6th.* All licensed teachers who did not attend the Training School were to receive a Provincial allowance of £20 (trained teachers receive £30, £22, or £18 according to their class) subject to a reduction to £18, as teachers of the lowest class, should they, after a reasonable time, omit to avail themselves of the opportunity of attending the Training School.”

Such a school was accordingly established at Fredericton, with J. Marshall D'Avray as Master, at a salary of \$300 per annum, and in 1848 another Training and Model School was opened in St. John in what was known as the British School with Edmund Hillyer Duval as Principal, at a like salary.

There were four terms in a year, of ten and afterwards twelve weeks each. The Board was empowered to fix the number of teachers to attend at any one time. Trained teachers might under authority and by regulation of the Board, be employed "in out counties" to train other teachers.

After the destruction by fire of the old stone building occupied by the Training School in Fredericton, in November, 1850, the school in that city seems to have been discontinued, and the Act of 1852 provides for *one* training and model school for the Province, which was kept in the city of St. John until 1870—twenty-two years in all. On the appointment of Mr. Duval to an inspectorship, in 1858, he was succeeded by Mr. William Mills, of St. John. From March, 1867, till April, 1870, there was a branch training school at Chatham, in connection with the Presbyterian Academy of that town, for the four northern counties of Kent, Northumberland, Gloucester and Restigouche, of which Mr. Wm. Crocket, A. M., was principal. But at that date the schools at St. John and Chatham were both discontinued as training schools, and the Provincial Training (afterwards styled Normal) School was re-opened in Fredericton, with Mr. Crocket as principal. The accommodations were so inadequate that it was found necessary at first to limit the number of student-teachers to forty in a term; but through the liberality of the Legislature, urged on by the late Hon. Dr. Elder, the present commodious edifice was erected and occupied in 1877, at which time the number of model departments or practising schools was increased from one to four.

In 1878 a French preparatory department was annexed to the institution, the object of which was to aid in supplying qualified French teachers for the common schools in French districts, by admitting French students without examination, and affording them those means of instruction which the lack of good schools at home rendered necessary. After continuing some six years with but very few students, the department ceased to be regarded as preparatory and became a part of the Normal School instead of an adjunct to it.

Upon the appointment of the present Chief Superintendent, consequent upon the resignation of Dr. Rand, in the autumn of 1883, Mr. Eldon Mullin, A. M., was appointed principal of the Normal School.

The work of the school is performed at the present time by a staff of six instructors, viz: the principal, who takes the subjects of principles and practice of teaching, school management and language; an instructor in mathematics, natural science and industrial drawing; an instructor in reading, vocal training, domestic economy and hygiene; an instructor in arithmetic, history, geography and book-keeping; an instructor in vocal music; and the instructor of the French department, who takes nearly all the subjects except the professional work. The four model departments, covering the first eight standards or grades of school work, are freely used for purposes of illustration and practice.

tice, and the teachers of these departments render assistance when required in supervising the practice of the student-teachers.

As already stated, an allowance of \$2.00 a week (not exceeding \$24) was formerly made to each student-teacher toward the expense of boarding while in attendance at the Training School. No dormitories nor boarding arrangements have ever been connected with the institution. The allowance to student-teachers was changed to an allowance of the cost of travelling expenses to Fredericton and home again at the rate of five cents a mile each way. Later the travelling allowance was reduced to three cents a mile each way.

This historical sketch of the arrangements made for the training of teachers in New Brunswick may be concluded with a tabular statement of the attendance, etc., from the establishment of one school for the Province.

SCHOOL IN SAINT JOHN.				SCHOOL IN FREDERICTON.					
Four terms of 10 or 12 weeks e. yr.				Year.	Months in term.	No. of terms.	Male.	Female	Both.
Year.	Male.	Female	Both.	Year.	Months in term.	No. of terms.	Male.	Female	Both.
1852....	43	49	92	1871	12 weeks	4	26	124	150
1853....	18	66	84	1872	3, 3, 5	3	39	103	142
1855....	25	47	72	1872-73	5	2	34	56	90
1856....	22	42	64	1873-74	5	2	29	111	140
1857....	24	60	84	1874-75	5	2	55	94	149
1858....	26	58	84	1875-76	5	2	76	137	213
1859....	49	134	183	1876-77	5	2	57	175	232
1861....	49	116	165	1877-78	5	2	74	180	254
1862....	53	149	202	1878-79	5	2	78	226	304
1863....	33	107	150	1879-80	5	2	76	198	274
1865....	45	95	140	1880-81	9	1	29	69	98
1866....	46	118	164	1881-82	9	1	31	109	140
1867....	33	115	148	1882-83	9	1	36	145	181
1868....	36	98	134	1883-84	9	1	28	178	206
				1884-85	5	2	63*	316*	379*

* These numbers include the students in the French Department.

Licenses to Teach.—From a very early period, if not always, Teachers in New Brunswick have been required to hold a license or certificate of qualification before exercising their functions and receiving aid or support from the public funds. Previous to 1837 they are understood to have obtained license "under His Majesty's Royal Instructions." In that year, County Boards of Examiners were appointed to report to the Lieutenant Governor upon the fitness of candidates for teaching; and it was then, or soon after, ordained that only persons certified as competent by such examiners could obtain license. Up to 1842, or perhaps 1847, all licenses were of one grade or class. All licenses issued prior to 1847 were at that time cancelled, or made renewable only upon certain examinations and on recommendation of the County Examiners.

When the Training Schools were established in Fredericton and St. John, in 1847 and 1848, a board of three examiners for each of these schools was appointed, and the issuing of licenses to candidates, which were to be of three classes, was made dependent upon the reports of the "Training Master" and Board of Examiners. The Act of 1852 required the appointment of three Provincial Examiners, one of whom was to be the Chief Superintendent or an Inspector of Schools, and by the same act it was provided that Third Class licenses might be granted upon examination before the Chief Superintendent or an Inspector. Prior to the introduction of the Free School system, in 1872, all licenses were District Licenses, valid in a specified portion of the Province, but transferable to other districts on certain conditions. Since that time the licenses have been Provincial, and have been of four classes, viz.: Grammar School, First, Second and Third Class Licenses. Temporary local licenses of the Third Class are issued in certain cases.

The examinations are conducted under the direction of the Chief Superintendent, usually twice in the year, he being responsible for the preparation of the questions in accordance with the requirements of the syllabus for the different classes, for the proper conduct of the examination, for the transmission of the candidates' papers to the Provincial Examiners, and for forwarding to the candidates the results from the Examiners' Estimates. He also signs and issues the licenses on behalf of the Board of Education.

Inspectors of Schools.—In the early times, the schools were visited and inspected periodically, under the law, by trustees, school committees, and by the "rectors and missionaries," as already mentioned. We first hear of inspectors in 1844, when three gentlemen,—Jas. Brown, of Charlotte County, John Gregory, of Fredericton, and S. Z. Earle, M. D., of King's County,—were appointed to inspect the Grammar Schools and all schools receiving government aid. They fulfilled their commission and submitted an exhaustive report to the Legislature, out of which came the improved School Law of 1847. By that law *two* Inspectors were to be appointed by the newly constituted Board of Education, whose duty it should be to inspect all the schools in the Province once a year, receiving for the service a salary of \$800. In 1852, the Legislature authorized the Board of Education to appoint *fourteen* Inspectors, one for each county, to visit the schools *four times* in the year, and to receive in payment \$1.50 per visit, with the proviso that if the number of schools in any county was not sufficient to give the Inspector \$200 a year on this basis, he should in any case receive at least that amount. The schools at that time were not very numerous. Since then, the number of Inspectors has varied more than once, and the nature and extent of their duties have been repeatedly modified. From 1858 till 1872 there were *four* Inspectors, the Province being divided into the Eastern, Southern, Western and Northern Inspectoral Districts, and the salary of each Inspector being \$1,000 per annum—including travelling expenses. The first Inspectors for these four districts, respectively, were Messrs. E. H. Duval, John Campbell, Jas. McLaughlin, and John Bennet: in 1860 they were Messrs. E. H.

Duval, Daniel Morrison, E. C. Freeze, and T. W. Wood. Under the new system of 1872, an Inspector for each county was again appointed, numbering fifteen, after the erection of the new County of Madawaska in 1874; but when the "ranking system," already referred to, was introduced, in 1879, the Province was once more divided into Inspectoral Districts, eight in number, with as many Inspectors, at a salary of \$1,200 each—including travelling expenses. A further change was made in 1884, when the number of Inspectors and districts was reduced to six.

The gentlemen who have served as inspectors in the last six years are: Philip Cox, B. A., Valentine A. Landry, Geo. Smith, B. A., D. P. Wetmore, Ingram B. Oakes, M. A., Eldon Mullin, M. A., W. Grant Gaunce, B. A., Wm. P. Dole, B. A., and George W. Mersereau, B. A.

School-houses.—Until about thirty years ago neither the Legislature nor the education department seems to have taken any steps of importance in the direction of promoting the erection of suitable buildings for school purposes. In 1858 and 1859 excellent plans and specifications for school houses were issued to boards of trustees by the Chief Superintendent, and valuable advice given relative to the matter of providing improved accommodation for schools. In 1872 and subsequently a much more extensive work of like character was undertaken, the results of which, under the direction of the inspectors, were soon witnessed in the remodelling and renovating of many school-houses and the erection of many neat, substantial and commodious buildings for school purposes in all parts of the Province. In 1875 the Legislature voted the sum of \$25,000 for the purpose of aiding poor districts to erect school-houses. This amount was expended in three years, and since that time this school-house grant has amounted to about \$1,500 annually. The sum offered to any school district is made payable upon the expenditure by the district of such an amount as may be necessary to provide or complete suitable school-house accommodation for the district under the Schools Act, or under special circumstances upon the report of the Inspector that the land on which the school-house is to be erected is the property of the school district, and that he has every reason to believe that provision has been or will be made by the district to provide such accommodation.

Institutes.—Through the efforts of Chief Superintendent Fisher, and the strong recommendations of some of the Inspectors in their annual reports and otherwise, Teachers' Institutes were organized in several counties about the year 1859. Four years later there were nine County Institutes, some meeting monthly, others quarterly, and at other periods. A Provincial Teachers' Association was also formed. These, however, for the most part ceased to meet after a time.

In 1877, the Chief Superintendent, Dr. Rand, under authority of the Board of Education, set on foot a well organized system of Teachers' Institutes for the several counties and the Educational Institute for the Province. These continue to hold yearly meetings, and have been the means of incalculable

benefit to the teachers who have participated in them. The Educational Institute is organically related to the school service by having for *ex officio* members the Chief Superintendent and the President of the University, both members of the Board of Education. The School Inspectors also are *ex officio* members both of the Provincial and County Institutes.

Methods of Teaching.—This sketch of the progress of education in New Brunswick would be far from complete if only the material aspects of our public schools were taken into consideration. In no particular, probably, has the improvement in the last twenty years been more marked than in regard to methods of instruction. And is not the teaching the vital part of the system? Does not the real value of the whole depend upon what is done in the schools? The Board of Education, the Inspectors, the Trustees, the Teachers, the Normal School, the Examiners, the school-houses, the text-books, the procuring and disbursing of money for school purposes,—all these are but the machinery and appliances for performing the work. After all the question is, Is the work done well?

It may fairly be claimed that in respect to the adoption and application of right methods of teaching, a much greater advance was made subsequent to the introduction of the Free School System than had been made in all the years before. This is attributable mainly to the Normal School, where the subject of method has received thorough and careful attention. It has been the aim of those who have been charged with this work to lay a basis of sound educational principles, and then to conform the practice to methods founded upon these principles.

For example, among the “maxims of method” expounded and illustrated at the Normal School are such as the following:—

The development of the faculties is more important than the acquisition of knowledge.

The mind should be impressed with the idea before it takes cognizance of the sign that represents it.

The known is to be reached through the unknown; the complex through the simple; the abstract through the concrete.

These principles are applied to the modes of dealing with every subject taught in the schools. In teaching the first steps in Reading, a certain idea or thought is first presented vividly to the mind of the child, before the printed characters which express it to the eye are taught him; his attention is directed to a sentence, or concrete word, as the expression of a thought, before the separate words (if a sentence) which composes it are taught; he is led to recognize the form of a whole word before being asked to distinguish and learn the letters or the sounds which compose the word. So also in the first lessons in Writing, the Teacher practices the pupils to write (or print with the pencil) whole words before single letters—and entire letters before the parts or elements of those letters. Applying similar principles to the teaching of Arithmetic or Number, the children are led to proper conceptions of number in the

abstract through the medium of the concrete, to comprehend a number when it is not known by basing their notion of it upon a smaller number which is already known. And generally, in dealing with every subject, the Teacher's aim is not merely to communicate a knowledge of certain facts, rules or principles, which he might do perhaps, by simply *telling* the pupils—but rather to lead the pupils to find out the fact, or infer the rule, or apprehend the principle by the exercise of his own powers.

As this sketch has already exceeded the limit I proposed I can only name the University which stands at the head of the public school system. A complete history of this institution was given by its late learned president, W. Brydone Jack, D. C. L., at the Encænia of 1882. The University was established by Provincial charter as the College of New Brunswick in 1800; founded and incorporated by royal charter in 1828 under the name of King's College, Fredericton, with the style and privileges of a University; reorganized by an amended charter in 1860, and denominated the University of New Brunswick.

An extract from the report of the president, Thomas Harrison, LL. D., will be found in Appendix D of this annual report.

To sum up in one sentence: From small beginnings and slow but steady growth we have developed a school system which to-day, notwithstanding its imperfections, is training the minds and moulding the character of 70,000 children, and is justly the boast of a happy, a free, and a loyal people.

I have the honour to be,

Your Honour's most obedient servant,

WM. CROCKET,

Chief Superintendent of Education.

PART II.

STATISTICAL TABLES.

TABLE I. PUBLIC SCHOOLS: FOR THE YEAR ENDING 30TH JUNE, 1885. PRELIMINARY.

COUNTIES.	SUMMER TERM CLOSED 31ST OCTOBER, 1884.				WINTER TERM CLOSED 30TH JUNE, 1885.				YEAR ENDING 30TH JUNE, 1885.					
	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation in the Summer Term, that were without Schools in the Winter Term.	No. of Districts having Schools in operation during the Winter Term, that were without Schools in the Summer Term.	Total No. of different Pupils in attendance at Schools within the year.	No. of Districts having Schools in operation in the Summer Term.	No. of Districts having Schools in operation during the Winter Term, that were without Schools in the Summer Term.	No. of Districts having Schools in operation in the Winter Term.
Albert,.....	67	67	2288.	65	71	2453	532	140	8	6	2960	8	6	2960
Carleton,.....	121	125	4173.	136	147	5552	1306	627	7	18	6106	7	18	6106
Charlotte,.....	125	132	4613	139	152	5478	777	767	6	18	6157	6	18	6157
Gloucester,.....	80	87	3505	78	83	3167	442	162	6	5	4109	6	5	4109
Kent,.....	107	116	3999	108	118	4121	733	178	4	6	4910	4	6	4910
King's,.....	150	160	4695	156	174	5781	1356	465	10	16	6516	10	16	6516
Madawaska,.....	33	33	1191	37	39	1313	238	179	2	5	1607	2	5	1607
Northumberland,.....	112	119	4558	117	124	4913	1073	199	5	7	5830	5	7	5830
Queen's,.....	91	95	2507	86	92	2972	892	242	16	9	3641	16	9	3641
Restigouche,.....	31	32	1340	33	36	1449	249	59	1	3	1648	1	3	1648
Saint John,.....	179	195	8517	181	200	8853	1276	55	6	3	9848	6	3	9848
Sunbury,.....	41	44	1086	43	46	1343	301	145	5	6	1532	5	6	1532
Victoria,.....	38	38	1095	42	43	1363	321	228	3	8	1644	3	8	1644
Westmorland,.....	165	180	7477	163	189	7791	1472	164	10	6	9113	10	6	9113
York,.....	168	178	6024	165	181	6452	1123	199	10	8	7346	10	8	7346
New Brunswick,.....	1508	1601	57068	1549	1695	63001	12091	3809	99	124	72967	99	124	72967
Cor. Terms, 1883-84.	1451	1527	54883	1414	1502	53509	6791	3429	152	122	66074	152	122	66074
Increase,.....	57	74	2185	135	193	9492	5300	380	....	2	6893	....	2	6893
Decrease,.....	....	....	....	....	....	....	....	....	53	....	....	....	....	....

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1885.

Part One.—The Summer Term closed 31st October, 1884.

COUNTIES.	No. of pupils at School this term.	Proportion of the population at School this Term (Census of 1881.	AGE AND SEX OF PUPILS.						Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.						
Albert,.....	2288	1 in 5.39	23	2131	134	1211	1077	126,092½	1249	1194	54.59	52.18	
Charlton,.....	4173	1 in 5.60	41	3931	201	1926	2247	233,969	2354	2149	56.41	51.50	
Charlton,.....	4613	1 in 5.65	23	4404	186	2264	2349	267,085½	2786	2491	60.39	54.00	
Gloucester,.....	3505	1 in 6.17	53	3347	105	1832	1673	181,578½	1899	1770	54.18	50.50	
Kent,.....	3999	1 in 5.55	52	3820	127	2003	1996	222,189	2238	2117	55.96	52.93	
King's,.....	4695	1 in 5.46	42	4378	275	2220	2475	253,476	2569	2384	54.72	50.78	
Madawaska,.....	1191	1 in 7.28	43	1121	27	578	613	65,565½	641	602	53.82	50.54	
Northumberland,.....	4558	1 in 5.53	34	4399	125	2319	2239	262,390½	2668	2428	58.53	53.27	
Queen's,.....	2507	1 in 5.59	13	2352	142	1249	1258	130,245	1343	1228	53.57	48.98	
Restigouche,.....	1340	1 in 5.27	12	1289	39	670	670	71,915½	769	710	57.39	52.99	
Saint John,.....	8517	1 in 6.22	10	8200	307	4244	4273	609,707½	5935	5799	69.68	68.09	
Sunbury,.....	1086	1 in 6.12	9	1008	99	522	564	57,196	608	529	55.98	48.71	
Victoria,.....	1095	1 in 6.40	24	1012	59	527	568	55,434½	616	553	56.26	50.50	
Westmoreland,.....	7477	1 in 5.04	90	7032	355	3869	3608	416,539½	4081	3845	54.58	51.42	
York,.....	6024	1 in 5.04	71	5695	258	2931	3093	359,788½	3612	3416	59.96	56.71	
New Brunswick,.....	57068	1 in 5.63	540	54119	2409	28365	28703	3,313,172	33368	31215	58.47	54.69	
Cor. Term, 1883,...	54863	1 in 5.85	514	52159	2210	27506	27377	2,947,749½	32742	30241	59.66	55.10	
Increase,.....	2185	1 in 147.01	26	1960	199	859	1326	365,422½	626	974	....	....
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....
											1.19	.41	

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1885.

Part Two.—The Winter Term closed 30th June, 1885.

COUNTIES.	No. of Pupils at School this Term.	Proportion of the population at School this Term (Census of 1881).	AGE AND SEX OF PUPILS.						Grand total days' attendance made by the pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
			years of age.		Number over 15	Boys.	Girls.	years of age.					
			Number under 5	Number between the ages of 5 and 15									
Albert,.....	2453	1 in 5.02	17	2161	275	1392	1061	163,642½	1248	1063	50.87	43.33	
Carleton,.....	5552	1 in 4.21	44	4342	666	2929	2623	391,198½	2837	2474	51.10	44.56	
Charlotte,.....	5478	1 in 4.76	20	5033	425	2934	2544	413,193	3098	2554	56.55	46.62	
Gloucester,.....	3167	1 in 6.82	20	2992	155	1729	1438	220,765½	1575	1530	49.73	48.31	
Kent,.....	4121	1 in 5.49	62	3841	218	2144	1977	289,031½	2035	1839	49.38	44.92	
King's,.....	5781	1 in 4.43	25	5077	679	3032	2749	368,933	2769	2406	47.88	41.62	
Madawaska,.....	1313	1 in 6.60	25	1203	85	630	683	82,726	664	576	50.57	43.85	
Northumberland,.....	4913	1 in 5.13	19	4640	254	2630	2283	358,559½	2778	2425	56.54	49.36	
Queen's,.....	2972	1 in 4.72	21	2550	401	1609	1363	191,570	1382	1223	46.50	41.15	
Restigouche,.....	1449	1 in 4.87	4	1357	88	760	689	113,001	766	663	52.86	45.75	
Saint John,.....	8553	1 in 5.98	9	8390	514	4588	4265	834,402½	5769	5481	65.16	61.91	
Sunbury,.....	1343	1 in 4.95	12	1190	141	720	623	89,003	669	589	49.81	43.85	
Victoria,.....	1363	1 in 5.14	12	1204	147	723	640	82,772½	704	556	51.65	40.72	
Westmoreland,.....	7791	1 in 4.84	52	7058	681	4224	3567	552,592	3962	3626	50.85	46.54	
York,.....	6452	1 in 4.71	63	5866	523	3306	3146	460,777	3357	2905	52.03	45.02	
New Brunswick,.....	63001	1 in 5.10	405	57344	5252	33350	29651	4,622,167½	33612	29909	53.35	47.47	
Cor. Term, 1884,...	53509	1 in 6.00	164	48285	5060	29214	24295	3,455,898½	31936	30054	59.68	56.16	
Increase,.....	9492	1 in 33.84	241	9059	192	4136	5356	1,166,269	1676	145	.....	8.69
Decrease,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6.33	.....

TABLE III, Part One.—CONTINUED.

COUNTIES.	FOAM.			INDUSTRIAL DRAWINGS.			PRINT-SCRIPTS.			WATERS.			BUSINESS ("By Note" Optional).																				
	STANDARD.			STANDARD.			STANDARD.			STANDARD.			STANDARD.																				
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII																	
Albert,.....	450	374	374	297	86	65	37	58	238	313	313	377	293	108	70	44	69	187	128	114	83	14	145	7	9	39	57	75	30	64	24		
Carlton,.....	843	859	789	652	225	132	100	52	906	860	736	712	716	236	133	100	118	54	498	505	470	339	1	107	26	27	52	10	20	19	43		
Charlotte,.....	1293	834	860	554	204	186	159	89	1397	961	814	495	838	606	203	182	158	118	850	655	516	354	1	107	26	27	52	10	20	19	43		
Gloucester,.....	1105	594	534	297	40	46	24	29	1214	697	473	311	731	357	53	45	26	29	787	418	448	210	40	17	6	27	1	1	3	2	19		
Kent,.....	992	651	504	299	117	62	12	31	1326	839	630	312	717	373	143	64	12	40	700	384	283	125	3	53	12	30	7	7	43	19	43		
King's,.....	852	749	674	645	154	234	172	100	1093	892	695	374	804	719	204	257	87	101	381	414	382	376	12	103	16	9	83	9	9	19	43		
Madras,.....	325	129	94	56	20	2	..	..	355	145	137	60	295	199	31	15	15	183	159	66	91	..	..	..	..	..	..	..	..	..	..
Northumberland,.....	1177	928	763	587	223	154	110	62	1153	1633	757	541	768	590	197	155	110	62	842	642	490	324	
Queen's,.....	635	598	522	373	37	107	5	19	679	299	213	315	569	335	49	108	5	19	379	305	394	219	
Restigouche,.....	390	325	199	225	60	51	27	12	372	299	213	315	217	317	86	40	38	19	157	194	73	49	
Saint John,.....	1758	1419	1338	1158	682	585	441	279	294	188	298	147	1283	1274	929	600	450	230	1616	1318	1121	927	
Sunbury,.....	293	181	138	144	21	34	10	15	394	188	298	147	255	170	31	35	10	15	172	199	98	85	8
Victoria,.....	298	217	183	126	29	30	19	8	300	293	177	136	164	34	24	22	8	14	148	198	97	60
Westmorland,.....	1716	1174	1035	613	218	246	118	68	1919	1382	1063	549	1615	999	299	201	137	124	858	615	513	290
York,.....	1476	1141	1010	859	298	228	174	115	1622	1136	1037	735	1038	897	249	249	175	115	968	751	722	537	
New Brunswick, Cor. Term, 1883,.....	13512	10108	8941	6786	2526	9142	1398	935	14898	11124	8987	6951	10901	7900	3920	2988	1874	1050	8715	6555	5693	3907	681533
Increase, Decrease,.....	13560	9955	8732	6329	2349	2173	1069	712	15174	11380	8842	5763	10281	7245	2492	2231	1197	890	3900	6976	5974	4049	1791812
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TABLE III. Part One.—CONTINUED.

COUNTIES.	NUMBER—ARITHMETIC.								BOOK-KEEPING (OPERT).		GEOMETRY.		ALGEBRA.		GEOGRAPHY.								MINERALS—PLANT LIFE—ANIMAL LIFE.																								
	STANDARD.								STAND-ARD.	STAND-ARD.	STAND-ARD.	STAND-ARD.	STANDARD.								STANDARD.																										
	I	II	III	IV	V	VI	VII	VIII	IV	VIII	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII											
Albert.....	613	374	332	274	102	73	36	69	27	20	8	52	14	28	51	60	301	328	350	104	70	36	60	300	232	255	292	61	53	33	50	300	232	255	292	61	53	33	50								
Carlton.....	903	827	616	616	224	136	101	53	96	19	63	45	47	60	51	615	811	745	676	226	80	146	53	595	633	618	541	139	115	82	33	860	768	767	508	213	154	170	111	860	768	767	508	213	154	170	111
Charlotte.....	1286	968	840	568	303	182	159	113	46	39	115	87	48	105	96	769	777	846	566	204	176	162	112	250	700	469	407	262	34	44	21	29	700	469	407	262	34	44	21	29							
Gloucester.....	1295	747	687	341	45	45	26	40	80	10	30	30	10	26	29	716	449	530	312	45	45	36	29	783	534	435	245	35	62	11	39	783	534	435	245	35	62	11	39								
Kent.....	1422	912	635	353	114	71	12	59	31	33	11	80	26	36	32	841	504	543	398	104	44	12	39	511	524	553	529	109	186	88	92	511	524	553	529	109	186	88	92								
King's.....	1130	936	813	765	304	259	92	111	72	78	87	94	69	111	95	619	567	733	754	196	255	91	111	129	51	57	25	10	129	51	57	25	10							
Madawaska.....	410	103	173	119	34	9	157	88	192	53	18	9							
Northumberland.....	1296	1032	813	576	196	155	110	62	53	36	90	40	32	80	61	822	773	776	654	197	165	110	60	1024	861	727	546	166	144	109	62	1024	861	727	546	166	144	109	62								
Queen's.....	683	533	530	324	44	112	6	19	62	20	6	23	12	13	30	183	418	602	389	46	111	5	19	370	340	391	298	31	94	5	19	370	340	391	298	31	94	5									
Restigouche.....	676	301	921	324	104	151	35	112	10	7	..	..	..	14	12	190	320	298	236	86	51	34	12	246	239	162	189	78	58	28	12	246	239	162	189	78	58	28	12					
Saint John.....	1825	1586	1570	1179	966	605	445	239	36	157	421	267	265	438	273	1688	1368	1312	1236	832	600	445	239	1688	1342	1180	1390	918	534	445	239	1688	1342	1180	1390	918	534	445	239								
Sunbury.....	305	823	237	163	21	83	0	15	21	19	11	15	1	13	15	202	154	213	168	21	25	10	15	232	165	182	150	21	35	10	16	232	165	182	150	21	35	10	16								
Victoria.....	306	243	190	94	24	22	8	6	19	6	19	8	8	8	29	206	227	190	150	34	24	22	8	204	186	156	99	31	21	22	8	204	186	156	99	31	21	22	8								
Westmoreland.....	2009	1571	1330	788	250	249	112	125	138	42	32	75	3	45	107	1354	1042	1128	770	239	250	118	125	962	868	627	601	124	213	65	124	962	868	627	601	124	213	65	124								
York.....	1512	1176	1130	884	256	238	176	115	126	90	156	90	23	145	167	934	790	1030	878	236	234	173	125	939	1040	888	759	204	230	170	116	939	1040	888	759	204	230	170	116								
New Brunswick.....	15395	11735	10121	7398	2754	2244	1541	1059	546	536	1039	886	579	1141	998	9684	8579	9176	7850	3627	2168	1390	1072	9700	8308	7604	6081	2371	1684	1269	1000	9700	8308	7604	6081	2371	1684	1269	1000								
Cor. Term, 1883.....	16708	11578	9045	7011	2457	2189	1136	897	743	330	969	775	583	1003	857	9936	8342	9063	6853	3422	2097	1157	863	9390	8153	7386	5503	2213	2018	1141	823	9390	8153	7386	5503	2213	2018	1141	823								
Increase.....	..	157	..	..	..	..	..	..	103	216	70	111	..	138	141	466	237	118	407	206	71	233	209	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Decrease.....	313	..	..	..	..	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

* In Country Districts only.

TABLE III. Part One.—CONTINUED.

COUNTIES.	COLOR.				OBJECTS.				PHYSICS.				PHYSIOLOGY.		LATIN (Optional.)		FRENCH (Optional.)		
	STANDARD.				STANDARD.				STANDARD.				STANDARD.	STANDARD.	STANDARD.		STANDARD.		
	I	II	III	IV	I	II	III	IV	I	II	III	IV	VIII	VII	VIII	VII	VIII	VII	VIII
Albert,.....	257	173	167	114	267	135	166	107	18	27	23	42	25	....	....	....	....	....	....
Carlton,.....	532	585	449	328	569	630	490	394	119	102	67	51	2	3	6	6	6	6	6
Charlotte,.....	1032	821	636	364	1098	834	642	377	118	121	100	73	49	....	....	....	....	....	....
Gloucester,.....	659	424	398	179	693	420	381	193	50	57	16	19	10	6	6	6	6	6	6
Kent,.....	737	500	369	184	704	461	310	155	103	67	11	31	28	8	2	2	2	2	2
King's,.....	496	488	364	302	589	426	414	324	93	146	57	76	75	10	6	6	6	6	6
Madawaska,.....	96	36	46	21	152	47	58	21	12	9	....	....	....	....	....	....	....	....	....
Northumberland,.....	1045	812	612	460	1069	816	610	446	127	106	83	59	10	18	14	61	61	61	22
Queen's,.....	343	298	261	185	496	378	342	228	9	73	1	23	13	....	....	....	....	....	....
Restigouche,.....	184	158	129	135	300	227	160	164	33	28	15	7	7	8	6	6	6	6	6
Saint John,.....	1725	1332	1193	1051	1695	1332	1163	993	800	439	412	252	186	210	124	41	41	41	42
Sanbury,.....	254	171	164	112	227	141	136	104	14	20	4	1	1	1	1	1	1	1	1
Victoria,.....	232	182	133	87	219	179	131	83	14	9	18	8	8	....	....	....	....	....	....
Westmoreland,.....	966	645	637	354	1135	645	587	433	115	187	80	66	16	....	....	....	....	....	....
York,.....	1006	831	679	531	1092	909	696	537	140	135	121	86	....	....	....	....	....	....	....
New Brunswick,.....	9566	7456	6167	4407	10295	7589	6277	4561	1765	1535	1008	794	439	290	255	311	311	311	135
Cor. Term, 1883,.....	9619	7541	5897	4216	10655	7612	6072	4268	1555	1467	931	734	549	290	273	104	104	104	132
Increase,.....	....	....	270	192	....	....	205	293	210	68	77	60	....	....	....	....	....	....	....
Decrease,.....	43	85	....	....	360	23	....	....	....	....	....	....	110	....	....	....	....	....	....

TABLE III. Part Two.—The Winter Term closed June 30th, 1885.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTRIES.	Oral Lessons on Health		Physical Exercises		Oral Lessons on Morals		Reading—Spelling—Recitation.		Composition.								Grammar and Analysis.								History.							
	36	37	38	39	STANDARD.								STANDARD.								STANDARD.											
					I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IV	V	VI	VII	VIII							
Albert,.....	1261	1014	1208	12	12	12	402	200	152	62	64	383	374	397	373	172	132	132	61	64	243	262	145	125	60	70	395	197	127	60	80	
Carlton,.....	3468	3398	3577	33	39	11273	454	201	105	67	868	914	1125	1158	434	211	103	67	743	988	381	174	76	67	1090	416	218	108	47	40		
Charlotte,.....	4196	3773	4312	4	9	11860	994	1110	828	406	238	109	125	704	1049	1047	890	378	298	117	94	570	601	359	296	152	144	853	343	261	178	140
Gloucester,.....	1581	1009	1492	14	18	10097	776	631	510	91	42	32	828	599	573	473	88	42	57	31	483	290	258	43	53	31	438	86	43	53	31	
Kent,.....	1785	1452	2037	51	40	14664	1937	875	428	156	127	72	40	957	689	696	358	148	127	59	50	554	307	139	125	59	50	323	141	101	90	39
King's,.....	3259	3010	3481	15	15	11119	894	994	1119	456	321	149	151	791	791	969	1079	410	300	150	143	642	973	378	239	147	1087	398	322	142	146	
Madawaska,.....	306	343	472	7	7	1244	1068	977	857	271	230	139	68	210	127	108	104	52	11	..	..	102	105	30	11	..	..	..	..	..	..	..
Northumberland,.....	3252	3249	3727	17	..	1244	1068	977	857	271	230	139	68	210	127	108	104	52	11	..	..	102	105	30	11	..	..	..	..	..	..	..
Queen's,.....	1707	1504	1960	..	..	691	554	648	686	109	185	32	43	517	474	618	686	108	156	37	43	471	556	239	210	185	78	735	214	252	136	79
Restigouche,.....	927	943	1118	..	..	333	263	286	235	100	36	9	172	218	292	293	105	67	39	9	160	262	134	63	34	9	205	141	67	30	9	
Saint John,.....	7352	7424	7732	24	24	10594	1692	1506	1468	1070	590	357	1813	1618	1454	1441	1037	567	430	353	222	267	1007	589	456	854	1294	992	603	494	362	
Sunbury,.....	882	792	739	5	5	339	277	245	298	55	37	15	17	228	214	230	276	51	37	15	17	139	242	56	45	15	17	257	53	34	17	17
Victoria,.....	715	793	826	2	4	280	287	281	267	98	47	25	31	131	206	250	246	75	27	12	39	204	227	63	32	22	21	290	53	39	26	31
Westmoreland,.....	4165	3783	4275	11	11	19888	1491	1478	1272	452	297	156	136	1392	1359	1319	1147	406	225	150	121	780	836	426	223	141	122	1006	429	230	135	137
York,.....	4646	4403	4123	54	1	13888	1194	1339	1210	306	312	169	175	931	1033	1238	1149	310	308	100	176	658	950	301	267	152	177	1020	344	232	107	130
New Brunswick, Cor. Term, 1884,	3652	37479	41090	2300	1413	15133	12125	12365	11014	4292	2300	1692	1305	11032	10625	11390	10453	4020	3738	1591	1250	6431	7430	3962	2956	1568	1300	9023	3949	3755	1641	1281
Increase,.....	30508	30158	31613	1818	860	11978	11304	11017	9130	2856	2876	1392	902	8797	9767	9999	8655	9296	2684	1244	451	6259	6287	2573	2028	1263	894	5022	2761	3075	1392	899
Decrease,.....	8730	7321	9496	573	633	3206	321	1248	1673	1437	..	870	343	2235	866	1361	1903	1343	44	347	349	172	1133	1339	4	295	406	1601	1188	80	379	382

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTRIES.	FORM.		INDUSTRIAL DRAWING.						PRINT—SCRIPT.				WRITING.						SINGING ("By Note" Optional).																	
	43		44						45				46						47																	
	STANDARD.	By Note.	STANDARD.						STANDARD.				STANDARD.						STANDARD.																	
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	Note.	Note.	Note.	Note.	Note.	Note.	Note.	Note.		
Albert	398	326	361	355	144	110	60	62	474	417	348	315	440	453	213	138	62	81	196	138	141	134	55	40	42	26	..	..	..	..	..	..	..	..
Charlotte	907	797	1021	1002	433	180	91	54	1100	946	1040	978	1170	1221	442	247	94	64	391	410	578	529	6	132	91	26	..	..	..	..	..	..	..	..
Charlotte	1100	1069	1075	833	344	270	152	98	1104	1045	1021	695	1086	869	372	282	152	130	707	635	580	451	35	220	27	153	..	..	..	..	..	..	..	..
Gloucester	848	571	507	343	72	41	53	31	940	686	566	359	709	405	85	53	53	31	603	393	355	214	17	45	5	27	..	..	..	..	..	..	..	..	..
Kent	807	504	689	325	137	132	58	37	1245	857	752	378	979	471	182	132	54	50	776	353	301	159	16	64	23	56	14	37	5	23	4	..	..	..	..
King's	839	738	772	854	295	238	98	136	1011	853	809	792	937	1110	431	289	136	168	561	395	476	519	143	2	130	2	29	..	..	..	..	..	..	..
King's	102	155	104	70	23	..	..	..	322	187	174	86	330	161	80	23	..	..	231	166	91	42	..	..	..	..	..	..	..	..	..	..	..	..	..
Northumberland	1080	975	944	761	262	211	139	68	1188	1067	882	758	958	816	269	221	139	79	866	607	695	531	2	113	..	..	..	..	..	..	..	..	..	..	..	..
Northumberland	540	448	543	526	76	130	30	40	675	533	631	571	612	688	114	168	33	37	232	185	276	224	15	30	..	..	..	..	..	..	..	..	..	..	..	..
Queen's	319	245	255	272	126	67	84	9	303	260	297	210	289	258	125	67	36	9	100	166	185	148	56	19	35	..	..	..	..	..	..	..	..	..	..	..
Yeshu's	1894	1683	1374	1376	1003	559	494	321	1894	1628	1436	1376	1476	1461	1090	59	14	482	361	1965	1499	1106	1164	5	674	..	..	..	..	..	..	..	..	..	..	..
Saint John's	270	237	230	258	48	40	11	6	325	263	238	254	293	330	53	45	25	0	172	99	68	142	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Stunbury	219	221	227	839	354	173	229	57	1362	1453	1332	1031	1640	1394	498	231	210	116	912	591	507	538	2	208	..	..	..	..	..	..	..	..	..	..	..
Victoria	1143	1164	1097	839	354	173	229	57	1362	1453	1332	1031	1640	1394	498	231	210	116	912	591	507	538	2	208	..	..	..	..	..	..	..	..	..	..	..
Westmoreland	1253	1100	1231	1186	392	287	170	178	1226	1194	1252	1063	1385	1195	306	310	168	175	737	631	769	736	5	295	..	..	..	..	..	..	..	..	..	..	..	..
New Brunswick	12187	10234	10369	9103	3630	2453	1332	1108	12589	11048	4348	3769	1658	1344	8993	6316	6277	5625	82	1284	83	478	56	399	82	1284	83	478	56	399	82	1284	83	478	56	399
Cor. Term, 1884	9567	9551	9510	8000	2494	3343	1109	872	11169	10782	9707	7183	11497	9252	2639	2729	1268	984	6549	6211	6018	4657	62	1344	29	1333	4	467	62	416	77	..	..	..	..	..
Increase	2220	388	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Decrease	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

TABLE III. Part Two.—CONTINUED.

COUNTRIES.	NUMBER—ARITHMETIC.		BOOK-KEEPING (Opt. & L.)		GEOGRAPHY.		ALGEBRA.		MEMORIZATION.		GEOGRAPHY.		MINERALS—PLANT LIFE—ANIMAL LIFE.							
	STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.							
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII				
Albert.....	406	433	431	402	181	134	63	72	50	23	62	60	259	354	385	368	138	137	62	70
Carleton.....	1030	1004	1131	1201	443	231	104	67	81	64	96	55	737	795	1090	1137	418	217	97	60
Charlotta.....	1137	1039	1121	967	238	151	130	150	109	109	152	120	949	868	1071	899	359	258	179	134
Gloucester.....	1012	730	578	659	74	33	53	31	30	45	30	54	584	459	577	268	72	32	53	31
King.....	1475	910	905	421	157	131	59	51	25	795	598	670	795	598	670	795	598	670	795	598
King's.....	1029	898	933	1117	440	327	144	146	169	129	169	129	558	650	938	1123	392	321	159	130
Madagascar.....	339	299	217	144	78	12	2	2	68	105	136	94	68	105	136	94	25	11	136	94
Northumberland.....	1138	1064	1008	824	279	171	140	78	137	77	808	813	971	1004	293	224	136	79	69	97
Queen's.....	673	555	691	693	104	161	33	45	54	44	331	351	605	639	109	150	33	50	378	455
Keatinge.....	335	290	291	278	130	67	34	9	31	31	138	135	237	275	139	63	31	9	138	139
Saint John.....	1932	1676	1501	1440	1046	607	478	352	414	399	1790	1527	1419	1444	1032	697	515	293	1797	1570
Sunbury.....	398	290	249	304	50	42	15	17	13	17	278	295	227	233	56	34	16	20	235	252
Victoria.....	370	279	238	291	63	30	25	23	9	31	192	227	265	270	36	30	25	31	136	231
Westmoreland.....	1832	1458	1363	1212	473	230	157	128	107	123	927	1150	1363	1163	440	235	132	134	1093	1040
York.....	1393	1134	1340	1192	273	276	177	181	139	179	683	778	1362	1190	337	236	178	196	330	1042
New Brunswick.....	14499	12108	12005	11249	4138	2939	1248	1248	1576	1232	9025	11296	10740	9399	3704	1678	1248	9337	9339	10407
Car. Term, 1864.....	11400	11109	11068	8974	2834	2694	948	948	1182	913	7146	8309	10143	9311	2787	2785	1806	866	7333	8637
Increase.....	3039	339	943	3275	1364	392	336	390	394	310	1391	816	1126	2137	1392	..	373	369	2304	1762
Decrease.....	..	..	..	..	..	..	..	..	161	..	..	..	..	..	..	..	..	..	..	..

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	COLOR.				OBJECTS.				PHYSICS.				PHYSIOLOGY.		LATIN. (Optional).		FRENCH. (Optional).	
	STANDARD.				STANDARD.				STANDARD.				STANDARD.		STANDARD.		STANDARD.	
	I	II	III	IV	I	II	III	IV	V	VI	VII	VIII	VII	VIII	VII	VIII	VII	VIII
Albert,	225	174	204	316	245	197	217	207	47	80	49	61	43	29	13	60	60	
Carleton,	550	545	632	538	650	595	708	637	179	132	64	53	87	3	.....	.....	.....
Charlotte,	857	790	803	526	852	778	707	486	108	192	143	121	94	38	.....	.....	.....
Gloucester,	488	390	398	206	611	476	352	275	52	27	30	30	16	10	118	118	25	
Kent,	616	363	384	202	584	346	370	197	100	80	51	49	35	10	140	140	2	
King's,	496	397	449	607	665	572	619	576	152	137	111	111	86	14	4	4	.....
Madawaska,	61	45	33	51	81	65	48	58	27	11	.....	.....	.....	.....	.....	.....	.....
Northumberland,	907	416	647	561	992	882	697	652	114	168	128	75	48	8	47	47	49	
Queen's,	267	312	307	269	445	370	438	426	26	73	20	40	13	6	.....	.....	.....
Restigouche,	234	172	152	139	256	186	189	169	74	25	36	9	2	5	.....	.....	.....
Saint John,	1734	1507	1262	1154	1701	1515	1463	1245	872	497	468	341	324	207	194	28	67	
Sunbury,	204	176	149	160	236	202	144	157	17	23	7	17	6	3	4	4	1	
Victoria,	169	178	138	110	176	156	144	133	38	23	25	31	.....	12	.....	.....	.....
Westmoreland,	832	729	512	429	948	763	595	506	116	81	44	33	.....	9	.....	.....	.....
York,	829	762	748	632	928	761	807	636	168	176	133	149	128	19	.....	.....	.....
New Brunswick,	8469	6946	6758	5690	9370	7864	7498	6349	2090	1723	1316	1120	866	300	344	472	201	
Cor. Term, 1884,	6747	7124	6330	5197	7535	7321	6444	5383	1829	1960	1169	859	732	267	262	198	122	
Increase,	1722	.....	428	502	1835	543	1054	966	261	.....	149	261	154	33	82	274	79
Decrease, .....	.....	178	.....	.....	.....	.....	.....	.....	.....	227	.....	.....	.....	.....	.....	.....	.....

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH JUNE, 1885.

Part One.—The Summer Term closed 31st October, 1884.

COUNTIES.	Grammar School Teachers.			MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
		CLASS.			CLASS.			I	II	III	Male.	Female.			Both.	Male.		Female.
		I	II	III	I	II	III										
Albert,.....	1	4	9	8	4	22	19	22	45	67	50	17	67	..	..	67
Carlton,.....	1	9	17	3	8	49	35	30	92	122	112	10	125	..	..	125
Charlotte,.....	1	14	13	7	13	49	32	35	94	129	113	16	132	..	..	132
Gloucester,.....	1	1	3	20	2	12	45	25	59	84	49	35	87	..	..	87
Kent,.....	1	4	5	17	5	25	56	27	86	113	67	46	116	..	..	116
King's,.....	1	12	25	13	10	60	35	51	105	156	137	19	160	..	..	160
Madawaska,.....	..	..	2	8	..	..	23	10	23	33	17	16	33	..	..	33
Northumberland,.....	1	5	10	6	13	41	40	22	94	116	99	17	119	..	..	119
Queen's,.....	1	3	24	15	1	24	25	43	50	93	81	12	95	1	1	95	
Restigouche,.....	1	2	1	2	3	15	8	6	26	32	26	6	32	..	..	32
Saint John,.....	1	20	14	3	43	74	26	48	143	191	182	9	195	..	..	195
Sunbury,.....	1	2	3	6	..	19	11	12	30	42	37	5	44	1	1	44	
Victoria,.....	1	1	1	1	2	13	18	5	33	38	26	12	38	..	..	38
Westmoreland,.....	1	13	26	30	7	49	44	70	100	170	147	23	180	..	..	180
York,.....	1	16	15	10	21	66	47	42	734	176	155	21	178	..	..	178
New Brunswick,.....	14	116	168	150	132	518	464	448	1114	1562	1298	264	1601	2	37	1601	
Cor. Term, 1883,.....	14	126	167	158	127	463	432	465	1022	1487	1214	273	1527	2	38	1527	
Increase,.....	..	..	1	..	5	55	32	..	92	75	84	..	74	..	..	74
Decrease,.....	..	10	..	8	..	..	..	17	..	..	..	9	..	..	1	..

TABLE IV. Part Two.—The Winter Term closed 30th June, 1885.

COUNTIES.	Grammar School Teachers.			MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.		
	1	CLASS.		I	CLASS.		I	CLASS.		Male.	Female.	Both.			Male.	Female.		Male.	Female.
		I	II		III	I		II	III				I	II			III		
Albert,.....	1	4	9	6	3	32	16	20	51	71	63	8	..	..	71		
Carlton,.....	1	10	20	3	10	56	43	54	109	143	134	9	..	..	147		
Charlotte,.....	1	12	16	9	13	62	35	38	110	148	135	13	..	..	162		
Gloucester,.....	1	1	3	19	2	14	41	24	57	81	51	30	1	..	83				
Kent,.....	1	6	6	22	4	23	55	35	82	117	70	47	1	..	118				
King's,.....	1	14	27	16	10	65	37	58	112	170	153	17	..	..	174		
Madaaska,.....	..	..	2	11	..	..	26	13	26	39	19	20	..	..	39
Northumberland,.....	1	7	8	6	12	48	40	22	100	122	111	11	..	..	124		
Queen's,.....	1	5	26	14	..	29	16	46	45	91	89	2	..	..	92		
Restigouche,.....	1	1	..	3	3	16	12	5	31	36	31	5	..	..	36		
Saint John,.....	1	28	16	3	45	73	29	48	147	195	191	4	..	..	200		
Sunbury,.....	1	2	2	5	3	17	15	10	35	45	42	3	..	..	46		
Victoria,.....	1	1	3	1	2	17	18	6	37	43	32	11	..	..	43		
Westmoreland,.....	1	15	26	37	7	49	45	79	101	180	153	27	..	..	189		
York,.....	1	13	15	8	18	69	54	37	141	178	168	10	..	..	181		
New Brunswick,.....	14	119	179	163	132	570	482	475	1184	1659	1442	217	2	34	1695				
Cor. Term, 1884,.....	13	120	187	150	124	476	386	470	986	1456	1234	222	8	38	1502				
Increase,.....	1	..	..	13	8	94	96	5	198	203	208	..	..	..	193
Decrease,.....	..	1	8	..	..	..	..	..	..	..	..	5	6	4	..

TABLE V.—PUBLIC SCHOOLS: PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1885.
Part One.—The Summer Term closed 31st October, 1884.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.													
	MALE TEACHERS, 1ST CLASS.					FEMALE TEACHERS, 1ST CLASS.								
	No. first Term employed.	No. second Term employed.	No. upwards of 1 and not over 2 years employed.	No. upwards of 2 and not over 3 years employed.	No. upwards of 3 and not over 5 years employed.	No. upwards of 5 and not over 7 years employed.	No. upwards of 7 yrs. in the service.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years employed.
Albert,	38	18	11	31	2	1	1	1	2	2	2	1	3	3
Carleton,	69	39	14	50	1	2	1	1	1	4	6	8	4	4
Charlotte,	91	22	14	46	1	1	1	1	1	1	2	9	1	1
Gloucester,	55	13	15	49	1	1	1	1	1	1	1	1	1	1
Kent,	68	19	26	67	1	1	1	1	4	2	2	4	7	4
King's,	83	46	27	68	1	1	1	1	2	2	2	4	7	4
Mada-waska,	15	9	7	15	1	1	1	1	2	2	1	1	1	1
Northumberland,	81	20	12	45	1	1	1	1	1	1	1	1	1	1
Queen's,	63	18	10	41	1	1	1	1	1	1	1	1	1	1
Restigouche,	25	3	4	11	2	2	2	2	2	2	2	2	2	2
Saint John,	167	14	5	42	2	2	2	2	2	2	3	1	5	30
Sunbury,	26	10	6	20	1	1	1	1	1	1	1	1	1	1
Victoria,	22	7	9	24	1	1	1	1	1	2	1	2	1	3
Westmoreland,	125	27	14	72	1	1	1	1	1	2	2	2	1	1
York,	135	19	22	75	1	1	1	1	5	1	1	1	1	14
New Brunswick,	1063	284	196	686	1	3	6	9	22	18	71	15	86	3
Cor. Term, 1883,	996	282	190	602	2	2	9	8	25	23	71	14	74	2
Increase,	67	2	6	54	1	1	3	1	3	5	12	9	12	1
Decrease, .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..

TABLE V. Part Two.—The Winter Term closed 30th June, 1885.

COUNTRIES.	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.																																	
						MALE TEACHERS, 1ST CLASS.						FEMALE TEACHERS, 1ST CLASS.																											
						No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.																				
Albert,	37	20	8	6	30	1	2	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1												
Carleton,	70	55	16	2	64	1	3	3	8	1	3	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1											
Charlotte,	82	42	20	4	66	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1										
Gloucester,	49	17	14	1	56	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1									
Kent,	59	32	22	4	68	1	2	2	3	1	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							
King's,	87	51	32	6	79	1	1	1	5	1	5	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Madawaska,	19	6	8	0	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1					
Northumberland,	76	27	17	2	67	1	1	1	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Queen's,	32	45	14	0	45	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
Restigouche,	21	8	7	0	19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Saint John,	159	23	9	4	43	1	1	2	5	2	5	2	18	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Sunbury,	17	19	9	4	27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Victoria,	17	14	8	4	25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Westmoreland,	103	53	22	2	82	1	1	1	2	1	2	1	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
York,	100	40	33	5	86	1	1	1	1	1	1	1	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
New Brunswick,	928	452	239	40	774	3	2	8	10	10	21	25	64	5	7	7	8	10	18	7	3	7	19	14	73	77	77	77	77	77	77	77	77	77	77	77	77	77	
Cor. Term, 1884,	945	306	183	22	585	4	4	10	9	9	26	15	65	1	7	1	7	19	14	7	3	7	19	14	73	77	77	77	77	77	77	77	77	77	77	77	77	77	
Increase,	17	146	56	18	189	1	1	2	1	1	5	10	1	4	4	4	1	9	4	4	4	9	10	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
Decrease,

TABLE III. Part One.—CONTINUED.

COUNTRIES.	NUMBER—ARITHMETIC.										BOOK-KEEPING (Opt. 'N').										GEOGRAPHY.		ALGEBRA.		MEXICAN ANTON.		MATERIALS—PLANT LIFE—ANIMAL LIFE.														
	STANDARD.										STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.		STANDARD.																				
	I	II	III	IV	V	VI	VII	VIII	I	II	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII					
	48	49	50	51	52	53	54	54	48	49	50	51	52	53	54	54	54	54	54	54	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51	51		
Albert.....	613	374	332	374	102	73	36	69	27	20	8	52	14	28	51	409	301	323	230	104	70	36	69	230	235	235	202	61	53	33	56	585	632	618	541	189	115	82	33		
Carleton.....	905	963	827	616	234	186	101	53	96	19	63	45	47	60	51	615	811	745	676	226	86	146	53	389	769	767	548	508	213	164	170	111	889	769	767	548	508	213	164	170	111
Charlotte.....	1296	998	890	698	298	192	169	113	46	39	115	87	48	106	96	769	777	846	696	304	176	162	112	20	700	469	407	262	84	44	21	29	529	469	407	262	84	44	21	29	
Gloucester.....	1236	747	637	341	46	26	20	20	80	10	20	20	28	9	23	715	449	530	312	45	45	28	12	39	793	534	435	245	84	62	11	39	511	524	533	536	169	186	89	92	
Kent.....	1432	912	665	353	114	71	13	39	81	33	11	50	28	20	28	841	549	543	328	104	64	12	39	511	524	533	536	169	186	89	92	511	524	533	536	169	186	89	92		
King.....	1129	936	816	765	304	259	92	111	3	519	567	723	764	196	255	91	511	524	533	536	169	186	89	92	
Madawaska.....	410	133	173	119	34	9	..	..	3	..	..	..	..	..	..	139	51	57	25	10	2	..	..	1024	861	777	546	186	144	109	62	139	51	57	25	10	2	..	..
Northumberland.....	1296	1082	811	576	196	155	110	62	53	26	99	49	32	80	61	832	773	776	654	197	165	110	66	19	370	846	891	298	51	94	5	19	832	773	776	654	197	165	110	66	
Queen.....	683	533	539	334	44	112	5	19	52	23	6	28	12	14	12	199	236	268	236	86	51	34	12	245	230	162	139	918	634	445	235	199	236	268	236	86	51	34	12		
Restigouche.....	376	301	231	236	161	61	26	12	10	7	6	7	7	438	273	1068	1303	1313	1293	833	600	445	239	1693	1848	1130	1130	918	634	445	235	1068	1303	1313	1293	833	600	445	239		
Saint John.....	1355	1686	1870	1179	956	695	445	299	36	157	421	267	265	13	13	203	154	213	168	21	25	10	15	16	304	186	165	99	31	21	23	3	203	154	213	168	21	25	10	15	
Saint John.....	306	223	237	163	21	23	10	15	8	15	14	6	8	8	8	206	227	190	150	34	24	22	8	8	304	186	165	99	31	21	23	3	206	227	190	150	34	24	22	8	
Sunbury.....	306	253	303	163	34	24	22	8	15	14	6	8	8	8	8	206	227	190	150	34	24	22	8	8	304	186	165	99	31	21	23	3	206	227	190	150	34	24	22	8	
Victoria.....	2096	1671	1830	788	250	249	112	125	126	42	33	75	3	45	107	1354	1043	1128	770	230	250	118	135	962	868	637	601	134	213	66	124	1354	1043	1128	770	230	250	118	135		
Westmoreland.....	1513	1176	1120	894	236	268	176	115	128	90	154	90	23	194	116	994	790	1080	878	236	234	173	135	969	1040	869	759	204	213	170	115	994	790	1080	878	236	234	173	135		
New Brunswick.....	15396	11725	10131	7265	2754	2244	1341	1056	846	536	1059	586	570	1141	998	9864	6579	9176	7850	3257	2168	1390	1073	9700	8908	7504	6061	2371	1084	1259	1000	9864	6579	9176	7850	3257	2168	1390	1073		
Cor. Term, 1885.....	19706	11578	9945	7011	2457	2139	1126	897	743	330	969	775	583	1008	857	9398	6343	9053	6553	2027	1157	863	5930	5133	3786	2668	2213	1141	833	..	..	9398	6343	9053	6553	2027	1157	863	5930
Increase.....	..	157	..	..	..	..	..	..	168	210	70	111	..	133	141	465	287	113	497	205	71	223	206	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Decrease.....	313	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

* In Country Districts only.

TABLE III. Part One.—CONTINUED.

COUNTRIES.	COLOR.				OBJECTS.				PHYSICS.				PHYSIOLOGY.		LATIN. (Optional.)		FRENCH. (Optional.)		
	STANDARD.				STANDARD.				STANDARD.				STANDARD.		STANDARD.		STANDARD.		
	I	II	III	IV	I	II	III	IV	I	II	III	IV	VIII	VII	VIII	VII	VIII	VII	VIII
Albert,.....	257	173	167	114	267	135	166	107	18	27	23	42	25	8	7	8	6	60	60
Carleton,.....	532	585	449	328	569	630	490	394	119	102	67	51	2	3	8	6	6	59	59
Charlotte,.....	1082	821	636	364	1098	824	642	377	118	121	100	73	44	22	22	6	6	59	59
Gloucester,.....	659	424	398	179	693	420	381	193	60	67	16	19	19	6	170	6	6	59	59
Kent,.....	737	500	369	184	704	461	310	155	103	67	11	31	28	8	2	8	2	59	59
King's,.....	488	488	364	302	589	426	414	324	93	146	57	76	75	10	3	6	6	59	59
Madawaska,.....	96	36	46	21	162	47	58	21	12	9	...	...	...	...	...	...	...	59	59
Northumberland,.....	1045	812	612	460	1069	816	610	446	127	106	83	59	10	18	14	5	5	59	59
Queen's,.....	343	298	261	185	496	378	342	228	9	73	1	23	13	5	22	5	5	59	59
Restigouche,.....	184	168	129	135	300	227	150	164	33	28	15	7	7	6	6	6	6	59	59
Saint John,.....	1725	1332	1193	1061	1695	1332	1193	993	800	439	412	262	186	210	124	41	42	59	59
Sunbury,.....	254	171	164	112	227	141	136	104	14	20	4	1	1	1	11	1	1	59	59
Victoria,.....	232	182	133	87	219	170	131	83	14	9	18	8	8	...	...	...	...	59	59
Westmoreland,.....	966	645	567	354	1135	645	567	433	115	187	80	66	16	...	...	...	...	59	59
York,.....	1006	831	679	531	1092	909	666	537	140	135	121	86	...	...	...	...	...	59	59
New Brunswick,.....	9686	7456	6167	4407	10205	7389	6277	4561	1765	1635	1006	704	439	290	285	311	135	59	59
Cor. Term, 1883,.....	9909	7541	5897	4215	10665	7612	6072	4268	1555	1467	931	734	549	360	273	104	132	59	59
Increase,.....	...	...	270	192	...	...	205	293	210	68	77	60	...	30	...	207	3	59	59
Decrease,.....	43	85	...	...	360	23	...	...	...	...	...	...	110	...	18	...	...	59	59

TABLE III. Part Two.—The Winter Term closed June 30th, 1885.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTIES.	Oral Lessons on Health.		Physical Exercises.		Sewing. (Opt'l.)		Knitting.		READERS—SPELLING—RECREATION.								COMPOSITION.								GRAMMAR AND ANALYSIS.								HISTORY.	
	35		36		37		38		STANDARD.								STANDARD.								STANDARD.								42	
	Oral Lessons on		Oral Lessons on		Oral Lessons on		Oral Lessons on		STANDARD.								STANDARD.								STANDARD.								42	
Albert	1961	1014	1908	1014	499	900	159	62	64	388	374	897	373	178	183	61	64	64	923	969	145	133	59	70	396	197	137	60	80					
Charlotte	3468	3398	3577	3468	409	1973	454	301	108	67	988	914	1124	1158	434	311	103	67	748	968	391	174	76	67	1080	419	218	47	47					
Charlotte	4196	3773	4312	4196	528	406	298	169	95	704	1649	1657	898	373	289	117	94	94	570	601	393	284	152	144	883	348	261	178	140					
Gloucester	1681	1699	1492	1681	510	91	42	53	32	585	699	573	473	88	51	31	31	31	465	990	259	42	53	51	498	96	48	18	31					
Kent	1735	1459	2087	1735	498	156	127	72	40	685	699	673	353	168	127	59	50	50	555	997	139	126	59	50	393	141	101	60	30					
King's	8399	8010	8481	8399	804	1119	456	321	140	151	701	909	1079	419	311	111	111	111	942	974	378	339	146	147	1067	398	322	142	146					
King's	806	843	472	806	161	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4				
Northampton	8952	8849	8727	8952	877	857	271	120	68	607	653	103	104	52	31	78	78	78	171	555	230	210	135	78	738	514	624	138	79					
Queen's	1977	1604	1900	1977	648	688	109	32	43	537	414	618	686	108	168	37	43	43	486	663	180	171	89	48	970	171	170	33	48					
Ypsalogenie	7859	7494	7732	7859	893	938	104	69	36	1372	218	292	335	165	97	38	38	38	190	392	134	68	84	9	906	992	403	481	562					
Saint John	892	732	899	892	243	768	1070	560	490	877	1618	1494	1441	1037	567	490	358	358	232	307	1097	689	485	354	1384	524	487	17	17					
Sinclair	892	732	899	892	243	768	1070	560	490	877	1618	1494	1441	1037	567	490	358	358	232	307	1097	689	485	354	1384	524	487	17	17					
Victoria	4165	3733	4976	4165	287	287	86	37	18	238	214	239	376	75	27	12	39	39	199	247	68	46	18	11	257	25	39	39	31					
Westmoreland	4646	4433	4123	4646	1491	1478	1272	452	237	1360	1392	1359	1319	1147	466	228	150	150	790	586	426	232	141	122	1006	429	280	138	137					
York	8682	37479	41992	8682	1859	1210	906	312	169	175	931	1033	1238	1149	810	368	169	176	668	960	351	357	152	177	1029	344	232	167	130					
New Brunswick	8682	37479	41992	8682	1859	1210	906	312	169	175	931	1033	1238	1149	810	368	169	176	668	960	351	357	152	177	1029	344	232	167	130					
Cor. Term, 1884	80686	80156	81613	80686	11017	9130	2555	2575	1292	902	8797	9767	9999	8665	9636	3094	1244	931	6359	6357	2573	2692	1263	894	8023	2761	3575	1262	869					
Increase	8789	7321	9486	8789	3206	3206	1878	1437	75	370	843	860	1361	1948	1343	44	347	349	172	1188	1980	4	286	606	1601	1188	80	379	883					
Decrease				

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTRIES.	NUMBER—ARITHMETIC.										MISSOURI—ARITH.		ALGERIA		GEOGRAPHY.								MINERALS—PLANT LIFE—ANIMAL LIFE.												
	STANDARD.										STANDARD.	STANDARD.	STANDARD.								STANDARD.														
	I	II	III	IV	V	VI	VII	VIII	IV	VIII	STANDARD.	STANDARD.	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Albert,	485	483	451	492	481	134	62	72	41	50	50	28	62	39	60	259	354	385	388	388	158	187	62	70	322	328	347	307	145	116	57	62			
Carlson,	1030	1004	1131	1201	443	231	104	67	211	54	96	56	81	108	62	737	795	1080	1187	1187	418	217	97	60	781	861	1102	1033	404	191	100	67			
Charlotte,	1137	1039	1121	881	967	288	151	130	150	89	162	130	109	176	131	949	968	1071	899	859	259	179	134	60	781	861	1102	1033	404	191	100	67			
Gloucester,	1012	795	578	459	74	33	53	31	66	24	64	30	30	46	30	584	450	577	268	72	32	32	31	31	590	584	437	388	77	33	53	31			
Kent,	1475	910	895	421	157	131	59	61	101	47	65	35	33	51	25	706	696	670	288	148	135	59	51	618	580	597	335	136	118	58	49				
King's,	1020	895	893	1117	440	327	144	146	148	150	129	116	67	169	129	588	650	998	1123	392	321	159	130	666	780	921	947	310	257	116	121				
Madawaska,	380	399	217	144	78	12	2	2	2	2	2	2	2	2	2	68	105	136	96	35	11	11	11	157	167	89	76	32	11	11	11				
Northumberland,	1193	1064	1066	824	279	217	149	78	68	45	119	78	58	137	77	808	813	971	1004	368	224	136	136	79	669	997	924	777	271	312	136	79			
Queen's,	678	555	661	668	104	161	38	45	35	35	33	42	7	54	44	331	351	605	689	108	150	33	50	378	465	616	562	91	154	33	45				
Restigouche,	335	290	291	278	130	67	34	9	2	35	0	9	9	81	31	138	135	237	275	130	68	34	9	138	199	301	246	122	68	36	9				
Saint John,	1982	1676	1501	1440	1046	607	478	252	45	210	8	445	304	283	414	300	1780	1527	1419	1444	1082	567	615	303	1797	1570	1490	405	1000	527	448	241			
Sunbury,	308	290	249	204	50	42	15	15	17	17	8	13	14	13	17	178	206	237	302	56	34	16	20	225	252	314	240	40	36	10	30				
Victoria,	370	279	238	291	93	80	25	35	22	37	37	28	20	9	31	192	227	265	276	36	30	25	31	139	231	396	234	69	27	35	30				
Westmoreland,	1832	1493	1388	1212	473	230	157	125	174	52	62	72	64	107	123	997	1150	1393	1163	440	235	132	134	1063	1060	1159	832	459	240	134	101				
York,	1303	1134	1340	1192	272	276	177	131	259	59	133	177	127	189	179	663	778	1392	1190	237	236	178	189	830	1042	1104	968	236	234	177	168				
New Brunswick,	14469	12108	12005	11249	4188	2836	1634	1246	1409	888	1439	1161	914	1576	1222	9037	9025	11295	10749	3889	2704	1678	1342	9637	9639	10407	9053	3761	2488	1510	1245				
Cor. Term, 1884,	11400	11169	11092	8974	2824	1899	949	1422	622	1192	898	753	1182	912	7146	8909	10148	8613	3787	3726	1805	969	7233	8907	8184	7183	2400	2568	1393	857	857				
Increase,	3009	989	943	2375	1354	292	235	269	206	247	253	161	304	310	1891	816	1128	5137	1302	382	372	382	2204	1782	2322	875	1361	75	243	268	268				
Decrease,	14			

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	COLOR.				OBJECTS.				PHYSICS.			PHYSIOLOGY.		LATIN. (Optional).		FRENCH. (Optional).	
	STANDARD.				STANDARD.				STANDARD.			STANDARD.		STANDARD.		STANDARD.	
	I	II	III	IV	I	II	III	IV	V	VI	VII	VIII	VII	VIII	VII	VIII	VII	VIII
Albert,	225	174	204	316	245	197	217	207	47	80	49	61	43	...	...	...	13
Carleton,	550	545	632	538	650	595	708	637	179	132	64	53	87	4	...	...	...
Charlotte,	857	790	803	528	852	778	707	486	108	192	143	121	94	...	...	...	...
Gloucester,	488	390	338	206	611	476	352	275	52	27	39	30	16	...	...	...	25
Kent,	616	363	394	202	584	346	370	197	100	80	51	49	35	...	...	...	2
King's,	496	397	449	507	665	572	619	576	152	137	111	111	86	...	...	...	4
Madawaska,	61	45	33	51	81	65	48	58	27	11	...	...	...	...	...	...	...
Northumberland,	907	416	647	561	992	882	697	652	114	166	128	75	48	...	...	...	49
Queen's,	267	312	307	269	445	370	438	426	26	73	20	40	13	...	...	...	...
Restigouche,	234	172	152	139	256	186	189	159	74	25	36	9	2	...	...	...	9
Saint John,	1734	1507	1262	1154	1701	1615	1463	1245	872	497	468	341	324	...	...	...	67
Sunbury,	204	176	149	150	236	202	144	157	17	23	7	17	6	...	...	...	1
Victoria,	169	178	198	110	176	156	144	133	38	23	25	31	...	...	...	...	...
Westmoreland,	832	729	512	429	948	763	596	506	116	81	44	33	5	...	...	...	36
York,	829	762	748	632	928	761	807	636	163	176	133	149	128	...	...	...	...
New Brunswick,	8469	6946	6758	5699	9370	7864	7498	6349	2080	1723	1318	1120	886	...	...	...	201
Cor. Term, 1884,	6747	7124	6330	5197	7535	7321	6444	5383	1829	1950	1169	859	732	...	...	...	122
Increase,	1722	...	428	502	1835	543	1084	966	261	...	149	261	154	...	...	...	79
Decrease, .....	...	178	...	...	...	...	...	...	...	227	...	...	...	...	...	...	...

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH JUNE, 1885.

Part One.—The Summer Term closed 31st October, 1884.

COUNTIES.	Grammar School Teachers.			MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
				CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
	I	II	III	I	II	III	I	II	III				Male.	Female.			Both.
Albert,.....	4	9	8	4	22	19	22	19	22	45	67	50	17	67	..	3	67
Carlton,.....	9	17	3	8	49	35	8	49	35	30	122	112	10	125	..	3	125
Charlotte,.....	14	13	7	13	49	32	13	49	32	35	129	113	16	132	..	3	132
Gloucester,.....	1	3	20	2	12	45	2	12	45	25	84	49	35	87	..	3	87
Kent,.....	4	5	17	5	25	56	5	25	56	27	86	67	46	116	..	3	116
King's,.....	12	25	13	10	60	35	10	60	35	51	105	137	19	160	..	4	160
Madawaska,.....	..	2	8	..	..	23	..	..	23	10	33	17	16	33	..	3	33
Northumberland,.....	5	10	6	13	41	40	13	41	40	22	94	116	17	119	..	3	119
Queen's,.....	3	24	15	1	24	25	1	24	25	43	50	81	12	95	1	1	95
Restigouche,.....	2	1	2	3	15	8	3	15	8	6	26	26	6	32	..	..	32
Saint John,.....	20	14	3	43	74	26	43	74	26	48	143	191	9	195	..	4	195
Sunbury,.....	2	3	6	..	19	11	..	19	11	12	30	42	5	44	1	1	44
Victoria,.....	1	1	2	2	13	18	2	13	18	5	33	38	12	38	..	..	38
Westmoreland,.....	13	26	30	7	49	44	7	49	44	70	100	170	23	180	..	10	180
York,.....	16	15	10	21	66	47	21	66	47	42	134	176	21	178	..	2	178
New Brunswick,.....	116	168	150	132	518	464	132	518	464	448	1114	1562	264	1601	2	37	1601
Cor. Term, 1883,.....	126	167	158	127	463	432	127	463	432	465	1022	1487	273	1627	2	38	1627
Increase,.....	10	1	..	5	55	32	5	55	32	..	92	75	84	74	..	..	74
Decrease,.....	..	..	8	..	..	..	..	..	..	17	..	..	9	..	..	1	..

TABLE IV. Part Two.—The Winter Term closed 30th June, 1885.

COUNTIES.	Grammar School Teachers.			MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
	1	CLASS.		1	CLASS.		I	CLASS.		Male.	Female.	Both.			Male.	Female.	
		I	II		III	I		II	III								
		II	III		I	II		III									
Albert,.....	1	4	9	6	3	32	16	20	51	71	63	8	..	4	71		
Carleton,.....	1	10	20	3	10	56	43	54	109	143	134	9	..	4	147		
Charlotte,.....	1	12	16	9	13	62	35	38	110	148	135	13	..	4	152		
Gloucester,.....	1	1	3	19	2	14	41	24	57	81	51	30	1	1	83		
Kent,.....	1	6	6	22	4	23	55	35	82	117	70	47	..	1	118		
King's,.....	1	14	27	16	10	65	37	58	112	170	153	17	..	3	174		
Madawaska,.....	..	7	8	11	..	..	26	13	26	39	19	20	..	2	39
Northumberland,.....	1	7	8	6	12	48	40	22	100	122	111	11	..	2	124		
Queen's,.....	1	5	26	14	..	29	16	46	45	91	89	2	..	1	92		
Restigouche,.....	1	1	..	3	3	16	12	5	31	36	31	5	..	..	36
Saint John,.....	1	28	16	3	45	73	29	48	147	195	191	4	..	5	200		
Sunbury,.....	1	2	2	5	3	17	15	10	35	45	42	3	..	1	46		
Victoria,.....	1	1	3	1	2	17	18	6	37	43	32	11	..	..	43
Westmoreland,.....	1	15	26	37	7	49	45	79	101	180	163	27	..	9	189		
York,.....	1	13	15	8	18	69	54	37	141	178	168	10	..	3	181		
New Brunswick,.....	14	119	179	163	132	570	482	475	1184	1659	1442	217	2	34	1695		
Cor. Term, 1884,.....	13	120	187	150	124	476	386	470	986	1456	1234	222	8	38	1502		
Increase,.....	1	..	..	13	8	94	96	5	198	203	208	..	..	..	193
Decrease,.....	..	1	8	..	..	..	..	..	..	..	..	5	6	4	..

TABLE V.—PUBLIC SCHOOLS: PERIOD OF SERVICE OF TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1885.
Part One.—The Summer Term closed 31st October, 1884.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1ST CLASS.									
	MALE TEACHERS, 1ST CLASS.					FEMALE TEACHERS, 1ST CLASS.				
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of new Teachers this term.	No. of Teachers whose period of service is not reported.	No. of Teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. upwards of 1 and not over 2 years employed.	No. upwards of 2 and not over 3 years employed.	No. upwards of 3 and not over 5 years employed.	No. upwards of 5 and not over 7 years employed.	No. upwards of 7 yrs. in the service.
Albert,.....	38	18	11	31	1	2	1	2	1	1
Carleton,.....	69	39	14	50	1	1	4	1	1	8
Charlotte,.....	91	22	14	46	2	1	1	1	4	6
Gloucester,.....	55	13	15	49	1	1	1	1	1	1
Kent,.....	83	19	26	67	1	1	1	4	2	5
King's,.....	88	46	27	68	1	1	1	4	2	4
Madawaska,.....	15	9	7	15	1	1	1	2	2	1
Northumberland,.....	81	20	12	45	3	2	1	2	2	1
Queen's,.....	63	18	10	41	2	1	1	1	1	1
Restigouche,.....	25	3	4	11	2	2	2	2	5	20
Saint John,.....	167	14	5	42	2	2	2	2	2	1
Sunbury,.....	26	10	6	20	1	1	1	2	1	1
Victoria,.....	22	7	9	24	1	1	1	1	2	11
Westmoreland,.....	125	27	14	72	4	4	4	5	2	10
York,.....	135	19	22	75	1	1	1	5	1	10
New Brunswick,.....	1063	284	196	656	19	6	9	22	18	71
Cor. Term, 1883,.....	996	282	190	602	19	9	8	25	23	71
Increase,.....	67	2	6	54	1	3	1	3	5	1
Decrease,.....	..	..	..	..	..	..	..	..	..	..

TABLE V. Part Two.—The Winter Term closed 30th June, 1885.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1st CLASS.											
	MALE TEACHERS, 1st CLASS.					FEMALE TEACHERS, 1st CLASS.						
	No. of teachers employed in same District as during previous Term.	No. of teachers removed to a new District.	No. of new teachers this Term.	No. of teachers whose period of service is not reported.	No. of teachers not more than 3 years in the service employed this Term.	No. first Term employed.	No. second Term employed.	No. 1 to 2 years.	No. 2 to 3 years.	No. 3 to 5 years.	No. 5 to 7 years.	No. upwards of 7 years.
Albert,.....	37	20	8	6	30	..	1	..	2	..	1	1
Carleton,.....	70	55	16	2	64	..	1	..	..	..	..	6
Charlotte,.....	82	42	20	4	66	..	..	2	..	1	..	8
Gloucester,.....	49	17	14	1	56	..	..	1	..	..	..	1
Kent,.....	59	32	22	4	68	..	2	..	..	..	..	3
King's,.....	87	51	32	..	79	..	..	2	..	3	..	6
Madawaska,.....	19	6	8	6	17	..	..	..	..	..	..	..
Northumberland,.....	76	27	17	2	67	..	1	..	1	..	..	8
Queen's,.....	32	45	14	..	45	..	1	..	..	2	..	1
Restigouche,.....	21	8	7	..	19	..	..	..	..	..	..	..
Saint John,.....	159	23	9	4	43	..	1	..	2	5	2	18
Sunbury,.....	17	19	9	..	27	..	..	..	..	1	1	1
Victoria,.....	17	14	8	4	25	..	..	1	..	1	..	3
Westmoreland,.....	103	53	22	2	82	..	..	..	1	2	1	12
York,.....	100	40	33	5	86	..	..	..	1	5	1	7
New Brunswick,.....	928	452	239	40	774	3	2	8	10	21	25	64
Cor. Term, 1884,.....	945	306	183	22	585	4	4	10	9	26	15	65
Increase,.....	..	146	56	18	189	..	..	..	1	..	10	..
Decrease,.....	17	..	..	..	..	2	2	2	..	5	..	1

TABLE V.—Continued. PERIOD OF SERVICE OF SECOND CLASS TEACHERS EMPLOYED DURING YEAR ENDED 30TH JUNE, 1885.

COUNTRIES.	DURING THE TERM CLOSED 31st OCTOBER, 1884.										DURING THE TERM CLOSED 30th JUNE, 1885.														
	MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.					MALE TEACHERS, 2ND CLASS.					FEMALE TEACHERS, 2ND CLASS.									
	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 years.	No. from 2 to 3 years.	No. from 3 to 5 years.	No. from 5 to 7 years.	No. 7 years and upwards.				
Albert,						4	3	2	3	1	6	4	5	6											
Charlotte,	1	3	5			4	7	2	3	7	12	12	6	9	1	1	3	2	2	2	2	4	4	5	
Gloicester,		1				2	2	3	7	3	19	6	9		2	2	3	2	2	3	2	1	4	4	
Kent,		2				1	3	2	5	1	2	5	3				1	1	1	1	2	1	1	2	
King's,	1	1	3	9	2	9	8	2	12	6	19	6	7		2	1	2	3	6	3	10	3	10	10	
Madawaska,																									
Northumberland,	1	1	1	3	1	3	1	3	8	5	11	9	4				1	1	2	1	3	1	3	7	
Queen's,	2	3	1	5	3	7	2	3	4	2	8	3	2	5	4	3	3	5	1	2	5	1	7	7	
Restigonche,							2	2	10	5	12	16	26		1	2				2	0	2	0	0	
St. John,		2	1	1			1	4	10	3	3	2	3		1	2				2	1	2	1	1	
Sunbury,							1	5	3	3	2	2	3		1	1				1	1	1	1	1	
Victoria,							1	1	4	2	4	4	4		1	2	1	3	9	8	1	8	8	8	
Westmoreland,	2	3	1	5	5	8	4	6	6	8	13	8	4	4	3	1	3	1	3	1	5	5	5	5	
York,		1	3	2	1	4	7	9	9	6	19	8	8							2	5	2	5	2	
N. Brunswick,	7	10	20	15	43	24	49	50	74	49	140	83	83		16	9	17	20	33	25	59	25	59	64	
C. Term, '83-'84,	6	7	18	22	36	26	52	28	31	48	69	75	87		13	6	18	19	42	32	57	32	57	50	
Increase,	1	3	2	7	7	7	20	11	16	26	18	8	4		3	3	1	1	9	7	2	7	2	3	
Decrease,																									

TABLE VI. PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH JUNE, 1885.

COUNTIES.	THE SUMMER TERM CLOSED 31ST OCTOBER, 1884.										THE WINTER TERM CLOSED 30TH JUNE, 1885.									
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 100 days.	Total in session less than 100 days.	No. in session 100 days but less than 109.	No. in session the full term of 109 days.*	Avg days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 teaching days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 159 days.	No. in session the full Term of 159 days.	Avg days schools in session during the Term.	Aggregate number of days schools open during the Term.				
Albert,.....	67	4	3	7	29	31	104.25	6,985	65	5	3	8	37	20	135.5	8,809				
Carleton,.....	121	15	9	24	43	54	99.5	12,037	136	6	3	9	86	41	138.7	18,860				
Charlotte,.....	125	18	19	37	31	57	97.47	12,184	139	15	2	17	91	31	131.1	18,224½				
Gloucester,.....	80	6	6	12	31	37	101.6	8,129½	78	5	3	8	43	27	154.4	12,047				
Kent,.....	107	9	3	12	31	64	103.11	11,036½	108	7	..	7	69	32	143.2	15,470				
King's,.....	150	13	13	26	71	53	101.17	15,176	156	11	2	13	102	41	138.2	21,558				
Mada waska,.....	33	4	..	4	7	22	102.5	3,382½	37	4	2	6	15	16	137.92	4,875				
Northumberland,.....	112	11	17	28	41	43	99.19	11,109	117	10	2	12	78	27	138.8	16,246½				
Queen's,.....	91	13	6	19	33	39	99.67	9,070	86	3	1	4	57	25	140.7	12,104				
Restigouche,.....	31	3	1	4	12	15	100.7	3,121	33	1	1	2	25	6	137.6	4,541				
Saint John,.....	179	3	3	6	34	139	106.5	19,064	181	6	4	10	67	104	151.08	27,345				
Sunbury,.....	41	9	5	14	11	16	94.9	3,890	43	2	2	4	25	14	138.05	5,936				
Victoria,.....	38	6	5	11	9	18	97.95	3,722	42	8	1	9	24	9	125.3	5,263				
Westmoreland,.....	165	14	10	24	52	89	102.7	16,953	163	7	2	9	97	57	145.5	23,711½				
York,.....	168	13	9	22	56	90	103.08	17,318	165	14	5	19	104	42	137.6	22,708				
New Brunswick,.....	1508	141	109	250	491	767	101.57	153,177½	1549	104	33	137	920	492	140.54	217,698½				
Cor. Term, 1883-4,....	1451	119	187	306	230	915	97.28	141,158½	1414	94	80	174	587	653	110.83	156,719				
Increase,.....	57	22	..	..	261	..	4.29	12,019	135	10	..	..	333	..	29.71	60,979½
Decrease,.....	..	..	78	56	..	148	..	..	..	..	47	37	..	161	..	..		

* In the Summer Term there were 99 teaching days in the city of Saint John and other incorporated towns. The actual number of days the schools were open in these districts is raised to the basis of 109 days. ** In the Winter Term there were 157 teaching days in cities and incorporated towns, and 159 days in other districts. The former is raised to the basis of the latter for purposes of comparison. † A proper comparison cannot here be made owing to the different lengths of the corresponding terms.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH JUNE, 1885.

COUNTIES.	THE SUMMER TERM CLOSED 31st OCTOBER, 1884.										THE WINTER TERM CLOSED 30th JUNE, 1885.																			
	VISITS.					EXAMINATIONS.					PRIZES.					VISITS.					EXAMINATIONS.					PRIZES.				
	No. by the Trustees and Secretary.	No. by the County Inspector and Local Superintendent.	Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and Local Superintendent.	Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and Local Superintendent.	Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.
Albert,.....	194	4	1	21	36	473	36	31	4	3 50	234	52	1	27	32	498	46	19	24	19 50	234	52	1	27	32	498	46	19	24	19 50
Charlton,.....	309	25	1	43	109	712	84	37	27	15 75	577	123	4	68	150	1149	104	32	26	14 20	577	123	4	68	150	1149	104	32	26	14 20
Charlotte,.....	298	62	..	56	130	976	94	31	3	85	488	47	..	86	146	1349	109	30	18	13 00	488	47	..	86	146	1349	109	30	18	13 00
Gloucester,.....	323	60	..	51	96	1146	70	10	37	15 65	378	42	3	56	94	1171	61	17	6	2 80	378	42	3	56	94	1171	61	17	6	2 80
Kent,.....	324	60	4	77	115	821	67	40	21	7 88	507	45	6	76	137	1030	80	28	17	17 10	507	45	6	76	137	1030	80	28	17	17 10
King's,.....	419	30	..	42	106	1363	102	48	36	16 65	571	133	4	31	122	1692	120	36	24	15 96	571	133	4	31	122	1692	120	36	24	15 96
Madras,.....	183	22	..	3	30	497	24	0	9	10 00	190	37	..	15	44	421	20	17	..	..	190	37	..	15	44	421	20	17	..	..
Northumberland,.....	361	71	7	82	121	865	94	18	9	10 40	550	98	4	127	142	1065	98	19	14	12 15	550	98	4	127	142	1065	98	19	14	12 15
Queen's,.....	245	67	1	21	80	847	60	31	12	7 36	319	64	2	36	90	933	71	15	6	11 00	319	64	2	36	90	933	71	15	6	11 00
Restigouche,.....	190	2	..	22	24	213	24	7	..	114 15	1062	126	8	27	35	214	23	10	..	..	1062	126	8	27	35	214	23	10	..	..
Saint John,.....	909	77	29	173	200	1613	170	9	71	114 15	1062	126	8	27	35	214	23	10	..	..	1062	126	8	27	35	214	23	10	..	..
Sunbury,.....	79	32	..	8	14	265	33	8	16	16 75	113	30	..	9	27	333	13	3	..	..	113	30	..	9	27	333	13	3	..	..
Victoria,.....	120	33	..	23	14	254	26	12	7	4 25	164	2	..	25	11	251	25	17	1	0 25	164	2	..	25	11	251	25	17	1	0 25
Westmoreland,.....	615	97	4	48	155	1274	99	60	24	14 00	786	146	3	48	173	1850	115	48	35	51 40	786	146	3	48	173	1850	115	48	35	51 40
York,.....	439	102	2	71	134	1190	131	37	37	21 65	614	113	18	98	119	1362	130	36	51	34 15	614	113	18	98	119	1362	130	36	51	34 15
New Brunswick,.....	4937	744	49	741	1424	12509	1114	394	313	258 54	6712	1089	57	973	1696	15771	1210	239	335	8345 73	6712	1089	57	973	1696	15771	1210	239	335	8345 73
Cor. Term, '83-'84,	4704	627	69	638	1372	11666	1106	345	293	282 20	6171	726	29	630	1147	13507	1141	273	393	226 96	6171	726	29	630	1147	13507	1141	273	393	226 96
Increase,.....	293	117	..	103	52	843	8	49	20	.....	541	363	28	343	549	2204	69	66	..	118 78	541	363	28	343	549	2204	69	66	..	118 78
Decrease,.....	..	..	..	..	..	..	..	..	..	23 06	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

TABLE VIII. PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1885.
FROM THE RATES PAID IN THE WINTER TERM ENDED 30TH JUNE, 1885.

COUNTIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.			AVERAGE RATE PER YEAR TO FEMALE TEACHERS.		
	Average.	Average.	Average.	Average.	Average.	Average.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Albert,.....	\$458 00	\$309 67	\$196 00	\$248 00	\$222 24	\$170 10
Carleton,.....	393 64	324 14	221 00	276 70	223 60	185 12
Charlotte,.....	497 10	347 00	274 00	320 50	251 44	207 70
Gloucester,.....	510 00	346 00	208 13	340 00	225 70	175 20
Kent,.....	418 33	284 00	199 30	222 50	212 19	174 42
King's,.....	425 13	283 90	226 20	259 00	214 20	175 74
Madawaska,.....	.....	298 00	213 20	.....	.....	171 16
Northumberland,.....	494 38	343 00	227 70	306 75	237 90	191 65
Queen's,.....	376 67	282 50	209 07	.....	207 80	176 25
Restigouche,.....	635 00	.....	261 00	281 67	224 44	171 00
Saint John,.....	723 45	406 12-	267 67	392 00	276 92	200 97
Sunbury,.....	385 00	268 00	210 40	226 67	205 60	174 53
Victoria,.....	380 00	263 00	261 00	305 00	231 71	176 11
Westmoreland,.....	453 66	306 53	244 10	384 28	237 51	186 51
York,.....	516 78	325 86	257 43	335 00	221 00	180 59
New Brunswick,.....	\$511 80	\$313 97	\$226 32	\$333 43	\$233 13	\$182 58

TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF PROVINCIAL GRANTS, FOR THE YEAR ENDED DECEMBER 31st, 1885,

COUNTIES.	ORDINARY GRANTS.	SUPERIOR SCHOOLS.	GRAMMAR SCHOOLS.	Special to those Teaching in Poor Districts [included in amount in Col. 1.]	TOTAL.
Albert,.....	\$ 3,462 79	\$495 78	\$217 92	\$224 86	\$ 4,176 49
Carleton,.....	7,352 39	655 10	233 33	424 52	8,240 82
Charlotte,.....	7,139 22	496 29	233 33	241 56	7,868 84
Gloucester,.....	3,780 58	333 32	224 41	422 75	4,338 31
Kent,.....	5,589 34	658 78	233 33	596 90	6,461 45
King's,.....	9,262 17	824 92	233 33	553 69	10,320 42
Madawaska,.....	1,840 49	.....	.....	201 53	1,840 49
Northumberland,.....	5,948 03	331 20	230 36	221 80	6,509 59
Queen's,.....	4,741 28	462 25	200 00	303 84	5,403 53
Restigouche,.....	1,531 62	166 66	233 33	74 15	1,931 61
Saint John,.....	11,239 64	489 47	233 33	346 36	11,962 44
Sunbury,.....	2,183 14	166 66	200 00	230 27	2,549 80
Victoria,.....	1,939 71	166 66	231 36	211 14	2,337 73
Westmoreland,.....	9,323 79	993 09	233 33	562 22	10,550 21
York,.....	8,504 65	789 26	* 233 33	444 08	9,293 91
New Brunswick,.....	\$83,838 84	\$7,029 44	\$2,937 36	\$5,059 67	\$93,805 64

* Paid by the University of New Brunswick.

NOTE.—This Table represents the disbursements for the term of 8 months, beginning November 1st, 1884, and ending June 30th, 1885; also late claims belonging to this term and to the preceding term, ended October 31st, 1884.

TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE TERM OF 8 MONTHS ENDED JUNE 30TH, 1885.

DRAFTS ISSUED BY THE CHIEF SUPERINTENDENT, PAYABLE BY THE RESPECTIVE COUNTY TREASURERS.

COUNTIES.	Grand Total days' attendance of Pupils: Re-rolled for County Fund (150 days).	In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session.	Special to Poor Districts (embraced in column 1.)	In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending the Schools in the County and the time in operation.	Special to Poor Districts (included in column 2.)	Total to the Trustees. This Term.		Rate per Pupil in attendance the full Term per column 2.	
						Whole amount apportioned this Term. (8)	Total special to Poor Districts, (included in column 3.)	In Ordinary Districts.	In Poor Districts.
Albert,.....	172,006	\$1,201 65	\$ 93 66	\$1,264 15	\$ 61 47	\$2,465 80	\$155 13	\$1 16 +	\$1 55 +
Carleton,.....	410,431½	2,561 17	170 64	2,111 83	98 95	4,673 00	269 59	0 82 -	1 09 +
Charlotte,.....	421,146	2,382 46	111 26	2,834 94	53 53	5,217 40	164 79	1 07 +	1 42 +
Gloucester,.....	244,312½	1,621 55	200 84	2,701 25	260 35	4,322 80	461 19	1 76 -	2 34 +
Kent,.....	319,256½	2,216 93	270 21	2,306 67	218 38	4,523 60	488 59	1 15 -	1 53 +
King's,.....	387,470½	2,824 78	194 45	2,298 62	109 96	5,123 40	304 41	0 94 +	1 25 +
Madaaska,.....	93,075	687 61	79 96	1,047 59	116 48	1,735 20	196 44	1 79 +	2 38 +
Northumberland,.....	368,507½	2,186 15	128 71	2,851 65	76 98	5,037 80	205 69	1 23 +	1 64 +
Queen's,.....	201,460	1,643 84	112 17	1,159 56	56 92	2,803 40	169 09	0 91 +	1 22 +
Restigouche,.....	116,322	623 70	36 82	787 90	22 49	1,411 60	59 31	1 08 +	1 44 +
Saint John,.....	847,651½	3,611 20	123 47	6,982 00	108 32	10,593 20	231 79	1 31 -	1 75 -
Sunbury,.....	97,702½	861 81	105 32	468 39	41 71	1,330 20	147 03	0 76 +	1 01 +
Victoria,.....	92,474	724 41	96 76	677 59	71 08	1,402 00	167 84	1 16 +	1 55 +
Westmoreland,.....	589,880	3,179 83	241 54	4,364 07	201 90	7,543 90	443 44	1 17 +	1 56 +
York,.....	356,818	2,578 94	188 97	2,243 14	96 96	4,822 08	285 93	1 00 -	1 33
New Brunswick,.....	4,718,413½	\$28,906 03	\$2,154 78	\$34,099 35	\$1,595 48	\$63,005 38	\$3,750 26	\$1 15 -	\$1 53

TABLE XI. SUPERIOR SCHOOLS: FOR THE TERM OF 8 MONTHS ENDED JUNE 30TH, 1885: EMBODIED IN TABLE IX. AND FOREGOING TABLES.

No. AND NAMES OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Elgin Corner, No. 2.	Elgin.	Alberts.	William B. Jonah.	\$164 50	
Hillsboro, No. 2.	Hillsboro.	"	Reverly Steeves.	164 50	\$495 78
Hopewell, No. 2.	Hopewell.	"	Rufus P. Steeves.	166 66	
Harland, No. 3.	Brighton.	Carleton.	George W. Fleming.	162 46	
Jacksonville, No. 7.	Wakefeld.	"	Samuel D. Alexander.	166 66	
Lakeville, No. 6.	Wilmot.	"	Frank B. Carvell.	167 37	
Florenceville, No. 4.	Wicklow and Simonds.	Charlotte.	Counsel T. Hendry.	165 61	655 10
Campobello, No. 1.	Campobello.	"	Robert Linnott.	164 03	
North Head, No. 1.	Grand Manan.	"	S. W. Iroux.	166 66	496 29
St. Stephen (Town).	St. Stephen.	"	P. George McFarlane, A. B.	165 60	
Bathurst (Village), No. 16.	Bathurst.	Gloucester.	Donald McDonald.	166 60	
Tracadie, No. 3.	Sumarez.	"	Mary McDonald.	166 60	333 32
Welford Station, No. 5.	Hardcut.	"	James N. Wathen.	166 14	
Kingston, No. 2.	Rhibucio.	Kent.	George A. Coates.	166 60	
Bas River, No. 9.	Wedford.	"	J. F. Dorothy.	150 32	
Bouchette, No. 1.	Wedlington.	"	William Eradic, Jr., A. B.	166 66	658 78
Hampton Station, No. 2.	Hampton.	King's.	F. E. Whelpley.	166 66	
Havelock Corner, No. 8.	Havelock.	"	Peter Girldwood.	164 57	
Clifton, No. 5.	Kington.	"	{ James E. Wetmore.	162 47 }	
Springfield Corner, No. 2.	Springfield.	"	{ Frederick H. Wetmore.	4 19 }	
Apohequi, No. 25.	Stutholm and Sus ex.	"	F. S. Chapman.	160 37	824 92
Derby, No. 1.	Derby.	Northumberland.	Geo. N. Pearson.	168 66	
Newcastle (Town), No. 7.	Newcastle.	"	J. J. Clarke.	168 61	
Lower James, No. 1.	Cambridges.	Queen's.	{ Philip Cox, A. B.	43 52 }	331 20
Gaspereux, No. 5.	Chippisa.	"	{ William J. Fowler.	132 07 }	
Waterville, No. 4.	Waterson.	"	L. I. Flower.	166 60	
Campbellton, No. 1.	Adington.	"	Gavin Hamilton.	166 60	
Milford, No. 13.	Leicester.	"	Wm. A. Samerville.	164 58	
City of Portland.	Portland.	Restigouche.	F. M. McLeod, A. B.	131 02	462 25
Queco, No. 2.	St. Martins.	Saint John.	John E. Dean.	166 66	166 66
Central Manserville, No. 2.	Manserville.	"	J. A. McIntyre.	166 66	
Grand Falls, No. 7.	Grand Falls.	Sunbury.	A. H. Sherwood.	158 15	480 47
Dorchester, No. 2.	Dorchester.	Victoria.	Wm. Thurrott.	166 66	166 66
Moncton (Town).	Moncton.	Westmoreland.	Mary Trussell.	166 66	
Sackville, No. 11.	Sackville.	"	F. M. Covertswaite.	166 66	166 66
Bedfordville, No. 1.	Sackville.	"	S. C. Wilbur.	161 39	
Railroad Station, No. 24.	Westmoreland.	"	Theo. H. Delyes.	166 61	
Venonour Corner, No. 7.	Bright.	"	John Brittain.	166 66	
Lesack Ridge, No. 1.	Douglas.	"	Ralph Conlita, A. B.	166 66	
Fort River, No. 4.	Cantebury.	York.	Hiram C. Cully.	165 61	985 09
Yashwanis, No. 1.	Douglas.	"	Hiram B. Kilburn, A. B.	166 66	
Harvey Station, No. 2.	Manners Sutton.	"	Oliver F. Young.	126 52	
Marysville, No. 3.	St. Mary's.	"	Alonzo Kelly.	166 66	
New Brunswick.		"	Alex. Herou.	162 40	
		"	W. Temple Day.	160 60	789 20
					\$7050 44

TABLE XII. GRAMMAR SCHOOLS: THE TERM OF EIGHT MONTHS CLOSED JUNE 30TH, 1885.
(INCLUDED IN PREVIOUS TABLES.)

LOCALITY.	COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of Departments under Principal's supervision.				PUPILS.				OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.				PROVINCIAL GRANT, &c. — SALARY OF THE PRINCIPAL.		MODERN COURSE.		CLASSICAL COURSE.	
				No. of Teachers and	No. of Departments.	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	No. of Pupils daily present.	Legally authorized days Department was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary for 8 months.	Standard.	Standard.	IX	X	XI	IX	X	XI	XII
Albert,		Harvey,	Nath. Duffy,	2	2	102	52	25	146½	\$217 92	\$233 83	\$451 25.	..	..	..	..	..	..	..	..
Carlisle,		Woodcock,	Robert Landalls, A. B.,	11	11	706	50	37	157	233 33	233 33	468 06	..	..	..	..	..	..	..	..
Charlotte,		St. Andrews,	Jack T. Horsemann, A. B.,	6	6	259	34	19	167	233 33	233 33	460 66	5	..	..	..	..	..	..	..
Gloucester,		Bathurst,	F. B. Meagher, A. M.,	3	3	130	27	16	151	234 41	233 33	457 74	..	..	..	..	..	..	..	..
Kent,		Richibucto,	C. H. Cowperthwaite, A. B.,	4	4	183	27	16	157	233 33	233 33	466 66	..	..	..	..	..	..	..	..
King's,		Sussex,	S. A. McLeod, A. B.,	4	4	305	77	41	159	233 33	266 67	500 00	..	..	..	..	..	..	..	..
Northumberland,		Chatham,	Jack M. Palmer, A. B.,	6	6	243	41	16	155	230 36	400 00	500 00	..	..	..	..	..	..	..	..
Queen's,		Gagetown,	John R. Dunn, A. B.,	3	3	94	41	27	157	200 00	200 00	400 00	6	..	..	..	..	..	..	..
Restigouche,		Dalhousie,	A. Ross, A. B.,	3	3	201	38	25	159	233 33	300 00	533 33	6	..	..	..	..	..	..	..
Saint John,		St. John City,	W. M. McLean, A. B.,	3	3	115	145	75	156	233 33	700 00	933 33	20	..	..	..	..	..	..	..
Sunbury,		Stamford,	Frank M. Kelly, A. B.,	2	2	105	25	16	150	200 00	200 00	400 00	..	..	..	..	..	..	..	..
Victoria,		Andover,	R. Granville Day, A. B.,	2	2	105	53	30	155½	231 36	233 33	464 69	..	..	..	..	..	..	..	..
Westmorland,		Shediac,	J. G. A. Belyea, A. R.,	6	6	205	48	25	157	233 33	266 67	500 00	8	..	..	..	..	..	..	..
York,		Fredericton,	Geo. R. Parkin, A. M.,	3	3	126	126	89	15½	↑	266 67	..	..	..	..	..	..	..	..	..
New Brunswick,				55	55	2872	754	446	..	\$2037 36	\$3909 99	\$7604 02	59	20	21	148	78	19	4		

* The teacher has not returned the number of pupils in the different standards in advance of Standard VIII., but returns instead the following: — Algebra, 10; geometry, 3; natural philosophy, 3; trigonometry, 1; general history, 3; Greek, 4; Latin, 4.
† Paid by the University of New Brunswick, \$666.67.

TABLE XIII. PROVINCIAL NORMAL SCHOOL: FOR THE SESSION ENDED JUNE, 1885.
 [The pupils of the Model Department are included in the number of pupils reported in previous tables.]

NORMAL DEPARTMENT.	FRENCH DEPARTMENT.			MODEL DEPARTMENT.		SPECIAL PROVINCIAL GRANTS TO DEC. 31st, 1885.
	Males.	Females.	Total.	Boys.	Girls.	
First Term, December, 1884, . . .	24	142	166			
8-mos. Term closed June 30, '85, . . .	..	..	..	78	120	198
Second Term, June, 1885,	35	165	200			
For the Session,	59	307	379	..	..	..
STUDENTS IN ATTENDANCE.						
ON ACCOUNT OF SALARIES.						AMOUNT.
Eldon Mullin, A. M.,						\$1200 00
H. C. Creed, A. M.,						1000 00
Alphie Belliveau,						800 00
M. Alice Clark,						450 00
E. L. O'Brien,						350 00
Ed. Cadwallader, A. B.,						200 00
John F. Rogers,						102 17
Miss E. A. Minard,						70 00
Jennie Lyle,						90 00
Ellen McLeod,						135 00
Annie Harvey,						95 00
Clara I. Shea,						25 00
H. C. Creed, A. M., Industrial Drawing,						\$4517 17
						100 00
						\$4617 17

**Issue of School Licenses awarded upon Examination in December, 1884,
and June, 1885.**

The number of applicants for each class will be seen from the preceding table. The following list contains the names of successful candidates only:—

December, 1884.

GRAMMAR SCHOOL CLASS.—Wm. F. Ganong, A. B., H. D. McManus, A. B., Arthur W. Teed, A. B.

FIRST CLASS.—Alice M. Adams, Christina Cameron, Louisa M. D'Orsay, Helen S. Bliss, Bessie L. Mitchell, Alice A. Ogden, M. D. Brown, Frank B. Carvell.

SECOND CLASS.—John M. Barry, Leverett A. Belyea, John H. Belyea, Wm. M. Burns, Heber J. Burgess, John R. C. Byron, Jos. Comeau, Fred. S. Ferris, Jas. McIntyre, Chas. Gorham, Geo. L. McGibbon, S. L. T. McKnight, Wm. Pringle, Albert H. Reud, John B. Stevenson, Horace C. Wetmore, Alva B. White, Lydia A. Barker, Martha A. Bird, Nina O. Bloodsworth, Ellen Bowlen, Sarah M. Brennan, Flora B. Campbell, Jeannette A. Chestnut, Minnie M. Clark, Lottie E. Clif, Amanda M. Clynick, Mary F. Cody, M. May Copp, Alexandra P. Comben, Sarah S. Connacher, Mary L. Daley, Annie Dayton, Susie E. Dewar, Mary J. Doherty, Clara A. D'Orsay, Mary Doyle, Annie H. Eady, Carrie S. Everett, Isabel R. Everett, Ernestine L. Farris, Mabel Flewelling, Achsah G. Gallagher, Annie A. Gray, Henriette M. Green, Mary E. Hogan, Eva Hutchinson, Bessie Hutchison, Lizzie B. Hughes, Carrie E. E. Jewett, Pauline W. Livingstone, Laura A. Ludgate, Belle Lynds, Mary A. Maxwell, Mary K. McCann, Kate J. McJunkin, Mary B. Miles, Annie Miller, Mary E. Spiers Nicholson, Laura H. Peakes, Emma M. Pearson, Frances M. Peters, Esther Pollock, Fannie Prescott, Sarah E. Reeves, Marion B. Risteen, Annie S. Robinson, Susanna C. B. Salmon, Mary Smith, Lillian M. Staples, Carrie B. Sullivan, Mabel Vradenburg, Genevieve Wetmore, Marion Wetmore, Eva B. Wheeler, Victoria J. Wilkinson.

THIRD CLASS.—Wm. Jas. Mahony, Kate A. Carleton, Minnie Cowan, Katie A. Doak, Minnie Holte, Ada L. McGibbon, Alice Rowan, Louisa H. Thompson, Fannie E. Wheeler, Jas. W. Duffy, Solomon S. Hopper, Robt. A. J. Stout, Jas. R. Toland, Adeline Arsenault, Lydia Jane Bailey, Rebecca J. Baird, Maggie Barclay, Jennie C. Barnes, Mattie Bell, Martha G. Bidden, Elizabeth Buckley, Ellen E. Curren, Alice B. Donald, Clara J. W. Fowler, Eva E. Fox, Mary T. Garity, Annie V. Graves, Rosina Gray, Sarah Gray, Annie P. Haché, Edith A. Horsman, Phœbe E. Hoyt, Mary W. Johnston, Caroline A. Kean, Annie M. Kelly, Bessie M. Kitts, Nettie M. Leighton, Annetta J. Lenentine, Flora Lever, Minnie Lint, Annie S. Lucy, Victoria McNairn, Lillie M. Mercer, Edith M. Mott, Ellen Murphy, Henrietta M. Murray, Kate O. Osborne, Rhode M. Patterson, Frances L. Risteen, Melanie Richard, Minnie L. Sewell, Susie M. Snider, Hannah Smythe, Annie S. Tompkins, Alice M. Thompson, Mary S. Turner, Florence L. Underhill, Elizabeth Wetmore.

June, 1885.

FIRST CLASS.—Geo. A. Inch, A. B., Edgar M. Brundage, Nelson W. Brown, Sherman W. Burgess, Heber J. Burgess, John Farley, D. S. Flewelling, Wm. T. Kerr, Ed. L. O'Brien, Mary A. Burpee, Minnie M. Clark, Lottie E. Cliff, Ada M. Everett, Miriam J. McLeod, Marion B. Risteen, Clara J. Shea, Helen K. Mulherrin, Mary E. Walsh, Phebe K. Vanwart, Lottie L. Barlow, Ida L. Rutherford, Clara R. Fullerton.

SECOND CLASS.—Jas. W. Campbell, Ormand L. Charlton, Jerome G. Dawson, Wellington L. Dawson, Alonzo D. Jonah, W. Daniel Keith, Robert B. Knight, Malcolm C. McDonald, Marmaduke E. McDonald, Wm. L. McDiarmid Stephen L. Peacock, Chas. H. Perry, Richard S. Starkey, John J. Symes, Robert B. Wallace, Mary M. Anderson, Annie B. Arnold, Martha G. Biden, Nettie Brown, Hannah E. Bunnell, Elizabeth C. Cameron, Mary L. Christie, Emma Condon, Margt. Covert, Laura M. Coy, Annie F. Crewdson, Sarah E. Daggett, Kezia E. Davis, Ida R. Dobson, Alice M. Drake, Helena Duffy, Laura J. Duffy, Matilda F. J. Fillmore, Julia A. Fitzgerald, Helen E. Fotheringham, Clara J. W. Fowler, Maggie J. Fowler, Selina W. Fowler, Sarah J. Gray, A. Maud Grierson, Daniel A. Gunter, Helen A. Hachey, Maggie M. Harold, Lottie M. Hayter, Fannie A. Hazen, Mary A. Henry, Jennie K. Hughes, Edith E. Hume, Mabel C. Hunter, Alice J. Irving, Edith L. Johnston, Sophia M. Lamount, Ella E. Laskey, Minnie Tosit, Maggie Linton, Sarah T. Lockhart, Mary E. MacKinnon, Catharine McLaggan, Kathleen J. McLean, Lydia McMillan, Mary McNair, Alice M. McNeill, Lavinia McNutt, Lillie M. Mercer, Alice M. Miles, Alice Monteith, Henrietta M. Murray, Lucy C. Murray, Lottie A. Nichol, M. Grace Owens, Ella S. Patten, Fannie R. S. Palmer, Rhoda M. Patterson, Jessie Purdy, Elwilda A. Raymond, Carrie S. Rayworth, Ruby Rice, Maude A. Rutherford, Sarah E. Sherwood, S. May Smiley, Adela F. Smith, Amy A. Starkey, Lizzie Sutton, Idella M. Stickney, Minnie F. Taylor, Alice M. Thompson, Bessie G. Thompson, Dora M. Thompson, E. Maud Thompson, Mary S. Turner, Elizabeth Warman, Bertie White, Victoria C. Wright, Blanche M. Henderson, Katie McMillan, Frank W. Richardson, William B. Delong, Clara M. Clark, Celia L. Fisher.

THIRD CLASS.—Chas. McQ. Avard, Dug. W. Keith, Samuel B. Orchard, Hamilton E. Price, Edward A. Reily, Wm. J. Riley, Georgia M. M. Belyea, Alice M. Black, Addie Calder, Bessie Carter, Evangeline M. Carter, Alice E. Currie, Isabella B. Fleiger, Amelia A. Fullerton, Mary J. Hawkes, Annabell Hoyt, Ella E. Keith, Eliza E. Kilburn, Julia B. Rowan, Sadie S. Sherwood, S. Maud Tower, Minnie H. Turner, Purre M. Belliveau, Jean P. Bondreau, Basil J. Johnson, Thos. A. Leonard, Alphonsus L. Morris, John Mullrooney, Herbert B. Stoeves, Michael D. Sweeney, Harvey A. T. Walton, Louise Bondreau, Rose Bourgeois, Celinie Bourgne, Elizabeth E. Bourgne, M. May Brown, Florence E. Carman, Jessie Colwell, Nellie E. Cripps, Agnes M. Dempsey, Cecilia K. Dixon, Eliza A. Dobson, Katie E. Donovan, Georgia E. Fordred, Janet M. Hunter, Maggie Y. Jordan, Martha C. Lackie, Annie J. Hartin, Bessie E. Leonard, J. Maud Lewis, Rachel M. Long, Mary McNaughton, Amanda E. McWilliams, Annie L. Parks, Ella S. Pickard, Cora E. Robinson, Edith C. Saunders, Henrietta M. Sheck, Alice M. Smith, Janie M. Smith, Lottie M. Wooden, Sadie A. Wanamake, Susan O'Mahoney, Aylesford Allen, Emmeline M. Enslow, Gertrude M. McAlary, Maud A. McFarlane.

TABLE XV.—PUBLIC SCHOOLS: LIBRARIES.

DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED DECEMBER 31st, 1885.

LOCALITY.		PARTICULARS.	VALUE.			Number of Volumes.
County.	Parish.		District.	Local.	Provincial.		Total.
Albert,.....	Elgin,.....	No. 2,.....	\$28 50	\$14 25	\$42 75	34
Kent,.....	Wellington,....	No. 7,.....	45 00	20 00	65 00	54
Saint John,..	Lancaster,.....	No. 1,.....	39 04	19 52	58 56	82
York,.....	Kingsclear,....	No. 2,.....	20 00	9 98	29 98	95
		Gov. War., No. 1275	\$118 29	\$63 75	\$196 39	265

TABLE XVI.—PUBLIC SCHOOLS.

Travelling Expenses paid to Student-Teachers attending the Normal School during the Term ended December, 1884.

(Allowance of Mileage, 3 cents a miles.)

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
1	Alice A. Ogden,	Westmoreland,	\$11 76
2	Aylesford Allen,	"	12 00
3	John M. Barry,	"	13 80
4	Leverett A. Belyea,	Queen's,	5 40
5	John H. Belyea,	Westmorleand,	10 44
6	J. R. H. Byron,	Charolotte,	9 12
7	Joseph C. Cameron,	Kent,	14 40
8	James W. Duffy,	Albert,	10 20
9	F. W. Ferris,	Queen's,	5 40
10	C. F. Gorham,	King's,	6 00
11	S. S. Hopper,	Albert,	9 90
12	W. J. Mahoney,	Westmoreland,	13 80
13	James McIntyre,	Restigouche,	20 52
14	Wm. Pringle,	York,	1 32
15	A. H. Reud,	"	60
16	John B. Stevenson,	Victoria,	7 08
17	R. A. Stout,	Gloucester,	16 80
18	James R. Toland,	King's,	5 70
19	Horace C. Wetmore,	"	4 80
20	Alva B. White,	York,	96
21	Mattie A. Bird,	"	96
22	Nina O. Bloodsworth,	Victoria,	5 52
23	Elizabeth Buckley,	Kent,	13 26
24	Flora B. Campbell,	Restigouche,	20 64
25	Alexandra Comben,	Queen's,	2 70
26	Ellen E. Curren,	Northumberland,	13 80
27	Susan E. Dewar,	Restigouche,	20 52
28	Alice B. Donald,	York,	25
29	Mary Doyle,	Westmoreland,	13 50
30	Carrie S. Everett,	York,	54
31	Eva E. Fox,	York,	2 40
32	Achsah G. Gallagher,	Albert,	10 50
33	Mary G. Garity,	Carleton,	6 12
34	Annie V. Graves,	Albert,	8 70
35	Annie A. Gray,	Queen's,	3 60
36	Henrietta M. Green,	St. John,	4 14
37	M. E. Hogan,	"	4 14
38	Bessie Hutchinson,	Charlotte,	5 70
39	Carline A. Kean,	Restigouche,	20 64
40	Annie M. Kelly,	Northumberland,	13 80
41	Pauline W. Livingstone,	St. John,	4 14

Carried forward, \$355 57

TABLE XVI.—CONTINUED.

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$355 57
42	Belle Lynds,	Albert,	10 50
43	M. Gertrude McAlary,	King's,	5 46
44	Maud A. McFarlane,	Westmoreland,	10 80
45	Kate J. McJunken,	St. John,	4 14
46	Victoria McNair,	Kent,	12 00
47	M. Annie Miller,	Carleton,	6 00
48	K. A. Osborne,	Albert,	9 90
49	Sarah E. Reeves,	Northumberland,	14 16
50	M. L. Sewell,	Sunbury,	30
51	Mary A. Smith,	King's,	6 42
52	Hannah Smyth,	Gloucester,	16 80
53	Genevieve Wetmore,	King's,	4 80
54	Marion Wetmore,	"	4 80
55	Adeline Arsenault,	Kent,	13 32
56	Rebecca J. Baird,	Sunbury,	6 00
57	Maggie M. Barclay,	Restigouche,	19 80
58	Lydia A. Barker,	Carleton,	5 40
59	Jennie C. Barnes,	Victoria,	6 12
60	Mattie L. Bell,	Carleton,	4 20
61	S. M. Brennan,	Westmoreland,	13 20
62	S. S. Connacher,	Restigouche,	19 20
63	Annie H. Eady,	Gloucester,	18 00
64	Ernestine L. Ferris,	Queen's,	3 00
65	Mabel Flewelling,	King's,	6 72
66	Elizabeth Frenette,	Gloucester,	18 00
67	Elizabeth E. Gaunce,	King's,	7 44
68	Rosina Gray,	Northumberland,	13 80
69	Annie P. Hachey,	Gloucester,	17 10
70	Annie J. Hartin,	York,	3 00
71	Eva Hutchinson,	Carleton,	5 70
72	Phoebe E. Hoyt,	Sunbury,	2 22
73	Edith A. Harman,	Westmoreland,	10 80
74	Carrie E. E. Jewett,	York,	72
75	Mary W. Johnston,	Carleton,	5 10
76	Bessie M. Kitts,	King's,	8 40
77	Nettie M. Leighton,	Northumberland,	14 34
78	Annetta J. Lenentine,	York,	2 88
79	Flora Lever,	Charlotte,	6 36
80	Annie S. Lucy,	York,	48
81	Laura A. Ludgate,	Charlotte,	5 40
82	M. A. Maxwell,	"	5 40
83	Ada L. McGibbon,	York,	30
84	Katie McMillan,	Restigouche,	19 20
85	Edith M. Mott,	Queen's,	3 60
		<i>Carried forward,</i>	\$726 85

TABLE XVI.—CONTINUED.

No.	STUDENT-TEACHERS' NAMES.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$726 85
86	Ellen, Murphy,	Northumberland,	14 16
87	Fannie, Prescott,	York,	1 68
88	Melanie Richard,	Kent,	13 44
89	Annie S. Robinson,	Queen's,	2 10
90	Alice Rowan,	St. John,	4 14
91	Susie C. B. Salmon,	Queen's,	5 40
92	Carrie B. Sullivan,	Charlotte,	9 12
93	Susie M. Snider,	King's,	6 42
94	Annie S. Tompkins,	Carleton,	4 98
95	Florence L. Underhill,	Northumberland,	5 22
96	Justine Vantour,	Kent,	13 44
		Warrant No. 1,112,	\$806 95

Drafts for the above issued during August, 1885.

TABLE XVII. PUBLIC SCHOOLS: YEAR ENDED DECEMBER 31ST, 1885.

STATEMENT OF CHIEF SUPERINTENDENT'S PROVINCIAL DRAFTS TO TEACHERS,
AND OF COUNTY FUND DRAFTS TO TRUSTEES.

(Summarized in Tables IX. and X.)

MEMORANDUM.	PROVINCIAL DRAFTS TO TEACHERS.	COUNTY FUND DRAFTS TO TRUSTEES.
<i>For Term of 8 months ended June 30, 1885.</i>		
References—Warrants Nos. 428, 1036, 1222,	\$93,805 64	
Amount County Fund for 8-months' Term ended June 30th, 1885,.....	.....	\$63,005 38
Total,.....	\$93,805 64	\$63,005 38

TABLE XVIII. SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE FOR THE YEAR ENDED 31ST DECEMBER, 1885.

Schools (see Table IX. for details):—	
Common,	\$83,838 84
Superior,	7,029 44
Grammar,	2,937 36
	————— \$93,805 64
Normal School:—	
Salaries (Table XIII.),.....	4,617 17
Geo. A. Inch, A. B., special service, 3½ months,.....	350 00
Travelling Allowance to Student-Teachers, paid in 1885 (see Table XVI.),	806 95
Salary of 6 Inspectors,	7,200 00
Examination of Candidates for Teachers' License, including Examiners and Deputies, June, 1885,	369 96
Travelling Allowance:—	
Chief Superintendent Education for 1885,.....	400 00
Extra Clerical Service,.....	474 13
For Printing, Stationery, Letter Books, Blanks, Job Printing, Binding, Registers, School Drafts, &c.,	617 69
J. W. Lester, addressing and mailing 2,748 Manuals,	36 00
D. P. Wetmore, Roe & Bros.' Atlas for Office,.....	10 00
H. D. Creed, Cyclostyle for Normal School,	13 60
American Express,.....	13 70
Sundries—Cartage, &c.,.....	1 95
School District Libraries,.....	63 75
Salaries:—	
Chief Superintendent,.....	\$1,600 00
Assistant "	1,200 00
Clerk "	700 00
	————— 3,500 00
Janitor, Mrs. J. C. O'Brien, for year, to Oct. 31, 1885,.....	60 00
	—————
	<u>\$112,340 54</u>
EDUCATION OFFICE,) January, 1886.)	

QUESTIONS

SET TO CANDIDATES FOR THE DIFFERENT CLASSES OF LICENSE AT THE
EXAMINATION IN JUNE, 1885.

GRAMMAR SCHOOL.—Professional Papers.

THE SCHOOL SYSTEM. *Time, 1 hour.*

1. Detail (1) the mode of support provided by the Schools Act, and (2) the principles regulating the apportionment of school funds derived from different sources.
2. Specify the duties of Trustees with respect to (1) school accommodation, (2) school property, (3) assessment and collection of rates, (4) school reports, (5) teachers.
3. What is meant by the *Grand total days' attendance*, and *Grand total days' attendance as rectified*? State how each may be found.
4. State the provisions whereby *general* or *special* school meetings may be called.
5. Detail the steps which trustees may take to secure the necessary means for maintaining a school when the annual meeting fails to make the proper provision.

TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hours.*

1. (1) Classify the mental faculties; (2) Give their order of development; (3) Specify the peculiar function of each; (4) State how you would provide for the development and growth of each.
2. Give directions to a primary teacher as to the best mode of teaching (1) "The First Steps of Reading"; (2) Lessons in Form.
3. Give an outline of a Course of Lessons in Industrial Drawing for Primary Schools (embracing the first four grades), or a Course of Physics for Advanced Schools. Show briefly the bearing of either of these subjects on the industries of a country.
4. State the principles that underlie the construction of Time Tables. Give instructions for drawing 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.
5. Describe two recognized methods of school organization, and state which of the two you prefer. Give your reasons.
6. What educational authors have you read? Give the leading principles of the author with whom you are best acquainted.
7. Pestalozzi's theory and practice were often at variance. Give instances.

N. B.—6 Questions will be considered a full paper.

CLASS I.

I. [1] SCHOOL MANAGEMENT. *Time, 1 hour 30 min.*

1. What is meant by *synthesis before analysis*? Is the principle equally applicable

- to pupils of all grades? In what respect is it applicable in reading? arithmetic? geography? history?
2. State in detail the means you would employ to secure (1) correct *spelling*, and (2) correct oral expression.
 3. "The school can operate upon the education of a pupil only to a limited extent." Discuss this statement.
 4. Give a brief description of the Kindergarten system.
 5. What is meant by *School Hygiene*? Specify the several subjects embraced under this head and show what provision you would make for observing or teaching them.
 6. Classify the mental faculties and show how you would provide for the development and growth of *two* of them.
 7. Point out several of the advantages of Time Tables, and state the principles upon which they should be constructed.
- N. B.—6 Questions will be considered a full paper.

I., II., III. [2]

SCHOOL SYSTEM.

Time, 45 min.

1. When is the annual meeting held? What notifications must be given, and by whom? Who calls the meeting to order? Who are entitled to vote at the meeting? If the annual meeting is not called at the proper time, what provision is made whereby school privileges may be secured.
2. What is meant by district assessment? by County fund? Name the principles upon which the County fund is apportioned.
3. Name some of the most important apparatus proscribed by the Board of Education for use in the Public Schools.
4. What are the duties of teachers in regard to the following: School-house and premises—Time Tables—School returns—Public examinations—Grading of the pupils?
5. What is the nature of the report which the trustees are required to present at the annual school meeting?
6. When does the school year begin and end? When the school terms? Within what time after the close of a school term should school returns be forwarded to the Education Office?
7. What is meant by the *grand total number of days*? How is it found? How may the correctness of the number be tested?

N. B.—5 of the above Questions will be considered a full paper for candidates for Class III and 6 for candidates for Class II.

I. [3]

ARITHMETIC.

*Time, 1 hour 30 min.**Exhibit the Work.*

1. Express $\frac{5}{3}$ of $\frac{1}{3}$ of $\frac{2}{7} + \frac{2}{3} \times \frac{1}{3} \div \frac{3}{4} - \frac{1}{10}$ of $31\frac{1}{7}$ as a vulgar fraction in its simplest form.

2. Express $\frac{\sqrt{0.0132 \times 0.543}}{7.65 \times 0.0301}$ as a decimal fraction correctly to three significant figures.
3. Reduce $\frac{0.90 \times 0.846153}{0.461538 \times 0.83}$ to its simplest form.
4. A reduction of 20 per cent. in the price of beef would enable a purchaser to obtain 6 lbs. more for every \$2.40 expended. What is the reduced price per lb.?
5. Give the rule for finding the amount of a given sum of money for any time at compound interest, and demonstrate the truth of the rule. Find the compound interest on \$316 for 20 years at 6 per cent.
6. At what rate per cent. must any sum of money be on simple interest to quadruple itself in $33\frac{1}{3}$ years? Solve the question, and give the formula for the solution of such questions.
7. Mr. A. owns 200 shares in a Canada life assurance company. The par value is \$100 a share, the stock at a premium of $5\frac{1}{2}$ per cent. If I purchase it through a broker who charges me $\frac{7}{8}$ per cent. for the transaction, how much do my 200 shares cost me?
8. Give the measures of length, capacity and weight in the metric system. What are the English equivalents of a metre, a litre, and a kilogram?

I. [4]

GEOGRAPHY.

Time, 1 hour 30 min.

1. Indicate by means of a rough map (on the paper on which your answers are written) the relative positions of Manitoba and the Districts of Keewatin, Athabasca, Alberta, Saskatchewan, and Assiniboia. Trace on the map the courses of the North and South Saskatchewan, and indicate the scene of the present rebellion.
2. Describe the course of the Jordan, the Kishon, the Orontes. Give the situation of the following towns, with brief remarks on each: Jerusalem, Jaffa, Tyre and Sidon, Bethlehem, Acre, Gaza.
3. How is Afghanistan bounded? Describe its surface and principal physical features. Say something of its chief towns and their importance.
4. Name the British possessions in Africa, with the principal exports of each.
5. How would you find from the globe (1) the sun's declination at any place on a given day? (2) the sun's altitude at noon?
6. Prove or illustrate the truth of the following statement in your text-book: "Presence or absence of forests, cultivation and drainage of land, affect the climate of a place."

I, II., III. [5]

CANADIAN HISTORY.

Time, 1 hour.

1. Explain the relations of the following personages to the discovery or early settlement of America: Eric Raude, Columbus, Cabot, Verazzani, and Cartier.
2. State the chief events in the life of Champlain.

3. When and by whom were the following places founded: Port Royal, Quebec, Halifax and Montreal?
4. Show your general familiarity with any *two* of the following events: Arcostook War, Papineau's Rebellion, Ashburton Treaty, Surrender of Cornwallis, Usurpation of Riel, Expulsion of the Acadians.
5. Give an account of the events occurring about the Niagara frontier during the war of 1812.
7. Explain the following terms: United Empire Loyalist, Alabama Claims, Protective Tariff, Confederation, British North America Act, Quebec Scheme.

I. [6]

GENERAL HISTORY.

Time, 1 hour.

1. What was the distinguishing characteristic of ancient Egyptian civilization? Illustrate by reference to the state of society, religion, art, and learning in ancient Egypt.
2. Contrast the real with the legendary beginnings of Rome.
3. Explain briefly the origin and results of the following wars in Roman history: Samnite War, Third Punic War.
4. Give a short account of *one* of the following events in Roman history: Struggles of the Gracchi; rivalry of Marius and Sulla; the crossing of the Rubicon; assassination of Caesar.
5. Between whom and with what result were the following battles fought: Pharsalia, Cannæ, Thermopylæ, Salamis?
6. What different estimates have been made of the character of Henry VIII. of England?

I. [7]

COMPOSITION.

Time, 1 hour.

1. What are the elements of an historical theme? Write a short theme on—"The Battle of Bannockburn," or "The Battle of Waterloo."
2. What are the great causes of obscurity in a sentence? Give an example of each, and show how you would remove the obscurity.
3. Define accurately giving an example of each: *Synecdoche, epigram, hyperbole, irony.*
4. Upon what two things does melody in prose depend? Name and discuss the principles which you consider worthy of attention in this subject.
5. Express in your own words the meaning of the following passage:—

"Sheath your dagger;
 Be angry when you will, it shall have scope;
 Do what you will, dishonour shall be humour,
 O Cassius, you are yoked with a lamb
 That carries anger as the flint bears fire;
 Who, much enforced, shews a hasty spark,
 And straight is cold again."

I. [8]

ENGLISH GRAMMAR AND ANALYSIS.

Time, 1 hour.

1. Give (in one form) the *general* and *particular* analysis of the following:—
 "Grant that, and then is death a benefit:"

So are we Cæsar's friends, *that* have abridged
 His time of *fearing death*. Stoop, Romans, stoop
 And let us bathe our hands in Cæsar's blood
Up to the elbows, and *besmear* our swords :
 Then *walk* we forth, even to the market-place ;
 And *waving* our red weapon o'er our heads
Let's all cry, Peace, Freedom, and Liberty !"

2. Parse the words printed in italics in the above passage.
3. Distinguish between the forms of inflexion in regular and irregular verbs; and give what reason you can for the difference.
4. Define the terms voice, mood, Tense as applied to verbs. What is meant by the gerund? Give examples of its use.
5. The relative may sometimes be omitted; state when, and give two examples of such usage. Distinguish between the usage of *who* and *that*.
6. Some call *the* an article, some an adjective. What do you call it? Give your reasons. When is *the* an adverb? Give examples.

I. [9]

ENGLISH LITERATURE.

Time, 1 hour.

Shakespeare's Julius Cæsar.

1. Write a short analysis of Mark Anthony's speech.
2. By whom and on what occasion were the following words used :—
 (a) His coward lips did from their colour fly.
 (b) But I am constant as the northern star.
 (c) The deep of night is crept upon our talk.
 (d) I have a man's mind, but a woman's might.
 (e) Good words are better than bad strokes.
3. Continue each of the above quotations.
4. Explain and comment upon the following words and phrases: *Object arts and imitations*; *you were best*; *it shall advantage*; *drizzled blood*; *palter*; *underling*; *replication*; *held Epicurus strong*.
5. "He plucked *me* ope his doublet." "Shall Rome stand under one *man's* awe?" Explain the construction of the words in italics. Give any other instances that you can of such constructions.
6. Who is the hero of this play! Describe in a few words his character.

I, II., III. [10]

INDUSTRIAL DRAWING.

Time, 1 hour.

No.

Both the written answers and the drawings are to be given on this paper.

The drawings should be at least 4 inches in breadth.

The Examiner will expect BOLD and FIRM lines, and that the lines, both straight and curved, shall be fairly SMOOTH and EVEN.

1. Distinguish between the ellipse and the oval.
2. What is a geometrical representation of an object?
3. Explain symmetry, repetition, alternation.
4. State in words how to draw mechanically a regular hexagon, an ellipse.

5. Erect a perpendicular at a given point in a straight line.

Instruments must not be used in the following.

6. Draw a form illustrating the application of reversed curves.
7. Draw *one* of the following: A water bottle, a Greek vase, or examples of Greek mouldings.

I. [11] USEFUL KNOWLEDGE. *Time, 1 hour.*

1. What is the general chemical nature of the following substances: Coal, plaster, chalk, hard water, steam, saltpetre, ozone?
2. Illustrate by a figure or diagram the structure of the heart in relation to the circulation of the blood.
3. Name the position and structure of the *lungs*. What changes in the blood occur during respiration, and what consequences result therefrom?
4. What are the chief agencies involved in the formation of soils? What conditions determine fertility or sterility? What is the part played by manures?
5. Give a summary of what is meant by the circulation of matter.
6. What is the effect of alcohol on muscular power? Give some proofs of its action in this respect.

I. [12] NATURAL PHILOSOPHY. *Time, 1 hour.*

1. What is meant by the moment of a force about a point, and how is it measured?
2. State clearly the conditions that three forces must fulfil in order that they may produce equilibrium.
3. Two like parallel forces of 15 and 20 lbs. act at the ends of a rod five feet long; at what point must the rod be suspended in order to balance.
4. Weights of 7, 8 and 9 lbs. are placed at the angular points of an equilateral triangle whose side is 16 inches; find the position of their centre of gravity.
5. A body is thrown vertically downwards with a velocity of 10 feet per second. It reaches the ground in 12 seconds; what space has it described and what was its final velocity?
6. In what time will a heavy ball roll down an inclined plane whose length is 80 feet and height 10 feet?
7. Prove that in uniformly accelerated motion the spaces described from rest in each successive second are as the odd numbers 1, 3, 5, 7, &c.

N. B.—Six questions will be considered a full paper.

I. [13] BOOK-KEEPING. *Time, 45 min.*

1. What is taught by the art of book-keeping?
2. What is an account? a receipt? a note of hand? an indorser?
3. For what purpose is the day-book used? Name the other books in double entry book-keeping and the object of each?
4. Give the form in which each of the books used is kept, and make two or more entries in each.

5. Journalize and then post into a ledger under all the proper headings the following transactions:—

July 1st. Cash in hand, \$500.
 Goods on hand, \$700.
 2nd. Bought of John Price, 6½ chests (200 lbs.) of tea, at 45 cts.
 3rd. Sold John Hamm 10 bbls. flour, at \$6.25.
 20th. Paid John Price on account, \$55.

I. [14] (Males.)

ALGEBRA.

Time, 1 hour 30 min..

1. Find the sum of

$$\frac{1}{(a-b)(a-c)}, \frac{1}{(b-a)(b-c)}, \text{ and } \frac{1}{(c-a)(c-b)}.$$

2. Solve

$$\frac{x-1}{x-2} - \frac{x-2}{x-3} = \frac{x-4}{x-5} - \frac{x-5}{x-6}.$$

3. A can do half as much work as B, B can do half as much as C, and together they can complete a piece of work in 24 days. In what time could each complete the work?

4. $\frac{a}{x} + \frac{b}{y} + \frac{c}{z} = 3, \frac{a}{x} + \frac{b}{y} - \frac{c}{z} = 1, \frac{2a}{x} - \frac{b}{y} - \frac{c}{z} = 0.$

Find $x, y,$ and $z.$

5. Two digits which form a number change places on the addition of 9, and the sum of the original number and the number formed by the digits reversed is 33.. Find the digits.

6. Solve

$$\frac{3(x-1)}{x+1} - \frac{2(x+2)}{x-1} = 5.$$

7. Solve

$$x^2 + \sqrt{x^2 + 9} = 21.$$

8. Sum to infinity the series, $1, \frac{1}{10}, \frac{1}{100}, \frac{1}{1000}, \dots$

9. Multiply $a^{\frac{1}{2}} + a^{-\frac{1}{2}} + 1$ by $a^{\frac{1}{2}} - 1.$

I. [15]

GEOMETRY.

Time, 1 hour 30 min..

Female Candidates.

- If one side of a triangle be greater than a second, the angle opposite the first must be greater than that opposite the second.
- If a side of any triangle be produced the exterior angle is equal to the two interior and opposite angles, and the three interior angles of every triangle are together equal to two right angles.
- If a parallelogram and a triangle be upon the same base and between the same parallels, the parallelogram is double of the triangle.
- If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts together with twice the rectangle contained by the parts.
- Equal chords in a circle are equally distant from the centre; and conversely, those which are equally distant from the centre, are equal to one another.

Candidates are not required to work the following, but credit will be given for the work if correctly done :—

In right angled triangles the rectilinear figure described upon the side opposite to the right angle is equal to the similar and similarly described figures upon the sides containing the right angle.

I. [15]

GEOMETRY.

*Time, 1 hour 30 min.**Male Candidates.*

1. The angles in the segment of a circle are equal to one another.
2. If from any point without a circle a secant and a tangent be drawn, the rectangle contained by the secant and its external segment is equal to the square on the tangent.
3. Describe an isosceles triangle having each of the angles at the base double of the third angle.
4. Shew from the preceding how to divide a right angle into five equal parts.
5. The sides about the equal angles of triangles, which are equiangular to one another, are proportionals, and those which are opposite to the equal angles are homologous sides.
6. In right angled triangles the rectilinear figure described upon the side opposite to the right angle is equal to the similar and similarly described figures upon the sides containing the right angle.

I. [16]

PRACTICAL MATHEMATICS.

*Time, 1 hour.**Female Candidates will receive credit for work correctly done.*

1. Prove the rule for finding the area of a triangle in terms of the three sides.
2. What is the area of a triangle whose sides are 125, 173 and 216 feet?
3. What is the convex surface of a cylinder whose altitude is 23 feet and the diameter of its base 3 feet?
4. Shew how to find the distance between two objects both of which are accessible but separated from each other by an impassable barrier.
5. What is the rule for finding the solidity of a sphere?
6. How would you explain to beginners what is meant by the sine of an angle?
7. How many globes of 6 inches diameter can be made from a globe of 36 inches diameter?

CLASS II.

II. [1]

SCHOOL MANAGEMENT.

Time, 1 hour 30 min.

1. What is meant by "The training of the senses?" Give some illustrations of the mode you propose to adopt in order to secure for your pupils such training.
2. What importance do you attach to the teaching of Geography? Why? Justify your answer by briefly illustrating your mode of teaching the subject in any of the Standards.

3. State what means you propose to adopt in order to secure (1) *distinct utterance* and *fluency* in reading (2) *correctness* in spelling (3) *legibility* in writing, and (4) *skill* in arithmetic.
4. What principles should govern the construction of a time-table? Make a sample time-table for a miscellaneous school for one week. Make also a working-programme for one day in *one* subject—say reading.
5. What means do you propose to adopt in order to secure as far as possible (1) regularity and punctuality on the part of your pupils, and (2) an interest in your school on the part of parents and trustees?

II. (2)

SCHOOL SYSTEM.

Time, 45 min.

(Same as under class I.)

II. [3]

ARITHMETIC.

Time, 1 hour 30 min.

1. What is meant by the principle of Analysis in Arithmetic? Apply the principle to the following question:—
If 7 cwt. of sugar cost \$28.14, what will 9 $\frac{5}{8}$ cwt. cost?
2. Add together the fractions $\frac{11}{17}$, $\frac{21}{31}$, $\frac{266}{337}$, $\frac{5}{13}$, $\frac{24}{39}$.
3. Divide .00169, .169 each by .013.
4. At what rate per cent. per annum will \$922.00 give \$53.78 $\frac{1}{2}$ in 1 year and 2 months?
5. How many men can complete a trench of 468 yards in 8 days, if 24 men can dig 81 yards in 6 days?
6. Find by practice the price of 384 acres, 1 rood, 14 perches, at 18.55 per acre.
7. What sum must be insured at 2 $\frac{1}{2}$ per cent. on property worth \$15,000.00, so that the owner may be secured against all loss (premium included)?
8. Draw on your paper a square inch, a square decimetre, and a square centimetre as nearly as you can judge without instruments; giving reasons for the size of the last two.

II. [4]

GEOGRAPHY.

Time, 1 hour 30 min.

1. Name the different countries of Europe, giving the capital of each country and brief remarks on each capital.
2. What countries in Europe, Asia and Africa are washed by the Mediterranean?
3. State briefly what you know of *one* of the following countries:—Afghanistan; The Soudan; The North-west Territory.
4. What is meant by climate? Specify the conditions which affect the climate of a place.
5. Define the terms latitude and longitude, and give the latitude and longitude of Fredericton. The longitude of a certain place is 66° 38'—compare its time with that of a place whose longitude is 75°. How can you find longitude from (1) a map, (2) the globe?
6. Draw from memory a map of Ontario, representing on the map lakes Huron, Erie, and Ontario, also the positions of Ottawa, Kingston, Toronto, and Sarnia.

II. [5] CANADIAN HISTORY. *Time, 1 hour.*
 (Same as under class I.)

II. [6] BRITISH HISTORY. *Time, 1 hour.*

1. When and under what circumstances were the following battles fought:—Agincourt, Bannockburn, Blenheim, Crecy, Trafalgar?
 2. In what way are the following names especially connected with English History:—Thomas A. Becket, Anne Boleyn, Boadicea, Robert Bruce, Sir Walter Raleigh, Joan of Arc, Geoffrey, Chaucer, General Wolfe.
 3. State briefly the chief events in the reign of Henry V., or give a brief description of the character of James I.
 4. Explain briefly the following terms and events:—Doomesday-book, Magna Charta, Barebones Parliament, the War of the Spanish Succession, the Peninsular War, Habeas Corpus Act, the Star Chamber.
 6. What were some of the bad and what were some of the good features in the Reign of Charles II.
 6. In whose reigns did the following countries finally come under the sovereignty of Great Britain:—Scotland, Wales, India, Nova Scotia, Canada.
-

II. [7] COMPOSITION. *Time, 1 hour.*

1. What rules must be observed in transposing speeches from the direct to the indirect form. Transpose the following:—
 "Such were the principles upon which I acted, such would have been my principles still. The events which have lately changed the face of Europe, have only confirmed my views of what public duty requires. These events are full of important lessons, both to the governors and the governed."
 2. Form a complex sentence of the following:—
 a¹. Both combined form an element destructive to fire, (subs.)
 1a². Hydrogen is highly inflammable, (adv. concess.)
 2a³. Oxygen is a supporter of combustion, (adv. concess.)
 A. It is one of the most marvellous facts in the natural world.
 3. Define a paragraph. Name and discuss the three qualities which are essential to proper construction of a paragraph.
 4. Explain clearly what is meant by: Redundancy, Tautology, Circumlocution. Give examples.
 5. Write a short letter to a friend upon: the results of an examination, or the qualifications of a teacher. (Attend to the mechanical arrangement of the letter.)
-

II. [8] GRAMMAR AND ANALYSIS. *Time, 1 hour.*

1. Mention three ways of indicating difference of gender in nouns, and write down four examples of each way.
2. Write the possessive singular and plural, of: mouse, deer, attorney, chief, ox.
3. Compare: dry, divine, decent, lonely, well, much. Also form adverbs from: hasty, free, inhospitable, gay.

4. Give (under one form) the general and particular analysis of the following sentence :—

"To thine ownself be true ;
And it must follow, as the night the day,
Thou canst not then be false to any man."

5. Parse the last two lines of the foregoing sentence.
6. Write down the past tense and past participle of : clothe, read, sit, dig, dive, tread, get, crow.

II. [9]

ENGLISH LITERATURE.

Time, 1 hour.

1. Name the poems from which the following quotations are made :—
- (a) Thus Fate has solved her prophecy.
 - (b) Man's life's a book of history.
 - (c) As vanishes the mist of night before the star of day !
 - (d) 'Tis the sunset of life gives me mystical lore,
And coming events cast their shadows before.
 - (e) Still as the breeze, but dreadful as the storm.
2. Give the names of the authors of the above quotations. State also the names of their principal works.
3. Write out one stanza of Byron's " Waterloo."
4. Give the meaning or reference of the italicized words or phrases in the following :—
- (a) No *censer* round our altar beams.
 - (b) Proud *Cumberland* prances, *insulting* the alain.
 - (c) On Prague's *proud arch* the *fires of Ruin* glow.
 - (d) The *curfew* tolls the knell of parting day.
 - (e) Or like the *invincible Rock* itself that braves,
Age after age, the *hostile elements*.
5. Give the derivation of *insulting*, *invincible*, *curfew*, *hostile*.
6. Distinguish a simile from a metaphor. Quote from Reader V. two examples of each.

II. [10]

INDUSTRIAL DRAWING.

Time, 1 hour.

(Same as under class I.)

II. [11]

USEFUL KNOWLEDGE.

Time, 1 hour.

1. Carbonic acid is generally present in the air. Whence does it come? How may it be detected? What useful purpose does it serve?
2. What is the general nature of *wood*? Into what is it converted by burning?
3. Distinguish the heat producing from the flesh forming constituents of food, and state the sources from which each is derived.
4. Explain the relation of Respiration to bodily activity.
5. Name the chief economic minerals of New Brunswick, and state where they are respectively found.
6. Give some illustrations of the mode in which alcohol produces disease.

II. [12]

PHYSICS.

Time, 1 hour.

1. What is meant by a plumb-line? Mention some of its uses. If a weight be freely suspended from a point, why will it remain at rest in only one position!
2. Why are the rails on a railway track not laid close, end to end?
3. Describe the thermometer and its uses. Explain the graduation marks on one.
4. Give several familiar facts to show that sound is caused by the vibratory motion of a sounding body.
5. In drawing a pail of water from a well why does it become heavier as it is raised out of the water?
6. Give three examples of Levers of the 1st kind; three of Levers of the 2nd kind.
7. Explain the action of the pendulum, and show that a short pendulum vibrates more quickly than a long one.

II. [13]

BOOK-KEEPING.

Time, 45 min.

1. Name the books used in Single Entry Book-keeping, and state the purpose for which each is used.
2. In which of the books ought you to find whether a person owes you or you owe him, and under what head?
3. On Jan. 1st, 1885, sold to John Rye 7 bbls. flour at \$5.75, for which he paid on acct. \$30. On Jan. 10th, sold John Rye 20 lbs. tea at 45 cts., 6 bbls. of apples at \$3.25, and 26 lbs. of sugar at 9 cts., and received from him 2 tons of hay at \$12 and 6 bbls. of potatoes at 75 cts. Show how to enter the above in proper form in a Day-Book, and in the Ledger.
4. Give an example of an order for goods on H. Jones, Halifax.

II. [14]

ALGEBRA.

Time, 1 hour 30 min.

Males II., Females I.

1. Find the numerical value of

$$\frac{8a^2 + 3b^2}{a^2 + b^2} + \frac{4c^2 + 6d^2}{c^2 - d^2} - \frac{c^2 + d^2}{e^2},$$

when $a = 1$, $b = 2$, $c = 3$, $d = 4$, $e = 5$.

2. Divide $a^3 + b^3 + c^3 - 3abc$ by $a + b + c$.
3. Find the least common multiple of $x^2 + 5x + 10$, $x^3 - 19x - 30$, $x^3 - 15x - 50$.
4. Find the value of

$$\frac{1 + 3x}{1 - 3x} - \frac{1 - 3x}{1 + 3x}$$

5. Find the value of

$$\frac{x^4 + 2x^2y^2 + y^4}{x^6 - y^6} \times \frac{x^2 - xy + y^2}{x^2 + y^2} \times \frac{x^2 - y^2}{x + y}$$

6. Solve

$$\frac{5x - 3}{7} - \frac{9 - x}{3} = \frac{5x}{2} + \frac{19}{6}(x - 4).$$

7. Divide the number 48 into two parts, such that the excess of one part over 20 may be three times the excess of 20 over the other part.

8. At what time between 2 and 3 o'clock are the hour and minute hands exactly together?

9. $x + 3y + 2z = 14$, $2x + y + 3z = 14$, $3x + 2y + z = 11$. Find x , y , and z .

Female candidates for Class I. will receive credit for correct solutions of the following:—

- (1) Sum to infinity the series, $1, \frac{1}{10}, \frac{1}{100}, \frac{1}{1000}, \dots$
- (2) Multiply $a^{-1} + a^{-1} + 1$, by $a^{-1} - 1$.

N. B.—Nos. (1) and (2) are not to be worked by male candidates.

II. [15]

GEOMETRY.

Time, 1 hour 30 min.

1. If from the ends of the side of a triangle, there be drawn two straight lines to a point within the triangle; these will be together less than the other sides of the triangle, but will contain a greater angle.
2. If a straight line, falling upon two other straight lines make the alternate angles equal to one another, these two straight lines must be parallel.
3. If a straight line be divided into two equal and also into two unequal parts, the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section.
4. To divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.
5. Prove that the sum of the squares on any two sides of a triangle is equal to twice the sum of the squares on half the base and on the line joining the vertical angle with the middle point of the base.

III. [1]

SCHOOL MANAGEMENT.

Time, 1 hour 30 min.

1. Give in detail your mode of dealing with the "First Steps of Reading."
2. Describe your mode of teaching spelling.
3. Some teachers require their pupils to commit to memory the tables of weights and measures, from the text-book. Criticise this mode and briefly describe the plan you propose to adopt.
4. State the general principles which should guide you in teaching Arithmetic, and illustrate by describing the mode you propose to employ in teaching reduction.
5. What principles should guide you in drawing up a time-table for your school? In a miscellaneous school name the amount of time per week you would set apart for (1) reading (2) arithmetic (3) writing (4) industrial drawing (5) useful knowledge lessons.
6. What means do you propose to adopt in order to secure as far as possible *regularity* and *punctuality* of attendance on the part of your pupils?

CLASS III.

III. [2] SCHOOL SYSTEM. *Time, 45 min.*

(Same as under Class I.)

III. [1] ARITHMETIC. *Time, 1 hour 30 min.*

(*Exhibit the work.*)

1. An estate of 1977 acres, 3 rods, is divided into farms containing on an average 98 acres, 3 roods and 20 poles each; required the number of farms in the estate.
2. During the months of January, February and March 1884, a family buys for daily use 2 quarts and 1 pint of milk at 6 cents a quart; what does the milk bill amount to?
3. What are the rules by which you find the Greatest Common Measure and the Least Common Multiple of three numbers? Find both the G. C. M. and the L. C. M. of 300, 525, and 225.
4. In 416 metres how many decametres? How many decimetres? How many centimetres? How many millimetres?
5. Express $\frac{1}{2}(6\frac{1}{2} + 2\frac{2}{3} - 3)$ as a decimal.
6. Divide .196 and 196 each by .014.
7. If the wages of 8 men for 4 days are \$19.50, what will be the wages of 12 men for 2 days.
8. What is meant by the principle of analysis in arithmetic? Apply the principle to the following question:—
If one yard of cloth cost \$4.40, what will $\frac{4}{5}$ of a yard cost?

III. [4] GEOGRAPHY. *Time, 1 hour 30 min.*

1. Name the countries of Europe, bordering on the Mediterranean and give the capital of each.
2. Where are the Liffey, the Mersey, the Clyde, the Tiber and the Neva? Into what sea or waters does each river flow and in what direction?
3. Name the principal places you would pass in journeying from Fredericton to Ottawa.
4. What are the following and where situated:—The Saguenay, Falls of Niagara, Sarnia, Lake of the Thousand Isles, Regina, Battleford? Name one or more important facts connected with each.
5. What is *latitude, longitude, a meridian*? How can you tell from a map whether latitude is north or south?
6. Draw on the paper given you for the purpose an outline map of New Brunswick and insert the chief rivers and towns.

III. [5] CANADIAN HISTORY. *Time, 1 hour.*

(Same as under Class I.)

III. [9]

ENGLISH LITERATURE.

Time, 1 hour.

1. Name the poems from which the following quotations are made, also the authors:—

- (1) Blue were her eyes as the fairy flax,
Her cheeks like the dawn of day.
- (2) I have breathed on the South, and the chestnut flowers
By thousands, have burst from the forest bowers.
- (3) Her timbers yet are sound,
And she may float again.
- (4) Down sank the bell with a gurgling sound,
The bubbles rose and burst around.
- (5) He ranged his soldiers for the fight.
Accountred thus, in open sight of either host.
- (6) Then shook the hills with thunder riven,
Then rushed the steed to battle driven.

2. Point out any figures of speech that occur in the quotations above.

3. Quote from Reader IV. any stanza of four lines with alternate rhymes.

4. Give the meaning or references of the words *italicized* in the following quotations:—

- (1) High in his stirrups stood *the king*.
 - (2) Fair was his seat in *knighly selle*.
 - (3) The *calender* right glad to find
His friend in *merry pin*.
 - (4) And melts in *ambient* air away.
 - (5) The pale *crescent* waned—the host
Of *Osmyn* saw the battle lost.
- (6) The pearl is formed of *alternate* layers of *membrane* and *carbonate of lime* in the same way as the *lustrous internal* coating of the shell.

III. [10]

INDUSTRIAL DRAWING.

Time, 1 hour.

(Same as under class I.)

III. [11]

USEFUL KNOWLEDGE.

Time, 1 hour.

1. Explain the sources of the following useful vegetable products: Linen, cotton, cork, india-rubber, mahogany.
2. Name the chief trees found in New Brunswick which are of economic value, stating their chief uses.
3. What are the more obvious characteristics of the following common minerals: Quartz, marble, mica, antimony ore? For what are they respectively used?
4. Name some of the bad effects of ill-ventilated school-rooms upon the human system.
5. Name some of the bad effects of intoxicating liquors upon the human system.

PART III.

APPENDICES.

APPENDIX A.

REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL FOR THE SESSION ENDED MAY, 1885.

WILLIAM CROCKET, Esq., A. M.,
Chief Superintendent of Education, }
Fredericton.

SIR: I have the honor to transmit, for the information of the Education Department, my Report on the Provincial Normal School for the year 1884-5.

NORMAL DEPARTMENT.

SESSION OF 1884-5.		Male.	Female.	Both Sexes.
	<i>1st Term.</i>			
	No. of Students,.....	24	142	166
<i>2nd Term.</i>				
	No. of Students (Senior Division),..	4	12	16
	“ “ (Junior Division),..	35	162	197
		39	174	213
	Total number for year,.....	63	316	379

The above total includes the students of the French Department.

The different Counties of the Province were represented in the above enrolment as follows, viz. :—

	1st Term.	2nd Term.	Total.
Albert,	6	6	12
Carleton,.....	9	20	29
Charlotte,	10	18	28
Gloucester,	7	9	16
Kent,.....	8	13	21
King's,	17	24	41
Madawaska, .....	..	..	..
Northumberland,	8	14	22
Queen's,	9	15	24
Restigouche,	7	1	8
Saint John,	12	14	26
Sunbury,	5	7	12
Victoria,	4	3	7
Westmoreland,	9	23	32
York,.....	55	46	101

By Religious Denominations the students enrolled were classified as below :—

	1st Term.	2nd Term.	Total.
Baptist,	25	38	63
Church of England,	26	25	51
Congregational,	1	1	2
Free Christian Baptist,	20	23	43
Methodist,	31	47	78
Presbyterian,	31	35	66
Roman Catholic,	32	40	72
Other Denominations, .....	..	4	4
Total, .....	..	..	379

In explanation of the unprecedentedly large number of students enrolled during the year, it is proper to remark that the Board of Education was pleased to order that the Annual Session should be divided into two terms—the first beginning on the first Wednesday in August and closing on the Friday preceding the week in which Christmas falls; the second beginning on January 3rd and ending on the last Friday in May.

At the beginning of the second term the Senior Class was admitted, consisting of students who had been in attendance a full term previously.

The professional standing of the student-teachers was reported at the close of the session as follows :—

	Superior.	Good.	Fair.	Not Classified.
1st Term,	11	138	17
2nd Term,	12	184	17

Of those not classified, a few left the school on account of illness, some were advised that their scholarship was not sufficient to warrant their being presented for license, and others remained in attendance on the express condition that they would not expect to be presented.

The school suffered a great loss during the second term in the death, after a brief illness, of Mr. M. F. Tupper, of the Junior Division. He was a most estimable young man, and his early death was sincerely mourned by all who knew him. His exemplary conduct as a student, together with his high character generally, had endeared him both to his teachers and his fellow-students.

Miss M. E. Gregory, whose long and faithful service to the cause of education as an instructor in the Normal School, is too well-known throughout the Province to need any commendation, found herself compelled, through failing health, to resign her position in January, 1884. Few teachers have so long and so honorable a record as hers, and lived so closely to a high ideal of a teacher's duties and responsibilities. The high regard in which her services were held was appropriately expressed by her associate-teachers and by the students at the close of the exercises of the term.

The usual course of instruction was substantially followed during the year.

The instruction in the Theory and Practice of School Management and in the English Language and Literature was, as usual, under my own personal direction during the year.

Mr. H. C. Creed, A. M., taught Mathematics and Natural Science, Industrial Drawing, Mathematical Geography, and Writing.

Miss M. Alice Clark, instructor in Reading, Vocal and Physical Culture, undertook the teaching of Domestic Economy and Hygiene after Miss Gregory's resignation, and Mr. Geo. A. Inch, A. B., was temporarily appointed on the staff for the balance of the year. Mr. Inch rendered valuable help to the school.

The instruction in Music was under the efficient supervision of E. Cadwallader, A. B., as heretofore.

A French Department was established at the beginning of the second term, by order of the Board of Education, and Mr. A. Belliveau, late of the French Preparatory Department, placed in charge. The students of the French Department receive the same advantages for professional instruction as the English-speaking students in addition to the course of study in their own department. The number of students enrolled during the first term was 13, 4 of whom were males.

I take pleasure in acknowledging the care for the comfort and convenience of the students of the Normal Department and the pupils of the Model Department which the Government of this Province have displayed in grading and neatly enclosing the playgrounds attached to the Normal School, and in beautifying in various ways the front of the grounds during the year.

The medals annually granted by His Excellency the Governor-General were awarded, in the Senior Division, to Edgar M. Brundage, of King's County, and to Edward L. O'Brien, of Gloucester County, in the Junior Division, respectively, for "Highest Professional Standing." In the Model Department, Miss Lottie Gough was the successful competitor.

His Honor Lieutenant-Governor Wilmot, who has always taken a deep interest in the Normal School and in education generally, and several members of the Board of Education were present at the public closing exercises of the school in May last.

On a previous occasion the honorable the Board of Education honored the school by a visit and spent some hours in witnessing its work in the different class-rooms. Their presence and their words of encouragement were most highly appreciated by the student-teachers.

The conduct of the student-teachers during the whole year was most commendable.

MODEL DEPARTMENT.

This Department includes a complete series of grades, from I. to VIII., divided into four schools of two grades each.

The enrolment for the year was about 200 pupils.

The Principal, Mr. John F. Rogers, has proved a capable and energetic teacher.

Miss Eusebia A. Minard and Miss Jennie Lyle, whose names had been long and honorably connected with the Model Schools, resigned their positions during the year—the former, whose reputation extended beyond the limits of the Province, to take charge of a department of the schools in Haverhill, Mass.; the latter to assume the management of one of the St. Stephen schools.

Their places were supplied by the appointment of Miss Clara I. Shea and Miss Annie M. Harvey, both of whom have given much promise of success in the short time which has elapsed since their appointment.

The first department of this school remains, and I trust will long continue to remain, under the admirable management of Miss Helen J. McLeod.

All the departments of the Model School have sustained during the year, with most commendable patience and cheerfulness, the somewhat heavy strain which the observation and practice of so large a number of student-teachers involves.

I beg to acknowledge the receipt from the Hon. R. D. Wilmot, Lieut.-Governor, through his secretary, of a copy of "Report of Progress," with accompanying maps.

In conclusion, I desire to place on record my grateful acknowledgment of the very cordial relations which have subsisted between the teachers and students of the Normal School during the year. Very little friction was felt, and though the very great number of students enrolled necessitated a considerable addition to the burdens of the work, all bore their share of these burdens cheerfully, and, as far as time permitted, I believe the students profitted very fully by the advantages which the institution affords.

I may be permitted to express the hope that the Board of Education will be pleased to extend the opportunities now afforded for acquiring professional instruction by returning to the annual session of one term as soon as, in their wisdom, the supply of teachers has overtaken the demand.

I have the honor to be,

Your obedient servant,

ELDON MULLIN, *Principal.*

APPENDIX B.

INSPECTORS' REPORTS.

INSPECTORAL DISTRICT No. 1.—Geo. W. Mersereau, A. B., Inspector, Newcastle, N. B.

THIS DISTRICT EMBRACES THE COUNTIES OF NORTHUMBERLAND, GLOUCESTER AND RESTIGOUCHE,
AND THE PARISHES OF STANLEY AND ST. MARY'S, IN THE COUNTY OF YORK.

In presenting my annual report on the state of the schools in Inspectoral District No. 1, for the year 1885, I beg leave to call your attention to the fact that this is a very extensive district, and that on account of the distance between schools in some sections and the peculiar geographical configuration of the country in others, much time is necessarily lost in travelling that might otherwise be devoted to the actual work of inspection.

An examination of my notes for the year shows that there were in operation in this inspectorate, during some portion of the year, 254 schools and departments, besides 49 districts in which there were no schools during the year for various reasons, and 15 districts not yet organized. Many of the districts are too extensive to allow the pupils living at the extremes to attend school, and will need their boundaries revised; in some cases making two districts out of one, and in others three districts out of two.

The school furniture and appliances throughout this inspectorate are not such as are required by the regulations. I am pleased to be able to report, however, that there is a movement among School Boards in the direction of increased school accommodation and better furniture and appliances. Many districts have during the year provided their schools with improved double desks with folding seats, and many others made provision for the same at the annual meeting in October. A large number of districts, not able financially to obtain a full supply at once, have, on my suggestion, agreed to furnish a few desks each year till the supply becomes sufficient for the accommodation of all the pupils.

NEW SCHOOL-HOUSES.

The Trustees of Bathurst Town have just completed a very handsome and commodious building for the accommodation of the several departments of their Grammar School. It is two stories in height, has four large school-rooms, besides halls, cloak-rooms, etc., and supplies a long-felt want. Miss Helen Meahan, for many years teacher of the Advanced Department of this school, resigned her position at the end of the year for a well-earned and much-needed rest, and her place has been filled by Miss Laura Meahan.

The Trustees of Riviere des Caches, in the Parish of Alnwick, deserve credit for the public spirit and enterprise they have manifested in the erection of one of the best school houses to be found in any country district within my inspectorate. It will be

ready for occupancy by the first of August next. I sincerely hope that the Board of Education may be able to assist these trustees by a liberal grant aid of their building fund.

SUPERIOR SCHOOLS.

There are seven Superior Schools in my inspectoral division, and it gratifies me beyond measure to be able to report that, while all are doing good work, some are doing work of a very superior character.

The Superior School at Marysville, under the principalship of Mr. W. T. Day, still maintains its high character for efficiency.

The Superior School at Derby, under Mr. J. J. Clark, was, on the first of August, organized into two departments. The building of the railroad has, however, operated very strongly against its success. First, by decreasing the attendance in both departments, but more especially in the principal's department; and, secondly, by making it necessary to remove the school to a new site (the railroad running over the former one); and the annoyance and confusion consequent on such a change seriously impaired the efficiency of the school work. So much had the attendance fallen off that at my last visit I seriously considered the advisability of recommending a change to one department again, but finally considered it better under the exceptional circumstances before mentioned to delay my recommendation for another term, and then be governed by the state of the school.

Mr. W. J. Fowler, M. A., left the Superior School in District No. 7, Newcastle, on the last of April, after an acceptable service of a year and a half, to take a course of study in Queen's University, Kingston, Ontario, and was succeeded on the first of May by Philip Cox, B. A., ex-Inspector of Schools. Principal Cox has manifested the same earnestness, ability and zeal in his conduct of these schools that characterized his work as an inspector. Every pupil in the schools, down to the lowest standards, seems to feel his influence. The teachers under him are stimulated and encouraged by his example no less than by his precept, and all the departments of all the schools seem to have imbibed a higher aspiration and obtained a nobler aim in life. The schools in this district have never been in such a prosperous condition as at present, and yet much remains to be achieved before Principal Cox's high ideals will be realized. The trustees of this district are fearless in the discharge of every duty.

The Tracadie Superior School is in charge of Miss Mary McDonald and is doing very efficient work, when the educational backwardness of the majority of the districts whence the greater supply of pupils comes is taken into account. The accommodation is not entirely satisfactory; but this defect will, I hope, be remedied when the opposing factions in the districts have decided on a basis of agreement.

Bathurst Village Superior School has for principal Mr. Donald McIntosh. There was a mistake made by the trustees in the building of their school-house in not providing for a sufficient number of departments, and another mistake was made in their manner of dividing the lower flat into two school-rooms. The principal's work is hampered by the presence in his department of pupils under the prescribed standard.

In August a Superior School was opened in Petit Rocher, under Mr. Jerome Boudreau, who had been for some months on a visit to our great North-west for rest and recreation, after a continuous school service of nearly twenty years. The trustees intend to make some necessary changes and improvements in the school and its equip-

ment next summer. This is the only purely Acadian Superior School yet established within this inspectorate, and I am particularly anxious for its success.

The Superior School at Campbellton is still in charge of Mr. F. M. McLeod, B. A., who is deservedly popular among all classes in the community, and who is, not without reason, proud of the school over which he presides.

The Trustees of No. 10, Caraquet, have at last decided to build a new school-house.

INSTITUTES.

Neither Restigouche nor Gloucester County Teachers' Institute held a meeting during the year. There are only 33 teachers in Restigouche County, and about 75 in Gloucester County. Could not some arrangement be made to unite the two institutes, and have them hold their meetings alternately in Bathurst and Dalhousie?

Northumberland County Teachers' Institute met in Newcastle in October.

LOCAL LICENSES.

It is gratifying to be able to report that the supply of teachers for English schools equals the demand, and that during the term just closed *not one local license* was issued to an English district in my inspectorate. There is still difficulty experienced in obtaining teachers for the Acadian schools, but the supply of trained teachers is happily increasing, and will, it is hoped, be ere long equal to the demand.

There is evidence everywhere in my district of the excellent character of the work done in our Provincial Normal School; but I am afraid that some of our teachers depend too much on what the Normal School has done for them.

For further information I beg leave to refer you to my monthly and special reports transmitted during the year.

I have the honor to be,

Your obedient servant,

GEO. W. MERSEREAU, *Inspector.*

To WM. CROCKET, Esq., M. A.,
Chief Superintendent Education,
Fredericton, }

INSPECTORAL DISTRICT No. 2.—V. A. Landry, Inspector, Shediac, N. B.

WM. CROCKET, Esq., A. M.,
Chief Superintendent Education. }

SIR: It again becomes my duty to present this my sixth annual report of the condition and progress of the schools in my inspectorate, which now comprises the Counties of Kent, Madawaska and Victoria; the Parishes of Shediac, Dorchester and Botsford, in the County of Westmoreland; also Wicklow, Kent and Aberdeen, in the County of Carleton.

The present report embraces the work done during a period of fourteen months—from Nov. 1st, 1884, to December 31st, 1885. This is owing to the change made last year in the school terms.

I made 352 visits during the fourteen months; 275 schools were then in operation, leaving 77 which were not working at time of visitation, but a number of the latter were opened shortly after.

There are in my territory 342 school districts, 316 of which are organized. There are 339 schools, 296 of which were in operation during the year.

The following table gives the number of districts and schools in each parish:—

PARISHES.	No. of School Districts organized.	No. of departments.	No. of Districts not organized.	Total No. of Districts.	No. departments in operation during any portion of the year.	No. departments in operation during both terms.	No. departments in operation one term or a portion.	No. Districts without a School.	
Richibucto,	12	17	..	12	17	17	..	..
Wellington,	15	18	1	16	16	16	..	2	
Dundas,	18	18	..	18	17	15	2	1	
St. Mary's,	16	17	..	16	15	14	1	2	
Weldford,	26	26	..	26	26	24	2	..	
St. Louis,	13	13	..	13	11	10	1	2	
Carleton,	6	7	2	8	6	6	..	3	
Acadiaville,	4	4	..	4	3	3	..	1	
Harcourt,	6	7	1	7	4	4	..	4	
Shediac,	21	25	..	21	25	25	..	..
Dorchester,	26	29	..	26	29	25	4	..	
Botsford,	5	6	..	5	5	5	..	..
St. Francois,	9	9	3	12	4	3	1	8	
St. Hilaire,	6	6	2	8	5	5	..	3	
Madawaska,	4	5	1	5	5	5	..	1	
St. Jacques,	4	4	1	5	4	4	..	1	
St. Basil,	7	8	2	9	6	6	..	4	
St. Ann,	6	6	1	7	4	4	..	3	
St. Leonard,	14	14	3	17	8	8	..	9	
Grand Falls,	11	12	1	12	10	6	4	3	
Drummond,	13	13	..	13	7	3	4	6	
Andover,	8	8	1	9	7	5	2	1	
Perth,	14	14	..	14	12	9	3	2	
Gordon,	7	7	1	8	7	3	4	1	
Lorne,	4	4	3	7	4	1	3	3	
Kent,	16	17	1	17	16	13	3	1	
Wicklow,	15	15	..	15	15	13	2	..	
Aberdeen,	10	10	2	12	8	4	4	4	
Totals,	28	316	339	26	342	296	256	40	65

Ten new school-houses are being built, and four have been completed during the year. Although I am pleased to report some improvement in the school buildings, there are yet 39 houses in my inspectoral district which are unfinished, some being

mere shells, quite unsuitable for service in winter. There are 120 schoolrooms supplied with inferior furniture, most of it old style; 150 have good furniture, and 44 superior. Eighteen departments are without a wall map of any description, and more than half are supplied with a map of the Maritime Provinces only. Five districts have been organized during the year, and I have convened 26 meetings in the interest of education, wherever such were deemed most necessary.

MADAWASKA COUNTY.

As will be seen by reference to the foregoing table, there are 63 school districts in this county, 50 of which are organized; two have graded schools of two departments each; making a total of 52 departments. Of these, 36 have been in operation during the year, leaving 16 without schools.

The school-houses in this county, for the most part, present a very fair appearance at first sight, but when examined I find them to be very unsubstantially built, of unseasoned lumber, and the work very carelessly executed.

St. François.—In this parish four only out of nine districts have maintained schools during the past year. These are Nos. 12, 3, and 4, where schools were in operation both terms, and No. 10, which had no school this term, owing to the inferior rented-room which was used for the purpose. I advised the trustees of the latter to discontinue the school until the new building, then being made ready, should be fit for occupancy. I have examined the building referred to and find that the aid received from the Government has been well expended. Nos. 12, 3, and 4 have for the last few years maintained fairly efficient schools. There has been no school in operation in District No. 2 for the last three or four years, through neglect on the part of the trustees. Neither the poverty of the inhabitants nor the want of a suitable school-house—which is commodious, well-equipped, and built in modern style—can be urged in excuse for failure in providing proper school advantages for this, one of the principal districts in the parish. The trustees were so indifferent as to neglect to convene the annual meeting for some years past. I issued the necessary notices, and made a second visit in the same month in order to be present to see that the meeting was properly conducted and to demand of the trustees an account of their stewardship. Through mismanagement, they have allowed the district to be sued by the teacher for services rendered a few years since. It seems that the trustees thought they were not responsible for any contract with the teacher which was made by their predecessors. They learned better; but the lesson was at the expense of the district. Provision was made at the meeting referred to for the support of a school to be opened at the beginning of the coming term.

My attention was directed by Father Martin to the necessity of forming a district and starting a school at an early date in a comparatively new colony, which I may call Bouchardville, from the number of families there bearing that name. I visited the place, accompanied by the rev. gentleman, and was surprised to find more than forty families within a radius of three miles, and upwards of 60 children able to attend school. The people in this section, although very poor, are anxious to secure educational advantages for their children. I shall, in the course of a few days, forward to the Board of Education the required bounds.

St. Hilaire.—There have been schools in operation in five districts in this parish during the year, Nos. 1, 2, 3, 4, and 7. These schools have been well maintained, and I was pleased with the harmony and zeal in school affairs manifested in these districts.

Miss Edith Collin and Miss Denise Nadeau deserve honorable mention for the intelligent manner in which they conduct their schools. On the day of visitation I observed the walls of the school-room partly covered with maps neatly and correctly executed by the pupils. The children showed also considerable proficiency in arithmetic, grammar, and reading.

The school-house in No. 7, although spacious, is very poorly built, and needs repairs to make it habitable in winter. The school in No. 8, closed last winter, was opened in May, and is now working satisfactorily, although considerable apathy with reference to education, had hitherto prevailed in this community.

Madawaska.—This parish has four organized districts, which have supported schools during the year. In Edmundston, District No. 1, there is a school of two departments, and the building, which is new, is one of the finest in my district, reflecting credit upon this small but thriving town. There are two large rooms on the lower flat and space above for two more, in case another department should be wanted to accommodate the rapidly increasing population. Of Mr. John Caldwell, principal of the school, I can justly speak in the highest terms. He is enthusiastic in his work, progressive in his methods, and particularly excels in discipline, ruling his pupils by love, not by fear. Miss Amanda E. Sarlabourse, who conducts the primary department, is also well qualified for her position, and I trust her services will long be retained in this school. District No. 2 has a good school, with fair attendance, but it is nearly five miles distant from the school-house in No. 1, which necessitates the establishment of another district, the country here being thickly settled. There is yet no school-house in No. 4, a rented room being used, which is entirely inadequate. At my recommendation a meeting was called, at which I was present, and it was decided that a school building should be erected and completed for use next summer.

St. Jacques.—This parish has the same number of districts as the preceding, and each supports a school. Two commodious and substantial buildings have been erected during the past summer in Nos. 1 and 4, and are now in use. The trustees and rate-payers have shown zeal and promptitude in acting upon any suggestions; those in No. 4 especially, who, although poor, have retained for some time the services of a superior teacher, whose labors should be highly appreciated. It evinces a spirit of self-denial and benevolence for a man of scholarly attainments to forego many privileges and comforts and take a position in an isolated section in order to engage in pioneer work.

St. Basil.—There are seven organized districts in this parish, of which five have schools. In Nos. 1 and 7 there has been no school for the last two years, though there is a commodious school-house in the former district, but through indifference the children have been deprived of school advantages. I held a meeting there, and strongly urged the speedy opening of the school. In number 7 there is also an apology for a school-house, but quite unsuitable for use in winter. The school in District No. 3, is graded, with two departments, with suitable rooms and appliances. Sister Trudelle possesses in a high degree the qualities necessary for a successful teacher of the young. The primary department is also well conducted. This institution and the school in Edmundston render valuable assistance to those preparing for the profession of teaching; and I am glad to see that many are availing themselves of these advantages.

St. Ann.—The schools in Nos. 1, 2, 3, and 4 have not been closed for some years, and I found their work quite satisfactory, considering the many disadvantages in the

lack of proper school equipments. The pupils in Nos. 2 and 3 showed considerable improvement in reading, while those in No. 4 excelled in writing and arithmetic.

St. Leonard.—This parish contains 14 school districts—the largest number of any in the County—eight of these supporting schools. I was much pleased with those in Nos. 4, 7, and 8. In District No. 7, Miss M. A. E. Hammond, teacher, the pupils showed considerable proficiency in drawing and writing; and in District No. 8 I was gratified at the quality of instruction given by Madam Anna Corbin, who deserves great credit for her noble efforts in building up the school in that isolated and poor section. She has been successful in gaining the affections of her pupils and the co-operation of the parents. Her work has not been confined to the school-room; her influence for good has been felt throughout the entire community.

In the spring the school-house in No. 13 was destroyed by fire, but a new one will soon be built.

VICTORIA COUNTY.

There are 63 school districts in this County, 57 of which are organized and 48 have schools. That in No. 7 is graded, with two departments. The table at the beginning of my report gives the number of districts and schools in each parish. All in this County were visited by me during the term just expired. I cannot say that all these schools are very prosperous. This is due largely to the lack of interest on the part of trustees and ratepayers. The attendance, too, in the majority of these districts is very small, which is partly owing to their sparsely settled population, particularly in the new settlements. I am pleased, however, to state that I found the teachers, with very few exceptions, faithful in their work, which is highly praiseworthy. Many of the school-rooms are well furnished with modern seats and desks, but deficient in suitable apparatus. The graded school in Grand Falls occupies a building which is an ornament to this promising town. It is under the management of Miss Mary A. Truswell and Miss Grace A. Barnes, the latter of whom has charge of the primary department. Both are doing excellent work. More blackboard surface, however, is required in this school, which deficiency the trustees promised to remedy. The primary department in the Grammar School building, Andover, District No. 3, is taught by Miss Gertie B. Henderson. The tone of the school is very healthy, but the building is not what one would expect to find in a shire-town. Educational progress in No. 2, Perth, has been for several years greatly retarded by want of harmony and co-operation, particularly among the trustees. I had much difficulty in getting affairs righted; but am glad to say that now everything seems to be progressing favorably. A fine new school building was commenced in October last and will be ready for use next term.

District No. 14, Perth Centre, has secured the services of Miss Helena Rouse, who is doing good work. Districts Nos. 11 and 12, in Upper and Lower Kincardiné, have made an excellent selection in engaging Miss Maggie F. McLeod and Miss Mary McKenzie, the latter having taught in the same district for five terms.

CARLETON COUNTY.

The three northern parishes only of this County are included in my inspectorate, viz., Kent, Wicklow and Aberdeen, comprising 41 districts, with 39 schools in operation. The school in District No. 1, Bristol, is graded, with two departments, under D. W. Ross, holding a first-class license, who took charge in November last, with Miss

E. A. Raymond, teacher of the primary department. It is the intention of the trustees to make application to have this ranked as a Superior School.

With the exception of a few districts in Aberdeen, where disunion prevails, I have much pleasure in stating that the schools are in a flourishing condition, the trustees being anxious to secure first-class instructors. All speak in the highest terms of their late inspector, W. G. Gaunce, for the interest he took in the schools.

WESTMORELAND COUNTY.

The parishes of Shediac and Dorchester, with the French schools in Botsford, are under my supervision, making a total of 52 districts, with 59 departments in operation.

There was a change during the year in the staff of teachers employed in the Shediac Grammar School by the resignations of Mr. F. X. Leger, Miss Mary Williams, and Miss Edith Darling, who were succeeded by Miss Elizabeth Doiron, Miss Mabel Morrison, and Miss Alice Adams of Newcastle.

A new school-house, to replace the one burned last year in District 12, Shediac, is now finished, and is a credit to the district.

Since the building of the school-house, the strife and contention which, as you are aware, long existed in District No. 6, Upper Aboujagan, and so greatly retarded the progress of education in that neighborhood, has at last apparently ceased; and the advantage of having one good school instead of two inferior ones, I trust, is now apparent to all.

In the Parishes of Dorchester and Botsford there were during the year 34 departments open, and with few exceptions the work done is very satisfactory. The town of Dorchester has a graded school of four departments—three being in the same building and the fourth a mile distant at the upper end of the town. Excellent work is done in all. The principal is Mr. F. M. Cowperthwaite, A. B.

A school-house, much needed, was commenced a year since in District No. 21, Botsford, and is now nearly completed. It is of sufficient dimensions to meet the requirements of the district.

THE COUNTY OF KENT

has maintained 115 schools throughout the year, with the exception of six, which were open one term only, as, in their case, the exceedingly small attendance rendered it inadvisable to attempt schools during the winter season. The new school-houses in No. 3, Kouchibouguac, and No. 14, Dundas, were completed last summer and teachers engaged. District 12, St. Louis, was organized in the summer, and I trust steps will soon be taken for the erection of a school-building.

There are four Superior Schools in this County—Kingston, Bass River, Weldford Station, and Buctouche; and I can speak most favorably of the work done in all.

The reputation of the Buctouche Convent School, as a model school, is too well established to necessitate any encomiums from me. I must congratulate the inhabitants of District No. 3, Dundas, upon retaining so long the services of Mr. Louis L. Leger, who is an enthusiast in his profession, and has gained the affections of his pupils and the confidence of their parents.

I regret to report the sudden death of Miss Sophie F. Mundle, who was teaching in District No. 16, Weldford, which occurred near the close of last term.

The length of this report, together with my state of health, which for the last few

weeks has not been at all good, prevents me from giving further particulars of the condition of schools in Kent; but I can safely report that, as far as my hurried visits enabled me to judge, the schools of this county have been as well maintained as during the previous year.

I am, sir,

Your obedient servant,

V. A. LANDRY, *District 2.*

INSPECTORAL DISTRICT, No. 3.—Geo. Smith, A. B., Inspector, Elgin, Albert County.

I have the honor to forward my Annual Report of the Schools embraced in Inspectoral District No. 3 for the year ended 31st December, 1885. While there has been no very marked change in the condition of the schools during the year, still there has been no falling off in any way, particularly in those districts where schools have been known as efficient and prosperous schools.

Two new districts have been established during the year—Drury's Cove, No. 16, Sussex, and Mountain Road, No. 28, Moncton. In the former a new school-house has been completed, and school will be opened the first of the year.

The ratepayers of Shepody Road, No. 2, Hammond, a district heretofore unorganized, held a meeting early in the summer. At this meeting a Board of Trustees was elected and money voted to build a new school-house. The new house is completed and school will be opened the first of the year.

In Baie Verte, District No. 2, Parish of Westmoreland, referred to in my last report as being in need of better school accommodation, a new school-house has been built.

In a few districts, owing to disputes and differences among the ratepayers, the schools are not in so good a condition as they might be; and this leads me to speak of some changes that, in my opinion, could be made to the advantage, both educationally and financially, of all concerned.

In Lewisville District, No. 10, Moncton, the school accommodation is not at all sufficient for the requirements of the district, and a new school-house will have to be built at an early date. Charters District, No. 4, Moncton, adjoining Lewisville, has been for some time, and, I am sorry to say, still is, in a very unsettled state. The only way to settle the trouble existing in this district is to divide the district at the Marsh and annex the western part to Lewisville district. This will accomplish two objects: first, it will strengthen and enlarge Lewisville, and second, it will settle the difficulties existing in District No. 4 in the only possible way they can be settled. And a further change could, in my opinion, be made for the educational advantage of this section by annexing Mill District, No. 9, to Lewisville. The district then formed would be strong financially, and the new school-house could be so located that few, if any, pupils would have to travel over two miles; while the principal part of the pupils would be within easy reach of the school. A graded school of two or three departments could then be established and maintained at less cost than it now takes to keep the three schools in operation, to say nothing of the superior educational advantages which such a school would afford.

There are changes which could be made in other parts of my district which would improve the educational condition of the districts in which the changes might be made. Without going into detail I may mention Nos. 3, 4 and 15, Hillsboro. The school-houses in these districts are placed very close together, and as I have already said, I believe some changes could be made to the advantage of all concerned.

The tendency seems to be in many sections to form small weak districts, and then to keep the schools in operation only a part of the time. This course is pursued by some for the sole purpose of saving a few dollars, without taking into consideration the value of the educational privileges that they deprive themselves of by such a course. In a few settlements that are isolated small districts are a necessity; but in many cases districts have been formed and applications are still being made for new districts which, when established, do not afford any better school accommodation, and in some cases not so good as was provided before such districts were established. Large, populous and wealthy districts should be sought after, even if a few children have to travel a little over two miles to reach the school; for children had better be within two miles of a good school kept constantly in operation than within half a mile or less of a school kept in operation only a part of the time.

Of the work done in most of the schools visited by me during the year I can only speak in the highest terms. In the Superior and Graded Schools particularly I found that the very best work was being done, and that the schools were maintaining their reputation for good and efficient work. In a few of the Ungraded Schools however, matters were not so satisfactory. Irregularity of attendance seems to be one great source of annoyance to teachers, and if some remedy for this evil could be provided I am sure that the chief obstacle in the way of the advancement of pupils and the elevating of the schools to that state of efficiency which is so desirable and which can be attained by every teacher would be removed.

While irregularity of attendance is the principal cause of discouragement to the teacher, still in a few instances, at least, the unsatisfactory state of the school is due to the want of tact and teaching ability, and sometimes to a lack of interest on the part of the teacher. I find that some teachers fail in the matter of classifying their schools, particularly in reading. These teachers imagine that because a pupil can read a little better than his class-mate he must be put ahead, and thus form a separate reading class. In this way classes in reading are multiplied almost *ad infinitum*; and in trying to hear all these classes a certain number of times daily the teacher spends an undue proportion of the time with the reading; and in order to get through with all the reading classes in a given time the teacher is generally obliged to hurry too much, and consequently reading is not thoroughly taught. In one school, with almost twenty pupils present, I found *nine* reading classes, as follows: two in the Fifth Reader, one in the Fourth Reader, two in the Third Reader, one in the Second Reader, two in the Royal Reader, and one in the Primer; and the only reason given for such a classification was that the teacher did not know what else could be done. This, of course, is an extreme case; but it is quite a common thing to find six and seven reading classes in schools where the pupils are not reading in advance of the Fourth Reader. In too many cases teachers think they must do something to please the people; and they thus sacrifice their own judgment, and the best interests of the school, rather than withstand a little fault-finding on the part of unwise parents and trustees, who sometimes unnecessarily interfere with the management of the school.

In some cases, and in fact in too many cases, I found the inefficiency of the school due to the fact that pupils had been put over the work too rapidly, and there had not been that drill and review which are so necessary to ensure accuracy and thoroughness in every subject taught. Short lessons well learned, and every-day review and drill, should be the aim of every teacher.

In a few cases I found such articles as a pointer and eraser for the blackboard had not been provided, and in one case the nearest approach to a pointer to be found in the school-room was a *penholder*. In another case a piece of paper had to be used as an eraser for the blackboard. These are apparently small matters to refer to, but, in my opinion, the teacher who will not take the trouble to see that these necessary articles are provided, is not doing his *whole* duty; and these teachers need not be surprised if they receive a reprimand from the Chief Superintendent.

A want of interest in school matters on the part of the trustees and community generally, frequently militates against the efficiency of the school. Teachers need the sympathy and moral support of the community, and if this is withheld, even though no fault is found with the teacher, it has a depressing and discouraging effect upon him. In almost any other concern in life more interest is manifested than in educational concerns. Let there be a report circulated that the country is in danger from an invasion, and every community is at once stirred to its very depths. Or let there be a case at law to be tried, no matter how trivial, and people will flock to the court of justice, and spend perhaps days in the most unprofitable manner. Or let there be an election and people will assemble (and rightly too) from all sections. But let it be announced that there will be an examination of the public school, and the teacher may possibly secure the attendance of the resident Clergyman (if there be one), the Secretary to the Board of Trustees, and perhaps one or two others.

If, however, on annual meeting day, there is a prospect of cutting down the teacher's salary, or in any way lessening the taxes of each ratepayer, even if it is only to the amount of a few cents; or if there should be a prospect of preventing the trustees from appropriating a small amount for prizes; or if, in short, there is any move to defeat the great object aimed at by free schools the community will turn out *en masse*; for it is a deplorable fact that many ratepayers never attend an Annual School Meeting except for the purpose of recording their votes against the best interests of the school.

Now, while I refer in this way to some of the evils and discouragements, the friends of education have to contend with, I do not wish to be understood as implying that in educational matters we are retrograding. On the contrary, there is much to encourage those interested in the education of the youth of our country.

The improved school accommodation; the better facilities for imparting instruction; and the higher appreciation of the efforts of good and faithful teachers, may be mentioned as some of the things which should encourage all true friends of education.

It is also pleasing to notice that the necessity for a practical and business education is being very generally recognized; and it is still more pleasing to know that the schools are in so many cases furnishing this education.

I have the honor to be,

Your obedient servant,

GEO. SMITH, *Inspector of Schools.*

To WM. CROCKET, Esq., M. A.,
Chief Supt. of Education,
Fredericton. }

INSPECTORAL DISTRICT, No. 4.—D. P. Wetmore, Inspector, Clifton, King's County.

I have the honor to submit herewith my report for the two terms ended December 31, 1885.

The increased size of the Inspectoral District with the regulation requiring the schools to be visited twice in each year, made the time that an Inspector could take in each school necessarily short, so that the knowledge of the schools is also necessarily somewhat limited. I was not able to get over the whole of the district in either of the terms; I had hoped to do so in the eight-months' term, but unhappily on account of illness I had to lose about two months in that term, and in the other six months I found myself unable to compass it.

In the last term, just closed, there being only about four and a half months clear of the holidays, I was also unable to compass the whole work; but I endeavored to miss no schools that had been missed in the previous term.

There are about 295 school districts in Inspectoral District No. 4, and six extra departments, in all 301; and of these not more than seven-eighths were visited in the first term, and not more than three-fourths in the second term. An inspector's duties are so multifarious—for instance, settling disputes in districts, deciding on school-house sites, inquiring into appeals against meetings and trustees' actions, compelling trustees to provide school accommodation and to put schools in operation, inquiring into proposed changes in boundaries and reporting to the Education Office on the same, keeping on file the boundary of each district and being prepared to give a certified copy of the same when required in law suits, etc., answering the numerous correspondents, and reporting to the Education Office, occasionally, monthly, and yearly—that quite a large portion of time must necessarily be taken from the direct visitation of schools.

The schools generally seem to be in pretty good working order; but in the part of the district that was previously under my charge I cannot say that any advancement has been made, and in the other part of course I was unacquainted with the standing of the schools, and am unable to say whether they have made advancement or not.

The financial depression in the country stands more in the way of educational advancement at present than perhaps any other cause. Money is so scarce that it is difficult to get districts to provide suitable school accommodation. Lower salaries are also paid; and this, in connection with the reduction in the provincial allowance, has caused the loss to the profession of many of the higher class of teachers. With a greater degree of prosperity in the country we would see a proportionate improvement in school matters, and it is to be hoped that the "good time coming" will not much longer be delayed.

I have not much to report in the way of new school-houses or improvements in grounds. Of course there have been a few houses built and some improvements made, but the stringency of the times has prevented much being done. In some places where new buildings ought to be erected, and where the people are well able to do it, parsimony has prevented. Upper Jemseg is one of these.

I have still the same complaint to make about ventilation that I had in previous years, and that is, summer ventilation is generally very poorly provided for, and winter ventilation scarcely at all. This arises in part from apathy among the people on the subject and in part from trustees not knowing how to arrange for winter ventilation

even when they are willing to do so. The plan formerly suggested by the Board of Education has not been found to work well where tried, and was so expensive that it is now very generally ignored.

It is a pity that some simple system of winter ventilation could not be devised, either in connection with a stove cast with double walls or in some other simple way. Whoever devises such a system, that will prove inexpensive and can readily be adopted by trustees, will deserve the gratitude of his country.

Although a great majority of school-houses are provided with outhouses, there is still too large a number without any, and some of these in the midst of populous settlements. In many of those that are provided with outhouses the trustees and teachers have allowed the buildings to get out of repair and in a disgraceful condition—doors off hinges, boards off the sides, etc. To have school-houses without these necessary adjuncts, or to have them in such a dilapidated condition, especially where the schools are large, is simply disgraceful; and I cannot excuse some teachers from their share of the blame. [See Reg. 9 (3), and Reg. 22 (10).] At my visits, if these buildings were lacking or were found out of order, I invariably called the attention of the trustees to the matter and recommended that necessary additions be made.

There is a fair supply of school furniture throughout the district in most of the school-houses, but there is a strong minority yet in which long benches without backs and desks facing the wall are in use. Furniture of the description of that lately manufactured by Mr. Sutherland, at Fredericton, is very much needed in many places. The price is moderate and the seating could be called first-class.

Somewhat was done during the year to increase the supply of apparatus, especially in regard to maps; but still much remains to be done. Blackboard surface especially is not what it ought to be. Many boards of trustees do not seem to realize that much of it is necessary, and I am sorry to say that there are some teachers who by their actions in the use they give the blackboards justify the trustees in their conduct. More and better maps are very much needed in the schools, as well as globes in the more advanced ones, and in some cases wall cards and ball frames are still lacking.

At my visits I recommended the introduction of what I thought absolutely necessary and suggested that it would be well to make other additions, sometimes successfully and sometimes not. Some schools are models in respect of apparatus and deserve especial mention, but this could not well be done without making invidious distinctions.

The supply of teachers, thanks to the shortened terms at the Normal School, now seems to be quite up to the demand, so that I have not found it necessary to give any local licenses for the last year, except for persons to act as class-room assistants in large schools. I am glad that the authority to grant local licenses has been taken from the Inspectors and lodged in the hands of the Chief Superintendent, as I think it will prevent the issue of such licenses except when it is absolutely necessary to issue, and at the same time I hope it will save the Inspectors from a great deal of importunity.

Teachers complain as much of the irregularity of attendance this year as usual. This is a chronic evil very difficult to remove, but since the change in the law doing away with the payment of teachers by results it does not in any way affect the salaries. If a simple and inexpensive plan of compulsory attendance could be devised I would be prepared to support it, but unless great care were exercised in devising such a plan it would be apt to irritate instead of doing good. Would it not be well for those who

have such plans to publish them in detail before attempting to get them adopted, that ratepayers could see how they would be affected.

SCHOOL WORK.

There is much good work done in this district, much that is indifferent, and some that is very poor.

The subject of reading seems generally to be pretty well handled, but of course there are exceptions. Writing as a rule receives proper attention, advanced work especially is good, and I am surprised sometimes at the excellence attained under unfavorable circumstances. The work in the 1st and 2nd standards (printing and print script), however, does not in all cases seem to receive the attention it ought to receive, although there are many notable exceptions to this.

The subject of grammar seems to be a sore one. There does not appear to be as good results from the time expended in teaching it as there should be. Sometimes I think part of this may be owing to the text-book not being altogether suitable; but perhaps I am mistaken, and that it is owing to lack of suitable instruction on the part of the teacher. At all events, in most cases it is not started properly in standard 3—I mean the oral work as required by the Course of Instruction.

The other subjects of the course seem to be fairly well treated throughout, and on the whole I think the advanced work is better than last year.

Teachers claim that the poor and indifferent work is largely owing to the irregular attendance, and I dare say they are right; at all events, I am of the opinion that a very large majority of the teachers of this district are doing their work faithfully and efficiently.

I have the honor to be,

Your obedient servant,

D. P. WETMORE, *Inspector.*

To WM. CROCKET, A. M.,
Chief Superintendent of Education,
Fredericton. }

INSPECTORAL DISTRICT, No. 5.

[The Inspector of this district, which embraces the Counties of St. John and Charlotte, has not forwarded an annual report.]

INSPECTORAL DISTRICT, No. 6, or GRAMMAR SCHOOL INSPECTORATE.—J. B. Oakes, A. M., Inspector, St. Stephen.

To WILLIAM CROCKET, Esq., A. M.,
Chief Supt. Education. }

SIR:—This past year having been my first in a new inspectorate, and having insufficient data for a comparison of its educational progress with that of former years, I shall content myself with a comparatively brief report.

I have to acknowledge my inability to make all the inspections prescribed in my Inspectoral District, which I find requires 442 annual visitations to schools and dis-

districts. During the 14 months ended Dec. 31st, I was able to make all the visits except 35, and these I hope to make during this month. Though sometimes weary and physically indisposed, I have continued to labor and travel nearly the whole time, and often when the weather and roads were unfit, but although traversing a district with whose people I had not previously been acquainted, I was received everywhere with kindness and respect. I was also gratified to observe many evidences of educational life and interest in our school system. This interest was manifested in many ways: in visitation by trustees and others to the schools during inspection; in a ready compliance with recommendations of improved appliances; in the repair of existing school-houses, and in the erection of new ones; also in the anxiety of some teachers, and the willingness of all to talk over matters pertaining to the welfare of the school, with a view of improving their methods of teaching, management and discipline.

Among the school-houses repaired are those of Gordonsville, Lower Brighton, Mount Delight, Centreville, Avondale, Dow Settlement, Back Lane and Canterbury Station. In the two last named districts the repairs were quite extensive and important.

New school-houses have been erected in Forest City, No. 14, parish of North Lake; Upper Northampton, No. 5, parish of Northampton; Havelock, No. 11, parish of Brighton; Digby, No. 17, parish of Wilmot. The Forest City school-house is a well built, commodious structure, 44x26 feet, with a class-room, and built at a cost of \$1421. This district has been recently sanctioned as one of the Superior School Districts of York County, and a school has just been opened under the management of Mr. N. W. Brown.

Considerable interest has been awakened during the past year in the improvement of school premises, especially by the planting of shade and ornamental trees. At St. Stephen a very successful Arbor Day was celebrated last May by setting out on the school grounds about 200 trees, and planting a cedar hedge. Nearly 1000 people, including the pupils of the public schools, were on the grounds to assist in the tree planting, and to listen to an appropriate and interesting programme, prepared under the direction of the teachers, for the occasion. Several other districts, including Moore's Mills, Lakeville and Leonardville, pursued a somewhat similar course with corresponding results. It is exceedingly desirable that such efforts as these be encouraged. Many districts are already contemplating a tree-planting day next spring; and should the Board of Education act on the resolution of the last Educational Institute, recommending the proclamation of an Arbor Day for such schools throughout the Province as may celebrate it in planting trees on their premises, I am confident that the result would justify such a course. Many districts, if they received proper and timely notice of the movement, would enthusiastically fall into line, and in a few years, the movement receiving official endorsement, and one district being inspired by the example of another, our school grounds, so bare and so uninviting throughout the entire Province, would be rendered attractive, and sources of pride and pleasure to all the people.

As you have observed from time to time by my monthly reports several of the schools were closed during portions of the year, especially during the second term. So far as I have been able to learn, the number of these vacant schools has been growing less during the past two months. The supply of teachers throughout my district has of late seemed to be equal to the demand if not in excess of it. During the months of July and August I received about 50 applications from teachers for schools and only 5 applications from trustees for teachers.

On my observation has also been forced the fact of the rapidly increasing number

of young and inexperienced teachers in charge of the schools and a corresponding decrease of male teachers. It is of great moment that every encouragement be given to male teachers. Upon this class the county must chiefly depend for what is implied in the term—"A Teaching Profession." No person can properly be recognised as a member of any profession till he knows something of it, both in theory and practice, and in the nature of the case only a limited number of females can be expected to remain long enough in the work of teaching to attain unto any considerable degree of professional excellence, moreover the larger number of the future teachers will be chiefly the product of the country schools, and it is among these that there should be distributed as many teachers as possible of scholarship, ability and experience.

The *Training and Management* throughout my Inspectorate have been, in the main, about as usual. The teachers generally have been faithful and earnest in the discharge of their duties. Many of the young teachers, upon taking charge of schools for the first time, have displayed much tact, earnestness and power, while others seemed unable to command and interest the school. Study and experience will always be found essential to the best teaching. Many teachers seemed to have fallen into the mistake of supposing that when the ranking system departed it carried away with it their obligation to adhere to the course of instruction, this was especially noticable in the lack of Industrial Drawing and the prescribed Oral Instruction in many schools. I, of course, urged the importance of fidelity in these matters. I found occasion in many schools to call special attention to the necessity of neater and more accurate manual work and of better spelling. Arithmetic has been generally well taught especially throughout Carleton County.

Superior Schools under the amended regulations have been in operation in Moncton and St. Stephen; Harvey Station and Eel River, York County. Jacksonville, Florenceville, Lakeville and Hartland in Carleton County. In all these schools teachers of ability and experience have been doing excellent work. The number enrolled in each of these schools, the average attendance, as well as the number of pupils in the different grades of instruction, with other particulars, have been detailed in my monthly reports. These schools are important centres of instruction, and it is desirable that as many advanced pupils as possible in the adjacent districts, those pupils especially who intend to become teachers, should avail themselves of the privileges these schools are intended to confer.

The schools of *Fredericton* and the *Incorporated Towns* were inspected in March and April, except those of Moncton, which were inspected in June. The condition of the schools in these important places has been set forth in reports already in your possession. The following tabular statement will serve as a means by which these towns may be compared, each one with the others, in respect of certain features pertaining to their schools and teachers:—

Towns.	No. of Pupils enrolled.	Average attendance to date of inspection.	Percentage of attendance.	Present at inspection.	No. of Pupils in 1st Standard.	No. in 2nd Standard.	No. in 3rd Standard.	No. in 4th Standard.	No. in 5th Standard.	No. in 6th Standard.	No. in 7th Standard.	No. in 8th Standard.	No. in 9th Standard.	No. in 10th Standard.	No. in 11th Standard.	No. in 12th standard.
Fredericton..	1123	846	75	875	145	148	193	134	87	84	102	85	57	35	34	0
Moncton	971	683	70	668	159	209	170	148	107	57	25	31	12	3	0	0
Woodstock ..	620	449	73	469	94	113	99	58	99	40	34	22	29	18	0	0
St. Stephen..	475	341	71	400	73	77	74	59	52	39	35	34	13	7	3	4
Milltown....	314	199	63	210	61	40	78	35	18	32	30	6	5	0	0	0

Towns.	No. of Schools or Departments.	No. of Male Teachers.	No. Female Teachers.	No. of Teachers of Grammar School Class.	No. of 1st Class.	No. of 2nd Class.	No. of 3rd Class.
Fredericton,	24	5	19	2	16	6	0
Moncton,	16	4	12	0	3	10	3
Woodstock,	11	2	9	1	4	5	1
St. Stephen,	10	4	6	2	6	2	0
Milltown,	6	1	5	0	2	4	0

An analysis of the foregoing tables shows:—

1st. *Of the Schools*.—That Fredericton had made the most regular attendance and Milltown the least; that the St. Stephen pupils made the best attendance at the Annual Inspection, while in Moncton the number present was below the average attendance for the term; that the Fredericton and St. Stephen schools have been graded more systematically in past years than the others, as shown by the gradation of numbers in each standard, and that Fredericton had the largest proportion of pupils in the advanced grades, due, no doubt, to the attendance at the collegiate school of so many from the outside districts, while St. Stephen was the only town to present students in Standard XII.

I might here add that both in Moncton and Woodstock there was room for better discipline, and in several departments in both these towns there was room for much better teaching.

2nd. *Of the teachers employed*.—that of St. Stephen had the largest proportion of male teachers, while Woodstock and Milltown had the least; that St. Stephen had the largest proportion of high class teachers, while Moncton made the poorest showing in this particular.

I had hoped to have a conference with the Moncton teachers and members of the Board of Trustees upon certain features in the organization and management of their schools, but want of time, and for prudential reasons, I deemed it sufficient to talk over certain matters with the principal, in the hope that observed defects in departments named would be remedied, and that at my next visit I might have an interview, if necessary, under more favorable circumstances.

At an interview with the Woodstock teachers called together by the Chairman of the Town Board, L. P. Fisher Esq., who was present, a change in the plan of grading

was discussed, and I believe the suggestions then made have been, or are about being carried into effect. Mr. Fisher takes a warm interest in the schools of this town and by his frequent and encouraging visits to them affords a worthy example for chairmen of other school boards.

During the year I inspected the 20 *Grammar Schools* and *Departments* of the province, excepting those of Gloucester, Sunbury and Queen's. I had hoped to be able to reach the latter two at the time of my visit to the St. John Departments, but was prevented by the ice which had formed over the St. John River. When I arrived at Bathurst I found that Mr. Maher, the grammar school teacher, had left for Fredericton, having explained the necessity of his absence in a letter which I had failed to receive.

I presume it is unnecessary to go into any details concerning these schools, having furnished to the Education Department all the necessary information concerning them. As tributary to the university and furnishing almost the only means in the province outside of St. Stephen, Moncton and Newcastle for secondary education, these schools sustain important relations in the educational system of the province, and though some of them, such as those of Victoria, King's, Queen's and Albert, are, in consequence of their location in mere villages, not doing much advanced work, it is, nevertheless, desirable for many reasons that they be well maintained. It is also necessary that teachers and Inspectors seek by personal advice to induce clever pupils to attend these grammar schools from different sections of the county. It is of moment that they be held by the people not as village or district schools but as county institutions and be patronised accordingly.

I was a little surprised to find so small a number in these schools looking toward the University. Commercial pursuits seem to have the chief attraction for the best pupils. I did not, however, fail in every instance to set forth the advantages our University affords, seeking in this way to direct the ambition of the pupils for higher culture within her walls. The teachers of these grammar schools are good earnest men and women and efficient teachers, and though some of them were laboring under somewhat discouraging conditions they seemed anxious to advance their pupils.

Teachers' Institutes were held during the year at Woodstock and Fredericton, the latter I was unable to attend. The Woodstock Institute was attended by over 60 of the Carleton County teachers who manifested an excellent spirit, and many of them joined heartily in the discussions of the programme. The Chief Superintendent of Education was in attendance and, besides addressing the teachers at the opening and rendering valuable assistance at the other sessions, delivered a lecture on education at the public meeting on Thursday evening.

In closing this report I have to acknowledge valuable assistance rendered by my predecessors in Carleton and York Counties.

I remain,

Your obedient servant,

J. B. OAKES.

Inspector for District No. 6.

APPENDIX C.

REPORTS OF BOARDS OF SCHOOL TRUSTEES.

I. CITY OF SAINT JOHN.

FOURTEENTH ANNUAL REPORT OF THE BOARD OF SCHOOL TRUSTEES OF SAINT JOHN, 1885.

Board of School Trustees of St. John, appointed by the Lieutenant Governor in Council:

- 1871-2.—Wm. H. A. Keans, Esq., Chairman; John Boyd, Esq., Charles A. Everett, Esq.
- 1873.—Wm. H. A. Keans, Esq., Chairman (resigned), Chas. A. Everett, Esq., Chairman; John Boyd, Esq., Chas. H. Fairweather, Esq.
- 1874.—Chas. A. Everett, Esq., Chairman; John Boyd, Esq., Chas. H. Fairweather, Esq.
- 1875.—Chas. A. Everett, Esq., Chairman (resigned), John Boyd, Esq., Chairman; Chas. H. Fairweather, Esq., Reuben G. Lunt, Esq.
- 1876.—John Boyd, Esq., Chairman; Charles H. Fairweather, Esq., Reuben G. Lunt, Esq.
- 1877.—John Boyd, Esq., Chairman; Charles H. Fairweather, Esq., Reuben G. Lunt, Esq.
- 1878.—John Boyd, Esq., Chairman; Charles H. Fairweather, Esq., James H. Moran, Esq.
- 1879.—John Boyd, Esq., Chairman; Charles H. Fairweather, Esq., James H. Moran, Esq. (deceased.)
- 1880.—Hon. John Boyd, Chairman; Chas. H. Fairweather, Esq., Silas Alward, Esq.
- 1881.—Hon. John Boyd, Chairman; Chas. H. Fairweather, Esq., Silas Alward, Esq.
- 1882.—Hon. John Boyd, Chairman; C. H. Fairweather, Esq., S. Alward, Esq., D. C. L.
- 1883.—Hon. John Boyd, Chairman; C. H. Fairweather, Esq., S. Alward, Esq., D. C. L.
- 1884.—Hon. John Boyd, Chairman; C. H. Fairweather, Esq., S. Alward, Esq., D. C. L.
- 1885.—Hon. John Boyd, Chairman; C. H. Fairweather, Esq., S. Alward, Esq., D. C. L.

Board of School Trustees of Saint John, appointed by the Common Council of the City of Saint John :

- 1871-2.—Alex. Lockhart, Esq., A. Chipman Smith, Esq., Thos. Furlong, Esq. (resigned), John V. Ellis, Esq., Zebedee Ring, Esq.
- 1873.—Alex. Lockhart, Esq., A. Chipman Smith, Esq., John V. Ellis, Esq., Zebedee Ring, Esq.
- 1874.—Alex. Lockhart, Esq., A. Chipman Smith, Esq., John V. Ellis, Esq., Zebedee Ring, Esq.
- 1875.—Alex. Lockhart, Esq., A. Chipman Smith, Esq., John V. Ellis, Esq., Zebedee Ring, Esq.
- 1876.—Alex. Lockhart, Esq., A. Chipman Smith, Esq. (resigned), John V. Ellis, Esq., Zebedee Ring, Esq., Edwin J. Wetmore, Esq.
- 1877.—Alex. Lockhart, Esq., John V. Ellis, Esq., Zebedee Ring, Esq., Edwin J. Wetmore, Esq.
- 1878.—Alex. Lockhart, Esq., John V. Ellis, Esq., Zebedee Ring, Esq. (deceased), Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D.
- 1879.—Alex. Lockhart, Esq., John V. Ellis, Esq., Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D.
- 1880.—Alex. Lockhart, Esq., John V. Ellis, Esq., Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D.
- 1881.—Alex. Lockhart, Esq., John V. Ellis, Esq., Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D.
- 1882.—Alex. Lockhart, Esq., John V. Ellis, Esq., Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D.
- 1883.—Alex. Lockhart, Esq., John V. Ellis, Esq., Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D.
- 1884.—John V. Ellis, Esq., Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D., H. J. Thorne, Esq.
- 1885.—John V. Ellis, Esq., M. P. P., Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D., H. J. Thorne, Esq.,

Order of Retirement from the Board, pursuant to an Act of Assembly relating to the Constitution of Boards of School Trustees :

Boyle Travers, Esq., M. D.,	- - - - -	November 1st, 1886.
Henry J. Thorne, Esq.,	- - - - -	November 1st, 1887.
John V. Ellis, Esq., M. P. P.,	- - - - -	November 1st, 1888.
Edwin J. Wetmore, Esq.,	- - - - -	November 1st., 1889.

JOHN MARCH,

Secretary of School Board, and Superintendent of Public Schools.

Office, 85 Germain Street, Saint John.

STANDING COMMITTEES.

RULES AND REGULATIONS.

John V. Ellis, Esq., M. P. P., Chairman ; Chas. H. Fairweather, Esq., Hon. John Boyd.

ACCOUNTS.

Chas. H. Fairweather, Esq., Chairman ; Edwin J. Wetmore, Esq., Silas Alward Esq.,
D. C. L., Henry J. Thorne, Esq.

REAL ESTATE AND BUILDINGS.

Henry J. Thorne, Esq., Chairman ; John V. Ellis, Esq., M. P. P., Edwin J. Wetmore,
Esq., Silas Alward, Esq., D. C. L., Boyle Travers, Esq., M. D.

TEACHERS AND SALARIES.

Hon. John Boyd, Chairman ; John V. Ellis, Esq., M. P. P., Chas. H. Fairweather, Esq.,
Edwin J. Wetmore, Esq., Boyle Travers, Esq., M. D.

CONTINGENCIES.

Edwin J. Wetmore, Esq., Chairman ; Boyle Travers, Esq., M. D., Henry J. Thorne, Esq.

To His Honor SIR LEONARD TILLEY, C. B., K. C. M. G.,
Lieutenant Governor of the Province of New Brunswick :
The Honorable the Board of Education ; William Crocket, Esq., M. A.,
Chief Superintendent of Education :
His Worship the Mayor and Aldermen of the City of Saint John :

GENTLEMEN :—

We have much pleasure in placing before you, our Fourteenth Annual Report, showing the operations of our board during the past year in the conduct of the public schools of this city.

Our Secretary and Superintendent has entered into the details of this work, more fully than in the past. This, we deemed necessary, owing to the discussions had in various quarters.

We trust that we have been able to show, that we have administered the affairs of this trust, economically and judiciously, while the standard of work done has not been lowered, or educational results lessened. We present some comparative statistics, which may be useful in this connection, and ask for all your kindly consideration.

We have the honor to be,

Yours very respectfully,

Signed, JOHN BOYD, Chairman.
C. H. FAIRWEATHER,
JOHN V. ELLIS,
E. J. WETMORE,
SILAS ALWARD,
BOYLE TRAVERS, M. D.,
H. J. THORNE.

*Office of the Board of School Trustees,
St. John, N. B., Jan. 15th, 1886.* }

REPORT OF THE SECRETARY AND SUPERINTENDENT.

To the Board of School Trustees of Saint John :—

GENTLEMEN :—

I beg respectfully to lay before you my Fourteenth Annual Report upon the Public Schools of the City of Saint John, covering the Winter and Summer Terms, from November 1st, 1884, to December 31st, 1885, a period of fourteen months. This extension of the school year was rendered necessary by recent legislation, by which the school year was made to open on January 1st and close on December 31st.

This was accomplished under the regulation of the Board of Education which directed that, for the present year, the winter term should open November 1st, 1884, and close June 30th, 1885 ; a period of eight months, instead of six, as heretofore.

I have prepared full Statistical and Financial Tables to accompany this report, but in order to make it self-contained and the results more readily available, I present the chief facts in the following condensed form, showing the number and character of schools ; period of operation ; number, age and sex of pupils enrolled ; lost days, and cost per pupil.

The results for both winter and summer terms are compared with the corresponding term of the previous year.

WINTER TERM.

Opened November 1st, 1884 ; closed June 30th, 1885.

Number of days schools were in operation,.....	152
Increase over same term last year,.....	46
Number of Departments,.....	89
Increase over same term last year,.....	8

DIVIDED AS FOLLOWS :

Grammar,.....	5
Grammar and Advanced,.....	1
Advanced,.....	23
Advanced and Primary,.....	11
Primary,.....	49
Number of pupils enrolled on School Registers,.....	4,873
Increase over same term last year,.....	1,122
Number of boys,.....	2,510
Increase over same term last year,.....	586
Number of girls,.....	2,363
Increase over same term last year,.....	536
Number under 15 years of age,.....	4,511
Increase over same term last year,.....	1,104
Number over 15 years of age,.....	362
Increase over same term last year,.....	18
Number of pupils when reduced by Transfers,.....	4,399
Increase over same term last year,.....	658
Grand total days' attendance,.....	427,726½
Increase over same term last year,.....	120,816
Number of pupils present daily on an average,.....	3,045
Increase over same term last year,.....	336

Percentage of enrolled pupils daily present for full term.....	69.22
Percentage of decrease from same term last year, consequent on the term being lengthened two months,.....	3.21
Percentage of pupils daily present while belonging.....	77.19
Percentage of decrease on same term last year,.....	2.79
Percentage of pupils daily present every month,.....	95.85
Percentage of Increase over same term last year,.....	7.66
Percentage of Pupils daily present every week,.....	88.95
Percentage of increase same term last year,.....	8.86
Number of Pupils reported new to the schools,.....	661
Increase over same term last year,.....	406
Number of days reported lost by Pupils while belonging,.....	126,394½
Increase over same term last year,.....	49,563

Reported causes of absence :—

Sickness,.....	44,808½
Bad weather,.....	15,441½
Other sufficient cause,.....	63,215
Without cause,.....	2,929½

Increase over same term last year :—

Sickness,.....	18,092½
Bad weather,.....	8,388½
Other sufficient cause,.....	22,650
Without cause,.....	432

Number of Pupils enrolled in the several standards of instruction :—

Standard 1,.....	1,127
2,.....	764
3,.....	680
4,.....	798
5,.....	533
6,.....	269
7,.....	274
8,.....	224
9,.....	115
10,.....	68
11,.....	21

SUMMER TERM

Opened July 1st, 1885, closed December 31st, 1885. Number of days schools were in operation,.....	92
Decrease on same term last year,.....	7
Number of Departments (same as corresponding term last year),.....	85

DIVIDED AS FOLLOWS :

Grammar,.....	5
Grammar and Advanced,.....	1
Advanced,.....	22
Advanced and Primary,.....	13
Primary,.....	44

Number of Pupils enrolled on school register,.....	4,212
Decrease on same term last year,.....	94
Number of boys,.....	2,145
Decrease on same term last year,.....	15
Number of Girls,.....	2,067
Decrease on same term last year,.....	79
Number under 15 years of age,.....	3,905
Decrease on same term last year,.....	26
Number over 15 years of age,.....	307
Decrease on same term last year,.....	5
Number of Pupils when reduced by transfers,.....	4,206
Decrease on same term last year,.....	37
Grand total days' attendance,.....	276,808
Decrease on same term last year,.....	11,428½
Number of pupils daily present on an average,.....	3,101
Decrease on same term last year,.....	33
Percentage of pupils daily present for full term,.....	73.66
Decrease on same term last year,.....	.30
Percentage of pupils daily present while belonging,.....	80.67
Percentage of decrease same term last year,.....	.20
Percentage of pupils daily present every month,.....	97.52
Percentage of increase over same term last year,.....	12.51
Percentage of pupils daily present every week,.....	87.54
Percentage of increase over same term last year,.....	7.59
Number of pupils reported new to the schools,.....	1,088
Increase on same term last year,.....	336
Number days reported lost by pupils while belonging,.....	62,981½
Decrease on same term last year,.....	7,544
Reported causes of absence:—	
Sickness,.....	22,158
Bad weather,.....	4,856½
Other sufficient causes,.....	34,256½
Without cause,.....	1,710½
Increase on same term last year:—Sickness,.....	1,082½
“ “ “ “ Bad weather,.....	3,096½
Decrease “ “ “ “ Other sufficient causes,.....	11,035
“ “ “ “ Without cause,.....	688
Number of pupils enrolled in the several standards of instruction:—	
Standard 1,.....	806
2,.....	736
3,.....	598
4,.....	608
5,.....	469
6,.....	336
7,.....	243
8,.....	208
9,.....	100
10,.....	60
11,.....	39
12,.....	9

SCHOOL YEAR.

Number of days in the school year,.....	244
Increase on last year,.....	29
Total number of pupils enrolled during school year,.....	5,487
Average number of days each pupil belonged.....	163
Decrease on last year,.....	25
Average number of days each pupil attended,.....	129
Decrease on last year,.....	22
Total cost for lands, buildings, repairs and furnishing.....	\$20,403 33
Cost per pupil on capital account,.....	3,718 00
Total cost for ordinary service, not including interest on debentures and loan,.....	55,146 61
Cost per pupil,.....	10 05
Total cost for ordinary service, including interest,.....	67,615 32
Cost per pupil (ordinary),.....	12.323 00
Entire expenditure,.....	88,018 65
Cost per pupil (extraordinary),.....	16.041 00

In the last item is included the expenditures for all purposes, including the outlay for new school buildings. The cost per pupil was \$396 less than the previous year.

LANDS AND BUILDINGS.

The work of completing the Centennial School Building fronting on Brussels Street, was vigorously pushed forward early in the year, so that it might be brought into use in time for the Board to give up possession of buildings, under rental in the northern section of the city by the 1st of May. It was finally decided that the building should be ready to receive furniture during the Easter holidays, and arrangements were perfected for transferring the pupils on Wednesday, April 8th. Meanwhile it was found necessary to have all the furniture in the old schools renovated and made suitable in every way for the new premises. The contract for this work was given to Messrs. W. H. Haley & Sons, who, under the personal direction and supervision of the chairman of the building committee and the secretary, satisfactorily completed the repairs, removal and setting up of seven or eight hundred desks and chairs, without materially interfering with the work of the schools. Five hundred hardwood chairs, from the factory of Messrs. J. & J. D. Howe were placed in the exhibition hall. On the morning of the 8th of April the pupils of the Waterloo Street, boys' school, 2 departments; Brussels Street, boys' school, 3 departments; Waterloo Street, girls' school, 3 departments; Peters Street, girls' school, 2 departments; and Mechanics' Institute, boys' school, 4 departments, assembled at their old quarters and marched to the hall of the new building, where they were received by the trustees and a large number of citizens. After singing, addresses and other pleasing exercises, the pupils were taken in hand by the superintendent, re-classified and distributed to the respective school-rooms under teachers previously designated.

At the same time the building known as the Benevolent Hall, on Waterloo Street, was occupied by two departments of advanced boys.

During the summer and autumn the work of grading the grounds in the rear of the Centennial School, of laying down pipes for carrying off the surface water, of erecting suitable out-buildings for the Waterloo Street school, of cutting a roadway through the rock, and of making new entrances to this building have been prosecuted and completed.

The over-crowded condition of the primary departments of the Victoria School in the early spring rendered it necessary to provide other accommodation and the Board accordingly rented for a time the brick building adjoining the school lot on Duke Street, known as the Disciples' Church, to which building sufficient pupils were removed to make two departments. Later on this property was placed on the market and was purchased by the Board from the trustees of the church for two thousand dollars.

The premises consist of two lots of land, 40 feet frontage and extending back 100 feet, upon which is a brick building on stone foundation, 40 feet wide, 60 feet long and 18 feet wall, with high, sloping, slate roof. A comparatively small outlay is needed to make the two departments in this building exceedingly comfortable. At present the floor space is undivided and the furniture consists of pine planks on iron standards for desks, and wooden benches.

During the midsummer holidays the water-closets in the annex of the Albert building, which had, for some years, been in bad condition were entirely re-modelled. The old and delapidated flush closets were removed, a brick and cement latrine, extending across the whole of the annex, was built in the cellar, and its walls carried up to the ground floor. The saturated floors were taken up and burned, new ones laid down, and neat pine partitions erected as screens. On the boys' side a urinal was also provided. These much needed improvements have proved highly satisfactory during the months which have elapsed since they were made.

The asphalt sidewalk around the Victoria School was thoroughly repaired during the summer, the city Corporation bearing half the expense.

Nothing was done during the year to improve the water-closets of the St. Malachi building, on the corner of Leinster and Sydney Streets, to which attention was called in my last report, and the sanitary condition of which has been the subject of a report from the Grand Jury of the County. Located, as they are, in close proximity to the doors and windows of the schools, and being unprovided with any means of keeping the vaults well flushed with water, they present, after six or seven years' use, an unsightly appearance, and may well be regarded as inimical to the health of the four hundred children gathered in the schools. If a brick vault were built in the basement and kept filled with water during use, as is now provided in all our other schools where large numbers of children are gathered, and a commodious and well lighted stairway were carried down to it, much inconvenience would be removed and threatened danger averted.

The condition of the rented buildings on Queen and Sheffield Streets has not improved since my last report. On the contrary, they are becoming less suitable for school purposes as time passes. The Mission Building is exposed to constant depredations, and it is impossible to keep it in a creditable state of repair. The Young Men's Christian Association, to whom it belongs, is not able to make the needed repairs to keep it in good habitable condition, and the Board of School Trustees would not be warranted in expending money upon it. Not long since one of the windows was entirely demolished, frame and all, an entrance effected by drunken persons, and all the blackboards, etc., thrown out into the adjacent yard. The shutters are frequently torn off or broken, and the doors and door steps covered with filth. In such a building only the rudest attempts can be made to provide school furniture and apparatus, and thus, the children who are compelled to use the poor accommodation provided, are deprived of the ameliorating conditions which their lot in life demands should be at their disposal in neat, clean, comfortable and well furnished schools. Both the schools here referred to

have but a small registered attendance, although there are plenty of children in the neighborhood who do not attend any other school. From careful inquiries which I have made and experience of other localities, I am firmly of the opinion that a commodious but inexpensive school-house of four departments, if erected upon the Weldon lot, on the corner of Saint James and Wentworth Streets, would be speedily filled, especially if the pupils in the two buildings named were removed into it as a nucleus.

As already intimated a number of rented buildings were given up on May 1st, thereby greatly reducing the outlay for this service. These were: Waterloo Street boys' school, rented from the Hatheway estate, at \$150; Brussels Street school, rented from the Trustees of the Exmouth Street Methodist Church, at \$250; Peters Street school, rented from Mrs. Z. Esty, \$180; Carleton Street schools, rented from the Directors of the Mechanics' Institute, at \$315. All the property belonging to the board in these buildings was removed to the Centennial and Waterloo Street schools, owned by the board, and were utilized without incurring the large expense which would otherwise have been requisite, for new furniture, apparatus, etc.

The Board at present owns the following buildings, together with the site on which they stand:—

Victoria—Brick on stone foundations, 3 story, basement, and Mansard roof, 15 school-rooms, exhibition hall, furnace-room, two play-rooms, and janitor's apartments.

Albert—Frame building on stone foundations, 2 story, basement, and Mansard roof, 10 school-rooms, exhibition hall, furnace-room, 2 play-rooms, annex for water-closet, and suite of janitor's apartments.

Waterloo Street—Wooden frame building, 1½ stories front, 2½ stories rear; 2 large school-rooms, 3 large store-rooms, caretaker's apartments, and annex for water-closets.

Centennial—Brick on stone foundations, 2 story, basement and Mansard roof 10 school-rooms, superintendent's room, exhibition hall, furnace-room, workshop, 2 play-rooms, and suite of janitor's apartments.

Duke Street—Brick on stone foundations, one story, slated roof. Also, the Weldon lot (so called), upon which there is no building.

The following buildings and rooms are under rental:—In Saint Vincent's Convent, 3 rooms; in Odd Fellows' Hall, 3 rooms; in Leinster Street Church building, 8 rooms and basement; in Saint Malachi's Hall, 9 rooms and exhibition hall; in Mrs. Ansley's building, King Square, 2 rooms; Charlotte Street School, 4 rooms; in Saint Joseph's School building, 7 rooms, basement and exhibition hall; in Saint Phillip's Church, 1 room; in Sheffield Street Mission House, 1 room; in Masonic Hall, Carleton, 3 rooms and out-buildings; in Saint Patrick's Hall, 5 rooms and out-buildings.

The school-room on Partridge Island is granted free by the Dominion authorities during pleasure, but is entirely unfit for school purposes, and if a school is to be maintained upon the Island, a small building with suitable appliances for carrying on the prescribed work, ought to be erected during the next year.

TEACHERS.

Our regular staff of Teachers for the year included 15 males of the First Class, 4 males of the Second Class, 31 females of the First Class, 34 females of the Second Class, 7 females of the Third Class, and 2 female assistants of the First Class, and 1 female assistant of the Second Class—making a total of 94.

Two male teachers of the Second Class, 1 female of the First Class, and 2 females of the Second Class were employed as reserves for short periods during the year.

One male teacher of the First Class, 2 females of the First Class, 4 females of the Second Class, and 2 females of the Third Class left the service during, or at the close of the school year. These were Mr. William S. Carter, A. B., of the Grammar School, who retired upon accepting the position of Provincial Inspector of Schools for St. John and Charlotte counties; Miss Abigail A. Williams, married and left the Province; Miss Winnifred P. Hayes, removed to Winnipeg, Manitoba; Miss Annie McKay, married; Miss Mary A. Tobin, removed to Brooklyn, New York; Miss Florence L. D'Orsay, ordered to England for her health; Miss Isabella Churchill (Sister Genevieve), removed to Fredericton; and Miss Henrietta McGrath (Sister Gertrude), removed to the Industrial School, Silver Falls. Miss Williams had been in the service of the Board from the inauguration of Free Schools, and in the several positions she was called to fill, always proved herself to be faithful, painstaking, and thoroughly imbued with the teaching spirit. Her powers of discipline were of a high order. Firmness, gentleness and cheerfulness, combined with a fine moral sense, and rare capacity for guiding those placed under her care, to make her both popular and successful. Miss Hayes also spent many years in the schools of the city, and deservedly held a high place in the esteem of those who were acquainted with her work, for her well-developed methods for advancing the pupils in her charge. Of Mr. Carter, it is only necessary to say that he was a worthy successor to the excellent men who had preceded him in the Grammar School of this City; that the foundations he laid for the higher work of the college and university were solid and true; and that in every respect he discharged his duties so as to win the esteem of his pupils, the respect of parents and guardians, and the commendations of the directorate of the Grammar School and the Board of Trustees.

The other teachers mentioned above, though placed in less prominent positions and employed for shorter periods, carry with them to their new spheres of life and labor the best wishes of all who knew them, as conscientious, painstaking educators of the young.

As a body the teachers have performed the duties assigned them in a satisfactory manner, as was practically demonstrated by the results of the annual examination of the pupils in June last, and to which further testimony is borne by the Provincial Inspector. There are, however, a few, as I have stated in former reports, who are deficient in certain important respects, and with these allowances have to be made, on account of insufficient training, poor physical health, or lack of that equality of temper which bears without apparent effort the severe strain inseparable from the duties of a teacher, to whose charge a large number of children is confided.

SUPERVISION.

In addition to the facts and statements which I am able to give from a close personal acquaintance with the internal work of the schools, I also present the following extracts from the reports of the principals sent in at the close of the year. These give in certain respects, a more minute account of the condition of the departments, than the more limited advantages of the superintendent, in his visitations, is capable of affording.

They will be found to be in general accord, however, with the views expressed in other portions of this report.

CENTENNIAL SCHOOL.

There are 10 departments in this building taught by the following teachers, Henry Town, Lillie Herrington, Belle Thompson, Lizzie J. Thomas, Lizzie S. Read, Annie M.

Hea, Clara D'Orsay, Elizabeth Estey, Isabel Humphrey and Lillie McKay; with Hattie D. Howard as assistant. The building was opened for school purposes at the close of the Easter vacation in April last. For a day or two little else was attempted than to secure the good order necessary to the safety of so many pupils assembled in such a large building, but immediately the immense advantage of light, space and good ventilation was felt over the small, closely crowded and ill ventilated rooms we had recently left. As our new building was not fully provided with maps and blackboards till shortly before midsummer vacation, the work of the pupils was not so progressive as it would have been could these have been supplied at once. So far, we have found the heating apparatus quite sufficient but no real test can be applied until we experience our coldest winter weather. We have an admirable system of ventilation. Indeed, I should say the ventilation was almost perfect, were it not that the rooms and halls are sometimes pervaded with odours emanating from the janitor's kitchen. The sanitary arrangements are ample and thorough, notwithstanding a report was circulated during the summer that the drainage was very defective. This report, together with the fact that a few children attending three of the schools were absent on account of diphtheria, and that three of the children died, gave rise to considerable alarm among parents having children attending these schools. A visit to the building during school hours and a close inspection of the arrangements, satisfied all who came that there was nothing in the ventilation or sewerage of the place to give rise to or aggravate any disease. Except in the schools taught by Miss Thomas, Miss Thompson and Miss Estey, in each of which a child died of diphtheria, and in Miss D'Orsay's, in which one died of inflammation, the general health of the schools in the building has been good, although some of the pupils in the other rooms have been compelled to absent themselves from school owing to the sickness of other members of the families to which they belong, or known to exist in their immediate vicinity. In every case where a child was detained from school on account of sickness of a contagious character a medical certificate was required before that child was re-admitted.

The monthly meetings of the teachers have been held regularly and at each some interesting professional topic, relating to teaching, or to the order and discipline of the schools has been discussed.

HENRY TOWN, *Principal.*

Northern Division and Waterloo Street School.—At the commencement of the school year, Nov. 1st, 1884, this division included four departments of boys in Mechanics' Institute and two departments of girls in Peters Street schools. The 6th and 5th grades were conducted by myself, whilst the lower grades were in charge of the following teachers, viz.: Mrs. F. L. Dieuaide, 4 and 3; Miss L. D'Orsay, 3 and 2; Miss Lillie McKay, 2 and 1, boys; Miss E. Estey, 4 and 3; and Miss Isabel Humphrey, 2 and 1, girls.

At the completion of the Centennial School, April 6th, 1885, all these teachers, with the exception of Mrs. Dieuaide, were removed thither. The latter teacher and the principal were located in the Waterloo Street schools with grades 6 and 5, the lower grade being reinforced by pupils from Mr. Henry Town's department. Mrs. Dieuaide took charge of the lower class of grade 4, leaving the upper part of that grade with grade 6, under my care. In my room, at the midsummer examinations, the two grades

were promoted to a higher standard, and some 12 of Mrs. Dieuaide's pupils, who had completed the course for grade 5, were advanced to grade 6, making, with those who have entered since the beginning of this term, in my department 55 pupils, and in Mrs. Dieuaide's department 26 pupils; a total of 81. Of these there were in grade 7, 11; in grade 6, 44; in grade 5, 26.

During the summer term these grades have been conducted partly on the departmental system, Mrs. Dieuaide taking charge of those subjects relating to language, such as reading, spelling, grammar, and composition; those relating to mathematics, such as arithmetic, algebra, geometry, and geography, being taken by me. The results have been satisfactory and show the advisability of the course adopted.

Grades 6 and 5 are well advanced in their studies, and Grade 7 is fairly abreast of the work, though from absence and late entrance in the term, not so well prepared as the former.

Taking into consideration the limited time at our command during the term, the progress made may be taken as a fair idea of what may be expected from them at the close of the next term, June 30th, 1886.

For the summer term just ended, in my room the average number present was 42 and the percentage of attendance 77; in Mrs. Dieuaide's room the average was 21, and percentage 83. Care has been taken by the teachers to inquire into all cases of absence, both by visiting the parents, and requiring a satisfactory excuse from the pupils on their return to school. There is a fair spirit of emulation among the pupils, not only as to the matter of grading, but in the understanding of the subjects under consideration.

In the general health of the schools there has been no serious cause of complaint, the prevailing disease having been "numps," and some isolated cases of diphtheria and scarlet fever, from the former of which one of my pupils died, a little before the mid-summer vacation; but in all other cases of disease the attacks have been very light and of no serious character.

What objections might have been advanced in the summer months in regard to the sanitary condition of our building have been obviated by the improvements recently made in the outbuildings.

Reserve or assistant teachers have not been required to any great extent in the school under my charge. In February last, when my father died, Mr. Stanley Olive supplied my place for a brief period. My thanks are due the board for their kindness and thoughtful consideration at that time.

W. C. SIMPSON, *Principal.*

Leinster Street School.—As usual, during the past year the attendance in this building has been large and quite regular, except for some weeks after the summer holidays.

I have visited each department as often as I had opportunity to hear the teachers at work, and twice during the year I have examined each school carefully, and though there are defects—in some more than in others—I am pleased to be able to state that generally there has been improvement both in the quality and the quantity of the work done during the term.

The deportment of the pupils has, with few exceptions, been excellent.

The health of the pupils has been remarkably good. There have been five or six

cases of diphtheria and several of scarlet fever, but I understand all have recovered. Lately quite a number have remained at home on account of vaccination.

The schools are fairly well provided with apparatus and each room has a number of specimens for object teaching.

We have received no new furniture during the year, but what we have is in good condition considering the time it has been in use. The window blinds in some of the rooms require repairing.

Owing to the pressure in the lower grades some pupils who did not pass the grading examination were advanced to my room. Many of them are backward in the work of the grade, but by attention to their studies I am sure they will do themselves honor when the next examination takes place.

Teachers' meetings have been held nearly every month, and at each of these some subject of practical importance was discussed, or some subject in natural science studied, in order that each might teach it more efficiently.

There are eight departments in the building and eight grades as follows:—

TEACHER.	Gr. I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total.
Miss Hea,	72								72
Miss Henderson,		49							49
Miss Everett, . . .			47						47
Miss Salter,				48					48
Miss D'Orsay, . . .				25	18				43
Miss Nugent,					47				47
Mr. Thompson, . . .						25	27		52
Mr. Chisholm, . . .							11	32	43
	72	49	47	73	65	25	38	32	401

D. P. CHISHOLM, *Principal.*

Saint Malachi Schools.—There were nine departments in this building during the year. The progress made in some of these was very satisfactory, while a few were not managed so successfully. I examined all the schools immediately preceding the grading examinations held in June, when the pupils had been in charge of their respective teachers more than a school year, and consequently should be in satisfactory condition. I spent the greater portion of a day in each department and examined the pupils upon essential subjects of the course sufficiently to make a correct estimate of the work performed. Several of the departments did not then meet my expectations, nor did the actual number of pupils promoted at the grading examination about two weeks later.

Attendance.—In this important matter I am glad to be able to report a general improvement, but I regret to report that there are still a few truant-players in the primary grades. This evil is generally assuaged by "home visitation," yet there are cases where the co-operation of both parents and teacher fail to effect a remedy.

The furniture and apparatus are in very good condition.

JAMES BARRY, *Principal.*

Charlotte Street and King Square Schools—Grades 1 and 2:—In Miss A. R.

Green's department 112 pupils were enrolled during the year, 65 in the Winter term, of whom 32 were in Grade 1 and 33 in Grade 2. During the Summer term 47 pupils were enrolled—29 in Grade 1 and 18 in Grade 2.

Grades 2, 3 and 4—In Miss M. A. Robertson's department 81 pupils were enrolled—25 in Grade 4, 48 in Grade 3, and 11 in Grade 2.

Mr. E. H. Frost, who has charge of the department of Grades 4, 5 and 6, King Square, had 93 pupils enrolled—15 in Grade 6, 53 in Grade 5, and 25 in Grade 4. Mr. William J. Wilson, Grades 7 and 8, had 81 pupils enrolled—43 during the winter term and 38 during the summer term.

In my own department, Grades 8 and 7, 78 pupils were enrolled—24 in the 8th Grade, 12 in 7th Grade, and 17 in the 8th Grade, and 25 in the 7th Grade, in the winter and summer terms respectively.

The work in the several departments is in a very satisfactory condition. The health of the children in the lower grades has not been as good as formerly, owing to the prevalence in the city of whooping cough, scarlatina and vaccinia.

The school furniture is in a fair state of preservation, and the rooms are well supplied with maps and other appliances for teaching.

I cannot conclude this report without expressing my regret at the loss of Mr. Wilson, whose promotion to the position of third master in the Grammar School leaves a vacancy which, I trust, will be filled by one who will prove a worthy successor. From my long acquaintance and association with Mr. Wilson as a teacher, I believe him to have few equals in this city to-day.

THOMAS STOTHART, *Principal*.

Saint Joseph's School.—There are in this building seven departments. The following shows the grades taught and the number in each grade:—

Winter Term—Grade V. 32; IV. 55; VII. 60; II. 97; I. 126.

Summer Term—V. 29; IV. 49; III. 79; II. 137; I. 83.

The work during the year has been practical, and the schools are now in a satisfactory condition. The health of the pupils has been good, two or three cases of diphtheria being the only serious sickness. No deaths occurred.

The rooms are well furnished with suitable chairs and desks, all in good repair, and sufficient to accommodate the hundred and eighty pupils. The several departments are provided with ball frames, wall cards, blackboards, a terrestrial globe, and Prang's Natural History Series.

TERESA O'BRIEN, *Principal*.

VICTORIA SCHOOL.

No. of Departments.....17

No. of Grades.....11

No. of pupils in each grade:—

I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.
84	88	68	64	112	119	89	83	44	28	12

Reserve Teachers.—One has been employed during the year in taking the duty of absent teachers, and at other times assisting Miss Bartlett in the work of Grade 8, and Miss Thompson in Grade 3.

Health.—The health of the departments has been on the whole very satisfactory. There have been a few cases of diphtheria, scarlet fever, etc., as in other years, and in every case a Physician's Certificate testified to the safety of allowing pupils thus exposed to disease to return to school.

Latterly, in all the schools, the attendance has fallen off somewhat from results of vaccination and colds.

Furniture and Apparatus.—In apparatus already provided a good many maps and blackboards, as might be expected, shew the wear and tear of school-life, otherwise it is in perfect order.

In the Primary Schools large and valuable additions have been made during the year by the teachers to the general apparatus in the matter of specimens of principal minerals, different metals, different kinds of wood with and without bark, common chemical products, specimens of grains and articles of food and household use.

Something more is still required in the way of more abundant and varied means for the correct teaching, at the outset, of Form and Industrial Drawing, and which may be provided during the year.

Character of Work.—In looking at the character of the work accomplished, I prefer to regard it in what I think a truer light than that of results of examinations, which, so far as children are concerned, test little else than the memorized knowledge; and a judgment based solely on an ordinary examination is deceptive, for the narrower the teaching up to a certain point, the better the examination. A truer test lies in the kind and degree of influence exerted by the teacher over those in her charge, her methods of teaching, and her appearance with her class at work, able to arouse her school to an excited interest in work, all attentive, and more ready to be heard than to hear.

This sort of influence and teaching I feel sure our teachers strive after, and think the work accomplished is of a really higher character year by year.

Discipline.—This is a subject which has ever been to me second to none other in its effect upon the future life of these young girls. Trifling points of discipline, which in themselves are of the very smallest consequence, are of importance in their effect upon the formation of character, and the seeds of future character are sown so early in life that the future of the adult depends largely upon the school days of the child; and the best of teachers are apt to be short-sighted and forgetful as to the moral importance of these apparently trifling points of discipline. I hope I may yet be able to report that we have attained all that we desire in this matter, or have learned somewhat of "doing right for right's sake."

M. M. CARR, *Principal.*

St. Philip's School.—I beg leave to state that 38 pupils have been enrolled, consisting of the following grades, viz:—10 pupils of Grade I. 7 of Grade II. 8 of Grade III. 7 of Grade IV. 6 of Grade V. a total of 38. The number of pupils at the close of the present term was 35. Some slight sickness, such as sore throat, coughs and sore arms,

the result of vaccination, has prevailed during the past term but nothing of a serious character.

The school is well supplied with modern desks, maps and other requirements, and the attendance has been all that could be expected in the absence of a clause in the law to compel children to attend school.

J. T. RICHARDSON, *Teacher.*

Brittain Street School.—The Brittain Street School consists of one department, mixed, and of the following grades:—Grade I. 9; Grade II. 4; Grade III. 7; Grade IV. 2; Grade V. 2; Grade VI. 3; Grade VII. 1.

More work has been accomplished in the matter of oral instruction than is required in the several grades, but it seemed necessary to the teacher. For example, those pupils in Grade VI. were as little acquainted with *form* as those in Grade II. Minerals, plants and animals might be said to have been nearly neglected. This did not arise from any neglect on the part of the former teacher, but that the school has been for so short a time a public one.

However, at present, the several grades are fully up to the condition required.

As to the health of the department—no better health could be expected, as may be attested by the fact, that but three days and a half have been lost on account of sickness during the past term. Every pupil, with one exception, has been vaccinated.

Furniture.—There are eighteen double desks and all in good condition.

JULIA CAIRNS, *Teacher.*

Sheffield Street School.—There is but one department. Boys only have been coming, the girls having been removed by their parents some time ago.

The attendance during the Winter term was as follows: Grades IV. 10; Grade III. 3; Grade II. 9; Grade I. 16; making enrolment 38.

For Summer Term—Grade V. 1; Grade IV. 6; Grade III. 5; Grade II. 6; Grade I. 15. Total 33.

The work accomplished has been fair considering the condition of things. Three were advanced to Grade V. on 30th of June. One death occurred during the year.

The teacher has tried by visitation to secure a better attendance, but so many of the pupils have little or no parental care that great difficulty is experienced in keeping them at school.

The building is in poor condition—clapboards off and shutters poorly fastened, or not at all.

ANDREW NESBITT, *Teacher.*

ALBERT SCHOOL.

I have examined each department twice during the year, besides occasionally visiting to see the teachers at work. There is a decided improvement in the whole school, as compared with its condition a year ago.

The attendance has greatly increased of late, there being on the register at present five hundred and sixteen names, giving an average of over 51 pupils to each teacher.

There are ten departments in the building, comprising eight grades, distributed as follows :

TEACHERS.	I.		II.		III.		IV.		V.		VI.		VII.		VIII.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bertha Brittain,	51		18														69	
A. B. L. Allen,		44	32															76
Anna S. Langin,			21		25												46	
Eva O. Stewart,			20		27													46
Enoch Thompson,							41										41	
Lydia J. Fullerton,								52										52
John McKinnon,									13	35							48	
Clara E. Burrige,							10		30	12								52
Sarah E. Whipple,										6	12							44
John Montgomery,												22	14	26			41	
	51	44	39	52	25	27	41	62	13	30	40	18	22	12	14	26	245	271
In each grade,	95		91		52		103		43		58		34		40		516	

The work has been performed in a satisfactory manner.

The general department of pupils has been excellent.

The change in the arrangements or the water-closets has been a great improvement.

No new furniture has been received during the period referred to. What we have is in good condition, considering the years it has been in use. The window blinds are very much worn.

The teachers are fairly supplied with apparatus. In addition to what the Board has furnished, each room is supplied with a set of forms for model drawing, and also a small stock of specimens, for use in object teaching.

The general health of the school has been remarkably good, until lately, when vaccination has considerably reduced the attendance.

In grades 7 and 8 the departmental system has been in operation for the past year with very good results, the teaching being more effective than formerly.

Fourteen teachers' meetings have been held, at each of which some subject of immediate importance to the school was discussed, such as matters of government, discipline, methods of teaching, etc. Among the last mentioned, writing and drawing had special attention.

JOHN MONTGOMERY, *Principal*.

Mason Hall School.—For the Winter Term there were three departments in this building, viz.: Grades 1 and 2, Miss Bertha Lane, teacher, 52 pupils; Grades 2 and 3 Miss M. A. Nannery, 32 pupils; Grade 4, in my charge, 27 pupils. A total of 111 for the building. During this term the attendance was very good, the absenteeism resulting from the prevalence of measles and whooping cough.

At the close of the Winter Term Miss Lane resigned, and for the Summer Term

there were only two departments, with an enrolment of 88 pupils. Sore arms from vaccination has caused some loss of time during late months, but apart from this the attendance has been fair.

The furniture and apparatus is in good condition, but the rooms need painting and renovating in other respects so as to make them more light and cheerful.

G. E. ARMSTRONG, *Principal*.

Saint Patrick's Schools.—This building contains five departments—three of girls and two of boys.

Miss Burchill, teacher of Grades 1 and 2, girls, had for the past term 41 pupils enrolled, 12 of Grade 1 and 29 of Grade 2.

Miss H. M. Kirk, Grades 3 and 4, girls, had 40 pupils registered, 18 of Grade 3, and 22 of Grade 4.

Miss M. Nealis, Grades 5, 6, 7, girls, had enrolled 27—each grade containing 9 pupils.

Grades 1, 2, 3, boys. This department is in charge of Miss Mary E. Ring, and contained last term 70 pupils—23 of Grade 1, 24 of Grade 2, and 23 of Grade 3.

Grades 4, 5 and 6, boys. The number enrolled in this department, (my own) is 33—16 of Grade 4; 8 of Grade 5, and 9 of Grade 6.

During the past year the subjects of instruction in the different grades have been well mastered, and the progress of the pupils has been noticeable at the Grading Examinations. The number of pupils promoted has been over 95 per cent. of the number examined, which shows that the work of the teachers has been faithfully performed.

The study of geography is carried on orally, and by text-book. Each pupil is required to draw upon his slate or paper the maps on which he is exercised.

Much attention is given to reading, writing and spelling; the latter being taught both orally and by written exercises. Whole sentences are dictated to the pupils from the Reader, and they are required to spell the words in the order in which they occur. Every lesson in composition is also considered a lesson in spelling, and, with that intent the written exercises are carefully examined and corrected.

In English Grammar every stage is accompanied with practical exercises. In arithmetic, review work is practised especially of the fundamental rules.

British and Canadian History receive due attention. The leading facts in Natural Science are taught in the form of object lessons, the children being required to classify objects as they are presented to them.

Health of the School.—During the Summer term many of the children were vaccinated and this, added to the prevalence of whooping cough, caused the attendance to fall off. At present the health of the pupils is good.

T. O'RIELLY, *Principal*.

Partridge Island School.—In this school there are four grades: in Grade VIII. 2; in Grade VII. 3; in Grade V. 2; in Grade II. 1. In some subjects the pupils are beyond the work of the grade, while in others they are very backward. They are generally deficient in arithmetic.

There is accommodation for nine pupils. All the furniture is in good condition. There are no out-buildings of any sort.

JENNIE E. PUDDINGTON, *Teacher.*

ATTENDANCE.

In view of all that has been stated in former reports under this heading, I deem it only necessary to place on record the following facts, leaving the deductions to be made from them to those who are primarily interested in them, and to whom I have from time to time fully presented them.

The schoolable age of children in the City of St. John, as laid down in the Common Schools Act is from five to fifteen years. How the census enrolment compares with the school registers for the past term is exhibited in the following table:—

AGES.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOTALS.
Census, 1881,.....	508	561	563	570	481	620	430	621	474	672	588	630	633	633	615	8,702
Registered, 1885, Summer Term,....	142	324	426	514	505	466	430	464	344	287	155	88	46	10	8	4,209

Three pupils were over 20 years of age making the total registered number 4,212.

The standing of the pupils was as follows:—

STANDARDS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	TOTALS.
Summer Term,.....	806	736	598	608	400	336	243	206	100	60	39	9	4,212

These figures show that during the summer term 65 per cent. of the pupils enrolled were in the primary school grades; 30 per cent. in the advanced school grades; and 5 per cent. in the grammar school grades. The statistics for the previous winter term show 69 per cent. of the total enrolment in the primary grades, 27 per cent. in the advanced grades, and 4 per cent. in the grammar school grades.

The total number of pupils attending school during the year, as reported in the teachers' sworn returns, was 5,487. They belonged to the several departments for a gross period of 893,910½ days, and they attended school for a gross period of 704,534½ days. These figures show that the 5,487 pupils named belonged to the schools on an average 163 days, that they attended school on an average 129 days each, and that they made 79 per cent. of the full time for which they belonged. The school year consisted of 244 days. Each of these 5,487 pupils therefore only belonged to the schools for about 67 per cent. of the school year; and they actually attended school for about 53 per cent. of the school year. This curtailment of the school year from 244 days to 163 days—the average time for which each pupil belonged—arose from various causes.

First.—Many pupils did not enter school until a more or less advanced period in the winter term.

Second—Over a thousand pupils did not enter school until the Summer term, and many of these not until weeks and even months had passed.

Third—Nearly 1,300 pupils left school during or at the close of the Winter term. This number includes all who died, removed from the city, left school on account of prolonged illness, or to go to work, or passed out of the schools upon completing the full course.

Fourth—Many pupils left school for all the causes named, except the last, at various periods of the Summer term.

Notwithstanding these drawbacks to a full attendance at school, and others to which I have adverted in previous reports, the fact stands prominently forth that 5,487 children received the advantages of 163 days instruction during the school year ended 31st December, 1885.

During the Winter term the enrolled pupils lost an aggregate of 126,394½ school days, and in the Summer term an aggregate of 62,981½ days, making a total of 189,376 lost days for the school year of 244 days. These days were lost by the 5,487 pupils enrolled during the period they belonged, and are irrespective of the reduced days referred to above.

The percentage of pupils daily present on an average in all the schools was for the Winter Term 69.22; for the Summer Term, 73.33, and for the year, 72.95. This calculation is made upon the data furnished by the Board of Education, which regards a pupil once enrolled as belonging for the full term, notwithstanding the fact that many pupils enter and leave school at broken periods of a term. Indeed, a pupil who dies, or removes to another school district or foreign country during the first month of the term, is still counted in the divisor at the end of the term, and the percentage thereby cut down unfavorably and unjustly. In this regard a change of method in making up the return seems to be required. A more equitable plan, it appears to me, would be to have the basis of a monthly percentage substituted for that of a full term. The returns for St. John upon this shorter period of rectification, shows the percentage of pupils who belonged for the respective months, who were daily present on an average to have been for the Winter Term 95.85; for the Summer Term, 97.52; and for the year, 96.68. In the summary given in an earlier part of this report will be found the percentage of pupils daily present while belonging, and also the percentage present every week.

Grading.—The annual grading of pupils took place at the close of the Winter Term, June 30th, 1885. The schools had been examined by the Provincial Inspector earlier in the term, and the grading had to be based upon special examination. For this purpose I prepared a set of Examination Papers for every grade, based upon the requirements of the prescribed course of study for each standard, and comprised sixty-five papers, each containing from five to ten questions. The test applied was a severe one, but on making up the marks I found that 2,018 pupils had made an average on all subjects of seventy-five per cent. and over, whilst nearly a thousand more had averaged over fifty per cent.

Transfer certificates were made out and distributed, and the re-organization was accomplished on the first day of school after the midsummer holidays. Of the 2,018 pupils who made the highest average of marks, that is 27 per cent. and over, 396 were found in Grade I. 347 in Grade II. 221 in Grade III. 328 in Grade IV. 284 in Grade V. 128 in Grade VI. 148 in Grade VII. 94 in Grade VIII. 42 in Grade IX. 26 in Grade X. and 4 in Grade XI. The advancement of these pupils caused the departments to be so unequal in numbers that I found it necessary to send forward about 400 other pupils, whose marks had reached 60 per cent. and upwards, with instructions to the teacher to give them special attention in those subjects upon which they had shown weakness. This was very generally done with the gratifying result that, in most of the schools, the pupils were speedily classified and the new year's work was entered upon

with vigor. In some cases, however, it was necessary to combine two or more grades in one department, whereby the progress of the pupils was somewhat retarded. In numerous instances during the later months of the summer term, I examined and advanced those pupils who have showed fitness for higher work, and the new term gives promise of better classification than ever before.

GRAMMAR SCHOOL.

At the opening of the school year, November 1st 1884, the St. John Grammar School came under the sole control and management of the Board of School Trustees of St. John, and since that time has been conducted in accordance with the law and regulations by virtue of which the change was brought about. The following report of the head master, Mr. W. M. McLean, A. B., is a brief statement of what has been accomplished during the school year :—

By the passage of the "Act relating to Grammar Schools," on the 1st of November 1884, the Girl's High School in the Victoria Building became part of the Grammar School, which from that time has consisted of a boys' and girls' department.

Boys' Department.—No change has taken place in this department since my last report. The work in the several grades, with but few exceptions, has been very satisfactory, as is shown by the report of the grading examinations.

The attendance for the year has been very good, showing that the pupils have taken an interest in their studies. There have been a few cases of sickness, but these, with one or two exceptions, were of a light character. The general vaccination of the citizens, by order of the Board of Health interfered in a slight degree with the attendance towards the close of the year.

The annual examination and visitation of this department was held in June last in the presence of a large number of the parents and friends of the pupils. The exercises consisted of the examination of classes in Cicero, Virgil, Homer, Geometry, Algebra, History and Chemistry, in all of which the pupils acquitted themselves well. At the close the following prizes were presented :—

Corporation Gold Medal,.....	A. O. Macrae.
Parker Silver Medal,.....	Oscar Watson.
Lansdowne Bronze Medal,.....	Chas. J. Milligan.
2nd Classical Prize,.....	F. Barbour.
2nd Mathematical Prize,.....	R. Aitken.
2nd English Prize,.....	George W. Flemming.
Classical Prize, Grade X.....	H. Cross.
Mathematical Prize, Grade X.....	J. W. Fisher.
English Prize, Grade X.....	E. Johnson.
Classical Prize, Grade IX.....	H. Cohalan.
Mathematical Prize, Grade IX.....	C. Mitchell.
English Prize, Grade IX.....	R. Saunders.

The following pupils having passed a satisfactory examination in the requirements of Grade XI. were granted certificates to that effect: A. O. Macrae, F. Barbour, T. M. Dienuide, C. J. Milligan, G. W. Flemming, Oscar Watson, Robert Aitken, J. King Kelly, and S. Skinner.

Seven pupils from the school passed their matriculation examination at the University of New Brunswick, and are at present pursuing their studies in that institution.

Girls' Department.—This department consists of three schools two of which are located in the Victoria Building and one in the Saint Vincent's Convent, Cliff street.

Of the former, Grades X. and XI. are under the charge of Mrs. J. F. Carr, assisted by Miss Maude Narraway, and Grade IX. under the charge of Miss J. P. Robertson. The latter, Grade IX. is under the charge of Miss Mary Shortland.

The result of the grading examination will show that the work in all these schools has been highly satisfactory. Nothing else could be expected from the well earned reputation of the teachers.

I visited these schools several times during the year and was greatly pleased with the work I saw done. They are pursuing the same curriculum as that prescribed for the boys' department.

The attendance for the year has been very good, although vaccination interfered a little with it toward the close.

On the last school day in June an examination of the schools in the work of the term was conducted by the teachers in the presence of quite a number of visitors. I was unable to be present as I was engaged in the boys' department.

In the competition for the Lansdowne Silver Medal after a searching examination, two young ladies Miss Rainnie and Miss Mowat were ties, and the decision was left to the Board.

Miss H. Walker, of Grade X. won the prize presented by a friend of the school.

In Miss Robertson's room Misses H. Hannington and M. Chesley were presented with prizes for proficiency in the general work of the school.

In December, Mr. J. B. Oakes, A. M., Grammar School Inspector, spent several days in the school, and expressed himself highly pleased with the result of the inspection.

W. M. McLEAN, A. B.,
Head Master.

FINANCIAL.

On November 1st, 1884, the books as audited showed a balance in favor of capital or debenture account of \$18,955.76. During the year debentures were issued to the amount of \$5,941, bringing the total issue up to \$200,000, the limit granted by the warrant of the Lieutenant-Governor in Council. The issue of 1885 realized \$6,064.82, which brought the fund in hand up to \$25,020.82. The expenditure for buildings, furniture and repairs amounted to \$20,403.33; leaving a balance on hand on December 31st, 1885, of \$4,617.25.

At the opening of the year the balance on hand on income account was \$2,072.19. The receipts were: from assessments, \$51,256.11; from county school fund, \$9,409.38; from provincial grants, etc., \$978.25, and from rent and interest, \$533.77; making with the balance on hand a total of \$64,249.70. The total expenditure on this fund was \$67,615.32; leaving a deficit of \$3,365.62 on December 31st. This amount was temporarily borrowed from the balance of capital fund, to be replaced on receipt of the next payment on assessment account.

The total amount of assessments in default by the City is \$74,657.42. The growing increase in this default has been clearly set before the Common Council year by year by the auditor, whom they have appointed to audit the books and accounts of the Board of School Trustees; and special appeals have been made by the board from time to time that some action be taken by the council to overcome or lessen the difficulties

which must inevitably ensue therefrom. Conferences between the Council or its committees and the Trustees have also been held on several occasions, but up to the present time nothing has been done to place the Trustees in possession of the full amount of their annual warrant, although the sum called for has averaged by many thousands of dollars less than the limit fixed by law. The result, which was clear to all who chose to look into the matter, is to leave the Trustees, at the commencement of a new school year, exactly in the same position, so far as funds in hand are concerned, as they were at the inauguration of the Free Schools system, namely, with an empty treasury; and it will be necessary for them to make such temporary loans as will tide them over until they can receive from the Common Council a sufficient sum to carry on this important service without such aid.

The position in which the Board is placed by this condition of affairs, though unpleasant and distressing from every point of view, is by no means new to those conversant with educational affairs in other cities. Indeed, it would appear that such a crisis comes at least once in the history of most Civic School Boards, and not until the people come to realize the great worth to the community as a whole of such a system of public education as has been established among us, will the cause of such difficulties be removed.

At a time like the present, it is natural that those interested in the manner in which public funds are expended, by official bodies, should raise the question of economy in the administration of the moneys placed in their hands. This question is one that should at all times receive a ready answer by a clear setting forth of the financial operations of such bodies. And although the Board of School Trustees have yearly given to the public through the Common Council's Auditors, the press, and its annual reports a full and explicit statement both of its estimates in detail, and its expenditures by service, it may not be amiss to set the matter in array in such a form as will be understood by all, and to compare the expenditure for schools in St. John with that in other cities, where a common school system prevails.

The number of enrolled pupils in the City of St. John during the school year 1884-5, a period of fourteen months, was 5,487. During this period the cost per pupil on capital account, that is for lands and buildings, furnishing and repairs, was \$3.72. This charge, however, is not borne by the citizens as a yearly tax, but the fund for the services named is derived from debentures, the interest upon which only is chargeable in the yearly account. In most cities in the United States this charge is assumed by the corporation, which provides for it outside of the school account. Here, although the lands, buildings and property are in the name of the School Board, they belong in fact, to the Corporation, and are held as a City Asset.

During the school year of fourteen months the cost per pupil for interest was \$2.27.

The cost per pupil for the current school service, for the same period was as follows:—

Teachers' salaries and superintendence \$6.67; rent of buildings and insurance on school property \$0.92; care of school buildings \$0.59; fuel, water and light \$1.06; maintenance, including school supplies and expenses of wear and tear \$0.41; material for indigent pupils and incidentals \$0.01; office, including rent, stationery, advertising, books, printed forms, printing annual report, secretary and clerk \$0.39.

These make up a total cost per pupil of \$10.05 for the year and one sixth, which formed the school year.

Now, compare these figures with those of other cities and note the facts.

The City of Portland, Maine, had a schoolable population between the ages of 5 and 21 years of 10,728. The average number belonging was 4,831, whilst the full enrolment for the year was 6,967. This latter number included many double entries, that is, of pupils whose names are enrolled a second time after absence from school. But take that as the basis, and the cost per pupil was \$11.64, while based on the number belonging, as is the case in St. John, the cost per scholar was \$17.34. The expenditure for tuition and incidentals was \$81,078.12, and upon school buildings \$14,649.40, which latter amount is not included in the calculation, as it does not properly belong to the regular service of education, but is rather a city improvement. As a factor in comparison, however, the cost of this service may be placed at \$3.03 per pupil belonging. Unlike the case of Saint John the full amount of \$14,649.40 was actually paid over out of the city assessments, and, from a tax paying point of view, brings the cost up to \$13.74 per pupil for twelve months as against \$12.32 in Saint John for fourteen months. The average number of pupils to a teacher was 33. In Saint John it was over 50.

The City of Bangor had upon its school-roll last year 2,993 pupils. The cost of administering school affairs was \$39,161. The cost per pupil was \$13.08 for twelve months, as against \$12.32 in Saint John for fourteen months.

The City of Concord, New Hampshire, had enrolled in its schools 1,797 pupils. The expenditure for schools was \$25,606.78. The cost per pupil was \$14.24 for twelve months as against \$12.32 in Saint John for fourteen months.

The City of Worcester, Massachusetts, in 1883 (I have failed to put my hand on a report for 1884), had an enrolment in schools of 10,014 pupils. They expended on ordinary account \$179,488.91, or an average cost per pupil of \$17.92, whilst the city paid for school-houses out of the common funds \$47,964.67. The cost per pupil for full school expenditure was \$22.71 for twelve months as against \$12.32 in Saint John for fourteen months.

But it may be thought that the comparison ought to be made with some city of the Dominion, rather than with any in the United States. Toronto is usually held up as a model in regard to this matter of great results and little cost in educational affairs.

There can be no question but that the utmost economy is practised by the Toronto School Board in the exercise of its monetary trust, an example of which is found in the fact that in its over-crowded primary schools a division is made into two classes, the senior being required to attend school from 9 to 11.30 a. m., and the junior division from 1.30 to 4 o'clock; and, even with such an arrangement, the records of the School Board show that the schools are crowded beyond the number allowed by the School Law.

In the Toronto schools the report of registration is a monthly one, and they have just ten months school in the year. The average monthly attendance for 1884 was 12,952 pupils. The cost of administration set off in the same form in which our accounts are kept was as follows:

Lands and Buildings,	\$37,225 92
Repairs,	10,065 42
Furnishings,	2,724 13
	\$50,015 47

This is equivalent to our capital account.

Teachers and Superintendence,.....	\$112,226 79
Care of School Building,.....	6,932 94
Insurance on School Property,.....	776 91
Office.....	5,561 30
Water and Fuel,.....	11,988 13
Maintenance,.....	4,720 44
<hr/>	
This is equivalent to our income account.....	\$142,206 51

The total expenditure was \$192,221.98.

The accounts show no charge for interest, nor is there any evidence that a debenture fund exists. Indeed, it is clearly shown that a direct assessment is made for building purposes. Still, by way of comparison, let the accounts stand in the form I have given. Accept also the full monthly registration as the division, and the cost per pupil will be seen to be, for what we call capital account, \$3.86; and for income account, \$10.98 for twelve months, as against \$10.05 in St. John for fourteen months.

There is another point of view from which the expenditure for education may be considered, namely, the amounts paid to teachers, caretakers, rents, etc. In St. John, for the past year of fourteen months, the amount paid for teaching and superintendence was \$36,617. Reducing this to the basis of 12 months we have \$30,514.17. The number of teachers, assistants, and superintendents was 93, which gives an average salary to each of \$328.11. The average number of pupils to a regular teacher was 50.

In the cities before cited the figures are :—

Concord, average salary, \$514.65; No. pupils to teacher, 50.
Bangor, “ “ 317.04; “ “ “ 34.
Worcester, “ “ 528.04; “ “ “ 36.
Toronto, “ “ 436.68; “ “ “ 50.

It is evident that in comparison with the salaries paid in other places, and the amount of work demanded of teachers, the sums paid for the service in St. John cannot be regarded as excessive.

The average rental paid for school-rooms, including outbuildings, halls for the gathering together of scholars, etc., was at the rate of \$71.07 per room for the period of fourteen months, or less than \$60 a year.

The average amount paid to caretakers was less than 16 cents a day per room, being \$38.78 for the fourteen months of 244 school days, that is to say, less than 14 cents a day per room—\$32.32 per room for the ordinary year.

What is true of these services is also true of the rest, every reasonable effort being put forth to prevent unnecessary outlay or a wasteful expenditure of money.

In conclusion, I present the following table, showing the estimated income, receipts from all sources, and full expenditures, year by year, from 1872 to the present time :

YEAR.	Full estimate of Expenditure.	Estimate for Assessment.	Estimate for County School Fund.	Receipts from Assessment.	Receipts from County School Fund.	Receipts from other minor sources.	Full Receipts.	Full Expenditure.	Surplus.	Deficit.
1872.....	\$69,250 00	\$60,000 00	\$0,250 00	\$13,869 50	\$5,019 57	\$ 125 00	\$19,015 07	\$33,219 03		\$14,203 93
1873.....	52,250 00	43,000 00	9,250 00	47,633 16	9,035 50	202 00	56,870 66	49,372 33		6,705 60
1874.....	57,000 00	48,000 00	9,000 00	52,090 02	8,977 14	226 32	61,263 48	55,779 03		1,201 15
1875.....	76,000 00	67,000 00	9,000 00	42,493 68	9,103 03	569 80	52,162 51	56,620 45		5,659 09
1876.....	60,000 00	51,000 00	9,000 00	59,299 12	5,235 26	1,925 77	66,520 15	60,608 53	\$ 252 33	
1877.....	65,000 00	56,000 00	9,000 00	41,794 42	11,243 60	1,300 00	54,338 02	58,292 54		3,701 99
1878.....	63,500 00	55,000 00	8,500 00	36,736 95	3,904 29	50 00	40,691 24	57,623 96		20,654 71
1879.....	63,500 00	55,000 00	8,500 00	74,749 28	12,078 96	50 00	86,878 24	70,299 48		4,055 95
1880.....	54,850 00	46,500 00	8,350 00	37,158 03	8,231 64	37 50	45,427 17	50,852 56		9,481 34
1881.....	54,185 00	46,500 00	7,685 00	47,040 72	7,824 32	619 83	55,484 87	50,444 04		4,440 51
1882.....	54,353 00	46,500 00	7,853 00	50,802 80	7,896 37	590 04	59,219 27	52,329 81	2,448 95	
1883.....	55,924 00	48,000 00	7,924 00	50,963 01	7,881 31	513 72	59,360 04	57,940 51	3,868 48	
1884.....	57,595 00	50,000 00	7,595 00	46,953 72	7,821 33	576 44	55,351 49	57,147 78	2,072 19	
1885.....	62,506 00	55,000 00	7,506 00	51,256 11	9,409 38	1,512 02	62,177 51	67,615 32		3,365 62
	\$845,913 00	\$727,500 00	\$118,413 00	\$652,842 58	\$113,726 70	\$8,210 44	\$774,779 72	\$778,145 34		

For further particulars in regard to financial affairs, I refer to the Auditors' Report, and the statements accompanying it.

Respectfully submitted,
 J. MARCH, *Secretary and Superintendent.*
 St. JOHN, N. B., January, 1886.

II. CITY OF PORTLAND, N. B.

Board of School Trustees.

EDWIN FISHER, Esquire, CHAIRMAN.

JOHN TAPLEY, Esquire,

THOS. E. MILELDGE, Esquire

THOS. McELROY, Esquire,

W. KILPATRICK, Secretary.

RICHARD FARMER, Esquire,

JAMES WILSON, Esquire,

MICHAEL COLL, Esquire,

F. H. HAYES, Superintendent.

The Board of School Trustees of the City of Portland, respectfully submit their Annual Report of the Public Schools under their control, for the year 1885.

On the 1st of October, 1884, the term of office of Thomas McElroy, Esq., as Trustee, expired. The City Council being duly notified thereof, Mr. McElroy was reappointed by that body.

During the past year, there were several changes on our staff of teachers.

On November 31st, Mr. James Crawford severed his connection with this board as teacher in the Bently Building, No. 3., and Mr. Edwin R. Machum was appointed to the vacancy.

Mr. M. J. McKenna, was appointed to take charge of the school in St. Peter's Hall Building, taught by Mr. B. B. Smyth.

Mr. Frank Owens, was placed in charge of the school lately taught by Mr. J. R. McCloskey.

At the beginning of the autumn term, 1885, Miss Jennie Rowan resigned her position as fourth teacher in the Indiantown Building, No. 1, and Miss Ellen Lawlor, likewise, resigned charge of the 2nd department of the girl's school, in the St. Peter's Hall Building. Miss Hattie M. Green and Miss Susan O'Mahony were appointed to the positions thus vacated.

Necessary repairs in the school-rooms and premises were made, under the direction of committees of the board, during the summer vacation.

Owing to the increased attendance at the Sandy Point School, No. 9, it was found needful to enlarge the building, during the past summer.

The sickness, diphtheria, that prevailed during the summer of 1884, continued until late in the autumn of that year, and, in consequence, the Bently School was closed in November. Many of the pupils in the Indiantown and Peel Street buildings were absent from school for several weeks, for the same reason.

During 1885, there was no epidemic, and the health of the pupils was generally very good; but, towards the close of the year, a large proportion of the pupils were not in their places in school, on account of the enforcement of the order of the Board of Health, respecting vaccination.

From the accompanying table No. 5, it will be seen that the average attendance for the autumn term is the highest ever attained in the public schools of our city. The enrolled number of pupils compares favorably with that of other years. The schools are in an eminently satisfactory condition, and the teachers, as ever, are anxious to make them still more efficient.

EXTRACTS FROM REPORT OF SUPERINTENDENT, FRANK H. HAYES, ESQ.

"The Board of School Trustees, its officers, the teachers in the public schools and

all who feel interested in the education of the children of our city, can congratulate themselves when they review the attendance of the pupils at our schools during the year ended December 31st, 1885.

“The average daily attendance for the autumn term reached 1,763, a number nearly one hundred higher than that of any other year in the history of the Portland Schools.

“I am of opinion that the devotion of the teachers to their work has been largely instrumental in bringing about this noted increase in the regularity of attendance. I also believe that the parents of the pupils take a more intelligent view of the school regulations than they did in other years. Trivial excuses for absence or tardiness are of less frequent occurrence than heretofore.

“When we enumerate the causes of absence from school, such as sickness, rough weather, want of proper clothing, etc., we should be fairly well pleased with the results of attendance for the past year as shown in the appended tables, Nos. 3, and 4.

“During the year there were fewer changes on our staff of teachers than usual.

“At the beginning of the present term, all the teachers of the preceding term, went on with their work.

“Year by year, as the teachers become more familiar with the course of Instruction and its requirements, better work seems to be the outcome. The instructors now approach their work with greater assurance and confidence. Special attention, in the primary and intermediate schools, is given to reading, spelling, arithmetic and manual work, while the oral subjects do not occupy so much of the time as was given to them during the first years of the operation of this course. And to my mind this is just what should be the case in a commercial community such as ours. The pupils who attend our schools do not, as a rule, secure more than four or five years' instruction. How necessary is it then that they should secure an education that will best fit them for life's battle!

“As a rule, the work performed in printing and print script is gratifying to all concerned.

“In the middle and higher grades, drawing and map-drawing cannot be surpassed, nor, I think, rivalled, in former years.

“Whilst, as was said before, a shorter time is allowed for instruction in the oral subjects, the work is executed in such a way that the children are taught to think instead of merely acquiring the bare fact itself.

“On the whole, I can conscientiously affirm that in the cases of some teachers, whose work in the past was not good, a considerable degree of improvement now prevails.

“Without unduly praising our teachers, I can say that they are animated with a desire to further the intellectual, moral and physical welfare of the children under their charge, during the most susceptible period in their lives.

“During the year, two of our teachers holding licenses of the 2nd class, worked for and obtained licenses of the 1st class. The teachers referred to were Miss P. Vanwart and Miss Lottie Barlow.

“Perhaps it is unnecessary for me to repeat what I said last year in reference to the change in the school terms. My experience has confirmed me in the ideas I held a year ago in opposition to the change. Some of the difficulties in connection with this

matter are the following:—The removal of pupils in the middle of the terms; the closing the schools to Grade I. pupils for nearly one-half of the time they can attend school; and last, but not least, the financial troubles arising from this change. It rests with the Board whether they will memorialize the Board of Education in regard to the matter.

“The grading examinations were begun on April 8th and closed at the end of the term. For a summary of these examinations I would refer you to statements Nos. 6 and 7 appended to this report. The first of these tables shows the number of pupils presented and passed in each building. The second table exhibits the number presented and passed in each grade in the city for the year 1884 and 1885.

“A glance at the latter table will convince you that the work of 1885 compares favorably with that for the preceding year. The questions for the examinations were prepared with the same care bestowed upon the questions used in 1884.

“In my contemplation of the year's work I can observe much that might and should be accomplished that is yet undone. However, when we compare our present status with that of a half-dozen years since, I cannot refrain from saying that we have much with which to feel encouraged.”

Annexed hereto please find tabular statements, 1 to 9 inclusive, showing the state of our schools, amounts received and amounts expended for the support and maintenance of the public schools under the management and control of this Board.

All of which is respectfully submitted.

WM. KILPATRICK, *Secretary.*

Office of School Trustees of the City of }
Portland, Jan. 14, 1886.

Statement No. 1.

Showing State of Schools in the City of Portland at 1st May, 1885.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on register.		Average Attendance.
	I.		II.		III.						
	M.	F.	M.	F.	M.	F.	M.	F.	Boys, 1199	Girls, 1204	
..	8	7	1	20	..	4	9	31	2403		1611

Under 5 years, 1; 5 to 15, 2324; over 15 years, 78; total, 2403.

Statement No. 2.

Shewing State of Schools in the City of Portland at 31st December, 1885.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.		M.	F.		
	M.	F.	M.	F.	M.	F.			Boys, 1197		Girls, 1221
..	8	9	1	18.	..	4	9	31	2418	1763

Under 5 years, 1 ; 5 to 15, 2391 ; over 15 years, 26 ; total, 2418.

Statement No. 3.—Winter Term, 1885.

No. of School Buildings.	Grades.	Class.	Teachers' Names.	No. on Register.	Average Attendance during term.	Percentage of Attendance.
No. 1	6 and 7	I.	G. W. Dill,	51	34.4	67.5
" 1	5 " 6	I.	Grace Murphy,	41	27.7	67.6
" 1	2 " 3	I.	Annie Sanburn,	67	41.4	61.8
" 1	5	II.	Jessie Sutherland,	55	40.7	74.0
" 1	4	II.	Jennie Rowan,	60	38.3	61.0
" 1	1 " 2	II.	Hannah White,	73	46.4	63.6
" 2	7, 8 " 9	I.	J. A. Macintire,	46	27.7	60.2
" 2	3	II.	A. J. Laskey,	50	30.5	61.0
" 2	2 " 3	II.	Maggie Gray,	58	39.3	67.8
" 2	1 " 2	II.	Maggie Long,	76	41.0	54.0
" 3	5 " 6	I.	E. R. Machum,	37	21.0	56.6
" 3	3, 4 " 5	II.	Phebe Vanwart,	47	27.5	58.7
" 3	1 " 2	II.	Agnes M'Cormick,	67	36.4	54.3
" 4	5, 6 " 7	I.	H. Y. Corey,	53	31.5	59.5
" 4	3, 4 " 5	I.	Kate A. Kerr,	69	46.7	67.7
" 4	2 " 3	I.	A. E. Livingstone,	74	49.2	66.5
" 4	1 " 2	II.	Lillie Baxter,	73	40.4	55.3
" 4	1 " 2	II.	John Brooks,	55	34.0	61.6
" 5	6 " 7	I.	W. J. McKenna,	45	31.5	70.0
" 5	4 " 5	I.	Frank Owens,	81	55.4	68.4
" 5	2 " 3	II.	Sarah Smyth,	68	45.3	66.6
" 5	1 " 2	III.	Ella Kerr,	105	56.1	53.4
" 5	3 " 4	II.	Joanna Carney,	69	49.4	71.6
" 5	2 " 3	III.	Ellen Lawlor,	79	49.2	62.3
" 5	1 " 2	II.	Alice McCarron,	73	31.0	42.4
" 6	6, 7 " 8	I.	Sarah Burchill,	40	24.4	61.1
" 6	4 " 5	III.	Ellen O'Grady,	55	36.0	65.4
" 7	7, 8 " 9	I.	J. W. Hickson,	48	29.7	61.0
" 7	5 " 6	I.	Sarah Taylor,	49	33.4	68.2
" 7	5 " 6	I.	Bertie McLeod,	53	39.0	73.2
" 7	4	II.	S. A. Armstrong,	55	41.7	75.8
" 7	3	II.	Annie Iddles,	50	33.7	67.3
" 7	2	II.	Ada McDonald,	67	38.6	57.5
" 7	1 " 2	II.	Etta Barlow,	83	53.5	64.5
" 7	3 " 4	III.	Eliza Wetherall,	63	48.3	75.5
" 8	3 " 4	II.	Annie Ward,	51	33.6	66.0
" 8	1 " 2	II.	Mary Gunn,	68	40.1	59.0
" 9	mix. grades	II.	Lottie Barlow,	46	22.8	49.7
" 10	"	I.	G. R. Devitt,	77	50.1	65.0
" 11	"	II.	Marg't Wood,	26	14.0	53.0

Statement No. 4.—*Summer Term, 1885.*

No. of School Buildings.	Grades.	Class.	Teachers' Names.	No. on Register.	Average Attendance during term.	Percentage of Attendance.
No. 1	6 and 7	I.	G. W. Dill,	52	38.8	74.6
" 1	5 " 6	I.	Grace Murphy,	54	41.7	77.3
" 1	4 " 5	II.	Jessie Sutherland,	50	36.4	72.0
" 1	3 " 4	II.	Hattie M. Green,	64	48.6	76.0
" 1	2 " 3	I.	Annie Sanburn,	56	43.0	76.9
" 1	1 " 2	II.	Hannah White,	74	56.4	76.3
" 2	8, 9 " 10	I.	J. A. McIntire,	51	39.8	78.0
" 2	4	II.	A. J. Laskey,	50	38.6	73.3
" 2	2 " 3	II.	Maggie Gray,	71	51.8	73.0
" 2	1	II.	Maggie Long,	65	47.3	72.7
" 3	5, 6 " 7	I.	E. R. Machum,	46	30.9	67.1
" 3	3 " 4	I.	Phebe Vanwart,	61	46.6	76.4
" 3	1 " 2	II.	Agnes M'Cormick,	62	42.4	68.4
" 4	5 " 6	I.	H. Y. Corey,	56	43.0	77.0
" 4	3 " 4	I.	Kate A. Kerr,	67	50.8	75.8
" 4	2 " 3	I.	A. E. Livingstone,	52	39.5	76.0
" 4	1 " 2	II.	Lillie Baxter,	71	48.0	67.6
" 4	1 " 2	II.	John Brooks,	55	39.6	72.0
" 5	5, 6 " 7	I.	J. M. McKenna,	56	43.8	78.2
" 5	4	I.	Frank Owens,	66	50.7	76.8
" 5	2 " 3	II.	Sarah Smyth,	68	52.8	77.6
" 5	1 " 2	III.	Ella Kerr,	106	72.7	67.3
" 5	3 " 4	II.	Joanna Carney,	63	46.2	73.3
" 5	2 " 3	III.	Susan O'Mahony,	72	57.0	79.0
" 5	1 " 2	II.	Alice McCarron,	101	60.6	60.0
" 6	6, 7 " 8	I.	Sarah Burchill,	54	37.0	68.8
" 6	4 " 5	III.	Ellen O'Grady,	62	40.6	65.5
" 7	8, 9 " 10	I.	J. W. Hickson,	35	23.5	67.0
" 7	6 " 7	I.	Sarah Taylor,	59	44.2	75.0
" 7	5 " 6	I.	Bertie McLeod,	57	45.0	78.0
" 7	5	III.	E. Wetherall,	51	37.5	73.5
" 7	4	II.	S. A. Armstrong,	70	52.8	75.3
" 7	3	II.	Annie Iddles,	65	49.6	76.6
" 7	2	II.	Ada McDonald,	70	49.5	70.0
" 7	1	I.	Etta Barlow,	70	51.5	73.6
" 8	3 " 4	II.	Annie Ward,	47	34.0	72.2
" 8	1 " 2	II.	Mary Gunn,	58	45.1	77.8
" 9	mix. grades	II.	Lottie Barlow,	39	26.7	68.6
" 10	"	I.	G. R. Devitt,	64	44.2	69.0
" 11	"	II.	Marg't Wood,	26	14.3	54.8

Statement No. 5.

Containing a Comparative Table of the Attendance in the Public Schools in the City of Portland, N. B., from January, 1872, to December 31st, 1885.

Year.	Term.	Total Enrolled.	Average daily attendance.	Percentage of attendance.	No. of teachers employed.	Average No. of pupils to each teacher
1872..	Winter,	1607	946	60	22	72
	Summer,	1802	1020	57	30	60
1873..	Winter,	1741	1026	60	30	58
	Summer,	1817	1065	60	31	55
1874..	Winter,	1776	1053	60	30	59
	Summer,	1742	1045	60	32	54
1875..	Winter,	1851	1095	60	32	58
	Summer,	1938	1151	60	33	59
1876..	Winter,	1915	1229	64	34	56
	Summer,	2048	1279	62	32	64
1877..	Winter,	2141	1363	64	36	59
	Summer,	2657	1547	58	41	65
1878..	Winter,	2461	1507	61	41	60
	Summer,	2648	1681	63	41	64
1879..	Winter,	2583	1666	64	41	63
	Summer,	2512	1645	65	41	61
1880..	Winter,	2201	1504	68	41	54
	Summer,	2331	1521	65	40	58
1881..	Winter,	2117	1447	68	41	52
	Summer,	2209	1500	68	40	55
1882..	Winter,	2005	1389	68	40	50
	Summer,	2248	1571	70	39	58
1883..	Winter,	2126	1537	72	39	54
	Summer,	2342	1550	66	40	59
1884..	Winter,	2280	1606	70	40	57
	Summer,	2426	1688	70	40	60
1885..	Winter,	2403	1611	67	40	60
	Summer,	2418	1763	73	40	60

Statement No. 6.

Containing an Exhibit of the Results in Grading in each School Building in the City of Portland for the year 1885.

Name and No. of Building.	No. of schools in building.	No. of pupils presented for grading.	No. of pupils passed in grading.	Percentage of pupils pass'd in grading.
Indiantown Building, No. 1,.....	6	266	225	85.5
Peel Street " " 2,.....	4	161	134	83.25
Bentley " " 3,.....	3	91	79	88.
Madras " " 4,.....	5	211	163	76.4
St. Peter's Hall and Convent B's, Nos. 5 and 6,	9	432	273	53.
Winter Street Building, No. 7,.....	8	349	312	90.25
Marsh Bridge " " 8,.....	2	93	78	84.
Sandy Point, Millidgeville and African Buildings, Nos. 9, 10 and 11,.....	3	76	60	74.66
Totals,	40	1679	1324	79.

Statement No. 7.

Containing an Exhibit of the Different Grades Taught, and the Number of Pupils Presented and Passed in each grade in City of Portland for years 1884 and 1885.

Grade	1884.		1885.	
	Presented.	Passed.	Presented.	Passed.
I,.....	184	147	185	155
" II,.....	437	306	432	307
" III,.....	319	274	347	304
" IV,.....	271	220	252	191
" V,.....	153	120	197	168
" VI,.....	164	101	115	88
" VII,.....	46	38	100	62
" VIII,.....	22	22	35	34
" IX,.....	2	2	16	15
Totals,.....	1598	1230	1679	1324

Statement No. 8.

Amounts Received from 1st November, 1884, to 31st December, 1885.

On account of Local Assessment,.....	\$18,250 00
County School Fund, Summer Term, 1884,.....	2,072 36
“ “ Winter “ 1884,.....	2,661 03
Amount of Superior Grant,	247 28
“ from the “Queen” Insurance Co.,	10 25
Balance on hand, 1st November, 1884,	975 87
Total,	\$24,216 76

Statement No. 9.

Amount Expended from 1st November, 1884, to 31st December, 1885.

Teachers' Salaries, including Superintendent,.....	\$15,015 09
Janitors' Salaries,.....	1,003 35
Fuel for Schools,.....	1,131 02
Rents of Buildings and School Lots,.....	1,237 20
Furniture for Schools, Chalk, etc., etc.,	114 97
Repairs on Stoves and Buildings,	560 11
Insurance on Buildings and Furniture,	369 96
Incidental Expense,.....	58 15
Office Expense and Secretary's Salary,.....	796 80
Interest on Debentures,.....	2,907 75
Expense on Drury Cove School,	74 98
Total,	\$23,269 38

III CITY OF FREDERICTON.

Board of School Trustees.

HON. A. F. RANDOLPH, CHAIRMAN.

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P. MCPHAKE, Esquire,

A. A. STERLING, Esquire,

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G. E. COULTHARD, Esquire, M. D.

WESLEY VANWART, Esquire,

CHAS. A. SAMPSON, Secretary.

The Board of School Trustees of the City of Fredericton, beg herewith to submit their Fourteenth Annual Report, upon the schools under their control.

While reviewing the work of the schools for the year just closed, we are pleased to be able to report an entire absence of friction, and that the general discipline manifested throughout all our schools is very satisfactory to the Board. This condition of affairs has been maintained in face of many obstacles calculated to produce a directly opposite result. For weeks during the past summer most of the departments in our schools presented a decidedly discouraging appearance by the absence, in some cases, of three-fourths of the enrolled pupils on account of sickness, chiefly diphtheria. The disease not only seized pupils, but some of the teachers were alike afflicted. Diphtheria having broken out in the family of the janitor of York Street School in November, we were obliged to close the school, with its three hundred children, for two weeks. Notwithstanding circumstances of this character, and the fact that several changes have occurred on our teaching staff, we are gratified at the present efficient condition of our schools.

In the Collegiate and High School the attendance of pupils the past term has been considerably larger than that for some time past, one hundred and eighty-one pupils being enrolled. The subjects taught are embraced in Standards IX. X. XI. and XII. The previous term, when the attendance was a third less, the staff comprised, Geo. R. Pickard, A. M., head master, H. V. B. Bridges, A. M., and Miss L. J. Gregory. After the summer vacation the examiner was asked to make a special report on the existing organization and management of the school. This he did in an exhaustive paper giving the fullest details of the prosecution of the work in the several classes. He found that about 70 per cent. of the pupils were studying the classics, and, as the 1st class comprised half of the school, it was in some subjects divided into two sections, and, then, making it difficult for the teacher to keep the track of individual as well as general progress and proficiency. He says, "the same remarks apply to the instruction of this class in the classical subjects with equal force, and the difficulty of adequately instructing in these subjects is further complicated by the fact that a part of it, the English pupils, have during three hours each week while the classical majority is being taught, no direct instruction provided for them, but employ themselves in studying some one of the branches in their course, in the same room, and under the general supervision of the principal.

"In the case of the 2nd class, whose work in different subjects I witnessed, the same difficulty does not occur to the same extent so far as numbers are concerned, but this is offset by the fact that during six hours a week, the English pupils of this class have no direct instruction given them while the Principal is employed with the Latin

and Greek of the classical section. The same is true of the 3rd class, the English pupils of which are unprovided with direct instruction for six hours per week for the same reason. The 4th class are nearly all classical pupils, so that little total loss of direct teaching occurs to the English pupils, though each of these pupils is not instructed for six hours per week."

In view of this unsatisfactory division of work the board in October last appointed an additional teacher, Mr. E. M. S. Fenety, in the hope that the Board of Education would recognize the necessity for such action. In November the Board of Education was pleased to make an additional provision to Reg. 36, respecting grammar schools, whereby we were empowered to appoint an assistant teacher in this important school, since which time the work has been carried forward in a much more satisfactory manner than before.

Last year we reported that Mr. J. H. Hoyt, Principal of York Street School, was laid aside by illness and that his duties were being temporarily performed by Mr. P. E. Cliff. A few months subsequently Mr. Hoyt died, thus depriving the profession of a most conscientious and painstaking teacher. Mr. Cliff continued in charge of the school until the close of the term in June last, when he resigned. In July Mr. G. A. Inch, a gentleman of extended experience in the profession, was appointed Principal of the school and assumed his duties after the summer vacation. On account of impaired health Miss Atherton, teacher of the 3rd department, is still absent on leave. Her department is being satisfactorily conducted by Miss Porter. The other teachers in this school are Misses A. K. Meagher, E. L. Thorne, L. Pickard, and J. Harvey, and they continue to discharge their duties with their accustomed energy and success.

In the Model School excellent work is being done in all the departments, and its high standard of discipline and efficiency is well maintained under the direction of Mr. Rogers, head master, and his associate teachers. The withdrawal from the staff of Miss Minard and Miss Lyle, after long and successful service, was much regretted, but their successors, Miss C. I. Shea and Miss Harvey, seem particularly well adapted to the work of their respective departments. Miss MacLeod is very successful in the management of the Primary department, and the work carried on there is as full of interest as ever.

Under the principalship of Mr. Jer. Meagher the work in Regent Street School has been of a satisfactory character. At the close of the winter term Miss Walsh resigned her charge of the second department, owing to impaired health. Her successor, Miss Bourgeois, gives every indication of devotion and love for her work. The third department is still in charge of Miss McKenna, and her pupils are making admirable progress. Miss Duffy's wide experience and energy brings success in the management of the 1st department, composed of four standards.

It is with much gratification we are able to report the completion of the new Charlotte Street School building. For several years, as previously intimated, our school accommodation was far from being satisfactory, and much inconvenience to teachers and pupils was the result. The new structure is an imposing looking building of brick with Dorchester stone trimmings; is two stories high, with a tower projecting above the main entrance. The foundation walls are of rubble stone, and in the basement, which extends the full size of the building, ample accommodation is afforded for storage, and three large wrought iron furnaces are located here. The slopes of the roof are slated, and the gutters are of duck. The eaves are trimmed with a heavy cornice of

galvanized iron. There are three large class-rooms, with convenient cloak-rooms, on each flat, and on the ground floor are two broad hall-ways, extending from front to rear and side to side. The main entrance, which fronts on Charlotte street, is reached by four granite steps, and in the rear are two doors leading to the playgrounds, which are divided by a high board fence, one side being for the exclusive use of the girls, the other for the boys. Water-closets are connected with either side of the building, and many conveniences provided not always available in a rented building. Two broad staircases, with landings midway, connect the first and second flats of the building. The windows in the several rooms are double hung, and particular attention has been given to ventilation—large air shafts are attached to the chimney in each room, with a register near the floor and another just below the ceiling. The building is heated by three furnaces, from which hot air is conducted to the several rooms. The total cost of the building and grounds will be between fourteen and fifteen thousand dollars.

This school was opened for the first time after the summer vacation, and we found ample accommodation for the present in four rooms, in which the work of Standards I. to VIII. is taught. The principal is Mr. H. B. Kilburn; his associate teachers are Miss Ross, formerly in charge of Church Hall School, Miss A. T. Moore, and Miss Ida McAdam. With this experienced staff of teachers and with the very superior surrounding, we expect this school to take a high place among those under our supervision. Ill health has caused the temporary retirement of Miss McAdam, for the winter. Her department in the meantime is being satisfactorily conducted by Miss C. Cameron.

A change has taken place in the management of Brunswick Street School, Miss Mahoney having resigned her position at the close of the summer term. Miss H. Laylor is now in charge of this interesting school, and is conducting the room in a satisfactory manner.

The school at Morrison's Mill has been subjected to many drawbacks during the year; the most serious interference with the attendance of the pupils being caused by the destruction by fire of the mill there. Many of the parents having lost their occupation thereby removed from the locality. Miss Vandine is still in charge of the school, and is devoted to her work.

The schools at Doak Settlement and Wisely, are in charge of Miss Alice Duffy, and Miss E. E. Ross, respectively, and at both very satisfactory work is done.

We take pleasure in making some extracts from the annual report of the examiner to this Board. After referring to the intellectual condition, and generally satisfactory state of all the city schools, Mr. Mullin says:—

“The care which the Board of Trustees has always exercised in the selection of its teachers, has resulted in securing a staff thoroughly competent for the work assigned to them, and full of energy and patience to carry forward the important duty committed to their charge.

“While several changes have been made in the personnel of the staff during the year but little loss of time or efficiency has arisen from them.

“The most important event in this year's progress was, in my judgment, the opening of the new building on Charlotte Street, and I take this opportunity of congratulating the Board and the citizens of Fredericton on this permanent addition to their school property. A more commodious, convenient, and comfortable school building I have never seen in the province. The halls are large and well arranged, the stairs broad and easy, the school-rooms airy and cheerful, the heating and ventilation admir-

able, and the blackboard surface ample in amount and good in quality. The building is in all respects a credit to the city, and a high testimonial to the public spirit of the citizens and especially to the wisdom and prudence of the Board of Trustees.

“Both the teachers and pupils of this school, who had been occupying temporary quarters for some time past, must have felt a great joy in being permanently transferred to the new building, and have been encouraged to make a fresh departure in their new and congenial surroundings.

“During the year the Board has added to its staff Mr. George A. Inch, A. B., and Mr. Hiram Kilburn, A. B. Both are teachers of experience. The former was placed in charge of York Street School, the latter of the Charlotte Street, as principals.

“The Model School sustained a loss during the year in the resignations of Miss Ensebia A. Minard and Miss Jennie Lyle. Both these ladies had enjoyed for a long time the fullest confidence of the Board and of the community, and their reputation as teachers is too well known to need any commendation. It was not easy to supply their places. Miss Clara I. Shea was appointed to take Miss Minard's school, and Miss Annie M. Harvey, who had earned a high reputation in the St. Stephen Schools, succeeded Miss Lyle. Both the newly appointed teachers have given already much promise in the short time the schools have been under their care.

“The High School was very largely attended during the year, and the Board of Trustees found it necessary to add to the staff of the school in order to enable it to deal with the large number of pupils. Mr. E. M. S. Fenety, A. B., was appointed and the work of the school has since progressed with much less friction.

“The Regent Street and Brunswick Street Schools have been maintained with their usual efficiency during the year. The latter is the largest school of its class in the city.

“The schools in the suburbs of the city, at Morrison's Mill, at Doak Settlement, and at Wisely have been in successful operation during the year.

“The public examinations at the close of the year were well attended, and while no attempt at mere display was made in them, any intelligent observer must have been satisfied with the evidence of real and substantial results which they showed. An interesting feature of these examinations was a review of the pupils of the Charlotte Street School by Sergeant-Major McKenzie in the extension motions and marching. This officer has voluntarily and gratuitously instructed the pupils of all the city schools during a part of the year, and has supplemented in a most admirable way, the physical education of the pupils, for which the regular school routine can only partially provide. He has won the gratitude and esteem of teachers and pupils by his courtesy and skill in this self-imposed task.”

In concluding his excellent report the examiner says he is well satisfied with the real progress in all essential respects, which the past year has witnessed. He thinks the schools are well staffed and generally well provided with all the essential aids to successful teaching, and a cheerful and earnest tone pervades them throughout.

The Inspector in his Annual report to the board refers in detail to the character of the work performed in the several departments of our schools, which, on the whole, appears to have been satisfactory. Speaking in general terms he says,—“I beg to state that in my judgment fairly satisfactory work is being done in York Street School. The pupils and teachers were in excellent spirit, were heartily engaged in their work, and seemed ambitious to excel in it. The ventilation of the school-building seemed to be

imperfect and lacking that sweetness and freshness which pupils at work should be permitted to breathe. The chief difficulty in the matter of ventilation lies in the combined problem of heating the external air and preserving its purity at the same time. In our climate, during seven or eight months in the year, this difficulty will ever meet us. To take in air at the average winter temperature of 28°, raise it to 68°, and discharge it again without unpleasant currents is a process which cannot be accomplished without considerable expense. It is, however, better, where the health of six teachers and over three hundred pupils is concerned, to admit the necessity and the expense, and make the necessary provision.

“The schools in the Church Hall were, as a whole, performing their work in an efficient manner.

“The spirit and discipline of the Regent Street Schools were good. The teachers seemed earnest and industrious in the discharge of their duties, and the pupils were very orderly and respectful. In most respects the progress being made in these schools was satisfactory.

“In the Collegiate and High School I spent three days and was much pleased, not only with the general good order and good feeling displayed by the pupils, but also with the thoroughness of the instruction in nearly every subject which came under review.”

At his inspection last spring 876 pupils were presented for examination.

Early last summer Capt. Thos. McKenzie, who occupies the position of Sergt.-Major in the Infantry School Corps, very generously volunteered his services as Drill Instructor in military tactics to the children in all our schools. A half hour every week was given to each school, and the military bearing of the veteran instructor, his gentleness, patience, and perseverance, resulted in very great benefit to the discipline and physique of the pupils, boys and girls. The Capt. was obliged to suspend operations for the winter owing to lack of suitable drill accommodation.

We observed the 18th of November as an arbor day in connection with the new Charlotte Street School. About fifty trees, chiefly maples and elms, were planted at convenient distances apart around the borders of the property. The children participated in the work, and we endeavored to make them look upon the trees as their own property.

Agreeable to intimation contained in your circular of 26th December last, in reference to assisting in the preparation of an educational exhibit, to be forwarded to the Colonial and Indian Exhibition, we requested the teachers to co-operate in the movement; and we hope to forward from Fredericton some plain specimens of manual work, and, possibly, some photographs of our school buildings.

During the summer vacation some general repairs were made upon the different school buildings, and the interior of the High School was thoroughly painted and color-washed, and new blackboard surface prepared. Some addition was also made to the furnishing in several of the schools.

The number of teachers on our staff during the year, including the High School and Model School was:—Winter Term, 24; Summer Term, 25, and one assistant.

The number of permits issued to applicants for admission into the schools from 1st November, 1884, to 31st December, 1885, was four hundred and twenty-five.

By referring to tabular statement A, which accompanies this report, it will be seen that the receipts from all sources (not including sales of debentures) for the year ended 31st October last, amounted to \$10,968.40, to which is added \$5,749.91, balance

carried from previous year, making a total of \$16,718.31. During the same period the expenditures amounted to \$21,346.18, of which sum \$8,956.73 was placed to credit of permanent account.

Tabular statement B gives the names and salaries of teachers, number of pupils in each department, per cent. of attendance, etc.

All of which is respectfully submitted.

CHAS. A. SAMPSON, *Secretary.*

Fredericton, January, 1886.

Tabular Statement A.

General Account Receipts and Expenditures from 1st November, 1884, to 31st October, 1885.

On what Account.	Amount.	Amount.	On what Account.	Amount.	Amount.
Permanent Account—			By balance in the People's		
York Street School, ...	\$ 66 70		Bank, 1st Nov., 1884, ..	..	\$ 5,749 91
Charlotte Street School,	8,770 07		City taxes from treasurer,	\$10,600 00	
Furniture & furnishing,	119 96		Tuition fees,	157 00	
		\$ 8,956 73	Superior allowance grant,	121 74	
Annual Expenditure—			Rent,	50 00	
City auditors,	\$ 20 00		Refund insurance,	39 66	
Indigent pupils,	2 76		Debentures,	4,075 24	15,043 64
Rent,	593 33				\$20,793 55
Insurance,	26 50		Overdrawn,		552 63
Office,	14 92				\$21,346 18
Printing,	43 85				
Fuel,	495 25				
Interest,	1,413 00				
School contingent,	163 37				
Repairs,	215 80				
Examiner,	160 00				
Secretary,	700 00				
Teachers,	7,662 67				
Janitors,	878 00				
		12,389 45			
		\$21,346 18			

CHAS. A. SAMPSON, *Secretary.*

Tabular Statement B.

Shewing Names and Salaries of Teachers, Number of Pupils in each Department, and Percentage Attendance, from 1st November, 1884, to 30th June, 1885.

School.	Name of Teacher.	Annual salary from trustees.	No. Boys.	No. Girls.	Total pupils.	Percentage attendance for term.
Collegiate and High	Geo. R. Parkin,	\$400	36	..	36	76.01
	H. V. B. Bridges,	665	29	..	29	76.09
	L. J. Gregory,	500	..	62	62	63.12
York Street	P. E. Cliff,	550	23	32	55	71.03
	Alice K. Meagher,	230	26	34	60	67.57
	Ella L. Thorne,	230	31	23	54	68.0
	Maggie B. Porter,	230	42	29	71	61.0
	Louise Pickard,	230	36	24	60	63.0
	Janie Harvey,	220	35	24	59	71.0
Church Hall	Frances J. Ross,	340	30	28	58	72.0
	Annie J. Moore,	230	20	17	37	64.86
	Ida McAdam,	220	19	21	40	65.0
Model	J. F. Rogers,	600	15	33	48	82.02
	E. A. Minard,	250	15	34	49	84.07
	Jennie Lyle,	160	26	25	51	84.0
	H. J. Macleod,	160	23	28	51	78.41
Regent Street	Jer. Meagher,	600	32	..	32	70.07
	E. McKenna,	230	..	32	32	70.96
	M. E. Walsh,	220	..	38	38	81.73
	S. G. Duffy,	230	60	..	60	73.51
Brunsw'k Street	S. O'Mahoney,	200	20	36	56	66.80
Morrison Mill	Alice M. Vandine	230	36	27	63	55.73
Wiseley Doak Settlem't	Effie E. Ross,	220	17	10	27	66.66
	Alice G. Duffy,	200	9	12	21	64.02
			580	569	1149	

CHAS. A. SAMPSON, *Secretary.*

Tabular Statement B.—CONTINUED.

Shewing Names and Salaries of Teachers, Number of Pupils in each Department, and Percentage Attendance, from 1st July, 1885, to 31st December, 1885.

School.	Name of Teacher.	Annual salary from trustees.	No. Boys.	No. Girls.	Total pupils.	Percentage attendance for term.
Collegi'te and High	Geo. R. Parkin,	\$400	50	..	50	71.48
	H. V. B. Bridges,	665	43	..	43	80.01
	L. J. Gregory,	500	..	88	88	71.51
	E.M.S. Fenety, as't	600	..	..	..	..
York Street	G. A. Inch,	600	15	24	49	66.09
	Alice K. Meagher,	250	29	21	50	66.28
	Ella L. Thorne,	250	23	18	41	64.08
	Maggie B. Porter,	250	26	19	45	58.0
	Louise Pickard,	250	30	28	58	63.0
	Janie Harvey,	225	32	25	57	65.0
Model	J. F. Rogers,	600	13	37	50	76.39
	Clara J. Shea,	250	16	24	40	78.75
	Annie M. Harvey,	160	22	29	51	80.02
	Helen J. Macleod,	160	27	21	48	77.05
Regent Street	Jer. Meagher,	600	31	..	31	81.0
	Ellen McKenna,	250	..	38	38	79.55
	Frances Bourgeois	225	..	43	43	86.13
	S. G. Duffy,	250	57	..	57	67.65
Charlotte Street	H. B. Kilburn,	600	23	29	52	61.08
	Frances J. Ross,	250	19	23	42	67.0
	Annie J. Moore,	250	24	21	45	70.44
Brunsw'k Street	Ida McAdam,	225	33	27	60	68.0
	Ellen Lawlor,	200	25	45	70	77.20
Morrison Mill	Alice M. Vandine	250	29	21	50	57.93
Wiseley Doak	Effie E. Ross,	225	11	6	17	89.70
Settlem't	Alice G. Duffy,	225	9	9	18	69.04
			587	596	1193	

CHAS. A. SAMPSON, *Secretary.*

IV. ST. STEPHEN.

Board of School Trustees.

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W. H. TODD, Esquire, M. D.,

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WM. H. CLARK, Esquire,

L. A. MILLS, Secretary.

To WILLIAM CROCKET, Esq., }
Chief Supt. Education.

The Board of School Trustees of the Town of St. Stephen herewith respectfully submit their Annual Report of the Schools under their supervision for the school year ended the 31st Dec., 1885.

The following changes have taken place in the *personnel* of the Board during the past year :—William T. Black, Esq., M. D., having removed from the place, William H. Clark, Esq., was appointed by the Town Council to fill the vacancy. The term of office of Nehemiah Marks, Esq., having expired the 31st Oct., 1885, he was re-appointed.

The following changes have occurred in the *staff* of teachers:—The resignation of Miss A. M. Haney, at the end of the winter term, was accepted and Miss Jennie Lyle was appointed to the school thus vacated. W. F. Ganong having also resigned, H. D. McManus was engaged in his place.

During the past year a Superior School has been established, and, under the able and efficient management of P. G. McFarlane, Esq., is doing good work.

The attendance of the schools during the latter part of the term was materially affected by the diphtheria and whooping cough, which were prevalent at that time, but, I am happy to say, has entirely passed away.

The schools generally are in a very satisfactory condition ; the teachers seem anxious to increase their efficiency.

Respectfully submitted,

L. A. MILLS, *Secretary.*

ST. STEPHEN, Jan. 10, 1886.

Receipts and Expenditures of the Board of School Trustees of St. Stephen for the fourteen months ending 31st Dec., 1885.

1884.	RECEIPTS.	
Oct. 31—To Balance on hand.....		\$910 45
1885.		
Jan. 6—To Superior Allowance.....		41 84
“ 6 “ Town Treasurer.....		200 00
“ 6 “ County Fund.....		457 47
July 15 “ Town Treasurer.....		3000 00
Oct. 10 “ “ “.....		1000 00
“ 13 “ County Fund.....		555 61
Dec. 5 “ Town Treasurer.....		500 00
		\$6665 37
Dec. 22—To cheque to Miss Jennie Lyle not yet paid by St. Stephen Bank,		28 32
“ 31—To balance St. Stephen Bank.....		408 24
		\$7101 93

EXPENDITURES.	
Teachers' Salaries.....	\$4224 93
Coupons.....	1329 00
Repairs.....	155 54
Contingencies.....	390 12
Insurance.....	162 50
Fuel.....	450 56
Care of Towns.....	367 23
Interest on over draft St. Stephen Bank.....	22 05
	\$7101 93
Amount assessed for Town Schools, 1885.....	\$6000 00
Received of that amount.....	4500 00
	1500 00
County Fund say.....	457 47
	\$1957 47

January 1, 1886.

L. A. MILLS, *Secretary.*

V. TOWN OF MILLTOWN.

Board of School Trustees.

CHARLES F. TODD, CHAIRMAN.

STEPHEN HARMON,
W. W. GRAHAM,
E. H. BALKAM,

W. S. ROBINSON,
T. W. BUTLER,
JAMES PIPER.

The Board of School Trustees of Milltown hereby submit to the Chief Superintendent of Education the following Annual Report of proceedings as required by law.

The number of Free Non-sectarian "Common Schools" has been six. The same has been taught by licensed teachers, and conducted according to the directions of the law and the regulations of the Board of Education. The school buildings have been kept in good repair and properly insured.

There is no debt against the board.

The teachers and schools may be classed as follows:—

No.	DEPARTMENT.	STANDARDS.	TEACHERS.	No. Boys.	No. Girls.	TOTAL.
1	High,.....	7, 8 and 9	John Lawson,.....	12	22	34
2	Inter.....	5 and 6	E. L. McAllister,.....	22	21	43
3	Sec Primary,.....	4 and 5	C. M. Caswell,.....	34	27	61
4	Primary,.....	2 and 3	Annie Gillmor,.....	40	22	62
5	Do.,	1, 2 and 3	T. S. Kirk,.....	19	22	41
6	Do.,	1	F. M. Murdoch,.....	33	33	66
				160	147	307

RECEIPTS OF BOARD FOR THE SCHOOL YEAR CLOSING DEC. 31st, 1885.

From Town Treasurer,.....	\$2,184 37
“ County School Fund (summer),.....	242 31
“ “ “ “ (winter),.....	323 12
	\$2,749 80

EXPENDITURES FOR SAME TIME.

Teachers' Salaries,.....	\$2,111 02
Insurance,.....	111 50
Care of Rooms and Janitor,.....	279 14
Fuel,.....	61 25
Interest,.....	4 50
Secretary's Salary,.....	50 00
Contingent,.....	108 49
	\$2,725 90

Amount of Assessment by Town Council was.....\$2,100

Respectfully submitted,

E. H. BALKAM, *Secretary.*

MILLTOWN, Jan. 12th, 1886.

VI WOODSTOCK

Board of School Trustees.

LEWIS P. FISHER, Esq., CHAIRMAN.

DAVID MUNRO, Esq.,	J. T. ALLAN, Esq.,
R. K. JONES, Esq.,	J. McCORMAC, Esq.,
S. SMITH, Esq., M. D.,	J. E. DRYSDALE, Esq.,
A. B. CONNELL, Secretary.	

The Board of School Trustees for the Town of Woodstock, in submitting their annual statement beg leave to report that the schools under their care are in a satisfactory condition, both as regards the proficiency of the pupils and the discipline maintained by the teachers.

The several schools were arranged as follows :

No.	School.	Names of Teachers.	Number of		Total Pupils.	Standards Taught.
			Boys.	Girls.		
1	Primary.....	Minnie Carman.....	31	27	58	1
2	“	Ella Smith.....	21	20	41	1
3	“	Clara Donnelly.....	16	25	41	1 and 2
4	“	Annie M. Hoyt.....	21	23	44	1 and 2
5	Secondary.....	Belle Price.....	26	48	74	2 and 3
6	“	Ada Everett.....	26	23	49	3 and 4
7	“	Elizabeth Cupples.....	24	24	48	3 and 4
8	“	Elizabeth Price.....	24	32	56	4 and 5
9	Intermediate...	Sarah Sharpe.....	23	33	56	5
10	“	Seleca Faulkner.....	32	26	58	6 and 7
11	Advanced-.....	W. T. Kerr.....	27	37	64	6, 7 and 8
12	Grammar.....	R, Landells.....	11	19	30	Grammar
			282	337	619	

The following is a statement of the receipts and expenditures for the year just closed :

AMOUNT RECEIVED.

Balance in hands of Treasurer, Nov. 1st, 1884.....	\$1004 76
Received from Town Assessment.....	3900 00
“ “ County School Fund (Summer term).....	395 81
“ “ “ “ (Winter term).....	559 05
“ “ Superior School Allowance for year ended Oct. 31st, 1884....	68 48
“ “ Sale of Debentures.....	500 00
	\$6428 10

EXPENDED.

Paid Teachers' Salaries Winter 1884-5.....	\$1416 31
" " " Summer 1885.....	1129 00
" Interest on Debentures.....	633 75
" Fuel and Cutting.....	363 12
" Insurance.....	75 00
" Secretary's Salary.....	100 00
" On account erection Broadway building.....	1065 00
" Furnaces for " ".....	485 00
" Contingencies.....	275 61
" Rent.....	50 00
" Furniture.....	460 00
	\$6052 00

Respectfully submitted,

A. B. CONNELL, *Secretary.*

Dec. 31st, 1885.

VII. TOWN OF MONCTON.

Board of School Trustees.

JAMES McALLISTER, Esquire, CHAIRMAN.

JOHN L. HARRIS, Esquire,

H. A. WHITNEY, Esquire,

EDWARD McSWEENEY, Esquire,

W. J. ROBINSON, Esquire,

JOHN MCKENZIE, Esquire,

L. M. BOURQUE, Esquire.

WM. B. KNIGHT, Secretary.

The Board of School Trustees of the Town of Moncton herewith respectfully submit their Annual Report of the schools under their supervision for the school year ending the 31st day of December 1885.

By order of the Board of Education the Summer Term was extended to 8 months in order that the school year might end the 31st of December instead of the 31st of October as formerly, hence this report will cover a period of 14 months, from the 1st of November 1884 to 31st of December 1885.

During the year a few unavoidable changes have taken place in the staff of teachers. Miss Fowler, who had been engaged the first of the year, had unavoidably to resign and her place was filled by Miss Trenholm, and Miss Brown, owing to ill-health, was compelled to retire from her duties at the end of the year.

On account of the several schools, especially in the primary departments, being overcrowded, the Board provided increased accommodation, by raising the school-house on Weldon Street thereby adding an additional room, which, no doubt, will meet all present requirements.

The school buildings have during the year been put in thorough repair, and particular attention has been paid to the sanitary department.

The usual termination examinations passed satisfactorily in every respect and it was particularly gratifying to find a deeper interest in the schools manifested by the parents of the children as shown by an increase in their attendance at these exercises.

During the last term the schools were visited by the Chief Superintendent of Education, who expressed himself well pleased with the efficiency of the different departments and the state of the schools generally. Owing to the want of sufficient school accommodation, especially in the outlying districts of the town, some of the teachers were apportioned three grades. The Chief Superintendent recommended that this, if possible, should be obviated and not more than two grades taught in each department. The increased accommodation we now have will enable us to carry out this suggestion.

In reviewing generally the school work of the past year the result has been most satisfactory to the School Board, no unpleasantness has occurred between teachers and scholars requiring their intervention. The schools have providentially been free from any sickness of a serious nature. The teachers have evinced interest and efficiency in their duties, resulting in marked progress in the different departments on the part of the pupils, and general harmony and good feeling has existed.

Herewith annexed you will find statements 1, 2, 3, 4, 5, inclusive, showing the state of the schools and the financial report for the year ending 31st December, 1885.

All of which is respectfully submitted,

MONCTON, N. B., 31st Dec. 1885.

WM. B. KNIGHT, Secretary.

Statement No. 1.

Shewing State of Schools at June 30th, 1885.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.		M.	F.		
	M.	F.	M.	F.	M.	F.			M.		F.
16	2	2	1	9	..	2	3	13	Boys, 519 Girls, 497 <hr/> 1016	650

Statement No. 2.

Shewing State of Schools at December 31st, 1885.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.		M.	F.		
	M.	F.	M.	F.	M.	F.			M.		F.
16	2	1	1	9	..	3	3	13	Boys, 481 Girls, 477 <hr/> 958	703

Statement No. 3.

Shewing Names and Salaries of Teachers, No. of Pupils in each Department, Average Attendance from 1st November, 1884, to 30th June, 1885.

School.	Grades.	Name of Teachers.	Salary.	Pupils on R'gist'r	Av'r'ge attend-ance.	% cent. attend-ance.
Central, No. 1,	8 and 9	S. C. Wilbur,	\$650	51	34.34	67.0
" " 1,	7	J. G. McCurdy,	580	53	32.56	61.0
" " 1,	6	D. M. Trites,	580	48	34.50	72.0
" " 1,	5	Catharine Hennessey,	245	56	44.05	79.0
" " 1,	4	Agnes McSweeney, ...	170	59	40.0	69.0
" " 1,	3	Mary J. Murray,	170	51	40.0	77.0
" " 2,	5	Eunice Brown,	220	63	40.05	64.0
" " 2,	1	Susie Ford,	170	75	50.0	66.0
" " 3,	2	Ella L. Stevens,	170	61	42.27	69.32
" " 3,	2, 3	Anastasia De Vere, ...	170	64	37.90	59.21
Harris Avenue,	1	Lottie O'Neill,	170	68	43.33	63.50
" " 1,	2	Maria B. Bourque, ...	170	60	33.40	55.66
Lutes Street,	1, 2	Agnes Lockhart,	170	67	50.34	75.27
" " 4	5	Mrs. M. Simpson,	220	67	41.0	61.0
Highfield Street,	1, 2	Mary Jonah,	170	81	43.39	53.56
Bridge Street,	1, 2	Larenia Fawcett,	170	82	45.27	70.50
				1006		

EXPENDITURE—14 MONTHS.

1884-85.

Ordinary Expenses:—

Salaries (Teachers and Secretary),.....	\$6169 77	
Janitors' Expenses,.....	377 40	
Fuel,.....	492 13	
General Repairs,.....	467 39	
Coupons, Interest and Insurance,.....	1302 76	
		\$ 8809 45

Construction and Special Repairs:—

Construction New School-houses,.....	\$1406 91	
Fencing and Grading,.....	208 26	
School Furniture,.....	189 62	
		1804 79
Bills Payable,.....		3200 00
Balance on hand, Dec. 31st,.....		534 43

\$14348 67

NOTE. — Owing to the Summer Term having been extended to eight months, by order of the Board of Education, so as to have the School Year end the 31st December, instead of the 31st of October, this statement shows an expenditure of fourteen months, ending 31st December, 1885.

Wm. B. KNIGHT, *Secretary.*

APPENDIX D.

REPORTS OF THE UNIVERSITY, OF THE DEAF AND DUMB INSTITUTION AT FREDERICTON, OF THE DEAF AND DUMB INSTITUTION AT HALIFAX, AND THE BLIND ASYLUM AT HALIFAX.

**Extract from the Report of the President of the University.—Thomas
Harrison, A. M., LL.D.**

“On the 17th of November, Mr. W. F. Stockley, B. A., and Senior Moderator of Trinity College, Dublin, was appointed to the chair of English and French, and Mr. S. W. Dyde, a distinguished graduate of Queen’s College, Kingston, was made Professor of Natural and Moral Philosophy and Political Economy. To abolish the chair of Philosophy would be a direct step towards bringing the University down to the level of a high school. The new Professors have entered upon their duties and are fully realizing the high expectations based upon their College testimonials.

“A freshman class of thirty-one in actual attendance is a hopeful sign in the progress of the University, and renders the duty of maintaining order in the halls and lecture rooms all the more imperative.

“A new and convenient lecture room has been opened for the accommodation of the different classes.”

The University is indebted to Lieut.-Col. Maunsell for the formation of a College drill corps. A committee has been appointed to revise the course of instruction in the University.

The Collegiate School continues to be managed under the joint superintendence of the Senate of the University and the Board of School Trustees of Fredericton.

PROFESSORS IN THE UNIVERSITY OF NEW BRUNSWICK.

Thomas Harrison, M. A., LL.D., Professor of Mathematics.

L. W. Bailey, M. A., Ph. D., Professor of Chemistry and Natural Science.

H. S. Bridges, M. A., Professor of Classical Literature.

W. F. Stockley, B. A., Professor of English and French Language and Literatures.

S. W. Dyde, M. A., Professor of Mental and Moral Philosophy and Political Economy.

J. D. HAZEN, B. A., Registrar and Treasurer.

Fredericton Institution for the Education of the Deaf and Dumb—Principal’s Report.

Having been requested by Mr. Crocket, Chief Superintendent of Education, to prepare a report of the above Institution, I gladly take this opportunity of doing so, with the hope that its publication in the pages of the next Educational Report will be

the means of spreading information respecting the Institution throughout the Province and creating general interest in our work.

In writing a report for this purpose, I feel that I cannot do better than give a short history of the Institution, detailing the reasons which led to its establishment, the objects which are subserved by such an institution in the educational requirements of the Province and the measure of success which has been vouchsafed to its operations during the three years of its existence.

The Institution was opened on the 1st of September, 1882, and the following among other considerations led to its establishment.

STATISTICS.

According to the census of 1871, the population of New Brunswick was 285,594, and its deaf and dumb population 306. In 1881 its general population was 321,000, and calculating one deaf mute for 933 of its population which, obtained in 1871, its deaf mute population at that time would be 344.* In the ten years between 1871 and 1881 the Province added 35,000 to her general population, and 37 to the number of her deaf mutes.

[If New Brunswick is increasing her population at the rate which she obtained during the last decade it follows that her present population (1886) would be 338,500, and the number of her deaf and dumb 362.]

This rapid increase in the deaf and dumb population of our Province made increased provision necessary to overtake the education of these afflicted people, unless New Brunswick was willing to leave the responsibility of their education to a neighboring Province, where but few could obtain the privilege owing to the disinclination of parents to send their little ones 300 miles away *to school*. That she was not indifferent to their welfare was evidenced by the encouragement met with in the various sections of the Province where the question was ventilated. The establishing of a home school for the deaf mutes of New Brunswick was felt and acknowledged in all quarters to be a step in the right direction, and one that should be supported by all who took an interest in their welfare. A tangible proof of this encouragement lay in the collections made in various portions of the Province for this purpose, in the promises made by numerous friends of the movement to seek out the deaf mute children of their respective localities and get them forwarded to Fredericton for education, and in the number of children who were waiting to take advantage of its opening

OPENING OF THE INSTITUTION.

After some difficulty a suitable site and building were obtained for our purpose and the Institution was located at the residence of Senator Botsford on Hawthorne Hill.

Six pupils immediately presented themselves for admission, which number was afterwards increased to eighteen.

It was a great satisfaction to us to have met with a location so beautiful and so admirably adapted in every particular to our wants and purposes. No finer site could have been found in the Maritime Provinces. The ample facilities which it afforded for fresh air exercise were most conducive to the health and happiness of our pupils. The building was exceedingly convenient and all who paid us the honor of a visit testified to the arrangements made for the children's comfort. The pupils themselves appreciated its advantages and their noisy shouts when at play indicated thorough enjoy-

*The Census for 1881 gives 401 deaf mutes for the Province—W. C.

ment. Several well known gentlemen of the city kindly consented to act as directors. An appeal was issued for funds and we quietly settled down to work.

INSTITUTION DESTROYED BY FIRE.

Our prospects appeared exceedingly bright; but after a few months of steady endeavor to increase the usefulness of the Institution and to bind friends to its interests, we met with a serious and unexpected discouragement in the loss of the Institution by fire.

This occurred on March 25th, 1883, and necessitated our removal to our present abode, a few minutes walk from Hawthorne Hill, and which was fortunately unoccupied at the time. None of our furniture was burned, what was lost was taken away during the confusion incidental to such a calamity. School was resumed the following week.

GOVERNMENT GRANT.

The parents of our pupils have paid what they could towards the board expenses of their children, but most of them being poor they have been unable to do much more than find clothes for them. We have relied principally on Government aid and voluntary contributions to sustain the work. Steps were taken by the committee to lay the claims of the Institution before the Government and \$1500 was voted for this purpose.

PURCHASE OF SITE.

As Senator Botsford offered the estate at Hawthorne Hill, the site of the late Institution, consisting of 117 acres, for the very reasonable sum of \$1000, it was decided to devote \$500 of the amount granted by the Government for two years to secure this eligible site. The purchase was completed last year. It is now vested in the hands of a sub-committee who desire to erect a suitable building for the work as soon as funds are available.

OUR PRESENT LOCATION.

While the building we at present occupy is not adapted for the accommodation of a large number of pupils its situation is a very pleasant and healthy one. Its sanitary condition is excellent. A fine spring of pure water rises in the woods above the Institution supplies us with this necessary of life in abundance. With pure air, good substantial food, clean beds, well ventilated rooms and plenty of out door exercise, there is little cause to fear sickness and when it does come their systems are prepared for it and robust enough to shake off in a few days, what would with children less favorably situated probably become of serious import.

ATTENDANCE AND VACATION.

The average attendance of pupils has been from 14 to 18. The attendance for the past year has been 17, representing the following counties, York, Carleton, St. John, King's, Albert, Charlotte and the neighboring state of Maine. We have numerous applications for admission and the attendance might easily be doubled had we the accommodation and funds to warrant such extension.

It was considered advisable to have but one school session, extending from the 1st of September to the 1st of July, every child being required to spend the remaining two months vacation at home.

We have a short holiday at Christmas which is spent at the Institution. Our christmas tree is usually most liberally decorated with presents through the kindness of friends in Fredericton and St. John. Every amusement is provided that they can appreciate and the time is passed as pleasantly as possible.

ADDITIONAL TEACHER.

Mr. Ernest Power came out from England in December, 1883, to devote himself to the work. He continues in charge of the second class, and fills the position with credit to himself and benefit to his pupils.

THEIR CLAIM TO AN EDUCATION.

Ample provision has very wisely been made by our Legislature for the education of every hearing and speaking child throughout the Province. Our Normal School prepares hundreds of young men and women year by year to carry on the work. So thorough and liberal is this provision that free educational facilities are placed within the reach of all, irrespective of class, creed or condition. And while we rejoice that so much is done in this direction we cannot but wonder that a portion of the young inhabitants of our Province who need education far more than hearing and speaking children, who are, in fact, completely helpless without it, dependent on those around them for the supply of all their needs, and who, by judicious training, make good, industrious, and responsible members of society, are left in a great measure to obtain their education by the charity of the benevolent.

By all means spread education throughout the length and breadth of the land. It is an elevating process which must do good and return a hundred fold to the country adopting it. Let every one be taught that can be taught, and benefits by teaching make the privilege universal, and draw not the line at these "children of silence," and saying, because they cannot speak nor hear, neither shall they understand. Extend to them this inestimable blessing, which is the birthright of their more fortunate brethren; make them sharers in this great privilege, and let their darkness be dispelled by the rays of beneficent light.

A NEW BUILDING NECESSARY.

Great satisfaction has been expressed by the numerous friends of the Institution at the results attained in the past, but it is felt that if the Institution were placed on a government basis, its expenditure defrayed by government funds, that a salutary impetus would be given to the work which would enable us to reach all the deaf mute children of the Province.

The Institution is Catholic in its aims and usefulness. Its promoters having faith in its future, have cheerfully applied themselves to secure it success as a labor of love. If self-aggrandisement had been their motive this could have easily been obtained in the furtherance of other movements at a much less expenditure of time and energy. Under these circumstances we have a right to ask that sufficient funds be placed at our disposal to enable the work to be carried on so as to obtain the best possible results.

As I have stated elsewhere, a beautiful site has been secured, and what we now need is the sum of \$5,000 or \$6,000 for the erection of a building sufficiently commodious to accommodate fifty or sixty pupils.

ACKNOWLEDGMENTS.

I would here thankfully acknowledge the aid received from our Legislature since the opening of the Institution in 1872, and while the amount received from all sources during that period has been smaller than we anticipated, we have kept the work going with the hope that brighter days would come and that a new and striking advance would place the Institution on an equality with all similar organizations receiving Government support.

Our thanks are also due to numerous friends who have contributed to the success of the Institution in various ways, by subscribing to its funds, and by donations of school appliances, provisions, medicines, books, periodicals, etc.

Dr. Brown merits our sincere acknowledgments for his valuable professional services continually rendered since the establishing of the Institution.

With one exception, we have had no case of serious illness among the pupils. The little boy referred to contracted jaundice previous to his admission, which on the third attack, despite the utmost care and attention, resulted in his death in February 1884. His bright and winning ways had endeared him to every one in the house and his loss was deeply felt, affecting every member of our little circle. Loving care and attention were exerted in vain and he gradually sank to rest. With this single exception prompt medical advice has been our safeguard. Upon the first approach of sickness Dr. Brown has cheerfully placed his services at our disposal, and his skillful treatment has happily been effectual in restoring all to the ruddy hue of health.

This brief review, while revealing our experience of the shade as well as the sunshine of life, inevitable to human existence, still affords grounds for satisfaction at the measure of success which has attended the efforts put forth for the welfare of these "children of silence."

The following is a list of the pupils attending the Institution with their age and the locality to which they belong.

No.	NAME.	AGE.	RESIDENCE.
1	Ernest Edwin Prince,	14	Saint John, St. John Co.
3	Fred'k J. T. Boal,	13	Sussex, King's Co.
3	Murray McMackin,	14	Havelock, "
4	Ernest W. Hagerman,	17	Woodstock, Carleton Co.
5	John H. Bryden,	11	" "
6	Mary Upham,	19	Upham, King's Co.
7	Isedore Ricker,	17	Turtle Creek, Albert Co.
8	Avondale Smith,	16	Albert Mines, "
9	Ellinor Logan,	9	Portland, St. John Co.
10	Lillie Whelpley,	15	St. John, "
11	Florence Milton,	16	Turtle Creek, Albert Co.
12	Edward M. Wheary,	13	Keswick, York Co.
13	John Franklyn Reilley,	7	St. Stephen, Charlotte Co.
14	Alfred Rowe Shaw,	8	Middle Simonds, Carleton Co.
15	Elizabeth McLaughlin,	10	Vanceboro, Maine.
16	Mary Jane Esty,	11	Jacksontown, Carleton Co.
17	George Allan Miller,	19	Lower Canterbury, York Co.

Balance Sheet 1885.

RECEIPTS.

By Government Grant,.....	\$1,500 00
" Collectors and Subscriptions,.....	1,050 83
" Payments by Parents,.....	132 25
	<u>\$2,683 08</u>

EXPENDITURE.

To Household Expenses,.....	\$1,143 58
“ Furniture and Repairs,.....	262 24
“ Dry Goods, Clothing, &c.,.....	234 29
“ Rent and Insurance,.....	103 34
“ Salary and Wages,.....	306 78
“ Fuel,.....	55 20
“ Printing Report, &c.,.....	35 15
“ Purchase of Site,.....	... ..
“ Interest on Bond, &c.,.....	542 50
	\$2,683 08

ALBERT FRED'K WOODBRIDGE,
Superintendent.

Institution for the Deaf and Dumb, Halifax, Nova Scotia.

January 19th, 1886.

WILLIAM CROCKET, Esq.,
Chief Superintendent Education,
Province of New Brunswick. }

DEAR SIR,—In compliance with your request I beg to submit the following report of this Institution for the information of the New Brunswick Board of Education :

ATTENDANCE.

The number of pupils in attendance at the Institution during the year 1885 was seventy-four—40 boys and 34 girls; of these 45 were from Nova Scotia, 17 from New Brunswick, 6 from Prince Edward Island, and 6 from Newfoundland. In addition to the regular pupils, there has been an attendance of 14 at a Sunday Evening Class, held for the benefit of extra deaf mutes not now connected with the Institution as pupils, making the total number of deaf mutes under our care or supervision for the year 1885 just eighty-eight.

NEW BRUNSWICK PUPILS.

The following are the names and residences of the seventeen New Brunswick deaf mutes (11 boys and 6 girls) who have been attending the school within the year 1885 :

James Ganey.....	Carleton, St. John County.
Elderkin Allen.....	Shemogue, Westmoreland.
Maggie Taylor*.....	“ “
Fred. W. Trever.....	Baie Verte, “
John B. Trenholm.....	Port Elgin, “
Lillian Trenholm.....	“ “
Pemie Trenholm.....	“ “
Russell English*.....	Woodstock, Carleton Co.
Robert McEgan*,.....	Pioneer, “
Melbourne D'Orsay.....	Memramcook, Westmoreland,
Edward McDonald.....	Chatham, Northumberland.
Maurice S. Blake.....	Carryville, Albert Co.

Annie Crozier.....	Petersville, Queen's Co.
Annie Marsh.....	Bass River, Kent Co.
Annie Vaughan.....	Portland, St. John Co.
Sumner Jones.....	St. John City, “
Charles Thumith.....	“ “

Of the above fourteen are at present under instruction in this Institution, three marked* having left at the close of the term in July last.

AMOUNT RECEIVED FOR SUPPORT.

Only five out of the seventeen New Brunswick pupils in attendance here during 1885 paid anything at all for board or education. From these five, payments ranging from \$12 to \$80 for the year were received, the whole amounting only to \$162, or little more than \$10 a head. Including the grant of \$500 from the New Brunswick Government, the sum received for the support of New Brunswick pupils in this Institution during the year has been but \$41.37½ per capita, being little more than one-fourth of their actual cost. For the same proportion of Nova Scotia pupils the Government of this Province pays \$2,040, or at the rate of \$120 per head per annum

CLAIMS OF THE HALIFAX INSTITUTION.

This extraordinary difference between the number and cost of New Brunswick pupils attending the Halifax Institution, and the compensation received for their support, has been going on for the last four years, and now amounts to some five or six thousand dollars. The facts of the case have been presented again and again to the New Brunswick Government and Legislature, but without securing the recognition of our just claims. For a fuller statement of these claims I beg to refer to the enclosed copy of memorial from the directors of the Halifax Institution, submitted to the New Brunswick Legislature last year, and would venture to express the hope that your Board of Education will look carefully into this matter, and use their influence to have it placed on a more equitable footing, so that the New Brunswick deaf mutes may no longer become a charge on the benevolence of another province.

It ought also to be stated that while we welcome New Brunswick deaf mutes to an equal share in the benefits of this Institution (and have done so for over a quarter of a century), we do not canvass for pupils in New Brunswick, nor seek, directly or indirectly, to attract them to our school. They come unsolicited and of their own accord.

IMPROVEMENTS OF THE YEAR.

During the past year we have expended over \$1500 on a new wing to the building, and other improvements conducive to the increased comfort and efficiency of the establishment, and it shall be specially noted that, not only do the New Brunswick pupils share in the benefit of these improvements, but also that most of the expenditure would have been unnecessary but for their presence in the Institution. This fact lends increased force to the claims of the Halifax Institution to a juster measure of support from New Brunswick, while at the same time it lessens the necessity (if such there be) for a separate institution in your province.

EQUIPMENT AND STAFF.

With a record of nearly thirty years successful work the Halifax Institution was never in a better position than at present for carrying on efficiently the education of

the deaf and dumb. Having a staff of five teachers, adequate educational means and appliances, and experienced domestic management, every reasonable facility and guarantee is provided for the physical, intellectual, and moral training of "the children of silence" entrusted to its care.

INCOME AND EXPENDITURE.

Not having access at the present moment to the Treasurer's books, I am unable to state the income and expenditure for the past year, but it will shortly be published in the Annual Report of the Directors, a copy of which is sent to every member of the New Brunswick Legislature. I may mention, however, that the average income and expenditure for some years past has been about eight thousand dollars.

All which is respectfully submitted,

J. SCOTT HUTTON,
Principal.

School for the Blind, Halifax, N. S.—C. F. Fraser, Superintendent.

There are at present six pupils from the Province of New Brunswick attending the above Institution: Maggie Duke, Richibucto; Agnes Valley, Chatham; Isabel Staten, Foreston; Wm. Collins, St. John; Jos. Cook, Portland; Clifford Williston, Newcastle. At the close of the last school session Charles Cole of Fredericton, graduated as a piano-forte tuner.

The main object of the Institution is to so educate and train young blind persons in the Maritime Provinces as will enable them to be self-supporting after they shall have completed their term at the school. Twenty-six pupils are now in attendance.

Parents of blind children residing in this Province should communicate with the Superintendent, C. P. Frazer, who will give them full information as to the terms upon which pupils from New Brunswick are admitted.

Halifax School for the Blind, in account with E. D. Meynell, Treasurer.

DR.

1884.		
Dec. 13.	To Balance due Bank Nova Scotia,.....	\$ 225 50
1885.		
Dec. 12.	" Paid house expenses, including salaries to Steward, Matron, and Servants,.....	2,772 39
	" Paid Salaries to Superintendent and Teachers,....	1,280 00
	" Repairs and Alterations of Building,.....	543 63
	" Grounds,.....	11 00
	" Printing, Stationary and Postage,.....	81 24
	" Instruction in Singing and Musical Instruments,..	79 80
	" Prizes,.....	18 00
	" Sundries,.....	101 08
	" Halifax Banking Company, on deposit,.....	100 00
	" Materials for manufacture in workshop,.....	65 86
	" Balance,.....	1 05

CR.

1885.		
Dec. 12.	By Interest and Dividends,.....	\$1,432 52
	“ Manufactures sold,.....	135 72
	“ Donations,.....	257 31
	“ Grant—P. E. Island Government,.....\$ 200 00	
	“ “ New Brunswick Government— balance '84,.....	120 00
	“ New Brunswick, '85,.....	720 00
	“ Nova Scotia—County and Gov't, 2,246 00	
		3,286 00
	“ Legacy late Jas. Thomson,.....	100 00
	“ Proceeds of Concert, per R. A. & R. E.	68 00
		\$5,279 55
	To unpaid bills,.....	102 49

[E. & O. E.]

Examined and found correct,

GEO. THOMSON,
GEO. MITCHELL,} *Auditors.*

E. D. MEYNELL,

Treasurer.

HALIFAX, 12th Dec. 1885.

ANNUAL REPORT
OF THE
SCHOOLS
OF
NEW BRUNSWICK,
1886.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.



FREDERICTON :
1887.

ANNUAL REPORT

OF THE

SCHOOLS

OF

NEW BRUNSWICK

ERRATA.

On page xxxviii., second line, for "corner" read *cover*; on seventh line same page for "Blackie's Sound Bodies and how to keep them so," read, *Blaikie's Sound Bodies for our Boys and Girls*. On page A 30, twelfth line of Table, under head—Salary from the Trustees per Term—for "\$125" read \$175.



FREDERICTON:
1887.

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ANNUAL REPORT
OF THE
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OF
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1886.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.



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1898.

EDUCATION OFFICE,

Fredericton, N. B., March 3rd, 1887.

SIR,—

I have the honour to present to His Honor the Lieutenant-Governor, the Annual Report on the Public Schools of the Province, for the year ended December 31st, 1887.

I have the honour to be,

Sir,

Your obedient servant,

WM. CROCKET.

To the Hon. DAVID MCLELLAN,
Provincial Secretary.

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PART I.

GENERAL REPORT.

ANNUAL REPORT

OF THE

SCHOOLS OF NEW BRUNSWICK,

1886.

PART I.—GENERAL REPORT.

*To His Honor The Honorable Sir Samuel Leonard Tilley, C. B., K. C. M. G.,
Lieutenant-Governor of the Province of New Brunswick:*

MAY IT PLEASE YOUR HONOR,—

I have the honour to submit the Fifteenth Annual Report of the Free School System of the Province. During the year a gratifying degree of progress has been made in several important respects—increased average attendance, greater conformity to the course of instruction, and a larger attendance of pupils in advance of Standard IV. The number of schools, however, and the total enrolment of pupils were less than during the preceding year, but a comparison in these respects cannot fairly be made as the year previously reported embraced a period of fourteen months. But there are other reasons for this decrease in numbers besides the shorter period. A considerable number of schools in the Acadian districts of Gloucester County as well as a few in like districts in several other counties were closed from the want of fairly suitable persons to teach them. It is true that persons could have been got as formerly to *keep* the school, but the Inspectors having in view the instruction of the children declined to recommend the employment of those whose services they knew would be of no value. In several other counties not containing any Acadian districts there were also a larger number of schools closed than during the preceding year. Inspector Wetmore in referring to this subject in his report says: "This (falling off in some districts) in most instances arises from the depression in business, some districts finding it so hard to collect taxes, that at the annual meeting no supplies were voted and attempts were made to close the schools for a term or two."

Progress as respects the erection and repair of school-houses and the furnishing of teaching appliances though less marked than in some former years has not been unsatisfactory."

A Summary View of the Schools for the Year ending June 30th, 1886.

The Statistical Tables of Part II. embrace two terms, viz., the term ended December 31st, 1885, and the term ended June 30th, 1886. Tables IX and X show the disbursements of Provincial Grants and the apportionment of the County Fund to Trustees for the same time.

Part III includes the reports of the Principal of the Normal School for the session ended May 1886, of Inspectors, of Boards of Trustees of cities and incorporated towns, of the President of the University, and of the Superintendents of the Deaf and Dumb Institution at Fredericton and at Halifax, and of the Blind Asylum at Halifax, for the year ended December 31st, 1886.

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, PUPILS, &C.

Second Term, 1885.—The number of Schools was 1,441; the number of Teachers, 1,509; the number of Pupils, 52,753.

First Term, 1886.—The number of Schools was 1,515; the number of Teachers, 1,590; the number of Pupils in attendance, 61,802.

The number of Districts having Schools in operation in the Second Term, that were without Schools in the First Term, was 89; and the number having Schools in the First Term, that were without Schools in the Second Term, was 156.

The total number of different pupils in attendance at the schools within the year was 68,367.

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGE AND SEX OF PUPILS, PERCENTAGE OF DAILY AND FULL-TERM ATTENDANCE.

Second Term, 1885.—The proportion of the population of the Province enrolled at the public schools this term, according to the census of 1881, was 1 in 6.09. It will be seen that the attendance exceeded this percentage in the following counties: Carleton, Charlotte, Kent, King's, Northumberland, Restigouche, Westmorland and York. It was highest in Westmorland (5.56); next in York (5.64). It was lowest in Madawaska (7.87), and next Gloucester (7.78).

Three hundred and twelve were under 5 years of age; 49,923 between 5 and 15 years, and 2,518 over 15 years.

There were 26,991 boys and 25,762 girls.

Grand total days' attendance, made by the pupils enrolled, was 2,892,342½.

The average monthly percentage of pupils daily present during the term was 85.24. The following exhibits this percentage during the Summer Term since 1874 :—

SUMMER TERM.

1874.....	72.1
1875.....	72.88
1876.....	70.52

1877.....	73.05
1878.....	72.88
1879.....	73.54
1880.....	78.17
1881.....	73.22
1882.....	72.44
1883.....	73.45
1884.....	81.72
1885.....	85.24

The percentage of pupils daily present on an average during the period the several schools were open was 59.23. St. John made the highest percentage (70.81); Restigouche second (60.90), and Queens the lowest (52.98). The following shows the percentage for the Province during the Summer Term since 1873:—

SUMMER TERM.

1873.....	52.23
1874.....	53.56
1875.....	52.95
1876.....	53.34
1877.....	54.93
1878.....	55.08
1879.....	55.81
1880.....	56.13
1881.....	55.85
1882.....	56.25
1883.....	59.66
1884.....	58.47
1885.....	59.23

The attendance of pupils in all the schools in operation for a longer or shorter period of the year was equal to attendance during every prescribed teaching day in the term of 54.63 per cent. This percentage measures both the regularity of attendance and that of the time the schools were open. The highest percentage was made by St. John County (69.13, Restigouche second (55.06), while Queens stood the lowest (46.66). The following are the percentages since 1873:—

SUMMER TERM.

1873.....	45.62
1874.....	47.29
1875.....	47.19
1876.....	48.84
1877.....	49.83
1878.....	51.76

1879.....	53.09
1880.....	52.96
1881.....	52.20
1882.....	52.56
1883.....	55.10
1884.....	54.69
1885.....	54.63

First Term, 1886.—The proportion of the population at School this term was 1 in 5.20 (census of 1881). This percentage was exceeded in Carleton, Charlotte, Kings, Queens, Westmorland and York. It was highest in Carleton (4.13), lowest in Madawaska (6.67).

Of the pupils 383 were under 5 years of age; between 5 and 15 years 56,595, and 4,824 were over 15 years.

There were 32,884 boys and 28,918 girls.

Grand total days' attendance made by the pupils enrolled was 3,966,207.

The average monthly percentage of pupils daily present during the term was for the whole Province 86.55. The following are the percentages for this term since 1874 :—

WINTER TERM.

1874.....	74.49
1875.....	74.84
1876.....	75.56
1877.....	74.27
1878.....	75.53
1879.....	75.28
1880.....	76.12
1881.....	76.12
1882.....	75.92
1883.....	78.03
1884.....	76.34
1885.....	68.46*
1886.....	86.55

The percentages of pupils daily present on an average during the period the several schools were in session, was, for the Province 56.03. The highest percentages were in St. John County 66.53, Charlotte 58.31, and Restigouche 59.44, while the lowest were in Sunbury 49.55, Queens 50.85, and Gloucester 50.99. The following are the percentages for the Province, during the Winter Term, since 1874 :—

*The average monthly percentage for this term appears smaller than during any of the preceding years from the fact that it consisted of eight months instead of six as did the other terms.

WINTER TERM.

1874.....	57.06
1875.....	55.66
1876.....	57.61
1877.....	54.95
1878.....	58.04
1879.....	57.49
1880.....	59.02
1881.....	58.94
1882.....	58.53
1883.....	62.79
1884.....	59.68
1885.....	53.35
1886.....	56.03

The attendance of the pupils enrolled in all the Public Schools of the Province, both full-term or part-term schools, was equal to an attendance during every prescribed teaching day in the term of 51.65 per cent. The County of Saint John stood the highest 65.69, Charlotte second 51.98, and Northumberland third 51.71. The lowest were Madawaska 44.92, Sunbury 46.09, and Victoria 46.37. The following are the percentages for the whole Province during the Winter Terms, since 1874 :—

WINTER TERM.

1874.....	48.13
1875.....	48.02
1876.....	49.70
1877.....	49.08
1878.....	52.93
1879.....	53.68
1880.....	55.06
1881.....	54.89
1882.....	53.83
1883.....	58.71
1884.....	56.16
1885.....	47.47
1886.....	51.65

TABLE III.—PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

The numbers in this table include all pupils within the Eight Standards of the Course of Instruction, whether attending Grammar, Superior or Common Schools.

Second Term, 1885.—The number of pupils who received instruction in the different subjects of the course was as follows :—Oral Lessons on Health—including Temperance Lessons—33,693—increase 2,837; Physical Exercises,

32,241—increase 2,511; Oral Lessons on Morals, 35,385—increase 2,090; Sewing (optional) 2,352—increase 676; Knitting (optional) 1,458—increase 567; Reading, Spelling and Recitation, including the Eight Standards, 49,867; Composition, 44,043; Grammar and Analysis—including only Standards V., VI., VII., VIII. of the Graded Course, and Standards III. and IV. of the Ungraded Course—18,790; History, 15,447; Form, embracing only Standards I. and II., 19,966; Industrial Drawing, embracing the Standards from III. to VIII. inclusive, 22,906; Print-script, embracing the first four Standards, 37,036; Writing, from Standards III. to VIII. inclusive, 27,047; Singing, first three Standards, by Rote, 17,980; from Standards IV. to VIII. inclusive, Singing may be by Rote or by Note—by Rote, 8,503; by Note, 425; Number and Arithmetic—(Number is confined to the first three Standards of the Graded Course, and to the first two of the Ungraded Course)—49,400; Book-keeping (optional), 1,159; Geometry, 1,879; Mensuration, 316; Algebra, 2,138; Geography, 41,007. Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 40,549; Color, 23,466; Familiar Objects, 25,640; Physics—Standards V. to VIII. inclusive—4,830; Physiology, 648; Latin (optional), 703; French (optional), 223. Further details will be found in the tables.

First Term, 1886.—The number of pupils who received instruction in the different subjects of the course was as follows:—Oral Lessons on Health—including Temperance Lessons—39,452—increase, 70; Physical Exercises, 38,825—increase 1,346; Oral Lessons on Morals, 42,361—increase 1,202; Sewing (optional), 2,223; Knitting (optional), 1,323; Reading, Spelling and Recitation, including the Eight Standards, 58,895; Composition, 52,265; Grammar and Analysis, including only Standards V., VI., VII., VIII. of the Graded Course, and Standards III. and IV. of the Ungraded Course, 24,016; History, 19,166; Form, embracing only Standards I. and II., 22,243; Industrial Drawing, embracing the Standards from III. to VIII. inclusive, 28,272; Print-script, embracing the first four Standards, 44,938; Writing, from Standards III. to VIII. inclusive, 33,219; Singing, first three Standards by Rote, 20,329; from Standards IV. to VIII. inclusive, Singing may be by Rote or by Note—by Rote, 10,183; by Note, 513; Number and Arithmetic (Number is confined to the first three Standards of the Graded Course and to the first two of the Ungraded Course)—56,684; Book-keeping (optional), 2,496; Geometry, 2,220; Mensuration, 1,024; Algebra, 2,752; Geography, 49,826; Useful Knowledge Lessons, embracing instruction in Minerals, Plant Life and Animal Life, 48,280; Color, 616; Familiar Objects, 29,810; Physics, Standards V. to VIII. inclusive, 6,523; Physiology, 875; Latin (optional), 741; French (optional), 523. Further details will be found in the tables.

TABLE IV.—NUMBER AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED IN THE SCHOOLS.

Second Term, 1885.—There were 1,509 teachers and assistants employed during this term. Of these, 413 were men, and 1,096 women. Of the whole

number, 1,368 were trained—increase 70, and 113 untrained—decrease 151. There were 2 male assistants and 24 female assistants.

The number of teachers of each class was as follows:—Grammar School, males 14; First Class, males 121; females 125; Second Class, males 153; females 562; Third Class, males 123; females 385.

First Term, 1886.—During this term there were 1,590 teachers and assistants employed. Of these 438 were men, and 1,152 were women, 1,467 were trained and 87 untrained. There were 7 male assistants and 29 females.

The classes of the teachers were as follows:—Grammar School Class 14; First Class, male 117; female, 125; Second Class, male 174; female 599; Third Class, male 126; female 399.

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

Second Term, 1885.—Of the 1,481 teachers in charge of schools this term, the following facts are reported in respect of 1,459:—924 continued to teach in the same districts in which they taught in the previous term; 348 removed to other districts; and 185 taught for the first time; 676 of the number had been employed not less than three years in teaching; 24 did not report their period of service.

First Term, 1886.—Of the 1,554 teachers in charge of schools this term, 1,543 are reported in respect of service as follows:—993 continued to teach in the same schools as during the previous term; 388 took charge of other schools; and 162 taught for the first time; 11 teachers did not report their period of service. Additional facts in reference to the service of teachers will be found on reference to the Table.

TABLE VI.—TIME IN SESSION OF THE SCHOOLS.

Second Term, 1885.—There were 101 teaching days in this term. 190 schools were in session less than eighty days; 503 eighty but less than one hundred days; 182 one hundred days; and 566 the full term of one hundred and one days. The average number of teaching days the schools were in session throughout the whole Province was 92.52.

First Term, 1886.—The number of teaching days in this term was 126; 141 schools were in session less than eighty of these days; 66 eighty but less than one hundred days; 685 one hundred days or upwards, but not full time; and 627 the full term of one hundred and twenty-six days. The average number of teaching days the schools in the Province were open this term was 115.7.

The maximum number of lawful teaching days for the year was 227. The average time the schools were open, exclusive of holidays, vacations, and Sundays was 208.22.

TABLE VII.—SCHOOL EXAMINATIONS, VISITS, PRIZES.

Second Term, 1885.—The number of schools reporting semi-annual public examinations was 1,068; the number not reporting examinations 373.

The number of school visits reported was, by trustees and secretaries 4,691; by inspectors 767; by members of Parliament 43; by clergymen 326; by teachers 1,172; by other visitors 10,961.

The number of school prizes reported was 209, valued at \$127.82.

First Term, 1886.—Public examinations were reported by 1,155 schools; 360 schools did not report any examination.

The visitations for the term were as follows:—By trustees and secretaries 5,413; by inspectors 1,053; by members of Parliament 71; by clergymen 1,040; by teachers 1,429; by other visitors 16,425.

Three hundred and sixty-two School Prizes were reported, valued at \$340.64.

TABLE VIII.—AVERAGE SALARIES OF TEACHERS.

The *average rate of Teachers' Salaries per annum*, from all sources, compiled from the returns of the First Term of 1886, which give the local salary for the year, was as given below.

Male Teachers of the First Class, *average* \$523.72. This does not include the Principals of the Grammar Schools (see Table XII.) The lowest *averages* were in Sunbury and Queens, and the highest in St. John and Restigouche.

Female Teachers of the First Class *average* \$334.58. The lowest *averages* were in Kent and Albert, and the highest in St. John and Westmorland.

Male Teachers of the Second Class *average* \$313.74. The lowest *averages* were in Queens and Victoria, and the highest in St. John and Northumberland.

Female Teachers of the Second Class *average* \$227.06. The lowest *averages* were in Sunbury and Kent and the highest in St. John and Charlotte.

Male Teachers of the Third Class *average* \$231.08. The lowest *averages* were in Kings and Kent and the highest in Charlotte and St. John.

Female Teachers of the Third Class *average* \$186.87. The lowest *averages* were in Madawaska and Sunbury and the highest in St. John and Charlotte.

The following table shows the average salaries for the Province since 1882—the salaries for the years 1880 and 1881 were not reported:—

	Class I. M.	Class II. M.	Class III. M.	Class I. F.	Class II. F.	Class III. F.
1882	\$508 00	\$315 00	\$235 00	\$338 73	\$230 27	\$185 71
1883	519 00	322 11	238 10	339 50	239 28	195 90
1884	532 13	334 25	248 13	339 96	262 85	198 35
1885	511 80	313 97	226 32	333 43	236 18	182 58
1886	523 72	313 74	231 08	334 58	227 06	186 87

The salaries as given for the first three years in the foregoing table exhibit the average salaries under the ranking system, but as these were calculated, as was stated in the Annual Report for 1884, on the basis of full time and first rank for all teachers, they were evidently in excess of the amount of salary

actually received. The salaries as set down for the years 1885 and 1886 approximate pretty closely to the actual salary. The table also shows that during the past year there has been an increase in the salaries of teachers of Classes I and III and a slight decrease in the case of the teachers of Class II. Sunbury and Queens are the only counties in which a first-class teacher receives less than \$400 a year. The average salary of Grammar School Teachers for the year was \$782.50, the lowest being in Queens and Sunbury.

The total amount of salaries, including local and provincial, paid to teachers during the year was as follows:—

Teachers of Common Schools.....	\$335,094 41
Teachers of Grammar Schools.....	9,968 98
	\$345,063 39

Thus making the rate per pupil the very moderate sum of \$5.04 per annum. The rate per pupil for the same service in Ontario is \$7.97 and in Nova Scotia \$5.67. A small increase in the rates of N. B. would not, I think, press unduly upon the ratepayers.

TABLE IX.—DISBURSEMENTS OF PROVINCIAL GRANTS TO TEACHERS.

Second Term, 1885.—The payments of provincial grants to teachers employed during this term amounted to \$64,883.55. This sum includes ordinary grants \$57,482.75; grants to Superior Schools \$5,209.42; and to Grammar Schools \$2,191.38.

The amount given above as ordinary grants includes the special grants to teachers in poor districts, viz., \$3,437.73.

First Term, 1886.—The payments of provincial grants to teachers employed during this term amounted to \$67,610.10. This sum includes ordinary grants \$59,648.60; grants to Superior Schools \$5,736.40; and to Grammar Schools \$2,225.10.

The amount given above as ordinary grants includes the special grants to teachers in poor districts, viz., \$3,614.04.

For the Year.—Total of provincial grants \$132,493.65. Total amount of special aid \$7,051.77.

TABLE X.—APPORTIONMENT OF THE COUNTY FUND TO SCHOOL TRUSTEES.

For the apportionment of this fund the law provides as follows:—"There shall be allowed to the trustees of each district, in respect of each qualified teacher, exclusive of assistants by them employed, the sum of thirty dollars per year, and the balance of such amount shall be apportioned to the trustees according to the average number of pupils in attendance at each school as compared with the whole average of pupils attending the schools of the county and the length of time in operation." The law further provides that "the fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars," and that an amount *not exceeding* one-third more per pupil than the allowance to other districts

sharing such funds may be allowed, by the Chief Superintendent, in respect of attendance made by pupils.

Second Term, 1885.—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,281.37.

\$21,126.72 of the fund were apportioned to the Boards of Trustees in respect of the services of teachers (according to the length of these services within the prescribed term.)

The balance of the Fund, \$26,154.65, was apportioned to the several Boards of Trustees in each County in proportion to the average attendance of pupils and the length of time the schools were open.

Of the fund \$2,650.39 were apportioned as extra aid to Boards of Trustees in poor districts.

First Term, 1886.—The amount of the County Fund apportioned this term to Boards of Trustees was \$47,225.75.

\$21,945.93 of the fund were apportioned to the Boards of Trustees in respect of the services of teachers (according to the length of these services within the prescribed terms.)

The balance of the fund, \$25,279.82, was apportioned to the several boards of trustees in each county in proportion to the average attendance of pupils and the length of time the schools were open.

Of the fund \$2,670.13 were apportioned as extra aid to Boards of Trustees in poor districts.

Other details will be found in the tables.

Each Board of Trustees may readily determine its share of the County Fund, since the table shows the rate per pupil. This rate multiplied by the average number of pupils attending the school will give the amount apportioned on account of pupils. If the school has been open full time there should be an additional amount of \$15 per term for services of teacher, and in "poor districts" \$20. For each teaching day the school has been closed during the term, there will be deducted from that amount the proportion which the number of teaching days lost bears to the full term.

TABLE XI.—SUPERIOR SCHOOLS.

Table XI, gives the details as to the disbursements of the amount given in Table IX.—\$1,094.82.

During the term ended December 31st, 1885, there were 43 Superior Schools in operation, and during the following term, 47—two less than the number allowed by law on the basis of population. As will be seen from the reports of the Inspectors these schools are in an efficient condition, and fairly accomplishing the object for which they were established—to provide the first steps of secondary education. Some of them, such as the schools at St. Stephen and at Newcastle, which have a regularly graded system, and which possess facilities for an extended course of instruction, are doing the work of secondary schools.

The Superior School at Moncton has lately been placed on a similar footing, and will henceforth be enabled to confer upon a large number of its pupils the advantages arising from a properly graded course.

The Superior School in the City of Portland is, according to the grading report of the Superintendent, doing excellent work within the limits assigned to it by the Board of Trustees. The proximity of this school to the Grammar School of St. John, which is free to all pupils within the county who are qualified to enter, renders a complete course of secondary education for Portland less necessary than elsewhere, and has probably influenced the Board in their action.

The districts to which authority was granted during the year to establish Superior Schools seem to possess ample facilities for ensuring work of a very satisfactory character. At Port Elgin, where a commodious and substantial School-house has been erected, and at Moore's Mills, which possesses a most suitable building with all necessary equipments, Superior Schools are now in successful operation.

TABLE XII.—GRAMMAR SCHOOLS.

Table XII gives the details of the Provincial disbursements of \$4,416.48 to Grammar Schools; shows also the local salaries given by trustees, and the number of pupils at each school in advance of Standard VIII. From an examination of the table as respects the number of advanced pupils it will be seen that outside the cities of St. John and Fredericton no school provides a complete course of secondary instruction. These schools have a well organized teaching staff and are in other respects prepared to hold out inducements to pupils to take an advanced course. I have no doubt that if two or three other schools similarly equipped were established throughout the Province in eligible and populous centres it would greatly tend to stimulate secondary education and elevate at the same time the entire school service. I believe that if the Legislature had seen its way to make some such provision as I proposed in the annual report for 1883, the state of our secondary education would to-day be much more satisfactory. With respect to our primary education it is admitted by all who are conversant with school systems that we compare favorably with our neighbours, but in the matter of secondary education we are behind and will I fear continue to be so under the provision at present made for it. In this connection I beg to invite attention to that part of Inspector Oakes' report which relates to Grammar Schools.

TABLE XIII.—THE PROVINCIAL NORMAL SCHOOL.

The annual session commenced on the first Wednesday in August 1885 and closed on the last Friday in May 1886. The session consisted of two terms—the first term ending at Christmas. During the first term 182 student-teachers were in attendance, 17 of whom belonged to the French department. During the second term there were in attendance 205, of whom 11 belonged to

the French department. Further details will be found in the table and in the report of the Principal.

The Principal and Faculty of Instructors have been diligent and faithful in the discharge of their duties and I am happy to be able to bear testimony to the satisfactory character of the work and the judicious management of the Institution.

Owing to the scarcity of teachers for some years previous to 1884 and the necessity of employing in consequence untrained persons to take charge of schools, the Board of Education, as was stated in the last Annual Report, deemed it advisable to grant to the student-teachers the option of being examined for license of Class III or II, after one term's attendance, if the Faculty of Instructors deemed them sufficiently qualified to be presented. Nearly all the students elected to be examined and the supply of teachers has now become in excess of the demand, with the prospect of a permanently sufficient supply, even with a smaller attendance at the Normal School.

The object which the Board had in view having thus been accomplished, the option named above has been withdrawn and a full session's attendance made imperative. After the close of the current term in May next, the annual session will begin on the first teaching day in September, and continue till the Friday preceding the second Tuesday in June. Holders of Provincial licenses, and graduates in Arts may take the full session or enter on the first teaching day in January.

In consequence of the scarcity of Acadian teachers the Board has deemed it necessary to continue the two terms for the French Department. The first term will open on the first Monday in August and close at Christmas, and the second on the first teaching day in January and close on the last Friday in May. It is to be hoped that due advantage will be taken of the privileges thus extended to Acadian districts, and that the granting of local licenses for such districts will, very soon be unnecessary. If the Acadian schools are to be elevated they must have better qualified teachers than many of them have heretofore had.

In view of the changes specified above the following course of instruction is proposed for the Normal School after the close of the current term:—

TEACHING AND SCHOOL MANAGEMENT.

JUNIOR DIVISION.—THEORY.

Education.—The nature of the teacher's work and the qualifications required for its accomplishment, *development* of the moral, intellectual and physical natures.

Method.—Natural basis of method, application of natural principles to elementary instruction.

Discipline.—Its basis in the character of the teacher, the culture of the emotions and in the strengthening of the will.

Habit.—Attention and obedience, how secured; theory of rewards and punishments.

Organization.—Its bearing on education, school premises, classification, construction of time table and working programmes, general principles of class management, school system of New Brunswick. (Observation of methods and management in model departments; written exercises on topics included above.)

PRACTICE.

Special practice in Normal Department; regular practice in Model Department; observation and criticism on practice of fellow students; practical management of classes in Graded and Ungraded Schools.

The academic instruction given in the Normal School is designed to review and extend the scholarship of student-teachers, and to illustrate and emphasize methods of teaching.

LANGUAGE.

Grammar and Analysis.—Review of the principal topics of prescribed text, exercises in analysis and parsing.

Composition.—Correct use of words, letter writing and paraphrasing, synthesis of sentences, principles of construction.

English Literature.—Critical examination of specimens in readers with exercises thereon.

READING AND VOCAL CULTURE.

Reading and Recitation.—Regular practice, instruction in general physical culture, production of tone, articulation, elementary sounds, emphasis, inflection, dictation exercises, attention given to spelling in all written work.

MATHEMATICS.

Geometry.—Geometrical conceptions and definitions Euclid (Hamblin Smith's) Books I and II.

Algebra.—Algebraic notation, simple rules, application of formulas, Factoring, simple equations.

Mathematical Geography.—Form and size of the earth, cardinal points; greater and lesser circles latitude and longitude problems on the globe, phenomena and causes of day and night and of the seasons.

Arithmetic.—Mental review of elementary text, vulgar and decimal fractions, ratio and proportion, commercial arithmetic, applications of the unitary method, the metric system.

Book-keeping.—Principles and practice of single entry, mercantile forms.

GEOGRAPHY.

General geography of one continent, particular geography of one or more countries, outline maps.

HISTORY.

Canadian.—General outlines, one or more periods in detail, Constitution of the Dominion, lessons on civil government.

British.—General outlines, one or more periods in detail, Constitution of Great Britain.

NATURAL HISTORY AND NATURAL SCIENCE.

Physical geography, chemistry of common things, elementary physics, first principles of agriculture, principal forest trees of New Brunswick; outline classification of animals; principal economic minerals of New Brunswick; lessons on physiology and hygiene, with special reference to the effects of alcoholic and narcotic stimulants on the human system.

INDUSTRIAL DRAWING.

Free-hand drawing of simple forms, elementary geometrical drawing, exercises in model and object drawing, drawing from a scale.

WRITING.

Blackboard printing, and exercises in writing.

DOMESTIC ECONOMY.

Plain sewing, knitting and darning, household management.

MUSIC.

Rote singing, rules of singing deduced from practice, elementary theory, management of classes.

SENIOR DIVISION.

THEORY.

General review of the work of the Junior Course.

Elementary Psychology in its relation, (1st.) to method as a means of securing the development of the mental faculties; (2nd.) to the building up of character through the culture of the emotional nature and the power of will; general principles of physical training; general management of schools and direction of assistants.

History of Education.—Outline of educational progress down to the present century, with critical examination of the principles and practice of prominent educational reformers; history of educational progress in New Brunswick; essays on professional subjects; observation in Model Department.

PRACTICE.

Special practice in Normal Department; teaching and criticism on practice of fellow students in Model Department; management of Graded and Ungraded Schools in Model Department.

LANGUAGE.

Grammar and Analysis.—Continuation of junior course.

Composition.—Analysis of style, figures of speech and construction, versification, prose essays.

English Literature.—Historic sketch of the English language, critical examinations of specimens in Reader No. VI, one classic and its author.

Latin.—Instruction given (if required) to students of this division who have mastered the first Latin book.

READING AND VOCAL CULTURE.

Regular practice in reading and recitation, physical and vocal culture, modes of remedying defective speech, principles of expression in reading.

MATHEMATICS.

Geometry.—Euclid (Hamblin Smith's) books III, IV and VI as far as practicable.

Algebra.—Todhunter's smaller text beginning with simultaneous equations of the first degree.

Natural Philosophy.—Dynamics and statics.

Mathematical Geography.—Systems of circles, use of globes.

Arithmetic.—Mental, review of elementary arithmetic, discount, equation of payments, partnership, profit and loss, exchange, square and cube roots with application, the metric system.

Book-keeping.—Principles of double entry with practical exercises, mercantile forms.

GEOGRAPHY.

Review of general geography, particular geography of British Colonies, topographical and commercial, outline maps.

HISTORY.

Outlines of World's History, review of Canadian History.

NATURAL HISTORY AND NATURAL SCIENCE.

Elementary Chemistry and Physics continued; Physical Geography continued; First Principles of Agriculture, Characteristics and Classification of Minerals, Plants and Animals; Physiology and Hygiene continued.

INDUSTRIAL DRAWING.

Freehand and Geometrical Drawing continued; Elementary projection.

DOMESTIC ECONOMY.

Review and Continuation of the Junior Course.

MUSIC.

Rote Singing, Theory, Sight Reading, Analysis.

French Department.

Teaching and School Management as specified in the Junior Course; the instruction to be given by the Principal.

LANGUAGE.

Grammar and Analysis.—The sentence and its elements, classification of words, inflection, syntax, complex and compound sentences, practical exercises in parsing and analysis at each lesson, if possible.

Composition.—Formal answers to questions (oral and written) on lessons in readers, and complete stories formed of such answers, correct use of words, paraphrasing prescribed passages, letter writing.

English Literature.—Examination of specimens in Reader IV.

READING.

Reading and Recitation.—Special attention to articulation, pronunciation, emphasis and modulation.

SPELLING AND DICTATION EXERCISES.

Arithmetic.—Mental, the prescribed elementary text-book.

GEOGRAPHY.

Topographical Geography.—General geography of North America and Europe. Particular geography of New Brunswick, with outline maps. Elements of mathematical and physical geography.

HISTORY.

Outlines of British and Canadian, with special reference to one or more periods in each.

INDUSTRIAL DRAWING.

First and second series of cards; geometrical drawing.

NATURAL HISTORY AND NATURAL SCIENCE.

Principal forest trees of New Brunswick and their uses; principal minerals of New Brunswick, their localities and uses. Useful knowledge as contained in Readers to No. IV. Oral lessons on conditions of health.

FRENCH.

Reading, grammar, translation, composition.

TABLE XIV.—EXAMINATION OF TEACHERS.

These examinations are conducted by the Chief Superintendent in conformity with published regulations of the Board of Education. The papers were estimated the past year by W. Brydone Jack, D. C. L.; Thomas Harrison, LL.D.; L. W. Bailey, Ph. D.; Prof. H. S. Bridges, A. M.; George W. Mersereau, A. B., and James Vroom. The papers submitted to candidates for the several classes of license at the June examination are appended to this report. The following is a summary of the examination:—

The number admitted to examination was 479, 420 of whom received license of some class.

Three hundred and ninety-five of the candidates were admitted to examination as being classified Student-teachers of the Provincial Normal School; 76 were teachers seeking an advanced class (or Provincial license); 8 were graduates in Arts.

Of the 420 Teachers who received Provincial licenses 4 obtained the Grammar School class, 19 males the first class, 39 males the second class, 41 males the third class, 29 females the first class, 137 females the second class, 151 females the third class.

Examinations were held at Fredericton, St. John and Chatham.

The Board of Education, under date Nov. 2nd, 1886, superseded the provisions of Reg. 3, 1 (8) by the following order:—

Graduates in Arts of a Chartered College or University shall, after December 1886, be required to undergo examination in the Syllabus prescribed for the class of license for which they severally apply, and shall, unless they have received professional classification at the Normal School, or produce a certificate from the Inspector that they have taught and conducted a school in an efficient and satisfactory manner for a period of at least two years, be required, in addition to their written examination, to give practical illustrations of their knowledge of Method before the Principal of the Normal School and one of the Professors of the University, who shall make to the Chief Superintendent a joint or several report of the estimate formed by them of the same.

TABLES XV, XVI, XVII AND XVIII.

Details will be found in these tables respecting school libraries procured during the year, and the travelling allowance paid to student-teachers attending the Provincial Normal School; together with a statement of the Chief Superintendent's drafts to teachers and Boards of Trustees and a summary of Provincial expenditure for school service to December 31st, 1886.

Number of Schools, Teachers, Assistants, and Pupils, for the First Term ended 30th June, 1886.

- ALBERT COUNTY.—The number of schools was 60; teachers and assistants, 61; pupils, 2,245; number of pupils at school during the year, 2,568.
- CARLETON COUNTY.—The number of schools was 139; teachers and assistants, 145; pupils, 5,656; number of pupils at school during the year, 6,053.
- CHARLOTTE COUNTY.—The number of schools was 133; teachers and assistants, 140; pupils, 5,335; number of pupils at school during the year, 5,696.
- GLOUCESTER COUNTY.—The number of schools was 72; teachers and assistants, 73; pupils, 3,383; number of pupils at school during the year, 3,723.
- KENT COUNTY.—The number of schools was 101; teachers and assistants, 102; pupils, 4,053; number of pupils at school during the year, 4,864.
- KINGS COUNTY.—The number of schools was 161; teachers and assistants, 169; pupils, 5,026; number of pupils at school during the year, 6,201.
- MADAWASKA COUNTY.—The number of schools was 34; teachers, 34; pupils, 1,300; number of pupils at school during the year, 1,481.
- NORTHUMBERLAND COUNTY.—The number of schools was 113; teachers and assistants, 118; pupils, 4,832; number of pupils at school during the year, 5,299.
- QUEENS COUNTY.—The number of schools was 91; teachers and assistants, 91; pupils, 2,946; number of pupils at school during the year, 3,266.

RESTIGOUCHE COUNTY.—The number of Schools was, 29 ; Teachers and Assistants 31 ; Pupils 1,233 ; number of Pupils at School during the year 1,495.

SAINT JOHN COUNTY.—The number of Schools was 178 ; Teachers and Assistants 194 ; Pupils 8,630 ; number of Pupils at School during the year 9,439.

SUNBURY COUNTY.—The number of Schools was 41 ; Teachers and Assistants 42 ; pupils 1,239 ; number of Pupils at School during the year 1,391.

VICTORIA COUNTY.—The number of Schools was 37 ; Teachers and Assistants 38 ; Pupils 1,171 ; number of Pupils at School during the year 1,374.

WESTMORLAND COUNTY.—The number of Schools was 159 ; Teachers and Assistants 171 ; Pupils 7,665 ; number of Pupils at School during the year 8,521.

YORK COUNTY.—The number of Schools was 167 ; Teachers and Assistants 181 ; Pupils 6,488 ; number of Pupils at School during the year 6,996.

NEW BRUNSWICK.—The number of Public Schools was 1,515 ; Teachers and Assistants 1,590 ; Pupils 61,802 ; number of Pupils at school during the year 68,367.

The proportion of the population of the Province (Census of 1881) attending the Public Schools during the Term ended June 30th, 1886, was 1 in 520.

Attendance of Pupils from 1868 to June, 1886.

	WINTER.	SUMMER.	DURING YEAR.
1868	28,226	31,988	Not reported.
1869	30,432	33,327	"
1870	31,487	34,336	"
1871	32,673	33,981	"
1872	28,756	39,837	"
1873	40,405	42,611	"
1874	44,781	45,561	"
1875	46,039	48,340	62,340
1876	47,870	52,020	64,689
1877	51,588	54,472	67,803
1878	52,763	55,378	68,780
1879	53,743	56,693	71,764
1880	50,308	52,742	65,598
1881	49,550	51,901	65,631
1882	48,805	52,657	63,793
1883	50,662	54,691	66,775
1884	53,509	57,087	68,928
	FIRST TERM.	SECOND TERM.	
1885	63,001	52,753	72,967
1886	61,802	.....	68,367

School-House Grants to Poor Districts.

During the year closed Dec. 31st, 1886, the sum of \$1,387.00 was paid to the Boards of Trustees of Poor Districts in aid of School Houses as follows:—

ALBERT COUNTY.

Parish of Elgin, No. 18, \$30.....	\$30 00	
Harvey, No. 10, \$15; No. 15, Mt. Gideon, \$15.....	30 00	
		\$60 00

CARLETON COUNTY.

Parish of Aberdeen, No. 7, \$30.....	\$30 00	
		\$30 00

CHARLOTTE COUNTY.

Parish of St. George, No. 9, \$60.....	\$60 00	
Pennfield, No. 1, \$30.....	30 00	
St. David's, No. 6, \$30 (war. 1308).....	30 00	
		\$120 00

GLOUCESTER COUNTY.

Parish of New Bandon, No. 1, \$40.....	\$40 00	
Bathurst, No. 8, \$20.....	20 00	
		\$60 00

KENT COUNTY.

Parish of Carleton, No. 8, \$8.....	\$8 00	
Kingston, No. 9, \$25.....	25 00	
Dundas, No. 5½, \$7; No. 14, \$15; No. 11½, \$10.....	32 00	
St. Mary's, No. 3, \$8; No. 7, \$11; No. 16, \$8.....	27 00	
		\$92 00

KINGS COUNTY.

Parish of Golden Grove and Simonds, No. 19, \$60.....	\$60 00	
Waterford, No. 9, \$25.....	25 00	
Rothsay, No. 4, \$25.....	25 00	
Hammond, No. 2, \$25.....	25 00	
Westfield, No. 10, \$25; No. 12, \$25.....	50 00	
Kingston, No. 9, \$25.....	25 00	
		\$180 00

NORTHUMBERLAND COUNTY.

Parish of Glenelg, No. 4, \$25.....	\$25 00	
Alnwick, No. 4, \$25; No. 14, \$25.....	50 00	
		\$75 00

QUEENS COUNTY.

Parish of Wickham and Johnston, No. 11.....	\$40 00	
Waterborough, No. 7, \$25.....	25 00	
		\$65 00

COUNTY OF ST. JOHN.

Parish of Musquash, No. 8, \$70.....	\$70 00	
Golden Grove, Simonds and Rothsay, \$60.....	60 00	
Willow Grove and Simonds, \$70.....	70 00	
		\$200

SUNBURY COUNTY.

Parish of Burton, No. 10, \$30.....	\$30 00	
		\$30 00

VICTORIA COUNTY.

Parish of Perth, No. 6, \$50; No. 13, \$50.....	\$100 00	
		\$100 00

WESTMORLAND COUNTY.

Parish of Salisbury, No. 21, \$30	\$30 00	
Moncton, No. 21, \$20.....	20 00	
Sackville, No. 3, \$25; No. 18, \$25.....	50 00	
		\$100 00

YORK COUNTY.

Parishes of Bright and Southampton, No. 11, \$50.....	\$50 00	
Bright, No. 7, \$35.....	35 00	
Canterbury, No. 10½, \$50.....	50 00	
Manners-Sutton, No. 11, \$40.....	40 00	
Douglas, No. 11, \$30.....	30 00	
Southampton, Alma, No. 8, \$30.....	30 00	
Chessey, No. 12, Kingsclear, draft still held for approval	40 00	
		\$275 00
		<u>\$1,387 00</u>

Aid to Poor Districts.

The following provision is made in aid of poor districts:—

Each Inspector shall, as directed by the Board of Education, determine and report to the Chief Superintendent what school districts under his supervision may be entitled during the ensuing year to special aid as poor districts, and the chief superintendent may allow to the schools in such districts such amount, not exceeding one-third more on the classification of the teachers of schools, from the Provincial Treasury, and one-third more per pupil from the County School Fund, than the allowance to other school districts sharing such funds, as in his discretion may seem proper, taking into consideration the position and circumstances of such district. The fixed sum to be paid out of the County School Fund in respect of each teacher, to schools returned as poor schools, shall be forty dollars.

The following districts will, in accordance with the foregoing provision be recognized as poor districts for the year ending December 31st, 1887:

ALBERT COUNTY.

Parish of Alma—Nos. 1, 3, 4, 6, 7, 8, 9.....	7
Coverdale—Nos. 6, 9, 12, 15.....	4
Elgin—Nos. 1, 4, 5, 7, 16, 17, 18.....	7
Harvey—Nos. 6, 7, 8, 9, 10, 11, (and Hopewell) 13.....	7
Hopewell—Nos. 4, 9.....	2
Hillsboro—Nos. 8, 9, 11, 13, 15.....	5

CARLETON COUNTY.

Parish of Aberdeen—Nos. 8, 9, 10, 11, 13.....	5
Brighton—Nos. 6, 8, 11, 15, 16, 17, 18, 19.....	8
Kent—Nos. 5, 7, 8, 9, 11, 12, 13, 14, 17, 19.....	10
Northampton—Nos. 6, 8.....	2
Richmond—Nos. 11 A, 17.....	2
Peel—Nos. 5, and (Egypt, Peel, and Kent).....	2
Wilmot—Nos. 14, 15, 17.....	3
Wicklow—Nos. 3, 4, 8.....	3
Woodstock—No. 11.....	1
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CHARLOTTE COUNTY.

Parish of Clarendon—No. 2.....	1
Dumbarton—Nos. 1, 3, 4, 5.....	4
Grand Manan—Nos. 1, 2, 7, 8, 9.....	5
Lepreaux—Nos. 1, 4, 5.....	3
St. David—Nos. 4½ (and St. James) 7.....	2
St. George—Nos. 3, 7, 8, 8½, 9, 10, 11, 12.....	8
St. James—Nos. 4, 5, 7½ (and St. Stephen) 8, 11, 12, 13, 17, 19.....	9
St. Patrick—Nos. 3, 4, 9, 10.....	4
St. Stephen—Nos. 4½, 6.....	2
West Isles—Nos. 1, 6½, 8.....	3
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GLOUCESTER COUNTY.

Parish of Bathurst—Nos. 3, 4, 6, 7, 8, 10, 11, 17.....	8
Beresford—Nos. 7, 7½, 8, 8½, 9, 11, 12, 13, 13½, 14.....	10
Caraquet—Nos. 2½, 3, 6, 9, 9½.....	5
Inkerman—Nos. 1, 1½, 4, 5, 8, 10.....	6
New Bandon—Nos. 1, 2, 3, 4½, 5, 7, 10.....	7
Isidore—Nos. 7, 7½.....	2
Saumarez—No. 4.....	1
Shippegan—Nos. 1½, 2, 3½, 4, 4½, 6½, 7, 8, 8½, 9, 9½, 10, 10½.....	13
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KENT COUNTY.

Parish of Acadiaville—Nos. 1, 2, 3, 5.....	4
Carleton—Nos. 2, 6, 8.....	3
Dundas—Nos. 5, 5½, 10, 14.....	4
Harcourt—Nos. 2, 6, 7.....	3
Richibucto—Nos. 3, 9 A, 9, 11.....	4
St. Louis—Nos. 1, 5, 9, 10, 11.....	5
St. Mary's—Nos. 4, 6, 7, 8, 9, 11, 16, 17.....	8
Weldford—Nos. 4, 7, 11, 13, 18, 20, 21, 22, 23.....	9
Wellington—Nos. 7½, 12.....	2
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KINGS COUNTY.

Parish of Cardwell—Nos. 2, 4, 5, 10.....	4
Hammond—Nos. 1, 2, 5, 7.....	4
Havelock—Nos. 6, 11.....	2
Kars—No. 4, 6.....	2
Kingston—Nos. 8, 9, 14, 15.....	4
Norton—Nos. 10, 11.....	2
Rothesay—No. 1.....	1
Springfield—Nos. 4, 13, 14, 17.....	4
Studholm—Nos. 1, 2, 5, 6, 26.....	5
Sussex—Nos. 8, 12, 14, 15, 16.....	5
Uphan—Nos. 2, 25 (and St. Martins).....	2
Waterford—Nos. 1, 3, 4, 5, 6, 7, 9.....	7
Westfield—Nos. 1, 4, 5, 8, 9, 10, 12.....	7

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MADAWASKA COUNTY.

Parish of St. Ann—Nos. 5, 6, 7.....	3
St. Basil—Nos. 5, 6, 8, 9.....	4
St. Francis—Nos. 1, 5, 6, 7, 8, 9, 10, 11, 12.....	9
St. Hilaire—Nos. 5, 6, 7, 8.....	4
St. Leonard—Nos. 1, 7, 8, 9, 10, 11, 12, 15, 16.....	9
St. Jacques—Nos. 1, 2, 3, 4, 5.....	5
Madawaska—Nos. 2, 3, 4, 5.....	4

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NORTHUMBERLAND COUNTY.

Parish of Alnwick—Nos. 1, 9, 11, 12, 14.....	5
Blackville—Nos. 8, 8½, 9, 10.....	4
Blissfield—Nos. 1, 1½, 2, 2½, 3.....	5
Glenelg—Nos. 2, 3, 5, 6, 8, 8½, 9, 10.....	8
Hardwick—Nos. 3, 5½, 6.....	3
Ludlow—Nos. 1, 1½, 2, 4, 5.....	5
Nelson—Nos. 6, 6½.....	2
Newcastle—Nos. 2½, 4.....	2
Northesk—Nos. 1, 3, 11½.....	3
Rogersville—Nos. 1, 10½, 11, 12, 13, 14, 15.....	7
Southesk—Nos. 7, 7½, 8.....	3

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QUEENS COUNTY.

Parish of Brunswick—Nos. 3, 4, 5, 6, 7.....	5
Cambridge—No. 7.....	1
Canning—Nos. 3, 4.....	2
Chipman—Nos. 2, 3, 7, 8, 9, 10, 12, 13, 14, 15.....	10
Gagetown—No. 1.....	1
Hampstead—Nos. 3, 10.....	2
Johnston—Nos. 6, 7, 8, 11, 12, 13, 15, 17.....	8
Petersville—Nos. 2, 13, 16, 18, 19.....	5
Waterboro—Nos. 2, 3, 5, 8, 9.....	5
Wickham—Nos. 8, 10, 11.....	3

—42

RESTIGOUCHE COUNTY.

Parish of Addington—Nos. 3, 6, 7, 8, 9.....	5
Colborne—No. 4.....	1
Dalhousie—Nos. 1½ (and Colborne) 5, 9, 12.....	4
Durham—Nos. 5, 9, 10.....	3
	—13.

ST. JOHN COUNTY.

Parish of St. John—Partridge Island.....	1
Lancaster—Nos. 4, 12.....	2
Musquash—Nos. 5, 7, 8, 9, 10, 17.....	6
St. Martins—Nos. 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 30.....	13
Simonds—Nos. 3, 6, 11, 15, 17, 20, (Bdr. D.) 21, 22.....	8
	—30

SUNBURY COUNTY.

Parish of Blissville—Nos. 1, 5, 6, 7.....	4
Burton—Nos. 6, 7, 8, 9, 10, 11, 12, 13, 14.....	9
Gladstone—Nos. 2, 3, 6, 7, 8, 18 (and St. George).....	6
Lincoln—No. 6.....	1
Maugerville—No. 4.....	1
Northfield—Nos. 1, 2, 3, 5, 6, 7, 8.....	7
Sheffield—Nos. 3, 6, 7.....	3
	—31

VICTORIA COUNTY.

Parish of Andover—Nos. 6, 7, 8.....	3
Drummond—Nos. 1, 2, 3, 4, 5, 6, 8, 9, 11.....	9
Gordon—Nos. 3, 4, 6, 7.....	4
Grand Falls—Nos. 3, 4, 5, 6, 8, 10, 11.....	7
Lorne—Nos. 1, 2, 3, 5, 6, 7.....	6
Perth—Nos. 3, 4, 5, 6, 7, 8, 9, 10, 13.....	9
	—38.

WESTMORLAND COUNTY.

Parish of Botsford—Nos. 1, 4, 20.....	3
Dorchester—Nos. 7, 9, 26, 27.....	4
Moncton—Nos. 8, 17, 19, 20, 22, 23, 24, 25, 26, 27, 28.....	11
Sackville—Nos. 1, 3, 4, 15, 17, 18.....	6
Salisbury—Nos. 4, 5, 9, 10, 14, 15, (Border) 22.....	7
Shediac—Nos. 1, 13, 14, 15, 18, 21, 22.....	7
Westmorland—No. 11.....	1
	—39.

YORK COUNTY.

Parish of Bright—Nos. 6½, 7½, 11.....	3
Canterbury—Nos. 10, 10½, 12, 13, 20, 22.....	6
Douglas—Nos. 9, 12, 14, 16, 18.....	5
Dumfries—Nos. 8, 9.....	2
Kingsclear—Nos. 7, 8, 9, 12.....	4
Manners-Sutton—Nos. 9, 10, 11.....	3
New Maryland—Nos. 1 A, 3, 4.....	3
Northlake—Nos. 13½, 17, 18, 19½.....	4
Prince William—Nos. 6, 8, 11.....	3
St. Marys—Nos. 9, 10, 11, 14.....	4
Southampton—Nos. 8, 10, 12, 13, 15, 16, 17, 18.....	8
Stanley—Nos. 1½, 2, 4, 7, 8, 10, 13, 14, 15, 16.....	10
	—55
Total number districts on Poor List.....	585

Numbers of the above districts have not heretofore participated in the special aid allowance but from their small taxable valuation and their comparatively small number of polls it was deemed advisable to add them to the list. As the object of the special aid allowance is to enable poor districts to secure the services of well qualified teachers, the Board of Education has been pleased to order that districts which employ local licensed teachers shall not participate in this allowance.

The Cities and Incorporated Towns.

The Boards of School Trustees in these large districts consist of seven members each, instead of three as in other school districts of the Province. The chairman and two other members are appointed by the Governor-in-Council, and the City or Town Council appoints four members, one of whom, in both cases, retires annually from office, but is eligible for reappointment. Each board appoints a secretary, and two of them, St. John and Portland, employ, in addition, each a local superintendent.

The amount of the annual district assessment is, within the limitations of the Statute, determined by the Board of School Trustees, and notification of the aggregate is lodged with the City or Town Council. This amount is levied at the same time and in the same manner as other city or town rates. The Council annually appoints two auditors to audit the accounts of the Board of Trustees.

The following are the districts organized in accordance with the above provisions:—The City of St. John, the City of Fredericton, the City of Portland, and the Towns of St. Stephen, Milltown, Woodstock, and Moncton.

Reports from each of these will be found in Appendix C., to which I respectfully invite attention especially to the fuller reports from the cities.

Half-yearly Percentage of Enrolled Pupils daily present on an average in the Cities and Incorporated Towns:

	Saint John.		Fredericton.		Portland.		St. Stephen.		Milltown.		Woodstock.		Moncton.	
	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.	W.	S.
1870...	59.06	57.88	62.90	60.0	57.17	56.45								
1871...	58.85	59.57	63.21	57.87	60.28	55.98	W.	S.	W.	S.	W.	S.		
1872...	*	78.28	*	62.40	*	56.60	*	64.98	*	74.15	*	56.26		
1873...	58.04	61.64	62.42	60.45	58.93	58.90	69.48	65.19	71.90	74.65	58.66	57.22		
1874...	70.69	66.67	62.58	63.55	59.34	60.04	67.38	69.35	66.21	71.38	60.05	61.86		
1875...	66.18	66.19	65.19	64.00	58.70	59.47	69.91	73.13	69.74	71.42	69.65	66.13		
1876...	69.33	67.13	72.89	64.35	64.25	62.50	74.95	76.03	69.08	66.78	63.04	57.22		
1877...	66.77	66.82	71.23	71.15	63.60	58.16	78.98	72.40	62.89	66.33	59.73	57.04	W.	S.
1878...	61.25	66.86	72.05	70.00	63.48	61.21	79.00	78.91	66.84	71.63	62.14	61.64	61.13	62.18
1879...	64.97	67.76	78.33	75.86	64.49	65.49	80.30	78.92	68.53	73.76	65.68	60.65	61.99	59.43
1880...	72.63	68.20	76.93	69.45	68.34	65.25	78.55	73.10	71.57	76.59	71.65	64.14	67.31	65.30
1881...	71.83	70.96	72.63	71.46	68.38	67.89	81.64	78.97	73.27	66.31	64.22	59.49	72.04	69.96
1882...	73.29	72.48	78.86	68.64	69.28	69.91	78.45	73.31	69.38	68.27	62.87	64.58	67.40	68.78
1883...	75.51	70.30	77.53	71.78	72.29	66.18	78.60	75.63	72.98	68.58	67.20	66.91	70.24	66.76
1884...	72.43	73.86	74.22	71.93	70.45	69.56	79.41	79.39	71.75	68.46	66.23	68.35	66.74	68.13
1885...	69.22	73.74	70.66	71.43	67.04	72.89	73.15	75.99	61.58	63.62	62.79	67.96	65.07	73.78
1886...	69.99	77.70	73.13	77.84	69.04	75.75	79.12	78.21	62.00	71.16	63.00	65.23	78.02	71.00

Teachers' Institutes.

Teachers' Institutes were held during the year in Albert, Carleton, Charlotte, Gloucester, Kent, Kings, Northumberland, Queens, Restigouche, St. John, Westmorland and York. No Institute has as yet been held in Madawaska or Victoria, but it is in contemplation to organize one during the present year to serve for both counties.

The attendance at the several Institutes was larger than in any former year, and the work, which was of a very interesting and profitable character, was much more largely participated in than on previous occasions.

Specimens of manual work were exhibited from many of the schools, consisting of print-script, writing, maps, industrial drawing. Specimens also of minerals and plants, as used for illustrative purposes in the schools, were exhibited at some of the Institutes.

The public meetings held in connection with the Institutes were well attended and were, in many instances, addressed by prominent residents. Further details will be found in the Reports of the Inspectors.

Educational Institute.

The last meeting of the Educational Institute was one of the largest and most interesting which has yet been held. The following is the report of the Secretary, Mr. H. C. Creed, A. M. :—

The ninth regular meeting of the Educational Institute of New Brunswick was held in the Centennial School Building, St. John, on the 28th, 29th and 30th of June, 1886,—the Chief Superintendent presiding.

There were two sessions on the first day, three on the second, and three on the third.

Two hundred and eighteen (218) contributing members were enrolled, in addition to whom there were present six members *ex-officio* and honorary members, making 226 in all.

Mr. H. C. Creed, M. A., was re-elected to the office of Secretary, and Mr. W. C. Simpson, of St. John, was re-elected Assistant Secretary.

The annual report of the Executive Committee included a summary of the receipts and expenditures for the year, as follows :—

RECEIPTS.

Members' fees—Meeting of 1885.....	\$186 00	
Interest on \$50 in Dominion Savings Bank.....	1 83	
	187 83	\$187 83

EXPENDITURES.

Balance due Secretary-Treasurer, June 29th, 1885.....	\$44 96	
Travelling expenses of Executive Committee, 1882-6.....	28 00	
Assistant Secretary.....	5 00	
Janitor of Centennial Building.....	4 00	
Salary of Secretary and Secretary-Treasurer to Executive Committee,	50 00	
Postage, Stationery, etc., \$3.66, printing \$9.50.....	13 16	
	145 12	
Balance in hand, June 28th, 1886.....	42 71	\$187 83

The report covered copies of the orders of the Board of Education with regard to the matters contained in the resolutions adopted by the Educational Institute in 1885 and duly communicated to the Board. These orders were as follows :—

1. *Ordered*, that resolution I, relative to the privileges of membership, be approved.
2. *Ordered*, that resolution II, so far as it relates to the Executive Committee determining whether the Institute shall meet annually or biennially, be approved.
3. *Ordered*, that the consideration of other resolutions be deferred.

In accordance with a recommendation of the Executive Committee contained in the same report, the Institute conferred honorary membership upon Theodore H. Rand, D. C. L., formerly Chief Superintendent of Education, now

Principal of Woodstock College, Ontario, and upon W. Brydone Jack, D. C. L., late President of the University of New Brunswick.

The Institute, in the course of the meeting, was favored with the following papers and addresses, viz:—

1. Paper by Mr. Ingram B. Oakes, A. M., Inspector of Schools for the 6th District, on "Secondary Education in this Province—its Importance, its Present Condition and its Needs."

2. Address by Mr. John Lawson, of Milltown, Charlotte Co., on "The Tonic Solfa System of Teaching to Sing," with practical illustrations.

3. Paper by Mr. W. G. Gaunce, A. B., late Inspector of Schools, on "The Teaching of Temperance in the Public Schools" (read by Mr. W. T. Kerr, in the absence of the writer).

4. Address by Mr. Montague Chamberlain, of St. John, on the subject of Birds, with special reference to the work of "The Audubon Society for the Protection of Birds."

5. Address by Mr. S. C. Wilbur, A. B., of Moncton, on the question, "How can greater permanence in the Teaching Profession be secured?"

6. Address by Mr. F. H. Hayes, Superintendent of the Public Schools of Portland, N. B., on the question, "How may our System of School Registration be improved?"

Discussions followed nearly all of these addresses and papers, one of the best sustained being that upon Secondary Education, in the course of which the Institute was briefly addressed by Dr. Inch, President of Mt. Allison College, Sackville.

Resolutions were adopted by the Institute as follows, viz:—

1. Resolution in favor of presenting a memorial to the Board of Education, praying for a return to the former arrangement of Public School Terms, and reiterating the resolution passed in 1885 with reference to the same subject. Moved by Mr. F. H. Hayes, seconded by Mr. Jas. Barry.

A committee of three was appointed to prepare a memorial in accordance with this resolution.

2. Resolution approving of the general principles of Mr. Oakes' paper on Secondary Education, and commending the matter to the consideration of the Legislature and the Board of Education. Moved by Mr. S. C. Wilbur, on behalf of a committee appointed to draft such a resolution.

3. Resolution re-affirming that adopted in 1885 relative to an "Arbor Day," and again asking the attention of the Board of Education to the matter. Moved by Mr. H. C. Creed; seconded by Mr. G. U. Hay, Ph. B.

4. Resolution commending to all teachers in the Province the *New Brunswick Journal of Education*, and authorizing the payment of \$25 from the funds of the Institute to the editors of the *Journal*, for the printing of certain of the papers read before the body. Moved by Mr. Wilbur, seconded by Mr. J. G. A. Belyea.

5. Resolution of thanks to the trustees of the "Owens Art Institution" for their invitation to the members of the Institute to visit their collection of paintings, and to the New Brunswick Natural History Society for a similar invitation to visit their rooms.

6. Resolutions of thanks to the several gentlemen who addressed the Institute and read papers; to the Board of School Trustees of St. John, for the free use of the Centennial School Building; to Mr. T. H. Hall for his valued services in organizing and conducting the choir which furnished superior music at the evening sessions; and to the railway and steamboat companies for the customary reduction of fares.

During a part of the sessions a section of the Institute, composed of Teachers of Grammar Schools and Superior Schools, was engaged in considering Courses of Instruction for such schools. Subsequent action relative thereto was delegated to the Executive Committee.

The first evening session was devoted chiefly to platform speeches from gentlemen not immediately connected with the teaching profession, among whom were Hon. Judge King, D. C. L., Hon. Senator Boyd, J. V. Ellis, Esq., M. P. P., Rev. J. E. Hopper, D. D., A. A. Stockton, D. C. L., M. P. P., I. Allen Jack, D. C. L., Rev. D. Macrae, D. D., and W. Brydone Jack, D. C. L.

On the conclusion of the business of the Institute, on the third evening, the members and their friends enjoyed a pleasant *conversazione*, the arrangements for which had been made by a committee of the Teachers in St. John and Portland.

The Executive Committee for the year 1886-7 is constituted as follows:—

MEMBERS EX-OFFICIO.

The Chief Supt. of Education (Chairman) . . .	William Crocket, A. M.
The President of the University	Thomas Harrison, LL. D.
The Principal of the Normal School	Eldon Mullin, A. M.
Inspector—George W. Mersereau, A. B.	Newcastle.
“ Jerome Boudreau	
“ George Smith, A. B.	Moncton.
“ David P. Wetmore	Clifton.
“ William S. Carter, A. M.	St. John.
“ Ingram B. Oakes, A. M.	St. Stephen.

MEMBERS ELECTED JUNE 30, 1886.

Frank H. Hayes,	Portland.
Philip Cox, A. B.	Newcastle.
Samuel C. Wilbur, A. B.	Moncton.
Hedley V. B. Bridges, A. M.	Fredericton.
George U. Hay, Ph. B.	St. John.
John Montgomery	Carleton.
James M. Palmer, A. B.	Chatham.
William M. McLean, A. B.	St. John.
George A. Inch, A. B., Sc. B.	Fredericton.
James Barry	St. John.
Herbert C. Creed, A. M., Secretary-Treasurer	Fredericton.

The following is a summary of the attendance at this meeting of the Institute :—

Teachers enrolled, { Male.....	85
{ Female.....	130
Other school officers enrolled.....	2
Members <i>ex-officio</i>	7
Honorary members.....	2
Total.....	226

Many teachers and others attended the sessions who were not enrolled as members.

NUMBER FROM EACH COUNTY.

Albert.....	4
Carleton.....	6
Charlotte.....	15
Gloucester.....	1
Kent.....	3
Kings.....	36
Madawaska.....	0
Northumberland.....	7
Queens.....	12
Restigouche.....	1
St. John.....	116
Sunbury.....	0
Victoria.....	0
Westmorland.....	7
York.....	16
	224

Text Books.

The Board of Education has lately prescribed *M. S. Hall's Elementary Arithmetic* in place of Mullholland's, and the *Messrs. McMillan's Series of Copy Books* in place of Payson, Dunton and Scribner's. The Arithmetic, besides affording a knowledge of the elementary rules with their practical application, supplies a long felt necessity by providing for instruction in business forms, and in the computation of areas of plane surfaces. These subjects have usually been reserved for an advanced text-book, and as a consequence a very large proportion of our pupils leave school without any knowledge of them, and are thus at a disadvantage when they enter upon the pursuits of life. *McMillan's Series of Copy Books* is based upon principles similar to those which govern methods in other branches of elementary instruction, though

they have not as yet, so far as I know, been applied to Writing. These are set forth on the corner of each book together with useful directions. The series is designed to teach a bolder, firmer and more legible hand than what obtains at present, and will prove, I feel assured, of great service in this department of school work.

EXERCISES ORTHOGRAPHIQUES—a compendium to the Grammar used in Acadian schools—has also been prescribed. The Board has also added to the List of Texts for Teachers the following:—*Blackie's Sound Bodies and How to Keep them so*; *Fitch's Lectures on Teaching*; *Payne's Science and Art of Education*; *Browning's Educational Theories*; *Compayne's History of Pedagogy*,* by W. H. Payne, and for Grammar School Teachers in addition to the preceding, *Sully's Outlines of Psychology*, with special reference to the Theory of Education.

A Fourth French Reader has for some time been under the consideration of the Board and will shortly, it is expected, be prescribed. There is in preparation a manual designed to cover the Natural Science part of the Course of Instruction. It will shortly be ready to submit to the Board for approval. This part of the course is, as will be seen from several of the Inspectors' reports, the part which has been most neglected in many schools. This arises chiefly from imperfect knowledge of the subject on the part of many teachers, and from the want of definite sources of information, except at a cost which teachers cannot well afford. If this part of the course of instruction is to be generally observed it is absolutely necessary that teachers have ready access to reliable sources of information, and if the work under preparation be found adapted to our needs, it will supply a want that has been long felt, and give an impetus to the practical part of school work.

Educational Exhibit.

During the year our school system and the character of our work have been somewhat prominently brought before the world through the Colonial and Indian Exhibition held in London, and it is gratifying to know that in both respects we have compared favorably with our neighbors.

The exhibit consisted of: 1. Specimens of "manual work" embracing print-script, writing, map-drawing, industrial drawing, sewing and knitting, as practised in the several standards. 2. School furniture and apparatus consisting of desks and seats adapted to the respective grades, teachers' desk, maps, a copy of each prescribed text-book, Prang's Natural History Series, specimens of our weights and measures and of our Provincial woods and minerals as used for

* Reading Club Edition, by C. W. Bardeen, Syracuse, N. Y.

illustrative purposes. 3. Photographs of school-buildings both exterior and interior. 4. Aids to the interpretation of the system—consisting of copies of the School Manual of the prescribed course of instruction, with tabular synopsis of the same, School Reports and an historic sketch of the educational progress of the Province.

The print-script and written exercises consisted of specimens of composition, of forms of analysis and parsing, of business forms, of solutions of questions in Arithmetic, Algebra or Geometry, of translations from Latin, Greek or French. The map drawing included representations of the school-room, portions of the city, town or district, and other primary steps that lead to correct conceptions of a map. The specimens of industrial drawing commenced at Standard III.—the two lower grades are taught *Form*, but were not asked for specimens of it—and proceeded consecutively to Standard XI. Physiological and botanical charts, the work of the pupils of the Victoria High School, were sent in in addition to their regular contribution. The specimens of sewing and knitting embraced work in all stages.

As the object of the exhibit was not to display specialties or the performances of exceptional pupils but to allow ourselves to be judged by a faithful transcript of our daily work so far as that can afford a test, teachers were not called upon to make any special preparation therefor but were merely invited to forward from each Grade under their charge specimens of such exercises as regularly engaged the attention of their classes. I was much gratified at the general and hearty response to this invitation and with the character of the work forwarded. The schools in the cities and most of the towns and villages and in a large number of rural districts very speedily contributed their exhibit. The very short time in which this was done made it clear that our schools are not working by fits and starts but are day by day diligently and faithfully seeking to carry out the work intrusted to them.

Before shipping the collection for London, the Government deemed it advisable that an exhibit should be held in St. John in order that teachers might have an opportunity of comparing their work, and the general public of judging of the nature and character of the instruction given in their schools. The exhibit was accordingly held and was attended by large numbers. Much good resulted. Teachers and pupils were encouraged and stimulated by witnessing the satisfaction with which their work was viewed. The prejudices which many entertained against the schools in consequence of the impracticable kind of instruction which they imagined was given in them, were removed and foes to the system seemed to become its friends. They had evidences before them from nearly all parts of the Province that much of the school work was just of such a character as they desired to see, but which they failed to see before because they did not go to see. No feature of our system was brought out more prominently at this exhibit than the general character of our school training. The manual work gave evidence that it was only the form in which were

embodied head-work and general intelligence; that the course at school is sufficiently practical provided it receives a practical direction but in subordination to the general aim and the proper function of the school. It was evident that we had, partially at least, fairly met any reasonable demands for results of a more practical character than what it was believed by many our schools were giving, while we retain intact the general principles upon which education should proceed. It is useless to give heed to the talk about teaching trades in school; it cannot be done, and any attempt whatever to sacrifice the general training for any special aim will inevitably bring disaster on the cause of education. If the talk should lead to the establishment of a technical school which our youths could enter when they have completed their general training then the talk shall not have been in vain but shall have helped to supply what, I regret to say, has been too long a missing link with us. The duty of the Common School, however—a duty which the exhibit has shown it is fairly performing—is to prepare the youth of the country to enter upon their life's work with a quickened intelligence and a sympathy with honest labor.

I am under obligation to Mr. March, the Superintendent of the St. John Schools, for much valuable assistance during the exhibit in St. John.

The Exhibit in its section at the Colonial Exhibition in London was overshadowed by Educational exhibits from other provinces and elsewhere in the extent of their splendid apparatus and equipments; but I am informed by the Government Agent, Mr. Ira Cornwall, and by Mr. Mullin, Principal of the Normal School, who also was appointed by the Government to visit the Exhibition during his vacation, that no exhibit attracted so much attention on account of its real worth as an exhibit of *actual* school work, and of the practical and superior character of the instruction which could have produced it. Mr. March, who was the Government's honorary delegate to the Exhibition, sends a report (which, however, I have no authority to publish), which confirms the representations of these gentlemen. The various notices which appeared in the Educational Journals, and in the public prints of England, all spoke in high terms of the character of our exhibit and of our educational system as seen through it. One of the most valuable notices—perhaps the most valuable, from the high standing of the writer as an educationist and scientist, William Lant Carpenter. Mr. Carpenter was appointed at an educational conference, held in London, to make a report upon the condition of education in the Colonies, and of course had no other object in view than to present the result of his observations. The following is a short extract from his report as it relates to New Brunswick:—

“It is somewhat remarkable that a small colony, mainly agricultural, should possess one of the most perfect systems of instruction in primary schools with which I am acquainted. As early as 1802 the Provincial Government and Legislature recognized the fact that to make provision for the people's education was one of the duties of the state. From the small beginning then made there has been developed by slow degrees

the present school system of New Brunswick, one of the most perfect in principle, at least, to be found in any state or country. There is a progressive course of instruction for all schools in which the subjects appear to have been selected, arranged and appor-tioned, with a due regard to sound educational principles. It is arranged in two equal divisions—literature and science. Between the bottom of the primary and the top of the high schools there are eleven standards; and yet even in Standard I., in primary schools, plant and animal life, minerals and geography are among the subjects dealt with, as well as familiar lessons on the conditions of health. Elementary physics makes its first appearance at Standard V. Out of a total population, including adults of 321,000, one-eighth, or 40,000 children, had lessons in hygiene, one-sixth in geogra-phy, and one-sixth in useful knowledge of plants, animals and minerals in the public schools in 1885. * * * * * The Normal School, for training teachers, was begun in 1847, and the spirit which now animates it may be judged from the following maxim enforced there: 'The development of the faculties is of more importance than the acquisition of knowledge.'

The Exhibit has been returned and has been placed by order of the Gov-ernment in one of the committee rooms on the second story of the Parliamen-tary Buildings, where it will permanently remain and be open for inspection at suitable times.

I regret that the Exhibit has been returned in a very much damaged and incomplete condition. The damage has been repaired as far as it was possible but it was not possible to replace many of the missing articles, especially the pupils' manual work.

Inspectors' Reports.

I would respectfully invite attention to these reports. They contain much valuable information on the state of the schools and the educational condition of school districts, and their careful perusal will repay all who are in any way interested in school work. It would be impossible for the head of the depart-ment to administer the system without the aid and hearty co-operation of these officers. To give the necessary information to the department, to deal effectively with the complications that often arise especially in small districts, to stimulate unwilling districts to maintain schools, to revise the boundaries of districts and organize new ones, to inspect the schools and advise with teachers and trustees, and all this over a large extent of territory necessitates continuous absence from home, and in consequence a heavy expense is thereby incurred, an expense which their salaries cannot well afford without compromising their positions if they have others depending upon them. I beg to repeat what I stated last year, that I am fully convinced that the interests of the service would be promoted by giving these officers adequate remuneration.

I hope your Honor will find from the perusal of this report gratifying evidences of improvement in many features of our system and you may rest assured that the Department and its officers will spare no efforts to give to all within our borders the benefit of the system and to make it fully worthy of the encomiums which have been passed upon it.

I have the honour to be

Your Honor's most obedient servant,

WM. CROCKET,

Chief Supt. of Education.

PART II.

STATISTICAL TABLES.

TABLE I. PUBLIC SCHOOLS: FOR THE YEAR ENDING 30TH JUNE, 1886. PRELIMINARY.

COUNTIES.	SECOND TERM CLOSED 31ST DECEMBER, 1885.			FIRST TERM CLOSED 30TH JUNE, 1886.					YEAR ENDING 30TH JUNE, 1886.					
	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	Schools.	Teachers and Assistants.	Pupils in attendance at Schools.	New Pupils in attendance this Term, at Schools in operation both Terms.	New Pupils in attendance this Term, at Schools not in operation the previous Term.	No. of Districts having Schools in operation in the Second Term, that were without Schools in the First Term.	No. of Districts having Schools in operation during the First Term, that were without Schools in the Second Term.	Total No. of different Pupils in attendance at Schools within the year.	No. of Districts having Schools in operation during the First Term, that were without Schools in the Second Term.	No. of Districts having Schools in operation during the Second Term, that were without Schools in the First Term.	Total No. of different Pupils in attendance at Schools within the year.
Albert,.....	58	58	1898	60	61	2245	361	216	7	10	2568	7	10	2568
Carlton,.....	122	126	3919	139	145	5656	1237	771	9	22	6053	9	22	6053
Charlôtte,.....	124	128	4561	133	140	5335	741	303	6	15	5696	6	15	5696
Gloucester,.....	69	73	2778	72	73	3383	620	288	3	6	3723	3	6	3723
Kent,.....	110	114	3992	101	102	4053	777	...	11	..	4864	11	..	4864
King's,.....	147	151	4498	161	169	5626	953	598	9	21	6201	9	21	6201
Madawaska,.....	34	37	1102	34	34	1300	151	168	6	4	1481	6	4	1481
Northumberland,.....	110	117	4181	113	118	4832	801	291	5	10	5299	5	10	5299
Queen's,.....	83	85	2276	91	91	2946	498	439	9	9	3266	9	9	3266
Restigouche,.....	28	28	1166	29	31	1233	172	152	3	3	1495	3	3	1495
Saint John,.....	175	186	8377	178	194	8630	888	155	1	8	9439	1	8	9439
Sunbury,.....	36	37	905	41	42	1239	207	214	3	3	1391	3	3	1391
Victoria,.....	34	35	916	37	38	1171	244	205	8	8	1374	8	8	1374
Westmorland,.....	154	165	6780	159	171	7665	1188	411	5	5	8521	5	5	8521
York,.....	157	169	5384	167	181	6488	1048	393	4	13	6996	4	13	6996
New Brunswick,.....	1441	1509	52753	1515	1590	61802	9886	4604	89	156	68367	89	156	68367

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1886.

Part One.—The Second Term closed 31st December, 1885.

COUNTRIES.	No. of pupils at School this term.	Proportion of the population at School this Term (Census of 1881.)	AGE AND SEX OF PUPILS.						Grand total days' attendance made by the Pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average during the term.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term per hundred enrolled.
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.							
Albert,.....	1898	1 in 6.50	14	1794	90	1026	872	91,399½	1058	912	55.74	48.05		
Carleton,.....	3919	1 in 5.96	24	3649	246	1896	2023	206,097½	2297	2036	58.61	51.95		
Charlotte,.....	4581	1 in 5.69	16	4394	171	2372	2209	231,760½	2759	2279	60.23	49.75		
Gloucester,.....	2778	1 in 7.78	13	2681	84	1511	1267	139,474	1519	1391	54.60	50.07		
Kent,.....	3992	1 in 5.67	41	3813	138	2004	1988	207,979	2256	2135	56.51	53.50		
King's,.....	4498	1 in 5.70	31	4130	337	2254	2244	227,548½	2471	2275	54.93	60.58		
Madawaska,.....	1102	1 in 7.87	22	1047	33	505	597	64,371	627	592	56.89	53.72		
Northumberland, ..	4181	1 in 6.02	21	4048	112	2181	2000	226,767½	2432	2268	58.12	54.24		
Queen's,.....	2276	1 in 6.16	19	2084	173	1178	1098	105,549	1206	1062	52.98	46.66		
Restigouche,.....	1166	1 in 6.05	2	1122	42	584	582	62,236½	710	642	60.90	55.06		
Saint John,.....	8377	1 in 6.32	7	7963	407	4240	4137	571,870	5932	5791	70.81	69.13		
Sunbury,.....	905	1 in 7.35	5	844	56	458	447	43,412	496	452	54.81	50.00		
Victoria,.....	918	1 in 7.65	12	853	51	481	435	49,707	505	443	56.13	48.30		
Westmorland,.....	6780	1 in 5.56	37	6420	323	3616	3164	361,142	3816	3608	56.28	53.21		
York,.....	5384	1 in 5.64	48	5081	255	2685	2699	303,038½	3161	2936	58.71	54.53		
New Brunswick,....	52783	1 in 6.09	312	49923	2518	26991	25762	2,892,342½	31245	28822	59.23	54.63		

TABLE II. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1886.

Part Two.—The First Term closed 30th June, 1886.

COUNTRIES.	No. of pupils at School this Term.	Proportion of the population at School this Term (Census of 1881).	AGE AND SEX OF PUPILS.					Grand total days' attendance made by the pupils enrolled.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during the time in Session per hundred enrolled.	Number daily present on an average for full Term
			Number under 5 years of age.	Number between the ages of 5 and 15 years.	Number over 15 years of age.	Boys.	Girls.					
Albert.....	2245	1 in 5.49	18	2024	203	1251	994	141,575½	1244	1099	55.41	48.95
Carleton.....	5656	1 in 4.13	49	4943	664	3000	2656	344,456½	2999	2730	53.02	48.27
Charlotte.....	5335	1 in 5.00	19	4937	379	2881	2454	351,887	3111	2773	58.31	51.98
Gloucester.....	3383	1 in 6.39	6	3163	214	1888	1495	201,715	1725	1617	50.99	47.80
Kent.....	4053	1 in 5.58	40	3777	236	2109	1944	242,071½	2212	1970	54.57	48.60
King's.....	5626	1 in 4.55	28	4989	609	2959	2667	321,953	2875	2765	51.10	49.14
Madawaska.....	1300	1 in 6.67	30	1205	65	627	673	71,674	717	584	55.15	44.92
Northumberland.....	4832	1 in 5.21	28	4576	228	2613	2219	320,130	2664	2499	55.13	51.71
Queen's.....	2946	1 in 4.76	13	2564	369	1595	1351	169,947	1498	1367	50.55	46.40
Restigouche.....	1233	1 in 5.72	10	1153	70	649	584	81,100	733	592	59.44	48.01
Saint John.....	8630	1 in 6.14	6	8228	396	4467	4163	701,588½	5742	5669	66.53	65.69
Sunbury.....	1239	1 in 5.36	8	1104	127	665	574	72,925½	614	571	49.55	46.09
Victoria.....	1171	1 in 5.99	11	1033	127	612	559	71,160	652	542	55.68	46.37
Westmorland.....	7665	1 in 4.92	62	6975	628	4194	3471	477,946	4152	3908	54.17	50.98
York.....	6488	1 in 4.68	55	5924	509	3374	3114	396,087½	3690	3233	56.87	49.83
New Brunswick.....	61802	1 in 5.20	383	56595	4824	32884	28918	3,966,217	34628	31920	56.03	51.65

TABLE III. PUBLIC SCHOOLS: FOR THE YEAR ENDED 30TH JUNE, 1886.
Part One.—The Second Term closed 31st December, 1885.

NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

COUNTRIES.	Oral Lessons on Health.	Physical Exercises.	Oral Lessons on Moral &c.	Sewing.		Op'n'l.	READING—SPELLING—RECITATION.								COMPOSITIONS.								GRAMMAR AND ANALYSIS.								HISTORY.							
				40	STANDARD.								STANDARD.								STANDARD.								STANDARD.									
					30		I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII
Albert,	1048	864	1110	449	317	397	253	135	86	57	81	78	827	866	769	659	27	185	108	78	410	490	253	198	105	76	541	269	184	100	70	296	130	93	57	51		
Carlsson,	2472	2622	2832	915	730	760	727	313	191	63	68	88	669	648	737	730	237	179	63	68	467	639	234	177	67	68	765	204	190	68	68	765	204	190	68	68		
Charlote,	3408	2501	3244	1942	886	806	754	287	186	166	109	840	748	858	717	228	191	148	107	148	107	823	531	223	184	146	168	680	269	194	143	105	680	269	194	143	105	
Chonester,	1304	1316	1168	47	1036	612	510	231	113	37	33	306	473	451	244	113	37	33	33	33	33	323	175	98	37	40	32	320	113	37	41	33	320	113	37	41	33	
Kent,	3021	1788	2042	1597	945	779	839	172	111	32	46	1060	647	623	362	162	102	21	46	369	366	169	109	31	45	305	154	101	21	43	305	154	101	21	43			
Krup,	2723	2415	2311	1023	736	769	850	216	903	94	137	732	768	776	573	192	294	94	132	128	88	74	39	19	823	197	321	96	133	823	197	321	96	133		
Madawask,	384	489	411	7	489	226	192	89	30	12	17	176	106	149	68	35	9		
Northumborland,	3174	2351	3277	1097	921	768	646	262	177	108	78	827	866	769	659	27	185	108	78	140	490	253	198	105	76	541	269	184	100	70	541	269	184	100	70			
Queen's,	1240	1312	1287	451	496	485	456	63	130	27	35	159	164	130	103	70	78	33	28	56	196	70	71	30	41	142	84	86	35	35	142	84	86	35	35			
Rosetigouche,	794	769	759	349	343	180	227	99	65	36	41	1026	1443	1223	1321	97	615	464	923	232	272	768	714	445	312	1143	869	687	445	312	1143	869	687	445	312			
Saint John,	7064	7166	7341	1794	1489	1394	1264	899	616	469	327	1026	1443	1223	1321	97	615	464	923	232	272	768	714	445	312	1143	869	687	445	312	1143	869	687	445	312			
Sunbury,	446	500	438	224	184	181	186	64	37	8	14	118	130	178	105	30	24	8	25	133	108	43	24	3	23	101	49	24	..	..	101	49	24	..	..	
Victoria,	566	457	676	226	269	236	181	135	43	18	14	14	118	130	178	105	30	24	8	25	133	108	43	24	3	23	101	49	24	101	49	24		
Westmorland,	3556	3110	3388	1888	1186	1127	998	452	350	147	119	1395	1092	940	840	384	237	169	107	570	697	411	223	150	167	777	301	246	150	167	777	301	246	150	167			
York,	3460	3480	3506	1307	1040	973	873	313	95	154	156	1108	1019	960	861	323	210	149	156	609	577	308	183	155	187	809	309	190	184	157	809	309	190	184	157			
New Brunswick,	33065	3241	33085	10020	10280	9372	9178	3435	2332	1304	1266	10092	8068	8331	7603	3217	2346	1369	1196	6092	5477	3036	2578	1854	1363	7130	3236	2440	1968	1968	3241	33085	1968	1968				

* * In Country Districts only.

TABLE III. Part One.—CONTINUED.

COUNTRIES	NUMBERS—ALPHABETIC.								BOOK-KEEPING (Op's & A)	GEOGRAPHY.		ALGEBRA.		MENTAL ARITHMETIC.		MINERALS—PLANT LIFE—ANIMAL LIFE.																	
	STANDARD.									STAND-ARD.	STAND-ARD.	STAND-ARD.	STAND-ARD.	STANDARD.																			
	I	II	III	IV	V	VII	VIII	VIII		IV	VIII	VII	VIII	VIII	VIII	I	II	III	IV	V	VI	VII	VIII										
Albert,.....	427	301	378	251	120	94	54	10	20	21	20	25	24	29	287	264	302	250	110	03	57	49	301	266	358	211	107	211	296	154	106	70	
Carlton,.....	378	740	751	749	300	160	72	68	64	24	24	25	87	55	506	011	731	736	318	183	72	68	623	656	708	647	960	166	56	64	38		
Charlotte,.....	1025	856	856	746	237	192	146	114	130	105	24	81	119	07	774	782	991	720	287	190	140	108	108	767	737	646	685	234	164	114	60	90	
Gloucester,.....	976	613	492	260	101	58	37	33	36	33	33	29	37	37	613	423	419	248	118	37	37	33	33	648	440	404	223	113	35	37	33	30	
Kent,.....	1501	823	780	305	163	103	36	46	31	37	19	37	23	37	862	561	552	258	158	08	21	46	46	950	603	533	356	122	03	23	30	30	
King's,.....	1004	784	771	843	194	308	90	130	75	104	86	86	104	132	582	620	701	813	312	300	62	132	132	507	703	609	742	170	290	98	125	125	
Madawaska,.....	420	261	167	88	17	18	..	..	..	..	..	..	..	..	156	114	114	58	26	9	9	9	230	117	91	46	6	6	2	2	2	2	
Northumberland,.....	1097	905	779	633	256	133	106	80	80	75	60	60	84	76	736	606	751	643	267	181	107	80	80	881	842	737	577	296	154	106	70	70	
Queen's,.....	550	476	504	467	156	124	50	30	21	11	11	22	26	35	318	306	452	448	47	121	28	28	30	320	434	442	348	49	106	37	32	32	32
Restigouche,.....	270	243	190	223	101	71	49	25	10	14	11	11	6	24	130	202	167	241	99	71	32	41	137	230	141	200	77	71	71	41	41	41	41
Saint John,.....	1684	1514	1263	1400	535	597	453	300	264	295	264	295	379	300	1533	1450	1239	1323	841	615	478	327	1508	1450	1243	1284	853	578	402	310	310	310	310
Sunbury,.....	212	161	178	181	54	40	..	19	17	17	17	6	8	23	107	110	158	164	64	24	18	14	14	137	181	175	152	87	30	9	9	9	9
Victoria,.....	352	206	177	135	48	18	18	10	9	12	8	8	25	14	174	188	134	48	48	18	14	14	212	202	189	130	84	9	9	9	9	9	9
Westmorland,.....	1940	1324	1067	912	455	239	146	114	75	23	69	69	76	80	981	856	810	353	220	184	107	107	1082	947	845	694	332	198	74	96	96	96	96
York,.....	1244	1086	976	876	402	175	144	155	80	127	48	48	89	124	756	729	682	318	306	141	149	157	889	928	861	756	594	179	109	96	96	96	96
New Brunswick,.....	13266	10170	9314	8176	3306	2354	1376	1193	600	460	312	367	1031	1037	8650	7841	6900	7658	3235	2350	1410	1228	9342	8741	8278	7081	2008	2069	1130	1066	1066	1066	1066

* In Country Districts only.

TABLE III. Part One.—CONTINUED.

COUNTIES.	COLOR.				OBJECTS.				PHYSICS.				PHYSIOLOGY.		LATIN. (Optional.)		FRENCH. (Optional.)	
	STANDARD.				STANDARD.				STANDARD.				STANDARD.	STANDARD.	STANDARD.		STANDARD.	
	I	II	III	IV	I	II	III	IV	I	II	III	IV	VII	VIII	VII	VIII	VII	VIII
Albert,.....	187	126	139	89	244	148	176	127	32	84	45	31	22	14	1	9	60	
Carleton,.....	526	495	390	435	601	531	483	483	119	122	62	68	41	9	1	.....	59	
Charlotte,.....	761	604	600	488	790	597	554	403	168	142	86	54	16	67	.....	.....	59	
Gloucester,.....	521	306	218	152	660	361	283	187	99	28	37	29	9	6	29	9	59	
Kent,.....	750	431	322	225	713	448	415	240	117	89	21	45	28	4	97	2	59	
King's,.....	451	370	373	401	556	448	441	476	65	138	58	98	126	7	.....	.....	59	
Madawaska,.....	92	69	99	13	92	56	54	33	6	2	.....	.....	.....	.....	.....	.....	59	
Northumberland,.....	833	683	555	427	900	686	574	379	86	141	96	82	50	14	2	27	59	
Queen's,.....	197	176	163	141	291	231	239	205	23	50	18	21	17	6	.....	.....	59	
Restigouche,.....	164	125	112	129	180	195	115	134	38	33	32	25	14	15	.....	.....	59	
Saint John,.....	1518	1375	1144	1005	1596	1453	1050	1063	594	493	266	293	290	151	185	.....	59	
Sunbury,.....	81	84	76	62	104	99	102	92	5	8	.....	3	3	.....	.....	.....	59	
Victoria,.....	188	153	130	73	205	154	115	82	13	11	9	8	8	.....	.....	.....	59	
Westmorland,.....	645	535	377	258	820	565	399	372	91	41	90	30	24	7	17	22	59	
York,.....	770	668	591	462	798	698	609	563	182	90	90	96	11	52	77	.....	59	
New Brunswick,.....	7684	6200	5220	4362	8550	6880	5561	4849	1638	1402	912	878	648	287	416	146	77	

TABLE III. Part Two.—The First Term closed June 30th, 1886.

COUNTRIES	Oral Lessons on Health.		Physical Exercises.		Oral Lessons on		Sewing.		Knitting.		READING—SPELLING—RECAPTULOR.								COMPOSITION.								GRAMMAR AND ANALYSIS.								HISTORY.	
	35	36	37	38	39	STANDARD.								STANDARD.								STANDARD.								STANDARD.						
						I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IV	V	VI	VII	VIII		
Albert.....	1124	930	1319	26	17	514	888	308	570	149	106	31	70	408	344	392	358	132	89	09	273	279	99	106	106	37	71	809	148	112	68					
Carlton.....	8843	3976	4142	27	27	1174	952	1007	1292	568	204	104	168	825	794	970	1253	578	240	84	650	1014	649	200	111	71	1135	575	235	131	70					
Charlotte.....	8759	4392	4178	25	6	1175	889	1006	1023	339	260	159	168	904	871	1040	972	815	268	150	153	700	708	325	272	156	151	897	326	247	100	159				
Gloucester.....	1371	1884	1642	32	32	1280	775	611	839	182	78	39	33	909	598	618	376	163	68	28	33	389	217	175	67	28	53	248	154	68	28	28				
Kent.....	1945	1876	2167	56	56	1238	830	707	461	160	200	24	41	907	602	632	446	147	125	25	41	486	244	190	136	128	41	418	158	128	128	41				
King's.....	3980	3345	4217	57	46	1276	949	1125	1112	840	415	106	145	832	886	1112	1022	294	375	111	143	718	919	355	414	117	146	1090	350	304	106	173				
Madras.....	578	603	645	5	5	468	299	234	125	81	27	..	..	327	218	169	106	33	27	..	101	86	32	26	..	..	72	11	11	..	..	..	
Northumberland.....	8371	3546	3690	12	..	1393	1037	945	783	321	227	139	83	1636	949	861	780	377	327	139	38	432	748	817	318	123	53	641	321	227	129	83	44			
Queen's.....	1360	1538	1994	22	..	698	620	624	723	106	179	21	44	488	480	575	605	55	185	15	48	476	636	81	176	21	36	542	113	164	15	44	23			
Restigouche.....	646	635	641	22	..	241	202	187	390	95	79	39	59	136	180	187	200	95	75	39	30	134	188	174	82	26	23	219	94	68	20	23				
Saint John.....	7392	7484	7001	1701	1025	1765	1576	1310	1417	880	680	412	339	1692	1530	1370	1375	899	680	415	330	352	388	592	634	415	325	1924	873	624	413	323				
Sunbury.....	672	684	681	41	..	383	243	235	249	64	31	8	83	242	264	294	234	158	30	8	36	245	236	48	30	3	56	352	68	27	7	37				
Victoria.....	789	672	830	41	..	295	215	228	216	89	40	28	20	249	260	214	284	214	58	49	28	190	149	68	43	27	20	101	90	41	27	20				
Westmoreland.....	8672	3118	3611	135	..	1843	1486	1378	1235	644	363	152	123	1268	1105	1178	1124	518	368	142	122	174	843	590	277	126	130	1027	432	326	126	130				
York.....	4172	4515	4732	135	..	1480	1282	1196	1271	402	240	159	141	1170	1133	1186	1165	391	252	152	141	747	1023	359	245	169	149	1159	424	348	106	145				
New Brunswick.....	39452	36826	42301	3225	1323	16046	11638	11380	10638	4256	3121	1414	1330	11396	10298	10018	10298	4068	2680	1361	1309	6455	7815	4028	2978	1430	1314	9421	3697	2577	1427	1344				

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTRIES.	Form.		INDUSTRIAL DRAWING.								PRINT—SCULPT.				WRITING.								SIXTHS ("By Note" Optional).															
	43		STANDARD.				STANDARD.				STANDARD.				STANDARD.				STANDARD.								STANDARD.											
	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII								
Albert,	388	286	340	320	79	57	19	37	461	332	376	374	492	309	147	109	27	76	169	181	166	186	15	41	16	27	..	..	..	..	20			
Carleton,	1094	826	864	1026	643	263	106	70	1151	1078	857	1096	943	1279	665	285	116	70	539	439	477	570	38	294	49	94	46	66	..	..	20					
Charlotte,	1161	847	1043	823	320	251	160	151	1185	1367	983	785	1097	994	367	302	160	156	598	435	489	411	40	206	..	132	1	66	13	..	7							
Gloucester,	961	625	493	306	161	73	38	33	1132	687	560	379	777	577	338	77	44	46	716	466	373	175	6	105	..	48	12	19	..	..	4					
Kent,	167	631	640	402	143	123	56	40	1116	724	634	368	897	507	236	131	57	39	596	453	260	241	29	67	9	55	19	7	..	..	4					
King's,	1007	866	994	664	252	342	81	127	1248	935	1039	933	1108	1140	239	415	115	146	596	441	541	499	..	104	..	162	30	28	..	..						
Madawaska,	258	176	94	56	16	5	..	..	468	369	178	81	252	183	44	39	..	..	336	109	111	40	7	16	2	16	3	..	..	..	..			
Northumberland,	1076	960	810	665	294	311	112	68	1208	1014	906	666	871	713	239	219	113	68	787	602	522	416	..	115	21	106	..	..	..	..	..		
Queen's,	538	321	523	623	71	162	15	39	644	668	651	603	594	668	39	183	23	48	180	170	189	253	..	33	..	37	..	..	..	..	..		
Restigouche,	197	197	167	123	89	63	19	12	231	204	161	225	187	260	95	88	30	29	186	96	99	134	..	61	..	53	..	..	..	..	..		
Saint John,	1780	1551	1806	1637	874	670	413	321	1757	1596	1937	1831	1864	1380	666	636	412	325	1467	1928	1080	1050	..	697	..	484	..	..	..	..	..		
Sunbury,	269	218	208	235	65	45	5	7	286	239	248	213	281	249	60	39	3	34	85	94	80	68	..	7	..	12						
Victoria,	253	205	221	200	84	49	27	29	273	269	269	174	232	222	87	51	28	30	188	169	168	118	..	39	..	26						
Westmorland,	1231	1071	1900	801	368	266	119	62	1727	1301	1175	920	1640	1308	470	312	181	236	576	511	578	317	11	243	9	52						
York,	1242	1105	1128	1151	358	221	170	137	1342	1193	1111	1237	1199	1288	424	263	169	141	761	718	670	698	..	249	..	167	16	47	35	51	21							
New Brunswick,	12241	10002	9850	9408	3786	2838	1841	1124	14194	11342	10265	9137	11640	10882	4290	3088	1838	1825	7013	6686	6636	5175	136	2267	84	1480	127	680	92	581	74							

TABLE III. Part Two.—CONTINUED.

COUNTIES.	NUMBER—ARITHMETIC.								BOOK-KEEPING. (Op'd'n'l.)		GEOGR. TAX.		MEASUR. AXIOM.		ALGEBRA.		GEOGRAPHY.								MINERALS—PLANT LIFE—ANIMAL LIFE.					
	STANDARD.								STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.	STANDARD.						
	I	II	III	IV	V	VI	VII	VIII	*IV/VIII	VII/VIII	VIII	VIII	I	II	III	IV	V	VI	VII	VIII	I	II	III	IV	V	VI	VII	VIII		
Albert.....	502	381	420	347	132	108	83	75	66	38	24	57	38	53	305	302	337	132	113	27	71	306	304	338	335	110	98	27	74	
Carleton.....	1162	976	973	1261	636	236	116	74	192	124	72	73	67	133	782	750	1243	592	278	116	71	874	870	982	1109	511	219	190	66	
Charlotte.....	1135	934	1111	965	342	260	160	159	197	97	131	134	121	139	692	788	1029	968	386	249	165	159	814	781	936	891	342	232	137	121
Gloucester.....	1141	783	600	311	188	73	36	33	71	8	22	27	28	36	777	643	668	299	176	117	39	31	711	592	494	223	151	73	38	53
Kent.....	1167	870	668	462	160	146	39	41	153	53	16	34	42	16	608	548	610	416	141	149	25	43	908	614	668	378	131	127	19	42
King's.....	1164	945	1134	1102	309	418	104	155	168	118	86	106	116	140	641	725	1094	1033	291	406	106	166	725	539	1109	971	253	300	87	137
Madawaska.....	411	261	212	113	31	21	..	..	12	..	..	..	..	..	860	144	162	106	32	16	..	..	264	172	131	180	29	16	..	..
Northumberland.....	1235	968	901	732	237	224	128	83	69	33	84	90	63	123	803	791	867	744	311	221	124	83	980	997	896	704	278	217	125	83
Queen's.....	240	191	184	253	85	63	42	29	89	35	31	10	21	66	38	39	404	685	696	177	31	44	422	477	568	578	73	152	15	41
Rossignolle.....	1745	1569	1860	1430	890	628	412	330	30	235	377	900	278	415	1647	1470	1337	1335	933	660	412	315	1643	1611	1344	1854	861	592	402	318
St. John.....	258	217	268	230	69	58	7	16	41	16	8	19	4	5	166	169	202	249	54	34	3	25	185	308	373	398	39	29	4	90
Sunbury.....	290	374	329	218	91	51	28	20	20	15	7	19	16	8	217	132	199	210	86	60	27	30	202	174	217	205	68	50	25	90
Victoria.....	1761	1437	1307	1176	618	906	170	146	268	106	188	88	90	142	1015	1032	1162	1156	486	297	156	128	1089	1031	1180	962	471	173	136	122
Westmorland.....	1429	1323	1312	1290	387	288	176	146	230	42	138	131	115	306	916	884	1168	1152	362	251	166	158	1093	1075	1136	1127	364	235	163	98
New Brunswick.....	13318	11526	11219	10696	4166	3061	1473	1263	1658	888	1114	1106	1024	1514	10071	9046	10656	10292	4186	3068	1424	1244	10144	9653	10356	9400	3756	2469	1307	1196

* In Country Districts only.

TABLE III. Part Two.—CONTINUED.

COUNTIES.	COLOR.				OBJECTS.				PHYSICS.				PHYSIOLOGY.	LATIN. (Optional.)		FRENCH. (Optional.)	
	STANDARD.				STANDARD.				STANDARD.				STANDARD.	VII	VIII	VII	VIII
	I	II	III	IV	I	II	III	IV	V	VI	VII	VIII	VIII	VII	VIII	VII	VIII
Albert.....	193	143	161	133	209	175	191	136	12	26	43	43	39	2	13	.....	17
Carleton.....	665	557	466	556	798	607	526	637	236	152	112	77	54	8	.....	.....	.....
Charlotte.....	866	667	785	568	962	740	773	692	240	188	129	100	82	.....	31	.....	.....
Gloucester.....	552	383	328	184	601	390	327	182	82	50	37	26	26	.....	42	80	44
Kent.....	748	486	418	295	736	440	403	200	93	124	44	41	31	.....	19	160	.....
King's.....	664	532	575	507	697	528	604	508	77	149	98	159	68	.....	6	.....	4
Madawaska.....	105	41	26	32	105	77	46	57	6	5	.....	.....	.....	.....	.....	.....	.....
Northumberland.....	855	785	631	423	997	866	702	523	191	102	124	80	26	.....	4	.....	26
Queen's.....	286	244	235	251	409	342	304	350	33	72	12	31	12	.....	7	.....	.....
Restigouche.....	170	144	125	136	175	158	136	136	60	60	30	27	15	.....	4	.....	.....
Saint John.....	1631	1413	1193	1100	1384	1347	1236	1088	694	546	402	307	303	.....	117	213	45
Sunbury.....	169	150	136	118	177	176	165	144	14	10	.....	34	3	.....	6	7	.....
Victoria.....	200	165	149	108	199	142	115	119	23	28	26	17	12	.....	.....	.....	20
Westmorland.....	678	628	479	405	842	790	680	598	232	121	73	85	62	.....	9	108	.....
York.....	851	748	677	696	894	745	702	722	179	149	152	235	142	.....	82	90	.....
New Brunswick.....	8613	7086	6384	5533	9320	7923	6910	6057	2237	1843	1281	1162	875	.....	321	367	156

TABLE IV.—PUBLIC SCHOOLS: TEACHERS EMPLOYED DURING THE YEAR ENDED 30TH JUNE, 1886.

Part One.—The Second Term closed 31st December, 1885.

COUNTRIES.	Grammar School Teachers.	MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
		CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
		I	II	III	I	II	III				I	II			III
Albert,.....	1	6	5	6	1	27	12	18	40	58	53	5	..	3	58
Carleton,.....	1	11	11	1	6	60	83	24	99	123	120	3	..	..	126
Charlotte,.....	1	14	13	4	15	56	23	32	94	126	122	4	..	2	128
Gloucester,.....	1	2	3	16	2	17	31	22	50	72	58	14	..	1	73
Kent,.....	1	7	4	17	4	22	56	29	82	111	74	37	..	3	114
King's,.....	1	10	24	9	9	72	25	44	106	150	149	1	..	1	151
Madawaska,.....	..	..	2	6	..	29	29	8	29	37	12	25	..	..	37
Northumberland,.....	1	5	6	4	10	53	37	16	100	116	114	2	..	1	117
Queen's,.....	1	6	26	11	..	30	10	44	40	84	84	..	..	1	85
Restigouche,.....	1	1	1	2	2	15	6	5	23	28	28	..	..	..	28
Saint John,.....	1	29	14	1	45	71	23	45	139	184	184	..	..	2	186
Sunbury,.....	1	2	3	2	2	15	11	8	28	36	36	..	..	1	37
Victoria,.....	1	..	2	2	2	17	12	4	31	35	31	4	..	..	35
Westmorland,.....	1	15	24	38	8	42	33	78	83	161	144	17	..	4	165
York,.....	1	13	15	5	19	65	44	34	128	162	161	1	..	5	169
New Brunswick,.....	14	121	153	123	125	562	385	411	1072	1483	1368	113	2	24	1509

TABLE IV. Part Two.—The Winter Term closed 30th June, 1886.

COUNTIES.	Grammar School Teachers.			MALES.			FEMALES.			TOTAL.			Trained.	Untrained.	No. of ASSISTANTS.		Total number of Teachers employed this Term.
	CLASS.			CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female.	
	I	II	III	I	II	III	I	II	III				Male.	Female.			Both.
Albert,.....	1	7	8	5	2	16	2	22	16	21	40	61	60	1	1	2	61
Carleton,.....	1	11	13	2	7	39	7	69	39	27	115	142	142	..	1	2	145
Charlotte,.....	1	9	11	5	15	29	3	67	29	26	111	137	135	2	..	3	140
Gloucester,.....	1	2	4	20	3	29	3	14	29	27	45	72	58	14	..	1	73
Florence,.....	1	6	4	14	3	51	3	22	51	25	76	101	78	23	..	1	102
Kent,.....	1	11	29	5	10	32	10	77	32	46	119	165	165	..	2	2	169
King's,.....	..	..	2	3	..	29	..	..	29	5	29	34	17	17	..	..	34
Madawaska,.....	1	5	6	6	9	31	9	56	31	18	96	114	109	5	..	4	118
Northumberland,.....	1	6	34	12	..	27	..	27	11	53	38	91	90	1	..	..	91
Queen's,.....	1	1	..	2	2	7	2	17	7	4	26	30	27	3	..	1	31
Restigouche,.....	1	28	15	3	48	20	48	74	20	47	142	189	189	..	..	5	184
Saint John,.....	1	3	4	2	..	18	..	18	14	9	32	41	41	..	..	1	42
Sunbury,.....	1	..	2	2	2	17	2	17	14	5	33	38	35	3	..	..	38
Victoria,.....	1	16	28	35	4	51	4	51	30	80	85	165	149	16	..	6	171
Westmorland,.....	1	13	14	10	21	68	21	68	47	38	136	174	172	2	4	3	181
York,.....	14	117	174	126	125	399	125	599	399	431	1123	1554	1467	87	7	29	1590
New Brunswick,.....	14	117	174	126	125	399	125	599	399	431	1123	1554	1467	87	7	29	1590

TABLE VI. PUBLIC SCHOOLS: TIME IN SESSION DURING THE YEAR ENDED 30TH JUNE, 1886.

COUNTIES.	THE SECOND TERM CLOSED 31ST DECEMBER, 1885.										THE FIRST TERM CLOSED 30TH JUNE, 1886.									
	No. of Schools open this Term.	No. of Schools open less than 80 days.	No. in session 80 but less than 100 days.	Total in session less than 100 days.	No. in session 100 days but less than 101.	No. in session the full term of 101 days.*	Average days schools in session during the Term.	Aggregate number of days schools open during this Term.	No. of schools open this Term.	No. of schools open less than 80 teaching days.	No. in session 80 but less than 100 days.	No. in session less than 100 days.	No. in session 100 days but less than 126 days.	No. in session the full Term of 126 days.**	Average days schools in session during the Term.	Aggregate number of days schools open during the Term.				
Albert,.....	58	19	12	31	9	18	87.05	5,049½	60	10	..	10	21	29	111.3	6,678				
Carleton,.....	122	23	44	67	12	43	89.54	10,924	139	17	6	23	51	65	114.7	15,945½				
Charlotte,.....	124	43	43	86	3	35	83.42	10,344	133	15	9	24	73	36	112.3	14,934				
Gloucester,.....	69	6	36	42	7	20	92.52	6,384½	72	3	3	6	31	35	118.1	8,503				
Kent,.....	110	8	41	49	22	39	95.60	10,517	101	11	6	17	40	44	112.2	11,332½				
King's,.....	147	16	52	68	20	59	93.02	13,674½	161	14	7	21	69	71	121.2	19,324				
Madawaska,.....	34	2	15	17	7	10	95.30	3,240	34	4	5	9	21	4	102.6	3,488½				
Northumberland,.....	110	11	46	57	23	30	94.20	10,369	113	7	5	12	55	46	118.2	13,357				
Queen's,.....	83	17	26	43	7	33	89.	7,386	91	8	6	14	42	35	115.	10,463½				
Restigouche,.....	28	3	15	18	4	6	91.40	2,560½	29	5	4	9	15	5	101.8	2,954				
Saint John,.....	175	4	26	30	6	139	98.60	17,258	178	..	..	..	62	116	124.4	22,145	
Saint John,.....	36	4	16	20	8	8	92.14	3,317	41	3	1	4	17	20	117.1	4,804				
Victoria,.....	34	8	10	18	3	13	88.41	3,006	37	6	3	9	16	12	105.	3,884½				
Westmorland,.....	154	9	64	73	27	54	95.50	14,572	159	8	4	12	82	65	118.6	18,860				
York,.....	157	17	57	74	24	59	93.8	14,729	167	30	3	33	90	44	110.4	18,394½				
New Brunswick,.....	1441	190	503	693	182	566	92.52	133,331	1515	141	62	203	685	627	115.7	175,268				

* In the Second Term there were 92 teaching days in the city of Saint John and other incorporated towns. The actual number of days the schools were open in these districts is raised to the basis of 101 day terms.
 ** In the First Term there were 123 teaching days in St. John and Fortland and 124 days in other cities and incorporated towns, and 126 days in other districts. The former is raised to the basis of the latter for purposes of comparison.

TABLE VII. PUBLIC SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: FOR THE YEAR ENDED 30TH JUNE, 1886.

COUNTRIES.	THE SECOND TERM CLOSED 31st DECEMBER, 1885.										THE FIRST TERM CLOSED 30th JUNE, 1886.													
	VISITS.					EXAMINATIONS.					PRIZES.		VISITS.					EXAMINATIONS.					PRIZES.	
	No. by the Trustees and Secretary.	No. by the County Inspector and Local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the term.	No. of prizes given to the pupils.	Value of the prizes.	No. by the Trustees and Secretary.	No. by the County Inspector and Local Superintendent.	No. by members of Parliament.	No. by Clergymen.	No. by Teachers.	No. by other visitors.	No. of Schools holding public examinations during the Term.	No. of Schools not holding public examinations during the Term.	No. of prizes given to the pupils.	Value of the prizes.				
Albert.....	151	47	.....	14	22	281	30	6	\$8 10	154	51	6	19	38	301	37	23	3	\$4 00				
Carleton.....	323	81	.....	51	80	792	34	21	18 70	425	79	.....	59	105	1068	111	28	46	26 00			
Charlotte.....	310	34	.....	50	103	689	47	9	8 80	413	108	1	61	101	1168	101	32	16	10 80				
Glooucester.....	304	33	2	32	50	783	16	17	2 50	360	61	5	56	98	1069	58	14	2	80					
Kent.....	462	35	2	74	95	928	41	21	10 15	413	86	4	41	90	1043	67	34	11	6 40					
King's.....	363	125	2	32	78	1139	35	22	6 62	453	120	.....	35	151	1548	110	51	15	4 30				
Madawaska.....	143	32	.....	22	36	406	11	8	11 15	157	.....	1	15	47	394	27	7	.....	.....			
Northumberland.....	392	94	10	95	81	682	15	8	7 25	427	35	6	200	84	963	101	12	11	9 45					
Queen's.....	203	38	1	23	57	598	15	7	2 05	208	32	2	23	73	1010	70	21	24	13 40					
Restigouche.....	89	1	5	31	30	149	21	.....	101	101	21	2	35	18	174	20	9	6	3 25				
Saint John.....	851	58	4	276	242	1891	164	38	28 55	836	181	33	341	354	4162	169	9	156	201 07					
Sanbury.....	70	14	.....	5	18	251	12	1	1 00	92	20	4	9	18	332	28	15	6	3 80				
Victoria.....	89	31	5	13	6	141	13	1	1 25	98	1	3	28	8	208	28	9	.....	.....			
Westmorland.....	562	90	5	52	157	1207	53	12	6 55	752	146	.....	60	148	1543	110	49	24	25 40				
York.....	379	54	3	56	111	1024	33	38	21 15	412	112	4	58	101	1351	120	47	42	31 37					
New Brunswick,	4691	767	43	826	1172	10961	373	209	\$127 82	5413	1053	71	1040	1429	16425	1155	360	362	\$340 64					

TABLE VIII. PUBLIC SCHOOLS: AVERAGE SALARIES OF TEACHERS FOR THE YEAR ENDED 30TH JUNE, 1886.
FROM THE RATES PAID IN THE TERM ENDED 30TH JUNE, 1886.

COUNTIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.			AVERAGE RATE PER YEAR TO FEMALE TEACHERS.		
	Average.	Average.	Average.	Average.	Average.	Average.
	1st Class.	2nd Class.	3rd Class.	1st Class.	2nd Class.	3rd Class.
Albert.....	\$423 75	\$302 62	\$226 00	\$250 00	\$215 50	\$183 37
Carleton.....	401 25	322 23	271 00	286 14	225 39	193 73
Charlotte.....	536 00	330 63	301 00	317 00	248 23	215 78
Gloucester.....	468 00	364 25	232 85	287 50	207 90	177 55
Kent.....	418 33	300 50	208 35	223 33	203 40	184 46
King's.....	401 58	280 75	201 00	258 00	209 85	175 59
Madawaska.....	.....	313 00	212 33	.....	.....	168 58
Northumberland.....	567 50	378 66	235 16	274 55	224 60	195 73
Queen's.....	366 42	257 10	212 00	.....	212 33	184 81
Restigouche.....	635 00	.....	261 00	282 50	221 90	189 14
Saint John.....	736 70	426 66	267 66	392 62	272 75	207 35
Sunbury.....	396 66	294 25	233 50	.....	201 27	164 64
Victoria.....	485 00	253 00	246 00	305 00	219 23	188 28
Westmorland.....	466 76	324 21	232 55	308 75	232 39	186 16
York.....	540 57	324 90	241 00	326 90	215 63	185 12
New Brunswick.....	\$523 72	\$313 74	\$231 08	\$334 58	\$227 06	\$186 87

TABLE IX. PUBLIC SCHOOLS: DISBURSEMENT OF PROVINCIAL GRANTS, FOR THE YEAR ENDED DECEMBER 31ST, 1886.

COUNTIES.	FOR SECOND TERM ENDED DECEMBER 31ST, 1885.				FOR FIRST TERM ENDED JUNE 30TH, 1886.				FOR THE YEAR.	
	Ordinary Grants.	Superior Schools.	Grammar Schools.	Total. [in Column I.] Districts in- cluded in amt. Special to those teaching in poor districts.	Ordinary Grants.	Superior Schools.	Grammar Schools.	Total. [in Column I.] Districts in- cluded in amt. Special to those teaching in poor districts.	Total spec'l aid to those teaching in poor dis-tricts.	TOTAL.
Albert.....	\$2,118 13	\$305 69	\$163 73	\$2,587 55	\$2,204 25	\$499 01	\$172 22	\$182 51	\$327 68	\$5,463 03
Charlton.....	4,584 27	480 19	175 00	5,239 48	5,307 18	625 00	175 00	295 56	565 20	11,346 66
Charlotte.....	4,553 98	368 81	175 00	5,097 79	5,071 75	495 96	167 94	225 20	384 10	10,833 44
Gloucester.....	2,554 90	370 04	175 00	3,099 94	2,087 84	375 00	169 32	286 02	563 88	6,332 10
Kent.....	4,160 96	487 60	164 60	4,813 16	3,297 47	498 01	175 00	213 03	669 82	8,883 64
King's.....	5,861 78	613 86	168 07	6,643 71	6,586 88	622 02	175 00	407 06	711 30	14,027 61
Madawaska.....	1,258 91	.....	.....	1,258 91	1,106 30	.....	.....	119 81	244 72	2,365 21
Northumberl'd	4,226 14	248 64	173 09	4,647 87	4,415 76	246 03	175 00	217 48	394 27	9,484 66
Queen's.....	3,462 17	373 76	147 77	3,983 70	3,877 48	368 63	148 81	294 97	513 30	8,368 62
Restigouche.....	1,007 75	122 52	175 00	1,305 27	922 57	125 00	175 00	53 37	101 79	2,627 84
St. John.....	8,121 75	371 16	175 00	8,667 91	8,366 97	375 00	175 00	291 37	524 50	17,584 88
Sunbury.....	1,383 40	124 37	160 00	1,667 77	1,589 12	125 00	167 50	159 11	292 06	3,549 39
Victoria.....	1,241 49	125 00	174 12	1,540 61	1,282 47	121 03	174 31	168 74	323 05	3,119 42
Westmorland.....	6,637 64	607 54	175 00	7,420 18	6,686 61	618 92	175 00	399 43	811 92	14,900 71
York.....	6,309 46	610 24	.....	6,919 70	6,135 95	651 79	.....	310 86	624 19	13,707 44
N. Brunswick,	\$57,482 75	\$5,209 42	\$2,191 38	\$64,883 55	\$59,648 60	\$3,736 40	\$2,225 10	\$3,614 04	\$7,051 77	\$132,493 65

* Paid by the University of New Brunswick.

TABLE X. PUBLIC SCHOOLS: APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1886.

Part One.—SECOND TERM ENDED DECEMBER 31ST, 1885.

Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.

COUNTIES.	Grand Total days' attendance of Pupils; needed for County Fund Apportionment (Term 101 days.)	In respect of the services of qualified Teachers exclusive of Assistant, for the time they teach the Schools in Session.	Specials to Poor Districts (as traced in column 1.)	(2) In respect of the average number of Pupils in attendance, as compared with the whole average number of Pupils attending and the time in operation.	Specials to Poor Districts (included in column 2.)	Total to the Trustees.		Rate per Pupil in attendance the full Term per column 2.	
						This Term.	Total special to Poor Districts, (included in column 3.)	In Ordinary Districts.	In Poor Districts.
Albert.....	95,914½	\$780 44	\$54 86	\$1,068 91	\$50 32	\$1,849 35	\$105 18	\$1 12 +	\$1 49 +
Carleton.....	211,972½	1,719 60	109 71	1,785 15	79 77	3,504 75	189 48	0 85 +	1 13 +
Charlotte.....	230,978	1,619 36	81 09	2,293 69	54 55	3,913 05	135 64	1 00 +	1 33 +
Gloucester.....	153,212	1,099 07	120 64	2,143 03	192 16	3,242 10	312 80	1 41 +	1 88 +
Kent.....	230,282	1,766 67	214 45	1,626 03	157 29	3,392 70	371 74	0 71 +	0 95 -
King's.....	235,670½	2,216 63	121 25	1,625 92	56 03	3,842 55	177 28	0 69 +	0 93 -
Madawaska.....	70,609	570 41	55 05	730 99	64 58	1,301 40	119 63	1 04 +	1 39 +
Northumberland.....	233,085½	1,638 04	97 67	2,140 31	57 75	3,778 35	155 42	0 83 -	1 24 -
Queen's.....	111,341	1,164 27	85 16	938 28	48 81	2,102 55	133 97	0 85 +	1 13 +
Restigouche.....	63,869	415 02	21 38	643 68	16 55	1,058 70	37 93	1 02 -	1 36 -
St. John.....	579,061	2,631 43	82 68	5,313 47	65 98	7,944 90	148 66	0 92 +	1 23 +
Sunbury.....	47,450	544 43	61 94	453 22	38 57	997 65	100 51	1 15 +	1 53 +
Victoria.....	55,519	584 97	80 45	466 53	48 84	1,051 50	129 29	0 85 -	1 13
Westmorland.....	378,439½	2,413 21	175 89	3,244 54	148 29	5,657 75	324 18	0 87 -	1 15 +
York.....	221,922½	1,963 17	137 97	1,680 90	70 71	3,644 07	208 68	1 01 +	1 35
New Brunswick.....	2,919,266	\$21,126 72	\$1,500 19	\$26,154 65	\$1,150 20	\$47,281 37	\$2,650 39	\$0 90 +	\$1 20 +

TABLE X. PUBLIC SCHOOLS: APPOINTMENT OF COUNTY FUND TO TRUSTEES FOR THE YEAR ENDED JUNE 30TH, 1886.

Part Two.—FIRST TERM ENDED JUNE, 1886.

Drafts issued by the Chief Superintendent, payable by the respective County Treasurers.

COUNTIES.	Grand Total days' attendance of Pupils; reclassified for County Fund Apportionment (Term 186 days)	(1) In respect of the services of qualified Teachers exclusive of Assistants, for the time the Schools were in Session.	Special to Poor Districts (em- broded in column 1.	(2) In respect of the average num- ber of Pupils in attendance, as compared with the whole av- erage number of Pupils attend- ing the Schools in the County and the time in operation.	Special to Poor Districts (in- cluded in column 2)	Total to the Trustees. This Term.		Rate per Pupil in attend- ance the full Term per column 2.	
						Whole amount apportioned this Term. (3)	Total special to Poor Districts, (included in column 2.)	In Ordinary Districts.	In Poor Districts.
Albert.....	150,676 1/2	\$899 84	\$74 86	\$949 51	\$57 35	\$1,849 35	\$132 21	\$0 79 +	\$1 06 -
Carleton.....	359,399 1/2	2,011 18	116 12	1,493 57	62 10	3,504 75	178 22	0 52 +	0 70 -
Charlotte.....	361,246 1/2	1,919 51	107 94	1,993 54	51 65	3,913 05	159 59	9 69 +	0 93 -
Gloucester.....	220,189 1/2	1,150 72	134 50	2,091 38	175 47	3,242 10	309 97	1 20 -	1 59 +
Kent.....	256,452	1,445 28	111 57	1,938 88	108 79	3,384 16	220 36	0 96 -	1 28 -
King's.....	337,709 1/2	2,349 74	162 45	1,492 81	69 65	3,842 55	232 10	0 56 -	0 74 +
Madawaska.....	79,966	465 68	52 86	835 72	86 66	1,301 40	139 52	1 32 -	1 75 +
Northumberland.....	330,794 1/2	1,702 74	115 07	2,075 61	66 91	3,778 35	181 98	0 79 +	1 05 +
Queen's.....	181,056	1,392 60	113 68	739 95	45 40	2,102 55	159 08	0 51 +	0 69 -
Restigouche.....	84,016 1/2	375 72	23 41	687 72	23 87	1,063 44	47 28	1 03 +	1 37 +
St. John.....	713,257	2,756 49	105 91	5,188 41	84 88	7,944 90	190 79	0 92 -	1 22 +
Sanbury.....	84,113 1/2	661 01	80 16	300 44	29 81	961 45	109 97	0 47 +	0 63 +
Victoria.....	77,675 1/2	537 17	62 88	514 33	43 14	1,051 50	106 02	0 83 +	1 11 +
Westmorland.....	498,866 1/2	2,408 12	164 67	3,249 73	136 93	5,657 85	301 60	0 82 +	1 09 +
York.....	317,196 1/2	1,900 13	121 53	1,728 22	79 91	3,628 35	201 44	0 68 +	0 91 +
New Brunswick.....	4,052,615	\$21,945 93	\$1,547 61	\$25,279 82	\$1,122 52	\$47,225 75	\$2,670 13	\$0 78 +	\$1 05 -

TABLE XI. SUPERIOR SCHOOLS: FOR THE YEAR ENDED JUNE 30TH, 1886.
 Part One.—TERM ENDED DECEMBER, 1885.
 Embodied in Table IX and Foregoing Tables.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Elgin Corner, No. 2.	Elgin.....	Albert.....	W. B. Jonah.....	\$118 81	
Hillsboro', No. 2.	Hillsboro'.....	".....	Reverdy Steeves.....	61 88	
Hopewell, No. 2.	Hopewell.....	".....	Rufus P. Steeves.....	125 00	\$305 69
Florenceville, No. 4.	Simonds and Wicklow.....	Carleton.....	C. T. Hendry.....	121 29	
Jacksonville, No. 7.	Wakefield.....	".....	S. D. Alexander.....	123 76	
Lakeville, No. 6.	Wilnot.....	".....	Frank B. Carvell.....	123 76	
Hartland, No. 3.	Brighton.....	".....	G. W. Fleming.....	111 38	480 19
Campobello, No. 1.	Campobello.....	Charlotte.....	R. Limond, M. D.....	118 81	
North Head, No. 1.	Grand Manan.....	".....	S. W. Irons.....	125 00	
Town of St. Stephen.	St. Stephen.....	".....	P. Geo. McFarlane, A. B.....	125 00	368 81
Bathurst Village, No. 16.	Bathurst.....	Gloucester.....	D. McIntosh.....	125 00	
Petit Rocher, No. 4.	Beresford.....	".....	Jerome Bonderean.....	121 28	
Treacdie, No. 3.	Seumarez.....	".....	Mary McDonald.....	123 76	370 04
Welford Station, No. 5.	Harcourt.....	Kent.....	James N. Wathen.....	116 32	
Kingston, No. 2.	Richibucto.....	".....	Geo. A. Coates.....	125 00	
Bas River, No. 9.	Welford.....	".....	J. F. Dorothay.....	121 28	
Buctouche, No. 1.	Wellington.....	".....	T. E. Colman, A. B.....	125 00	487 60
Hampton Station, No. 2.	Hampton.....	Kings.....	F. E. Whelpley.....	125 00	
Havelock Corner, No. 8.	Havelock.....	".....	Peter Girdwood.....	125 00	
Clifton, No. 5.	Kingston.....	".....	J. E. Wetmore.....	113 86	
Springfield Corner, No. 2.	Springfield.....	".....	F. S. Chapman.....	125 00	613 86
Apoahqui, No. 25.	Studholm.....	".....	George N. Pearson.....	125 00	
			<i>Forward,</i>		\$2,626 19

TABLE XI. PART ONE.—Continued.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Derby, No. 1.....	Derby.....	Northumberland	<i>Brought Forward</i>	.....	\$2,626 19
Town of Newcastle.....	Newcastle.....	"	J. J. Clark.....	\$125 00	
Lower Jenseg, No. 1.....	Cambridge.....	Queens.....	Philip Cox, A. B.....	123 64	248 64
Gaspereaux, No. 5.....	Chipman.....	"	L. I. Flower.....	125 00	
Waterville, No. 4.....	Johnston.....	"	Gavin Hamilton.....	125 00	
Campbellton, No. 1, A.....	Addington.....	Restigouche.....	Wm. A. Somerville.....	123 76	373 76
Milford, No. 13.....	Lancaster.....	St. John.....	F. M. McLeod, A. B.....	122 52	122. 52
City of Portland.....	Portland.....	"	John E. Dean.....	125 00	
Quaco, No. 2.....	St. Martins.....	"	{ James McIntyre.....	120 92	
Central Maugerville, No. 2.....	Maugerville.....	"	{ Wm. Brodie, Jr., A. B.....	2 72	
Grand Falls, No. 7.....	Grand Falls.....	Sunbury.....	A. H. Sherwood.....	122 52	371 16
Dorchester, No. 2.....	Dorchester.....	Victoria.....	Wm. Thurrott.....	124 37	124 37
Town of Moncton.....	Moncton.....	Westmoreland.....	Mary Truswell.....	125 00	125 00
Sackville, No. 11.....	Sackville.....	"	F. M. Cowperthwaite.....	123 76	
Petitcodiac, No. 1.....	Salisbury.....	"	S. C. Wilbur.....	123 64	
Salisbury, No. 24.....	"	"	Theo. H. Belyea.....	123 76	
Keswick Ridge, No. 1.....	Bright.....	"	John Brittain.....	115 10	
Canterbury, No. 4.....	Canterbury.....	York.....	Ralph Colpitts.....	121 28	607 54
Nashwaaksis, No. 1.....	Douglas.....	"	John Farley.....	118 81	
Harvey Station, No. 2.....	Manners-Sutton.....	"	Louis E. Young.....	122 52	
Marysville, No. 3.....	St. Marys.....	"	Alonzo Kelly.....	125 00	
New Brunswick.....			Alex. Heron.....	118 91	610 24
			W. T. Day.....	126 00	
					\$5,209 42

TABLE XI. Part Two.—TERM ENDED JUNE 30TH, 1886.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Alma, No. 5	Alma	Albert	Thomas E. Colpitts	\$125 00	
Elgin Corner, No. 2	Elgin	"	W. B. Jonah	124 01	
Hillsboro', No. 2	Hillsboro'	"	Reverdy Steeves	125 00	
Hopewell, No. 2	Hopewell	"	Rufus P. Steeves	125 00	\$499 01
Harland, No. 3	Harland	Carleton	George W. Fleming	125 00	
Bristol, No. 1	Brighton	"	Demore W. Ross	125 00	
Florenceville, No. 4	Kent and Peel	"	C. T. Hendry	125 00	
Jacksonville, No. 7	Simonds and Wicklow	"	S. D. Alexander	125 00	
Lakeville, No. 6	Wakefield	"	Frank B. Carvill	125 00	625 00
Wilnot	Wilmot	"	R. Limond, M. D.	125 00	
Campobello, No. 1	Campobello	Charlotte	S. W. Irons	125 00	
North Head, No. 1	Grand Manan	"	Heber J. Burgess	125 00	
Le Tete, No. 13	St. George	"	P. Geo. McFarlane, A. B.	120 96	495 96
Town of St. Stephen	St. Stephen	"	Donald McIntosh	125 00	
Bathurst Village, No. 16	Bathurst	Gloucester	Jerome Boudreau	125 00	
Petit Rocher, No. 4	Beresford	"	Mary McDonald	125 00	
Tracadie, No. 3	Saumarez	"	Jas. N. Wathen	123 01	
Weldford Station, No. 5	Harcourt	Kent	Geo. A. Coates	125 00	
Kingston, No. 2	Richibucto	"	J. F. Dorothay	125 00	
Bass River, No. 9	Weldford	"	T. E. Colman, A. B.	125 00	
Buctouche, No. 1	Wellington	"	F. E. Whelpley	125 00	
Hampton Station, No. 2	Hampton	Kings	Peter Girdwood	124 01	
Haylock Corner, No. 8	Haylock	"	J. E. Wetmore	123 01	
Clifton, No. 5	Kingston	"	Fred. S. Chapman	125 00	
Springfield Corner, No. 2	Springfield	"	<i>Forward</i>		\$2,492 98

TABLE XI. PART TWO.—Continued.

NO. AND NAME OF DISTRICT.	PARISH.	COUNTY.	TEACHER.	PROVINCIAL ALLOWANCE.	TOTAL TO COUNTY.
Apoahqui, No. 25	Studholm	Kings	<i>Brought forward</i> Geo. N. Pearson	\$125 00	\$2,492 98
Derby, No. 1	Derby	Northumberland	J. J. Clarke	121 03	622 02
Town of Newcastle	Newcastle	"	Philip Cox, A. B.	125 00	246 03
Lower Jemseg, No. 1	Cambridge	Queens	L. I. Flower	125 00	
Gaspereau, No. 5	Chipman	"	Gavin Hamilton	124 50	
Waterville, No. 4	Johnston	"	Wm. A. Sonerville	109 13	358 63
Campbellton, No. 1 A	Addington	Restigouche	F. M. McLeod, A. B.	125 00	125 00
Milford, No. 13	Lancaster	St. John	John E. Dean	125 00	
City of Portland	Portland	"	J. W. Hickson	125 00	
Quaco, No. 2	St. Martins	"	A. H. Sherwood	125 00	375 00
Central Manguerville, No. 2	Manguerville	Sunbury	Wm. Thurrott	125 00	125 00
Grand Falls, No. 7	Grand Falls	Victoria	Mary Truswell	121 03	121 03
Dorchester, No. 2	Dorchester	Westmorland	F. M. Cowperthwaite	125 00	
Town of Moncton	Moncton	"	S. C. Wilbur	119 95	
Sackville, No. 11	Sackville	"	Geo. J. Oulton	123 97	
Petitcodic, No. 1	Salisbury	"	John Britain	125 00	
Salisbury, No. 24	"	"	Ralph Colpitts	125 00	618 92
Keswick Ridge, No. 1	Bright	York	John Farley	132 74	
Canterbury, No. 4	Canterbury	"	Louis E. Young	120 04	
Nashwaukis, No. 1	Douglas	"	Alonzo Kelly	125 00	
Harvey Station, No. 2	Manners-Sutton	"	Alex. Heron, Jr.	124 01	
Forest City, No. 14	Northlake	"	Nelson W. Brown	125 00	
Marysville, No. 3	St. Marys	"	W. T. Day	125 00	651 79
					\$5,736 40

TABLE XII. GRAMMAR SCHOOLS: THE YEAR ENDING JUNE 30TH, 1886.
(INCLUDED IN PREVIOUS TABLES.)
Part One.—THE TERM CLOSED DECEMBER 31ST, 1885.

LOCALITY.	COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of departments under Principal's supervision.			PUPILS.		PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.		MODERN COURSE.		CLASSICAL COURSE.				
				No. of Teachers and Assistants.	No. of Departments.	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	No. of Pupils Legally authorized days was open.	Provincial aid.	Salary from the Trustees per Term.	Total Salary for Term.	IX	X	XI	IX	X	XI	XII
Albert.....			Nath. Duffy.....	2	2	83	41	23	94†	\$168 73	\$175 00	\$338 73	0	0	0	0	0
Carlisle.....			Robert Landalls, A. B.....	12	12	619	30	18	92	175 00	175 00	350 00	9	9	20	1	1
Charlotte.....			Jas. T. Horseman, A. B.....	6	6	246	43	36	92	175 00	175 00	350 00	14	3	2	2	3
Gloucester.....			F. B. Meagher, A. M.....	3	3	127	58	22	101	175 00	175 00	350 00	3	3	1	1	2
Kent.....			C. H. Cowperthwaite, A. B. }	5	4	192	21	12	96	164 00	175 00	339 00					
King's.....			J. S. Harrison, A. B.....	5	4	276	74	40	97	168 07	200 00	368 07					
Northumberland.....			S. A. McLeod, A. B.....	6	6	317	31	22	01	175 00	300 00	475 00	4	9	4	9	24
Queen's.....			Jas. M. Palmer, A. B.....	2	2	87	52	17	99†	147 77	150 00	307 77					
Restigouche.....			John R. Dunn, A. B.....	3	3	171	36	19	101	175 00	225 00	400 00	5	5	5	5	5
St. John.....			A. Ross, A. B.....	3	3	117	117	98	92	175 00	517 50	692 50	10	5	30	32	9
Sunbury.....			W. M. McLean, A. B.....	2	2	59	19	11	101	150 00	150 00	300 00					
Victoria.....			Frank M. Kelly, A. B.....	2	2	232	40	24	199†	174 12	175 00	349 12					
Westmorland.....			R. Granville Day, A. B.....	3	3	174	31	17	101	175 00	200 00	375 00	8	1	5	5	5
York.....			J. G. A. Byles, A. B.....	3	3	174	174	133	91	175 00	200 00	375 00	36	18	41	28	20
New Brunswick.....			Geo. R. Parkin, A. M.....	59	56	2648	727	473		\$2191 38	\$2092 50	\$4283 88	89	31	41	81	01

* The Teacher has not returned the number of pupils in the different Standards in advance of Standard VIII, but returns instead the following :—Algebra, 8 ; geometry, 2 ; trigonometry, 2 ; general history, 4 ; composition, 5 ; English literature, 5 ; natural philosophy, 2.
† Paid by the University of New Brunswick.

TABLE XII. Part Two. GRAMMAR SCHOOLS: THE TERM ENDED JUNE 30TH, 1886.

(INCLUDED IN PREVIOUS TABLES.)

LOCALITY.		OF THE GRAMMAR SCHOOL DEPARTMENTS PROPER.														
COUNTIES.	PARISHES.	NAMES OF PRINCIPALS.	Total number of Departments under Principal's supervision.			PUPILS.		Legally authorized days Principal's Department was open.	PROVINCIAL GRANT, &c.—SALARY OF THE PRINCIPAL.		MODERN COURSE.		CLASSICAL COURSE.			
			No. of Teachers and	No. of Departments	Whole No. of Pupils enrolled.	No. of Pupils on the Register.	No. of Pupils daily present.		Provincial aid.	Salary from the Trustees per Term.	Total Salary for	IX	X	XI	XII	IX	X	XI	XII
Albert.....	Harvey.....	Nath. Duff.....	2	2	104	44	23	124	\$172 23	\$175 00	9	7	9	2		
Carleton.....	Woodstock.....	Robert Landalls, A. B.....	11	11	605	27	15	126	175 00	175 00	18	7	18	2		
Charlotte.....	St. Andrews.....	Wm. Brodie, Jr., A. B.....	6	6	253	41	29	119	167 04	200 00	11	3	6	2		
Gloucester.....	Bathurst.....	F. B. Mesurier, A. B.....	3	3	139	32	30	120	169 32	175 00	2	5	5	3		
Kent.....	Richibucto.....	J. S. Harrison, A. B.....	4	4	186	40	27	124	175 00	200 00	5	5	18	7		
Kings.....	Sussex.....	S. A. McLeod, A. B.....	4	4	278	60	34	124	175 00	200 00	7	7	7	3		
Northumberland.....	Chatham.....	Jsa. Palmer, A. B.....	4	4	195	44	32	124	175 00	225 00	7	7	7	7		
Queens.....	Gagetown.....	John R. Dunn, A. B.....	2	2	84	23	16	125	148 81	150 00	2	2	2	2		
Restigouche.....	Dalhousie.....	C. H. Cowperthwaite, A. B.....	3	3	190	42	28	124	175 00	225 00	5	5	6	3		
Saint John.....	Saint John City.....	W. M. McLellan, A. B.....	3	3	104	104	81	123	175 00	617 50	13	13	27	33		
Sunbury.....	Sheffield.....	Frank M. Kelly, A. B.....	2	2	53	27	17	126	167 50	167 50	7	7	3	1		
Victoria.....	Andover.....	R. Granville Day, A. B.....	2	2	94	39	22	125	174 31	185 00	10	8	8	4		
Westmorland.....	Shediac.....	J. G. A. Belyea, A. B.....	5	5	280	40	23	126	175 00	200 00	29	19	44	32		
York.....	Fredericton.....	Geo. R. Parkin, A. M.....	3	3	149	149	110	111	†.....	200 00	29	10	8	17		
New Brunswick.....			55	55	2301	717	478	\$2225 10	\$2090 00	118	32	17	97	77	44

† Paid by the University of New Brunswick.

TABLE XIII. PROVINCIAL NORMAL SCHOOL: FOR THE SESSION ENDED JUNE, 1886.

NORMAL DEPARTMENT.	FRENCH DEPARTMENT		MODEL DEPARTMENT		SPECIAL PROVINCIAL GRANTS TO DECEMBER 31ST, 1886.			
	Males.	Females.	Boys.	Girls.			ON ACCOUNT OF SALARIES.	AMOUNTS.
STUDENTS IN ATTENDANCE.								
First Term, December, 1885.....	19	146	7	10	78	111	189	Eldon Mullin, A. M.....\$1200 00
								H. C. Creed, A. M..... 1000 00
								Alphie Belliveau..... 800 00
								M. Alice Clark..... 500 00
								E. L. O'Brien..... 700 00
								Ed. Cadwallader, A. B..... 200 00
								John F. Rogers..... * 100 00
								Ellen McLeod..... * 140 00
								Annie Harvey..... * 190 00
								Clara I. Shea..... * 25 00
								Frances I. Ross..... * 25 00
Second Term, June, 1886.....	50	144	6	5	71	107	178	H. C. Creed, A. M., Industrial Drawing,
New Brunswick.....	69	290	13	15				\$4880 00
Corresponding Session.....	59	307	4	9				100 00
Increase.....	10	....	9	6				\$4980 00
Decrease.....	....	17	..	....		

* These amounts are from the Board of Education in addition to the Provincial allowance and to salary from trustees.

**Issue of School Licenses awarded upon Examination in December, 1885,
and June, 1886.**

The number of applicants for each class will be seen from the preceding table. The following list contains the names of successful candidates only:—

December, 1885.

GRAMMAR SCHOOL CLASS.—John S. Harrison, A. B.

FIRST CLASS.—Arthur L. Calhoun, A. B., Thomas A. Currie, A. B., Frederick A. Dixon, A. B., Harrison Gross, A. B., Bertha A. Brittain, Emma D. Gunter, S. Whitfield Hartt, Lizzie S. Read.

SECOND CLASS.—Thos. A. McGarrigle, A.B., Annie H. Alexander, Fred. A. Butler, James Boyle, Eliza J. Cluston, Albert W. Clark, Minnie Cowan, Alice B. Donald, Emily Estey, Minnie R. Nicholson, Jessie B. Lottimer, Sarah McKinnin, Mary A. McL. Fowlie, Neida E. Purdy, Fanny E. Wheeler, Wm. J. Virtue, Albert J. Beckwith, Chas. H. Carnwath, Willet S. Connors, Edgar M. Copp, Royal W. Ferguson, Alex. H. Goodwin, James Irving, Jr., Chas. H. Milton, Scott E. Morrill, Frank A. Sharpe, Allen W. Strong, Lydia E. Alexander, Selina Bilodeau, Jessie E. Bishop, Emma L. Bradshaw, Janet Buie, Laura J. Bray, Sarah A. Cameron, Florence E. Carman, B. Annie M. Carroll, Evangeline M. Carter, Minnie A. Copp, Mary T. Crabb, Edith E. Crawford, Clara C. Curry, Sarah A. Dean, Janet A. Dickson, Annie Doak, Annie T. Douglas, Mary Ann Elkin, Ethel Fairweather, Lydia O. Fairweather, Sarah A. Fowler, Susan I. Gaskin, Marinda N. Gray, Mary Etta Hartt, Sabra E. Houghton, Elizabeth Hopkins, Grace V. Hopkins, Nellie F. Jordan, Ada Kincaid, Ella J. Kirkpatrick, Marie S. Landry, Minnie Love, Phœbe H. Lovely, Lizzie Manzer, Sarah J. McDonald, Ella J. McKay, Minnie McKay, Bessie McLeod, Maggie E. McLeod, Mary McLeod, Cynthia B. McMackin, Anna K. Millar, Annie Moore, Mary A. Muir, Alice Munroe, Mabel Murray, Susan M. Nicholson, Aggie E. Ogilvie, Marion V. Overton, Minnie J. Porter, Anna W. Power, Carlotta A. Read, Domitilde Richard, Emeline Ross, Edith E. Sherwood, Ida M. Smith, Annie L. Squires, Alma L. Stennick, Edith Thompson, Ella M. Veazey, Maud S. Warman, Annie H. Watson, Armina Whitehouse, Clara E. Williams.

THIRD CLASS.—Maud E. Coughy, Nellie F. Evans, Jennie V. Ring, Egbert A. Crawford, Milton E. Harrington, Chas. M. McLean, Eugene H. Theriault, Kate Appleby, Aggie O. Belyea, Ella W. Boone, Freddie M. Dunphy, B. Mabel McLaughlan, Alma, K. McLean, Maggie A. Monahan, Dorothy McCully, Chas. A. Amos, James T. Brown, Sarah M. Arnold, Alice E. Avard, Florence M. Barbour, Mary E. Berry, Nora K. Berry, Mary J. Boone, Kate A. Cameron, Kate H. Chrystal, Ida A. Clarke, Ella J. Connell, Sarah Currie, Emma E. Dorcus, Mary J. W. Elliott, Ella E. Elliott, Mary M. Erskine, Mary Gooldrup, Hannah McK. Green, Mary J. Hayden, Ella B. Hayes, Janie Herbison, Katie A. Kane, Carrie E. Kelly, Alice M. A. Lipsett, Lizzie E. Mazerolle, Mary A. Mazerolle, Annie A. Logue, Myrtle McEachern, Mary T. McManus, Clara M. Murray, Annie A. Nason, Mary L. Nason, Gertie Peters, R. Jennie Price, Annie

L. Rogers, Annie Ryan, Georgianna Tays, Lina A. Underhill, Mary A. Waters, Augustin Commeau, Cyril O. Dupuis, Peter P. Frenette, Theodore Langis, Alphonse LeBlanc, Pierre F. Richard, Sophie Albert, Agnes Cyr, Mary J. Frenette, Philomene Frenet, Mary P. Godin, Marie Jaillet, Mary A. Landry, Mary, L. LeBlanc, Alfred S. Esty, Lucelia A. Currie, Annie E. McAnespy, Annie M. McLean, Katie Murphy.

June, 1886.

GRAMMAR SCHOOL.—Chas. H. Barker, A. B., Willard E. McIntyre, A. B., Louis E. W. Narraway, A. B.

FIRST CLASS.—Edward J. Broderick, A. B., T. A. McGarrigle, Alex. W. Macrae, A. B., Annie Adams, Ida H. Adams, Nellie T. Blair, Clara E. Bridges, Albert V. Clark, Stainslaus Doucet, Helena A. Duffy, Beatrice E. Duke, Ethel M. Estabrooks, Mary Fawcett, Phoebe T. Ford, Mabel C. Hunter, Ada Kincaid, Minnie Murray, Marshall E. Mott, Fred. W. Murray, Maggie F. McLeod, Maggie H. McClusker, Isabel S. McIntosh, Marion V. Overton, Harrie E. Palmer, Amasa Plummer, Walter L. Randall, Chas. P. Steeves, Annie L. Richardson, Alice M. Robinson, Sarah Sharpe, Bessie G. Thompson, John B. Young, Hattie S. Weldon, Alice M. M. Wilkinson, Ella Barlow, Herbert G. Burgess, Fred. Goodwin, Kate L. Hopkins, Emma L. Turner.

SECOND CLASS.—Kate Appleby, Margaret S. Cox, Adeline Arseneau, Chas. McAvard, Addie Calder, Louise F. Chase, Cecelia K. Dixon, Lucretia Estabrooks, Maggie S. Mersereau, Ada L. McGibbon, Agnes McCann, Cora E. Robinson, Annie W. Wilson, Harvey A. T. Walton, John P. Adams, Daniel B. Bailey, George H. V. Belyea, Judson A. Cleveland, Frank A. Good, Horton B. Hetherington, Luther T. Hetherington, Arthur C. M. Lawson, Harry M. Machum, Edwin T. McKnight, Edgar L. Morrison, Wm. R. Reud, John C. Robertson, Fred. J. Steeves, David B. Tabor, Samuel C. Weston, Bessie L. Barker, Nina M. Benson, Mary M. Brennan, Laura L. Burpee, Bertie E. Chase, Ida B. Day, Armina E. DeBow, Marie E. F. DeBow, Maggie A. Devereaux, Annie A. Dykeman, Elizabeth E. Gaunce, Barbara P. Goodyne, Mary E. Grant, Amy D. Hendry, Drusilla Hodgins, Alberta A. Knollin, Sarah E. Ladds, Ada E. Marven, Annie Montgomery, Ella Murphy, Mabel S. Murray, Bessie O'Keefe, Hattie A. Pinkerton, Annie D. Powers, Lucy A. Robinson, Mabel V. Seelye, Ella F. Spinney, Annie A. Titus, Eliza D. Turnbull, Minnie B. Wheeler, Jean T. Young, Katie A. Carleton, Emily V. Corbett, Sinclair H. Davis, Eveline Enslow, Alice Fairweather, Martha C. Lockie, William J. Mahoney, Herbert S. Steeves, Annie V. Graves, Maggie Barden, Bessie Carter, Ellen G. McLaughlin, Alice McGuire, Annie Cassidy, Annie McGirr, Bridget Cosgrove.

THIRD CLASS.—Nellie D. Allen, Eliza J. Allison, Ida M. Dorcus, Frances J. McGinn, Bessie Taylor, Ella A. Smith, Wm. J. Babington, Mason R. Benn, Charles Campbell, Oliver J. McAuley, Samuel J. McConnell, John Montgomery, Robert S. Orchard, Howard W. Snider, Freeman W. Tabor, Eliza M. Burnett, Nettie M. Crowley, Annie Draper, M. Ella Duff, Phoebe I. Emack, Alva F. G. Fowler, Mary E. Griffiths, Lottie M. Lockhart, Rebecca Long, Maggie L. Magill, Maggie I. Menzie, Bessie Mooers, Lizzie Robinson, Rose A. Shortill, Maud B. Skillen, Annie Sprague, Ira B. Thompson, Harry W. Beveridge, Frank O. Brun, Arthur W. Hickson, H. Keith, Hedley Marr, Lemuel S. McLeod, John A. McNeil, Frank Milton,

Wm. H. Virgie, Annie S. Babington, Violet Barker, Maggie J. Barnes, Annie DeV. Bolton, Elizabeth Boudreau, Philomene Boudreau, Jennie Carter, Eliza A. Clancy, Ella B. Clark, Katie J. Colpitts, Mary L. Fisher, Elizabeth Frenette, Claire Girouard, Sara Girouard, Marie J. Godin, Eveline A. Grannan, Minnie Harquail, Ada H. Hastay, Helen B. Hetherington, Sarah C. Keene, Josephine E. Magill, Mabel J. Mann, Ella M. McAlary, Agnes McAnespy, Maggie McKee, Laura M. Morrison, Marie L. Richard, Hannah P. Secord, F. May Stark, Minnie L. Sullivan, Cassie Thompson, Maggie E. Walker, Maud S. Wheeler, Agnes M. White, Caroline Young, Etta E. Harding, L. Ada Lambert, Ida A. Erb, Cath. Murray, Pierre H. Legere, Frank E. Churchill, George H. Laskey, James P. Nowlan, Susan L. Tingley, Mary J. Arsenault, Annie C. Brophy, Kate S. Branch, Emelienne LeBlanc, Robina Noble, Nanette Belliveau.

TABLE XV. PUBLIC SCHOOLS: LIBRARIES.

DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED DECEMBER 31st, 1886.

LOCALITY.			PARTICULARS.	VALUE.			Number of Volumes.
County.	Parish.	District.		Local.	Provincial.	Total.	
Kent	Wellington	No. 7	Pd. August 2, 1886,	\$41 45	\$20 00	\$61 45	70

TABLE XVI.—PUBLIC SCHOOLS.

*Travelling Expenses paid to Student-Teachers attending the Normal School
during the Term ended June, 1885.*

(Allowance of Mileage, 3 cents a mile.)

No.	NAME.	COUNTY.	AMOUNT.
1	Edgar Brundage,	Kings,	\$6 00
2	N. W. Brown,	York,	2 70
3	Heber J. Burgess,	Kings,	6 42
4	Ed. L. O'Brien,	Gloucester,	16 80
5	Mary A. Burpee,	Carleton,	4 50
6	Ada M. Everett,	"	4 20
7	Clara I. Shea,	"	3 90
8	Clara A. D'Orsay,	St. John,	4 08
9	Chas. McQ. Avard,	Westmorland,	13 80
10	Fred. A. Butler,	"	13 80
11	James W. Campbell,	Kings,	5 94
12	O. L. Charlton,	"	5 94
13	Jerome Dawson,	Albert,	9 60
14	Wellington Dawson,	"	9 60
15	D. W. Keith,	Kings,	9 00
16	R. B. White,	Queens,	5 40
17	Malcolm McDonald,	"	3 60
18	Marmaduke McDonald,	"	4 89
19	W. L. McDiarmid,	Kings,	5 94
20	L. B. Orchard,	Queens,	5 40
21	Stephen L. Peacock,	Westmorland,	14 10
22	Chas. H. Perry,	Kings,	9 00
23	Hamilton Price,	"	9 00
24	Ed. A. Riley,	Westmorland,	13 80
25	Wm. J. Riley,	"	13 80
26	R. S. Starkey,	Queens,	5 70
27	Robert Wallace,	"	3 90
28	Mary M. Anderson,	St. John,	4 08
29	Annie B. Arnold,	York,	1 50
30	Martha G. Biden,	"	18
		<i>Forward,</i>	\$216 57

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$216 57
31	Alice M. Black,	Charlotte,	6 24
32	Kate S. Branch,	Gloucester,	16 80
33	Nettie Brown,	Charlotte,	5 40
34	Hannah E. Bunnell,	Kings,	7 32
35	Addie Calder,	Charlotte,	9 12
36	Caroline E. Cameron,	Northumberland,	14 10
37	Bessie Carter,	"	13 80
38	Mary L. Christie,	York,	96
39	Eliza J. Cluston,	Northumberland,	14 34
40	Emma Condon,	Westmorland,	9 42
41	Maggie H. Covert,	Charlotte,	10 80
42	Annie Crewdson,	York,	1 38
43	Alice E. Curry,	"	48
44	Sarah E. Daggett,	Charlotte,	10 80
45	Kezia E. Davis,	Queens,	3 60
46	Ida R. Dobson,	Kent,	12 60
47	Alice M. Drake,	St. John,	4 08
48	Helena Duffy,	Sunbury,	42
49	Laura J. Duffy,	Albert,	10 20
50	Matilda Fillmore,	"	12 12
51	Isabella B. Fleiger,	Northumberland,	13 80
52	Helen E. Fotheringham,	"	13 80
53	Clara J. N. Fowler,	Westmorland,	9 42
54	Maggie J. Fowler,	Sunbury,	6 00
55	Selina U. Fowler,	Kings,	5 40
56	Amelia Fullerton,	"	5 70
57	Sarah J. Gray,	St. John,	4 08
58	Damie A. Gunter,	Queens,	5 40
59	Helen A. Hachey,	Gloucester,	16 80
60	Maggie M. Harold,	Carleton,	5 10
61	Fannie A. Hazen,	Kings,	5 46
62	Mary A. Henry,	Westmorland,	8 64
63	Jennie R. Hughes,	Charlotte,	5 70
64	Edith E. Hume,	Carleton,	5 10
65	Alice J. Irving,	Charlotte,	4 86
66	Ellen E. Keith,	Westmorland,	8 64
67	Eliza E. Kilburn,	York,	72
68	Sophie M. Lamont,	Northumberland,	14 40
69	Ellen E. Laskey,	St. John,	4 08
70	Maggie Linton,	Charlotte,	6 54
71	Sarah J. Lockhart,	Kings,	9 00
72	Cath. A. McLaggan,	York,	1 20
73	Kathleen J. McLean,	Northumberland,	13 80
74	Lydia McMillan,	Charlotte,	6 54

Forward, \$560 73

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$560 73
75	Mary McNair,	Restigouche,	18 66
76	Alice M. McNeil,	Charlotte,	9 12
77	Lavinia McNutt,	York,	90
78	Lillie M. Mercer,	Kings,	5 70
79	Alice M. Miles,	St. John,	4 08
80	Alice Monteith,	Carleton,	3 90
81	Cath. Murray,	Westmorland,	9 42
82	Lucy C. Murray,	Queens,	7 32
83	Minnie Murphy,	Charlotte,	7 20
84	Lottie A. Nichol,	Westmorland,	9 00
85	Grace M. Owens,	Carleton,	5 10
86	Ella S. Pallen,	Northumberland,	13 80
87	Fannie R. S. Palmer,	Queens,	2 10
88	Rhoda M. Patterson,	Sunbury,	42
89	Jessie Purdie,	St. John,	4 08
90	Elwilda Raymond,	Carleton,	4 50
91	Carrie Rayworth,	Westmorland,	14 10
92	Ruby Rice,	Northumberland,	14 10
93	Jennie V. Ring,	Carleton,	3 90
94	Sadie L. Sherwood,	"	4 08
95	Sarah E. Sherwood,	Kings,	7 20
96	S. May Smiley,	"	6 42
97	Adela F. Smith,	"	5 70
98	Amy A. Starkey,	Queens,	5 70
99	Lizzie Sutton,	Kent,	13 26
100	Idella M. Stickney,	Carleton,	4 20
101	Minnie F. Taylor,	Sunbury,	1 50
102	Dora M. Thompson,	Charlotte,	4 86
103	Mary S. Turner,	Carleton,	4 98
104	Minnie H. Turner,	Charlotte,	6 54
105	Vict. C. Wright,	Northumberland,	13 80
106	Pierre M. Belliveau,	Westmorland,	10 56
107	Jean P. Boudreau,	Gloucester,	18 00
108	Alfred S. Estey,	York,	72
109	Basile J. Johnson,	Kent,	13 50
110	Thos. A. Leonard,	Queens,	3 60
111	John Mullrooney,	Kent,	12 00
112	Jaddus H. Robichaud,	"	10 98
113	Herbert V. Steeves,	Albert,	8 70
114	M. D. Sweeney,	Westmorland,	13 80
115	Harvey A. T. Walton,	"	14 10
116	Mary J. Arseneau,	Gloucester,	20 64
117	Domitilde Babinault,	Kent,	14 40
118	Louise Boudreau,	Gloucester,	18 00
		<i>Forward,</i>	\$935 37

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$935 37
119	Marie E. Boudreau,	Westmorland,	10 44
120	Rose Bourgeois,	"	9 72
121	Celina Bourque,	Kent,	12 00
122	Elizabeth E. Bourque,	Westmorland,	9 72
123	Marinda M. Brown,	Charlotte,	9 12
124	Marie Cormier,	Kent,	10 50
125	Nellie E. Cripps,	Northumberland,	13 80
126	Agnes M. Dempsey,	Gloucester,	17 10
127	Celia K. Dixon,	Kent,	12 00
128	Eliza A. Dobson,	Westmoreland,	13 80
129	Georginna Fordred,	Kent,	13 26
130	Melissa J. Fowler,	Sunbury,	6 00
131	Janet M. Hunter,	Carleton,	6 12
132	Maggie Y. Jordan,	Charlotte,	6 36
133	Martha C. Lackie,	Kings,	5 70
134	Rose Hache,	Gloucester,	19 32
135	Bessie E. Leonard,	Charlotte,	9 12
136	Rachel M. Long,	Kings,	7 20
137	Emelienne LeBlanc,	Kent,	13 20
138	Mary McNaughton,	"	14 70
139	Katie Murphy,	Charlotte,	7 20
140	Annie L. Parks,	Carleton,	5 10
141	C. Estella Robinson,	Queens,	4 20
142	Henrietta M. Sheck,	Kings,	6 42
143	Alice M. Smith,	Westmorland,	12 00
144	Ella Smith,	Carleton,	3 90
145	Janie M. Smith,	Kent,	13 26
146	Lottie M. Wooden,	Sunbury,	1 20
147	Sadie A. Wanamake,	Kings,	6 00
148	Amanda Clynick, Dec., '84,	York,	2 70
149	Maud E. Coughy,	Victoria,	5 70
150	Laura A. Peakes,	Charlotte,	5 40
151	Alice M. Adams,	Northumberland,	13 80
		Govt. War. No. 149,	\$1241 43

TABLE XVI.—CONTINUED.

Term ended December, 1885.

No.	NAME.	COUNTY.	AMOUNT.
1	Albert J. Beckwith,	Westmorland,	\$8 28
2	F. C. Brown,	York,	2 70
3	Charles H. Carnwath,	Albert,	10 20
4	W. Spurgeon Connors,	Queens,	4 20
5	E. A. Crawford,	Kings,	5 46
6	R. W. Ferguson,	Queens,	2 10
7	Alex. H. Goodwin,	Westmorland,	13 20
8	M. E. Harrington,	St. John,	3 90
9	Jas. Irving, Jr.,	Kent,	13 26
10	Chas. M. McLean,	Queens,	3 60
11	Chas. H. Milton,	Westmorland,	13 50
12	S. E. Morrill,	Queens,	7 50
13	F. A. Sharpe,	Kings,	5 88
14	A. W. Strong,	Westmorland,	10 20
15	Eugene H. Theriault,	"	10 50
16	Lydia E. Alexander,	Sunbury,	1 38
17	Flora L. Barteau,	Charlotte,	9 12
18	Aggie O. Belyea,	Kings,	5 82
19	Selina M. Bilodeau,	Kent,	10 50
20	Jessie E. Bishop,	Albert,	10 50
21	Emma E. Bradshaw,	St. John,	5 40
22	Janet Buie,	Northumberland,	14 16
23	Laura J. Bray,	Albert,	10 80
23½	Sarah A. Cameron,	Northumberland,	14 40
24	B. Annie M. Carroll,	"	14 40
25	M. Agnes Copp,	Westmorland,	14 10
26	Mary T. Crabb,	Carleton,	6 12
27	Edith E. Crawford,	Kings,	6 54
28	Sarah A. Dean,	Charlotte,	6 36
29	Janet A. Dickson,	Northumberland,	13 80
30	Annie Y. Douglas,	Kings,	6 42
31	Freddie M. Dunphy,	York,	90
32	Mary A. Elkin,	Northumberland,	13 80
33	Ethel Fairweather,	Kings,	5 46
34	Lydia O. Fairweather,	"	6 42
35	Sarah A. Fowler,	"	8 40
36	Emily F. Frecker,	Kent,	13 32
37	Marinda A. Gray,	Kings,	9 00
38	Mary E. Hartt,	Sunbury,	1 38
39	Sabra E. Houghton,	York,	4 80
40	Lizzie Hopkins,	St. John,	3 90
41	Grace V. Hovey,	Carleton,	3 90
42	Nellie F. Gordon,	"	3 90
<i>Forward,</i>			\$339 48

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$339 48
43	Ella J. Kirkpatrick,	St. John,	6 00
44	Marie S. Landry,	Westmorland,	10 38
45	Minnie Love,	Charlotte,	5 40
46	Phoebe H. Lovely,	Victoria,	5 70
47	Lizzie Manzer,	“	6 00
48	Sarah J. McDougall,	Kent,	12 00
49	Ella J. McKay,	Westmorland,	9 42
50	Minnie McKay,	Restigouche,	20 52
51	B. Mabel McLauchlan,	Charlotte,	5 70
52	Alma K. McLean,	Sunbury,	36
53	Bessie McLeod,	Charlotte,	7 20
54	Maggie E. McLeod,	Northumberland,	12 00
55	Cynthia B. McMackin,	Kings,	9 00
56	Annie K. Miller,	“	11 40
57	Maggie A. Monahan,	Charlotte,	6 60
58	Mary A. Muir,	Queens,	5 40
59	Alice Munroe,	“	4 20
60	Mabel Murray,	York,	54
61	Georgina Nesbitt,	“	2 70
62	Susan M. Nicholson,	“	60
63	Robina Noble,	Northumberland,	14 70
64	Aggie E. Ogilvie,	Kings,	6 60
65	Minnie J. Porter,	Sunbury,	6 00
66	Annie W. Power,	St. John,	5 40
67	Carlotta A. Read,	Albert,	10 50
68	Domitilde Richard,	Northumberland,	12 66
69	Emeline Ross,	Gloucester,	16 80
70	Edith E. Sherwood,	Kings,	5 70
71	Ida M. Smith,	York,	60
72	Annie L. Squiers,	Carleton,	4 68
73	Maggie A. Steeves,	Albert,	9 90
74	Alma L. Stennick,	Sunbury,	90
75	Edith Thompson,	Charlotte,	5 70
76	Susan L. Tingley,	Westmorland,	14 10
77	Ella M. Veazey,	Charlotte,	5 70
78	Maud S. Warman,	Kent,	13 26
79	Annie H. Watson,	Charlotte,	5 70
80	Armina Whitehouse,	Carleton,	4 80
81	Clara E. Williams,	St. John,	3 90
82	Dorothay McCully,	Kings,	7 80
83	Chas. A. Amos,	Westmorland,	14 10
84	James T. Brown,	Queens,	5 70
85	Sarah M. Arnold,	York,	25
86	Alice E. Avard,	Westmorland,	13 80
		<i>Forward,</i>	\$669 85

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$669 85
87	Florence M. Barbour,	Albert,	12 12
88	Nora K. Berry,	"	9 18
89	Mary J. Boone,	Carleton,	5 10
90	Katie A. Cameron,	Northumberland,	14 10
91	Katie H. Chrystal,	Kent,	13 26
92	Ida A. Clark,	Charlotte,	5 40
93	Ella J. Connell,	St. John,	3 90
94	Sarah Currie,	York,	1 50
95	Mary M. Davidson,	Sunbury,	2 10
96	Ella E. Elliott,	Northumberland,	14 16
97	Mary M. Erskine,	Charlotte,	6 54
98	Carrie M. Ferguson,	Sunbury,	2 10
99	Mary Goldrup,	Albert,	10 20
100	Hannah McK. Green,	Carleton,	6 54
101	Janie Herbison,	Charlotte,	6 54
102	Kate A. Kane,	Gloucester,	16 80
103	Lizzie E. Mazerolle,	Kent,	14 40
104	Mary A. Mazerolle,	York,	60
105	Annie A. Logue,	Sunbury,	90
106	Loretta Manning,	Kings,	7 38
107	Myrtle McEachern,	Northumberland,	14 34
108	Mary T. McManus,	Westmorland,	10 38
109	Clara M. Murray,	"	14 10
110	Annie A. Nason,	Sunbury,	1 38
111	Gertie Peters,	Carleton,	5 10
112	R. Jennie Price,	"	3 90
113	Annie L. Rogers,	"	3 90
114	Annie Ryan,	Westmorland,	9 60
115	Georgina Tays,	Kings,	5 46
116	Lena A. Underhill,	Carleton,	3 72
117	Mary L. Waters,	St. John,	4 50
118	Augustine Commeau,	Gloucester,	18 00
119	Cyril O. Dupuis,	Westmorland,	10 38
120	Peter P. Frenette,	Gloucester,	18 00
121	Theo. Langis,	"	18 00
122	Alphonse LeBlanc,	Westmorland,	10 38
123	Pierre F. Richard,	Kent,	13 32
124	Sophie Albert,	Madawaska,	10 38
125	Agnes Cyr,	Kent,	14 40
126	Mary J. Frenette,	Gloucester,	18 00
127	Philomenę Frenette,	Restigouche,	18 90
128	Mary P. Godin,	Gloucester,	18 00
129	Marie Jaillot,	Kent,	12 00
130	Mary A. Landry,	Gloucester,	18 60
		<i>Forward,</i>	\$1097 41

TABLE XVI.—CONTINUED.

No.	NAME.	COUNTY.	AMOUNT.
		<i>Brought forward,</i>	\$1097 41
131	Mary L. LeBlanc,	Westmorland,	10 80
132	M. Olive Rice,	Madawaska,	9 60
133	Domine Voutour,	Kent,	14 40
134	Augustine F. Hache,	Gloucester,	19 20
135	Minnie Sullivan,	Kent,	13 98
136	John J. Symes, June, '85,	York,	72
137	Helena K. Mulherrin, "	Carleton,	4 14
138	Minnie A. Cowan, Dec. '84,	"	4 08
139	Edith E. Saunders, June, '85,	Charlotte,	6 24
140	A. Maud Grierson, "	Kent,	14 10
141	Elizabeth Warman, "	"	12 00
142	Annie M. McLean, "	Queens,	5 58
143	Frankie L. Dykeman, "	"	2 40
144	Julia A. Fitzgerald, "	Northumberland,	13 80
145	Mary E. McKinnon, "	St. John,	3 78
146	Kate Donovan, "	"	4 26
147	Lucretia A. Currie, "	York,	1 80
148	Alonzo D. Jonah, "	Albert,	9 90
149	Amanda McWilliam, "	Westmorland,	9 42
150	T.L.T.M'Knight, do. & Dec. '84	Kings,	7 14
151	Mary J. Hawkes, June, '85,	York,	90
152	Nettie E. Tweedie, "	Kings,	5 82
153	Marian J. McLeod, "	"	4 80
154	Annabell Hoyt, "	Albert,	4 08
155	Annie F. Sutton, June, '86,	Kent,	13 32
156	Stanislaus Doucett, "	Gloucester,	18 00
157	Elizabeth Boudreau, "	"	18 00
158	Philomene Boudreau, "	"	18 00
		Gov't War. No. 1134,	\$1347 67

Drafts for the above issued during February and August, 1886.

TABLE XVII. PUBLIC SCHOOLS: YEAR ENDED DECEMBER 31ST, 1886.

STATEMENT OF CHIEF SUPERINTENDENT'S PROVINCIAL DRAFTS TO TEACHERS,
AND OF COUNTY FUND DRAFTS TO TRUSTEES.

(Summarized in Tables IX and X.)

MEMORANDUM.	PROVINCIAL DRAFTS TO TEACHERS.	COUNTY FUND DRAFTS TO TRUSTEES.
<i>For Term ended December 31st, 1885.</i>		
References.—Warrants Nos. 146, 147, 148, 841....	\$64,883 55	
Amount County Fund for Term ended December 31st, 1885.....		\$47,281 37
<i>For Term ended June 30th, 1886.</i>		
References.—Warrants Nos. 1131, 1132, 1133, 1326,	\$67,610 10	
Amount County Fund for Term ended June 30th, 1886.....		47,225 75
Total.....	\$132,493 65	\$94,507 12

TABLE XVIII. SUMMARY OF THE PROVINCIAL GRANTS FOR THE SCHOOL SERVICE FOR THE YEAR ENDED DECEMBER 31ST, 1886.

Schools (see Table IX for details):—

Common.....	\$117,131 35	
Superior.....	10,945 82	
Grammar.....	4,416 48	
		<u>\$132,493 65</u>
Normal School:—		
Salaries (Table XIII).....		4,980 00
Travel'g allowance to Student-Teachers pd. in 1886, (see Table XVI)		2,589 10
Salary of six Inspectors.....		7,200 00
Examination of Candidates for Teachers' License, including Examiners and Deputies, Dec. '85, and June, '86.....		680 92
Travelling allowance:—		
Chief Superintendent Education for 1886.....		400 00
Extra clerical service.....		357 50
For Printing, Stationery, Letter Books, Blanks, Job Printing, Binding, Registers, School Drafts, Annual Report for 1885, including Normal School Stationery, &c.....		1,098 67
Expenditure in connection with Colonial Exhibition.....		461 51
Canada Publishing Co.—Maps and Models.....		11 15
Morgan's Annual Register.....		2 50
American Express.....		35 25
Rent of Chatham Hall for exam. purposes.....		9 00
Travelling expenses of Inspectors to Fredericton at call of Chief Superintendent, August 7, 1886.....		40 40
Sundries.....		6 11
Salaries:—		
Chief Superintendent.....	\$1,600 00	
Assistant.....	1,200 00	
Clerk.....	700 00	
		<u>3,500 00</u>
Janitor, Mrs. O'Brien, year ended Dec. 31, 1886.....		60 00
		<u><u>\$153,925 76</u></u>

Education Office, January, 1887.

QUESTIONS

SET TO CANDIDATES FOR THE DIFFERENT CLASSES OF TEACHERS'
LICENSE AT THE EXAMINATION IN JUNE, 1886.

GRAMMAR SCHOOL.--Professional Papers.

[1] TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hours.*

1. Define Education and Instruction, and point out the relation of the one to the other.
 2. Define Method as applied to teaching, and illustrate your principles of Method in the teaching of *two* of the following subjects:—*Form, Grammar, Geometry, First Steps of Reading.*
 3. Specify and characterize the faults of temper which induce in children a habit of indifference, and point out appropriate means by which the teacher may do much to remove this defect of character where it exists, and prevent its acquisition where it does not exist.
 4. (1) Define *perception, conception, attention*, (automatic and volitional), and state in respect of each the condition of its strength, (2) How may volitional attention be developed and strengthened.
 5. Name six Educational Reformers, the countries to which they respectively belonged, and the times in which they lived. Give the leading features of the method advocated or practised by *two* of them.
 6. Define Discipline, and specify some of the means upon which you rely for its promotion in your school. Justify the means you enumerate.
 7. Specify the physiological reasons requiring the careful regulation of the school-room in respect of (1) temperature, (2) cleanliness, and (3) ventilation.
 8. Name the leading points to be considered in the arrangement of a Time-Table, and show why each is essential.
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[2] SCHOOL SYSTEM. *Time, 30 min.*

1. State the principles which regulate the apportionment of the County Fund to Trustees, and show on what respect it tends to secure school privileges in a District.
2. Give the substance of the amendments to the Schools Act in 1884.
3. State the nature and extent of the Teacher's duty and authority over his scholars outside the school-room.

4. State (1) How the grand total days' attendance made by the enrolled pupils may be found. (2) How the number of teaching days may be found in any Term. (3) Under what conditions a Teacher under contract with Trustees may lawfully terminate it. (4) Under what conditions an Assistant-Teacher may be employed.

CLASS I.

I. [1] TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hours.*

1. Define Method, and specify several of the principles upon which it is based.
2. Describe your method in teaching *Color, Number*, and state the principles involved.
3. State and illustrate the difference between *deductive* and *inductive* methods of teaching.
4. (1) Describe the teaching of a lesson in History you may have witnessed. (2) Make a criticism thereon. (In your criticism note the manner and language of the Teacher as well as the method employed ; also the probable effect of such a lesson upon the pupils as respects (1) knowledge ; (2) mental discipline).
5. Discuss good discipline under the following headings : (1) Characteristics ; (2) results ; (3) motives to be cultivated ; (4) habits to be formed.
6. What is meant by school organization ? Describe a properly organized school.

I & II. [2] SCHOOL SYSTEM. *Time, 30 min.*

1. What is the nature of the Teacher's contract with Trustees ? How may it be lawfully terminated ?
2. Detail the mode of support provided by the Schools Act.
3. What is the Teacher's duty with respect to (1) Time-Tables ? (2) Roll call ? (3) School Returns ? (4) Having the school-room ready for the reception of pupils ? (5) The physical welfare of the pupils ? (6) The Public School property under his charge ?
4. Who has power to suspend or expel a pupil from School, and under what circumstances ?
5. How do you find (1) The average daily attendance of the enrolled pupils for a Term ? (2) The percentage of attendance ?
6. When is the annual School Meeting held ? What notice should be given of the Meeting ? What is the duty of Trustees with respect to the Minutes of the Meeting ?

I. [3] BOOK-KEEPING. *Time, 45 min.*

1. In what respects does the Ledger in Double Entry Book-keeping differ from that in Single Entry ?
2. Give the Rules for Journalizing. What is meant by Trial Balance ; and how is it made ?

3. John White sold to Robert Black on account—

On June 2. 17 yds. cloth at \$1.25; 2 pairs Blankets at \$4.70; Great coat at \$12.

“ 6. Buffalo robe, \$18.00; 16 Rolls paper at 22 cts.; 30 yds. Carpet at \$1.15.

“ 7. In payment for the above R. Black gave his Note of Hand payable in 3 months.

“ 9. J. White sold R. Black's Note of Hand to People's Bank, Fredericton, Discount 8 per cent.

Give (1) the form of the Note of Hand for the amount due, and (2) enter the whole transaction as it should appear in the Books of J. White.

I, II, III. [4]

INDUSTRIAL DRAWING.

Time, 1 hour.

No.....

Both the answers and the drawings are to be made on this paper.
The drawings should be at least 4 inches in breadth.

1. (1) Define a compound and an abstract curve, and give an example of each. Make an application of the Ogee Curve.
2. Illustrate symmetrical arrangement about the centre of a square, using the ivy, maple or oak leaf
3. Give examples of the following:—(a) Horizontal repetition. (b) The Greek Fret. (c) Interlacing.
4. Draw a line 4 inches in length; bisect it, and from the point of bisection erect a perpendicular.

N. B.—Instruments must not be employed in working any of the above questions, except for the 4th one. If you have not instruments at hand, describe in words how the 4th question should be worked.

I, II & III. [5]

CANADIAN HISTORY.

Time, 1 hour.

1. Give the opening and closing dates of each of the three periods into which Canadian History is usually divided. (2) Name the *leading features* of one of these Periods.
2. Write a brief account of the Destruction of Port Royal, or of the First Capture of Quebec.
3. Briefly describe *one* of the following events: Aroostook War, Papineau's Rebellion, Ashburton Treaty, Surrender of Cornwallis, Expulsion of the Canadians.
4. By whom and under what circumstances were the following places founded:—Quebec, Halifax, Saint John, Fredericton, Louisburg.
5. Explain the following terms: Legislature, Parliament, Executive Council, Privy Council, Confederation, Responsible Government, British North America Act.

I. [6] GENERAL HISTORY. *Time, 1 hour.*

1. From what several centres is civilization supposed to have sprung, and through what Nations has its progress been successively carried on?
2. Give a brief account of the Peloponnesian War under the following heads :—Cause, Chief Events, Principal Leaders, Results.
3. What were the boundaries of the Roman Empire in the time of Augustus? What three civilizations did it include? What was the condition of Rome at this time? For what is the Augustan age especially remarkable?
4. What was the object of the Crusades? What were their effects on (1) Commerce, (2) Feudalism, (3) Chivalry, (4) Intellectual Development?
5. Explain briefly the signification or application of the following terms :—Hegira, Trial by Ordeal, Hanseatic League, Pragmatic Sanction, Alchemy, Balance of Power, The Reign of Terror.

I. [7] USEFUL KNOWLEDGE. *Time, 1 hour.*

1. Describe the position and structure of the lungs. What changes occur in the blood during respiration, and what consequences result therefrom?
2. State briefly the constituents of wheat flour, and show how you would proceed to demonstrate their presence.
3. Give a summary of what is meant by the circulation of matter.
4. What are the chief agencies involved in the formation of soils? What conditions determine fertility or sterility? What is the part played by manures?
5. (1) Describe a mode of preparing oxygen; (2) Contrast the properties of this gas with those of nitrogen.

I. [8] COMPOSITION. *Time, 1 hour.*

1. Define *perspicuity*, *energy*, and *grace* as respects style.
2. Form sentences to illustrate the shades of meaning between each pair of the following synonymes :—*Educate* and *instruct*; *proud* and *vain*; *crime* and *vice*; *graceful* and *elegant*; *inconsistent* and *incongruous*.
3. Quote from "The Merchant of Venice" examples of the following figures of Speech :—*Simile*, *metonymy*, *hyperbole*, *epigram*.
4. (1) In what measure is "The Merchant of Venice" written? (2) Scan the following lines :—

"This is no answer, thou unfeeling man,
To excuse the current of thy cruelty."

5. Express in a paraphrase not exceeding twelve lines, the following thought :—

How many cowards, whose hearts are all as false
As stairs of sand, wear yet upon their chins
The beards of Hercules and frowning Mars,
Who, inward search'd have livers white as milk,
And these assume but valour's excrement,
To render them redoubted!

I. [9]

ENGLISH GRAMMAR.

Time, 1 hour.

1. Give the *general* and *particular* analysis of the following passage :—

“ In terms of choice I am not solely led
 By nice direction of a maiden's eyes ;
Besides the lottery of my destiny
Bars me the right of voluntary choosing :
 But, if my father *had not scanted* me,
 And hedg'd me by his wit to *yield* myself
 His wife *who wins me by that means* I told you,
Yourself, uncrowned prince, then *stood as fair*
 As any comer I have looked on yet
 For my affection.”

2. Parse the words in *italics* in the foregoing passage.
3. Parse each word of the following sentence :—“ But me no buts.” What part of speech is the word *but* in the fifth line of the passage above? Name other parts of speech which the word *but* may be, and give examples.
4. Name the inflectional parts of speech and state the inflections to which they are subject. Give all the inflectional forms of I, lion, boy, go.
5. Distinguish between *gerunds* and *participles*, and give examples.

I. [10]

ENGLISH LITERATURE.

Time, 1 hour.

Merchant of Venice.

1. Name some of the dominant passions whose workings the poet depicts in this play, and quote to illustrate your answer.
2. Quote Bassiano's soliloquy on outward shows.
3. Contrast the character of Portia and Jessica.
4. By whom and on what occasions were the following lines uttered?
 - (a) I am Sir Oracle,
And when I ope my lips let no dog bark.
 - (b) Stay the very riping of the time.
 - (c) Thou gaudy gold,
Hard food for Midas, I will none of thee.
 - (d) I never did repent for doing good,
Nor shall not now.
 - (e) I pray you give me leave to go from hence ;
I am not well.
5. (a) Quote from the play several instances of Shakespeare's use (1) of the double negative ; (2) of nouns as verbs.
6. Comment upon the following words and phrases :—*Beshrew me, insculp'd upon, sooth, troth, withal, methinks.*
7. Point out several instances of peculiar grammatical construction in the play.

I. [11]

ARITHMETIC.

*Time, 1 hour 30 min.**Answers must contain the whole operation.*

1. Give the formula for finding the amount of a sum of money at Compound Interest, and show by what processes you would lead your pupils to determine the formula.
2. What are the two methods employed in finding the discount of a sum of money? Which method is adopted in practice? Is it right or wrong in principle? Give reasons for your answer. Apply both methods to the solution of the following question:—Find the discount of \$460 for 4 months at 7 per cent. per annum.
3. What is meant by equation of payments? Give the usual rule for finding the equated time for any number of payments, and show whether it is founded upon strictly correct principles. Find the equated time for paying off a debt of \$1,265.18 if $\frac{1}{4}$ is payable at present, and $\frac{1}{4}$ every three months until all is paid.
4. If a fraction in its lowest terms is converted into a decimal, when will one or other of the following results occur:—(1) A finite decimal, (2) a mixed circulating decimal, (3) a pure circulating decimal? Demonstrate your statement.
5. How can any number of mean proportionals be found between two given numbers? Find three mean proportionals between 1 and 2.
6. If a merchant commence business with a capital of \$12,000, and each year, after paying all expenses, increase the capital of the former by a fifth part of itself, how much will he be worth at the end of 30 years?
7. The metre contains 39.37079 English inches; find the value of an inch, a foot and a mile in terms of the metre.
8. Explain briefly the Metric System of Weights and Measures, and point out some of its advantages.

Satisfactory answers to any seven of the foregoing questions will be marked as a full paper.

I. [12]

GEOGRAPHY.

Time, 1 hour, 30 minutes.

1. Briefly describe the motions of the Earth.
2. State how to find (1) the duration of evening twilight at Saint John on the 2nd of June, and (2) the altitude of the sun at noon of the same day at Fredericton.
3. In what directions and on what waters would a ship sail in going from Dantzic to Hong-Kong, and what would her cargo probably consist of both in going and returning?
4. Compare each Province of the Dominion with New Brunswick as respects (1) area (2) population, regarding New Brunswick as 1 in both cases.
5. Name the British possessions in Asia, and describe their respective geographical positions.
6. Where are the following places, and for what are they noted? Tarsus, Bethlehem, Mandalay, Tokio, Quito, Navarino, Metz, Gibraltar, Prague.
7. Draw on the paper furnished you an outline map of Africa, indicating and naming the chief mountains and rivers; also locate the four largest towns.

N. B.—The examiner will allow 70 marks as the full value for the first six questions, and 30 marks for the 7th question.

I. [13]

PHYSICS.

Time, 1 hour.

- Enumerate the points of difference and resemblance between *permanent* and electro-magnets, and some of the uses to which they have respectively been applied.
- (1) How is sound propagated from the sounding body to the ear? What makes the difference between *acute* and *grave* sounds?
- (1) Describe the process by which the sense of sight informs us of the existence of external objects. (2) Whence do non-luminous bodies derive the light by which they become visible? (3) Explain the process by which *non-luminous* bodies appear to be of various colours.
- Compare the respective velocities of *sound* and *light*, and mention a simple fact which shows the difference.

I. [14]

GEOMETRY.

Time, 1 hour 30 min.

- Equal chords in a circle are equally distant from the centre; and conversely those which are equally distant from the centre, are equal to one another.
- If two cords in a circle cut one another, the rectangle contained by the segments of one of them, is equal to the rectangle contained by the segments of the other.
- Describe an isosceles triangle, having each of the angles at the base double of the third angle.
- The sides about the equal angles of triangles, which are equiangular to one another, are proportionals; and those which are opposite to the equal angles, are homologous sides.
- If four straight lines be proportionals, the rectangle contained by the extremes is equal to the rectangle contained by the means.
- Equiangular parallelograms have to one another the ratio which is compounded of the ratios of their sides.

N. B.—Female Candidates for Class I. will receive credit for any work correctly done in the last four of the above Questions.

I. [15]

ALGEBRA.

*Time, 1 hour 30 min.**Exhibit the work.*

- From $x^2 + px + q = 0$, find x .
- From the value of x in the preceding equation, deduce several important inferences which will hold for any quadratic equation.
- Solve $\frac{x-1}{x+1} - \frac{5}{6} = \frac{2}{7(x-1)}$.
- Solve $\frac{x + \sqrt{(12a^2 - x)}}{x - \sqrt{(12a^2 - x)}} = \frac{a+1}{a-1}$.
- From $x - y = 2$, $x^3 - y^3 = 152$, find x and y .

6. A certain rectangle contains 300 square feet ; a second rectangle is 8 feet shorter and 10 feet broader, and also contains 300 square feet ; find the length and breadth of the first rectangle.
7. Multiply $x^4 + x^2 + 1$ by $x^{-4} - x^{-2} + 1$.
8. The sum of three terms in Geometrical Progression is 63, and the difference of the first and third terms is 45 ; find the terms.

N. B.—Female Candidates will receive credit for any work correctly done.

I. [16] NATURAL PHILOSOPHY. *Time 1 hour.*

1. A ship moves forward 30 feet while a ball is falling from the mast to the deck, a distance of 80 feet ; how far did the ball move ?
2. A horizontal force of 12 lb is resolved into two components, one of which is a vertical force of 25 lb ; what is the magnitude and direction of the other component ?
3. State clearly the conditions of equilibrium of three forces acting upon a body.
4. Describe each of the so-called Mechanical Powers, and state the conditions of equilibrium for each.
5. Weights of 2, 4, 6 and 8 lbs. are hung at equal distances along a rod 40 inches long. At what point must the rod be suspended so as to remain horizontal ?
6. Where would be the centre of gravity of weights 7, 9, 11 and 13 lbs. placed consecutively at the corners of a square whose side is 40 inches ?
7. A body is projected vertically upwards with a velocity of 360 ft. per second ; how far will it ascend in 10 seconds ? How far before it will return to the ground ?

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

Female Candidates will receive credit for work correctly done.

1. How many acres are contained in a field of the form of a regular octagon, whose side is 5 chains ?
2. How many square inches of gold-leaf will gild a globe 1 foot in diameter ?
3. Find the number of square yards in a quadrilateral, whose diagonals are 420 and 325 feet respectively, and the contained angle 30° .
4. State how to find the height of an object standing on an inclined plane.
5. Trace the value of the sine and co-sine through the four quadrants.

CLASS II.

II. [1] TEACHING AND SCHOOL MANAGEMENT. *Time, 2 hours.*

1. Distinguish between *teaching* and *telling* ; *instruction* and *education* ; *nature* and *character*.
2. (1) What are the qualities of good reading ? (4) Show how such qualities may be secured.

3. (1) What is meant by the observing powers? (2) Name several subjects specially suited for the cultivation of such powers. (3) Illustrate by means of Notes for a Lesson on *one* of the subjects you have specified in (2) how the observing powers may be cultivated.
4. (1) Name the qualities you would seek to impart in Arithmetic. (2) State in what way you would seek to secure them.
5. (1) Name the fundamental principles of classification. (2) Name other considerations which should be taken into account in classifying pupils.
6. (1) Name the subjects of instruction which you consider the most important in our ordinary schools. (2) What proportion of School time would you set apart for teaching those subjects? (3) Show in tabular form your weekly allotment of time for each subject prescribed to be taught in ungraded Schools.

II. [3]

BOOK-KEEPING.

Time, 45 min.

1. On Jan. 13th 1886, James White sold to Robert Black 8 barrels flour at \$6.75, 20 lb tea at 45 cts., 50 lb sugar at 12 cts., and 10 gallons molasses at 45 cts.

On the 17th James White bought from Robert Black 4 barrels potatoes at \$1.20, 3 barrels apples at \$2.75, and 22 cwt. of hay at \$12 per ton, and gave his note of hand (give the amount) payable in 3 months for the balance. You are to enter the above transactions in proper form, in the Day-book and Ledger kept by James White and also in Day-book and Ledger kept by Robert Black.

2. Explain the following terms:—Account Current, Assets, Cheque, Commission, Draft, Discount, Voucher, Inventory.

II. [6]

BRITISH HISTORY.

Time, 1 hour.

1. Name the Plantagenet Sovereigns and mention the leading features of the Period.
2. Briefly describe the character of Henry VII.
3. Explain the following terms or events in connection with British History:—Hep-tarchy, Dane-geld, The Saxon Chronicle, Magna Charta, Spanish Armada, Thorough, Wars of the Roses, Indian Mutiny.
4. When and under what circumstances were the following battles fought:—Crecy, Bannockburn, Dunbar, Blenheim, Flodden?
5. Name the chief events during the reign of Queen Victoria.
6. In what way were the following names specially connected with British History:—William Wallace, Cardinal Wolsey, Oliver Cromwell, Bacon, Robert Walpole, Duke of Wellington?

II. [7]

USEFUL KNOWLEDGE.

Time, 1 hour.

1. What are the chief constituents of the atmosphere? Contrast their properties, and state how each may be separately obtained.
2. Given jars containing separately the following gases:—Hydrogen, Oxygen, Carbonate Acid. What resemblances and what differences would they present?

3. Name some of the more useful varieties of *woody fibre*, with the sources from which they are obtained.
4. Name the principal Artificial Manures, and explain briefly their action as fertilizers.
5. Describe briefly the actual effect of alcohol on (1) the heart, and (2) the muscles.

II. [8]

COMPOSITION.

Time, 1 hour.

1. Put the following stanza into prose form, making such changes both in the construction and in the words as may be necessary to bring out clearly the idea :—

Then rose the choral hymn of praise,
And trump and timbrel answered keen ;
And Zion's daughters poured their lays,
With priest's and warrior's voice between.

2. Define *substitution*, *expansion*, *contraction*, *enlargement*, and give an example of each.
3. (1) Name the general principles to be observed in the construction of paragraphs.
(2) Expand the following sentence into an Historical Paragraph :—Joan of Arc entered Orleans, drove the English from the walls, defeated them in several battles, and restored to the French King the provinces he had lost.
4. Express the following proposition by a paraphrase (1) in its *simplest* form, (2) in its *expanded* form :—“ *Thrice is he armed that hath his quarrel just.*”

II. [9]

ENGLISH GRAMMAR.

Time, 1 hour.

1. Give the *general* and *particular* analysis of the following passage :—

“ If you *are* not the heiress born,
And I,” said he, “ the lawful heir,
We *two will wed to-morrow morn*,
And you shall *still* be Lady Clare.”

2. Parse the words in *italics* in the foregoing passage.
3. Illustrate from the foregoing passage the distinction between *shall* and *will*. Give other examples of this distinction.
4. What is meant by *case*, *passive voice*, *gender*, *mood*, *a complex sentence*.
5. Form abstract nouns of the following adjectives :—*Brief*, *poor*, *dear*, *servile*, *secret*, *luminous*.
6. Give the past tense and past participle of the following verbs :—*Drink*, *steal*, *lay*, *drown*, *wed*, *speed*.

II. [10]

ENGLISH LITERATURE.

*Time, 1 hour.**Reader V.*

1. Write from memory two consecutive stanzas of the poem “Lady Clare.”
2. Quote from Reader instances of the use of (1) *an* with the same meaning as *if*; (2) *but* as a negative relative, that is, for *who—not*; (3) *Methinks*; (4) *Wed*.

3. (1) Name the authors of the following quotations :
 (2) The poems from which the quotations are made :
- (a) "Casting weak words amid a host of thoughts armed to repel them."
 (b) "The future, like the gathering night was ominous and dark."
 (c) "What lovely visions yield their place to cold material laws."
 (d) "Is there no hand on high to shield the brave?"
 (e) "Still on it creeps,
 Each little moment at another's heels."
4. Give any important facts in connection with the authors you have named.
5. Give the reference or make notes upon the *italicised* words or phrases in the following lines :—
- (1) Nor ever shall the *Muse's* eye.
 (2) Theme of *primeval* prophecy.
 (3) He had *safe-conduct* for his band.
 (4) *I* throw they did not part in scorn.
 (5) *Let the dead Past bury its dead.*
6. (1) Give the derivation of *primeval*, *ominous visions*; (2) Name other derivations from the same root.

II. [11]

ARITHMETIC.

Time, 1 hour 30 min.

Exhibit the work.

- 23 is what per cent. of 92? (2) 15 is what per cent. of 30? (3) What per cent. of \$18 is 2 cents! (4) What per cent. of £1 is 1s.?
- Find by Practice the price of 313 acres, 3 roods, 25 rods, at £2 15 6 per acre.
- If 57 men can build a wall 426 yards in length, 10 feet in height, in 46 days by working ten hours a day, how many men would be required to build a wall 700 yards in length, 8 feet in height, in 36 days when they work 8 hours per day.
- From the formula $I = Prt$, find the value of P, r, and t respectively, and frame and solve a practical example to illustrate the use of each of the resulting formulae.
- A sum of \$400 was deposited on a child's fifth birthday to remain at compound interest, at 5 per cent. per annum, till his twenty-first birth day, what would the sum then amount to?
- (1) Divide .002316 by 142.137. (2) Show how you would explain the reason for the Rule of Division of Decimals.
- How many litres of wheat can be put into a vessel that is 2 metres long, 1.3 metres wide, and 1.5 metres high?
- Explain how any number may be multiplied by 11 by annexing a cipher to it and then adding the number.

N. B.—7 Questions make a full paper.

 II. [12] GEOGRAPHY. *Time, 1 hour 30 min.*

1. Define *climate*, and state the conditions which affect it at any place.
2. State how (1) to rectify the globe for the latitude of a place; (2) To find the declination of the sun and the place to which he is vertical at noon on any given day.
3. In what directions and on what waters would a vessel sail in going from St. Petersburg to Calcutta?
4. Name the British Possessions in America, with their chief Exports.
5. Describe briefly the physical features of the Dominion of Canada.
6. Where are the following places, and for what are they noted:—Odessa, Singapore, Riga, Brussels, Dundee, Rugby, Havannah.
7. Draw on the paper furnished you an outline Map of the Province of Ontario, with the chief rivers and towns indicated and named.

N. B.—The Examiner will allow 70 marks as the full value of the first six questions, and 30 marks for the seventh question.

 II. [13] PHYSICS. *Time, 1 hour.*

1. What is meant by the specific gravity of a body? What bodies will float in water? Should a person fall accidentally into deep water how should he act in order to diminish the danger of his sinking?
2. From what substances and how could you develop electricity and show its power of attraction?
3. Describe some simple experiments which show the *downward* and upward pressure of the air.
4. Upon what properties of liquids does the action of the Hydraulic Press depend?
5. Explain the construction and principle of action of the Suction Pump, and the fact that by such a Pump water can be raised as high as 30 feet while mercury cannot be raised as many as 30 inches.

Read this paper over before commencing the work.

 I. F. & II. M. [14] GEOMETRY. *Time, 1 hour 30 min.*

1. Define the terms *angle, circle, parallelogram, postulate, axiom, problem, theorem, corollary.*
2. Prove that any two sides of a triangle are together greater than the third side.
3. Draw a straight line through a given point, parallel to a given straight line.
4. Show that the sum of the interior angles of any rectilineal figure together with four right angles, is equal to twice as many right angles as the figure has sides.
5. Prove that the opposite sides and angles of a parallelogram are equal to one another, and that the diagonal bisects it.

6. Divide a straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

Female Candidates for Class I. will omit the 1st and 4th of the preceding questions, and work the following instead :

- a. Equal chords in a circle are equally distant from the centre ; and conversely, those which are equally distant from the centre, are equal to one another.
- b. Inscribe a square in a given circle.

N. B.—Female Candidates after working this paper, are at liberty to take the paper set to Male Candidates for Class I., and will receive credit for any work correctly done in the last three questions.

I & II. [15]

ALGEBRA.

Time, 1 hour 30 min..

For Female Candidates, Class I, and Male Candidates, Class II.

1. (1) Define the terms *factor, coefficient, power exponent.*
- (2) Find the numerical value of $\frac{b^2 - 2bc + c^2 + e^2}{a^2 - 2ab + b^2 + a^2}$ if $a = 1, b = 2, c = 3, d = 4, e = 0.$
2. (1) State the Rule for Subtraction. (2) Show the reason for the Rule by operating upon an example.
3. (1) Give the Rule for finding the square of the sum or of the difference of two numbers. (2) Find the square of $a + b + c$, and of $d - e + f - g.$
4. Show how you can readily ascertain whether $x^n + y^n$ is divisible by $x + y$ and by $x - y.$
5. From the following equations, find the value of x :—
- (1) $\frac{x+4}{3} - \frac{x-4}{5} = +2\frac{3x-1}{15}$
- (2) $\frac{x+1}{7} + x(x-2) = (x-1)^2$
- (3) $\sqrt{9x+4} + \sqrt{9x-1} = 3.$
6. The sum of two numbers is 44, and their ratio is that of 5 to 6 ; required the numbers.
7. Divide a line of 60 inches into three such parts that the second may be double of the first, and the third triple the same.

N. B.—When Female Candidates have worked this Paper, they will be at liberty to work the Paper set to Male Candidates for Class I, and will receive credit for any work correctly done.

CLASS III.

III. [1]

TEACHING AND SCHOOL MANAGEMENT.

Time, 2 hours..

1. Describe your method of teaching the First Steps of Reading.
2. Show how you would develop ideas (1) of Number, (2) of Fractions.
3. Name the means you would employ with a view of securing correct language on the part of your pupils.

4. Describe the means you would adopt to make your pupils good penmen.
5. State in what way you propose to deal with pupils who come with unprepared lessons.
6. (1) How much time would you set apart per day for each of the following subjects:—
Reading, Writing, Arithmetic? (2) Name three other subjects and state the time per day you would devote to each.

III. [2].

SCHOOL SYSTEM.

Time, 30 min.

1. Name the three sources of support for Schools.
2. What is the duty of Teachers with respect to (1) Time Tables? (2) Temperature of the School-room? (3) Ventilation? (4) Public Examinations? (5) School Returns?
3. When is the annual School Meeting held? Who can vote at such meetings? At what hour must all School Meetings be held?
4. When do the School Terms begin and end?
5. What is the provision in aid of (1) School libraries? (2) Poor Districts?

III. [6]

BRITISH HISTORY.

Time, 1 hour.

1. Name the leading events in English History during the Roman Period.
2. (1) What Kings were most successful in resisting the Danes? (2) Give a brief account of the struggle.
3. (1) What is meant by Magna Charta? (2) What causes led to its being drawn up? (3) What steps were taken to compel the King to sign it?
4. (1) What is meant by the Commonwealth? (2) How long did it last? (3) Name the chief events during this period.
5. (1) Name the Sovereigns of the House of Brunswick. (2) What have been the leading features during this period? (3) Give a brief account of the reign of one of these Sovereigns.

III. [7]

USEFUL KNOWLEDGE.

Time, 1 hour.

1. What are the different kinds of Cotton, Linen, Wool and Silk? Name the chief seats of their manufacture.
2. Describe the following metals, and state the uses of each:—Lead, Tin, Zinc, Mercury.
3. From what sources or materials are the following common things derived:—Ink, Paper, India Rubber, Parchment, Glass, Steel?
4. State what you know about Cork, Sponge, Coral?
5. Show why attention to the ventilation of School-rooms is necessary.

III. [8]

COMPOSITION.

Time 1 hour.

1. Correct where necessary the following :

He is not older than me. He went in the woods and was lost. He bought the book at Black's, the publisher. It had not ought to be. He is not yet here ; he ought to. He does not speak good. He is the same boy who I saw at the concert, I think. I am well posted in the rules of Grammar.

2. Put the following passage into prose form :

And new a gallant tomb they raise,
With costly sculptures decked ;
And marbles, storied with his praise,
Poor Gelert's bones protect.

3. Form a complex sentence having the word *animals* as the subject of the principal clause.
4. Write a letter to the Secretary of a Board of School Trustees in answer to an advertisement for a Teacher.
(Do not put your own name to the letter).

III. [9]

ENGLISH GRAMMAR.

Time, 1 hour.

1. Give the *general* and *particular* analysis of the following sentence :—
I am sorry, friend, that my vessel is already chosen, and that I cannot therefore sail with the son of the man who served my father.
2. Parse the words in *italics* in the foregoing sentence.
3. In how many ways may adjectives be compared ? Give examples.
4. Give the third person singular of each tense of the Indictive Mood of the verb *go*.
5. Define the following :—*Transitive verb, abstract noun, adverb, conjunction*, and give an example of each.
6. Give the past tense and past participle of the following verbs :—*Fly, make, sew, write, sit, stand*.

III. [10]

ENGLISH LITERATURE.

Time, 1 hour.

1. From what authors are the following quotations made :—
- (a) " Yet beautiful and bright he stood
As born to rule the storm."
- (b) " He careth not for the winter wild
Nor those desert regions chill."
- (c) " Delightful visitant ! with thee
I hail the time of flowers."
- (d) " So stooping down as needs he must
Who cannot sit upright."
- (e) " There was joy in the ship as she furrowed the foam,
For fond hearts within her were dreaming of home."

2. Quote two stanzas from "The Loss of the Royal George."

3. Put the thought in the following stanza into words of your own :—

“What time the daisy decks the green
Thy certain voice we hear.
Hast thou a star to guide thy path
Or mark the rolling year?”

4. Explain the following *italicised* words and phrases :—

- (1) “Thou *fliest the vocal vale.*”
- (2) “The white sails swelling to the breeze
Are *mirrored* in those summer seas.”
- (3) “And melts in *ambient* air away.”
- (4) “*Buckler* and *baldric* richly dight.”
- (5) “Right on DeBoune *the whites* he passed.”

III. [11]

ARITHMETIC.

Time, 1 hour 30 min.

Exhibit the work.

1. The selling price of a property was \$6,324 $\frac{1}{2}$; the gain was \$139 $\frac{3}{4}$; what was the cost price?
2. How many times will a wheel 15 $\frac{1}{2}$ feet in circumference turn in running one mile?
3. Bought apples at the rate of 5 for 7 cents; how much did I pay for 4 dozen?
4. Reduce 1 acre, 2 yards, to feet, and prove the correctness of your answer by reversing the process.
5. Reduce .525 and 1.125 to vulgar fractions; multiply them together in that form and reduce the result to decimals. Prove by multiplying the decimals as they stand.
6. show that $\frac{3}{11}$ of $(\frac{1}{9} + 1\frac{2}{3})$ is equal to $\frac{1}{3}$ of 20 $\frac{3}{4}$ divided by 10 $\frac{3}{8}$.
7. If 16 men can build a wall 50 yards long in 12 days, in what time could 8 men build a wall $\frac{2}{3}$ of that length?
8. In 3654 metres, how many decameters? How many hectometres? How many centimetres? How many decimetres?
9. A bankrupt is allowed to cancel all his debt by paying 40 cents on the dollar; what did he owe to a person to whom he paid \$1500?

N. B.—8 Questions make a full paper.

III. [12]

GEOGRAPHY.

Time, 1 hour 30 min.

1. Explain the following terms :—*Latitude, longitude, peninsula, isthmus, climate.*
2. Name the countries of Europe that border on the Mediterranean, and the capital of each of these countries?
3. Name the chief seats of the hardware manufacture in England, of the linen manufacture in Ireland, and the chief seat of the iron steamship building in Scotland.

4. Where are the following towns, and for what are they noted :—Paris, Dresden, St. Petersburg, Amsterdam, Berlin, Edinburgh, Londonderry, Washington, New Orleans?
5. Describe (1) the River St. Lawrence ; (2) the St. John River.
6. Describe (1) the surface ; (2) the climate of New Brunswick.
7. Draw on the paper furnished you an outline map of New Brunswick, indicating and naming the chief rivers and towns.

N. B.—The Examiner will allow 70 marks as the full value for the first six Questions, and 30 marks for the seventh Question.

FOR FRENCH CANDIDATES.

1. Translate into French the following passage :—
 “The merchant, after riding some miles, alighted to rest himself under a tree ; and taking the bag of money in his hand, laid it down by his side. But on remounting he forgot it. The dog observing this, ran to fetch the bag ; but it was too heavy, and it could not drag it along.”
2. Translate the following into English :—
 “Une autre fois, elle *craignait que* les misérables avec lesquels elle longéait *allaient* l'assassiner, pour l'argent *qu'ils* croyaient qu'elle possédait. Ce ne fut que lorsqu'ils *virent* qu'elle n'ovait que quelques monnaies en cuivre dans sa bourse, qu'ils la laissèrent *partir saine et sauve*.”
3. (1) Parse the *italicised* words above ; (2) Give the principal parts, also the Future Indicative of each of the *italicised* verbs above ; (3) What is the Rule for forming the plural of nouns (*a*) ending in *nt*, (*b*) ending in *au, eu, ou*, (*c*) ending in *al, ail*?

PART III.

APPENDICES.

APPENDIX A.

REPORT OF THE PRINCIPAL OF THE NORMAL SCHOOL FOR THE SESSION ENDED MAY, 1886.

WILLIAM CROCKET, Esq., A. M.,
Chief Superintendent of Education,
Fredericton. }
}

SIR: I have the honor to submit, for the information of the Education Department, my Annual Report on the Provincial Normal and Model School for the year 1885-6.

NORMAL DEPARTMENT.

The year has been marked by a very large enrolment of students, the largest in the history of the Normal School, as the following table shows:—

	Male.	Female.	Both.	
* No. of Students Enrolled.				
SESSION OF 1885-6. {	1st Term, (ended Dec., '85).....	28	155	183
	2nd Term, (ended May, '86).....			
	Senior Division.....	10	23	33
	Junior Division.....	46	126	172
	Total number for year.....	84	304	388

* Including the Students of the French Department.

The following table gives a comparative statement of the number and sex of the students enrolled for the years 1884-5, and 1885-6.

Year.	Male.	Female.	Both.
1884-5.....	63	316	379
1885-6.....	84	304	388
Total for both.....	147	620	767

In 1884-5 the male students were 17 per cent. of the total enrolment ; in 1885-6 they were 22 per cent. In view of the disparity between the number of male and female teachers in the service, this fact, as far as it goes is, gratifying.

In the following table the students enrolled for the last year are classified according to the counties and religious denominations.

First Term.

COUNTIES.	Baptist.	Church of England.	Congrega- tionalist.	F. C. Baptist.	Methodist.	Presby- terian.	Roman Catholic.	Other Denom.	Total for Co'y.
Albert.....	7	..	..	..	1	1	..	..	9
Carleton.....	1	3	..	2	3	2	3	..	14
Charlotte.....	2	4	1	..	2	3	..	1	13
Gloucester.....	..	1	..	..	..	2	7	..	10
Kent.....	1	1	..	..	1	2	12	..	17
Kings.....	5	4	..	5	2	2	..	..	19
Madawaska....	..	..	..	..	..	..	4	..	4
Northumberland	..	1	..	..	..	8	3	..	12
Queens.....	5	..	..	1	1	..	..	..	7
Restigouche....	..	..	..	..	..	1	..	..	1
St. John.....	2	1	..	1	3	3	1	..	11
Sunbury.....	..	..	..	5	2	1	1	..	9
Victoria.....	1	..	..	1	..	..	..	..	2
Westmorland...	4	..	..	..	5	5	7	..	19
York.....	4	6	..	8	6	6	5	..	35
Other than N. B.	..	..	..	..	1	..	..	..	1
Total for each Denomination.	32	21	1	23	27	33	42	1	183

Second Term.

COUNTIES.	Baptist.	Church of England.	Congregationalist.	F. C. Baptist.	Methodist.	Presbyterian.	Roman Catholic.	Other Denom.	Total for Co'y.
Albert.....	2	..	..	..	1	2	..	..	5
Carleton.....	4	2	1	3	3	3	3	..	19
Charlotte.....	3	2	..	..	1	2	..	1	9
Gloucester.....	..	..	..	..	1	2	11	..	14
Kent.....	1	1	..	..	..	..	8	..	10
Kings.....	4	7	..	8	7	10	..	..	36
Madawaska....	..	..	..	..	..	..	1	..	1
Northumberland	..	2	..	..	1	5	2	..	10
Queens.....	7	2	..	3	3	2	..	..	17
Restigouche....	1	..	..	..	..	1	2	..	4
St. John.....	3	2	..	1	4	4	1	..	15
Sunbury.....	1	..	3	..	1	..	1	..	6
Victoria.....	3	..	..	..	1	2	..	..	6
Westmorland...	1	..	..	..	4	1	2	..	8
York.....	6	10	..	3	7	6	11	..	43
Other than N.B.	..	..	..	..	..	2	..	..	2
Total for each Denomination.	36	28	4	18	34	42	42	1	205

The 388 students above referred to were admitted to enrolment as follows, viz:—

On examination.....	124
As holders of Departmental Certificates.....	160
“ “ Inspector’s “	35
“ “ Degrees in Arts.....	6
“ “ Provincial Licenses.....	36
By reason of previous attendance.....	27
Total.....	388

The “ professional standing ” of the students was reported at the close of the terms as follows, viz:—

	Superior.	Good.	Fair.	Not Classified.
First Term.....	..	6	159	18
Second Term.....	..	31	146	18

Of the students not classified, a few left the school on account of illness, some were advised that further attendance would not be profitable for them, and others elected to remain in attendance a second term on the understanding that they were not to be presented for examination.

Miss Priscilla Allison, of Northumberland County, died after a short illness during the second term. Her fellow students, by whom she was highly esteemed, manifested their sense of her loss, and their sympathy for her friends, in an appropriate way.

The Board of Education was pleased to appoint Mr. Edward L. O'Brien to fill the vacancy on the staff, caused by the resignation of Miss M. E. Gregory. The *personnel* of the staff of instructors at present and the allotment of subjects is given below:—

NORMAL DEPARTMENT.

INSTRUCTORS.	SUBJECTS.
The Principal.....	{ Theory and Practice of Teaching and School Management.
H. C. Creed, A. M.....	{ English Language and Literature.
M. Alice Clark.....	{ Mathematics and Natural Science.
Edward Cadwallader, A. B.....	{ Mathematical Geography and Industrial Drawing.
Edward L. O'Brien.....	{ Reading, Vocal and Physical Culture.
	{ Physiology and Hygiene, Domestic Economy.
	{ Theory and Practice of Vocal Music.
	{ History and Geography.
	{ Arithmetic and Book-keeping.

FRENCH DEPARTMENT.

INSTRUCTOR.	SUBJECTS.
Alphie Belliveau.....	All those of the Junior Division except the professional instruction.

The French department has been fairly well attended during the past year. The students of this department have the same facilities for professional instruction which are extended to the students of the English department. Supplementary instruction in Industrial Drawing, and in Reading, Physical and Vocal Culture was also provided for them during a part of the year. The number of students enrolled in this department during the year is as follows:—

	Males.	Females.	Both.
First Term.....	7	12	19
Second Term.....	6	5	11
Total for the year.....	13	17	30

The medals annually granted by His Excellency the Governor General for "Highest Professional Standing" were awarded to Miss Bessie Narraway, A. B., of St. John, and Miss Mabel V. Seelye, of St. George, Charlotte County, in the Senior and Junior divisions, respectively. They were presented to the successful competitors by Sir

Leonard Tilley on behalf of His Excellency. The usual opening and closing exercises of the session and terms were honored by the presence of His Honor the Lieutenant-Governor, Members of the Board of Education, the resident clergymen of all denominations and a large number of visitors. Much interest was manifested in the work of the Normal School in all its departments on these occasions. His Honor the Lieutenant-Governor, whose connection with the development of our educational system prior to the introduction of Free Schools entitles him to speak from knowledge of our educational history, addressed the students, expressing his appreciation of the importance of the work to be committed to them, and giving them sound advice as to their conduct in the discharge of their duty.

It is very gratifying to me to be able to report that the conduct and deportment of the student-teachers, so far as I had opportunities of observing it during the year, was most satisfactory. They were punctual in the discharge of their duties to the Normal School, to the churches to which they severally belonged, and I have every reason to believe that their general behaviour was such as to win for them the esteem of the community in which they were temporarily placed while pursuing their professional studies.

It is a matter for great satisfaction that the Normal School is annually attended by students endowed in so large a measure with character, ability and aptitude for teaching.

MODEL DEPARTMENT.

This department of the Normal School has maintained its high reputation fully during the year. It is well equipped, and its teachers are competent and thoroughly earnest in their work. Miss Clara I. Shea resigned her position as teacher of the third department, and the Board of Education was pleased to appoint Miss Frances J. Ross of the Charlotte Street School, Fredericton, to the vacancy thus occasioned. During the year in which Miss Shea had charge, she proved herself an earnest and faithful teacher.

The school was staffed during the year as below :

Teacher.	Dep't.	Grades.	Pupils.
J. F. Rogers, Head Master.....	4th	VII and VIII	About 50
Clara I. Shea.....	3rd	V and VI	"
Annie M. Harvey.....	2nd	III and IV	"
Helen J. McLeod.....	1st	I and II	"

Very cordial relations were maintained between the student-teachers and the teachers and pupils of the Model School. The teachers manifested at all times hearty sympathy with the student-teachers, and were always ready to give them practical help and direction in the way of illustrative lessons for their benefit, and to afford them the fullest opportunities for profiting by their observation and practice. This cordiality of

feeling very materially reduced the strain to which the Model School was necessarily subjected in the practice of so large a number of students.

The Governor-General's Medal for "Highest School Standing" was awarded to Mary Perkins of Grade VII, and was presented to the successful competitor on the occasion of the public examinations by the Hon. A. F. Randolph, Chairman of the Board of School Trustees.

In conclusion, I desire to express my satisfaction at the general results of the past year's work. The Instructors associated with me in the Normal Department have been indefatigable in the performance of their duties, and our students have gone out from us animated, as I believe, with a sincere determination to do their duty as teachers.

I have the honor to be,

Your obedient servant,

ELDON MULLIN, *Principal*

Fredericton, January 1887.

APPENDIX B.

INSPECTORS' REPORTS.

INSPECTORAL DISTRICT No. 1.—George W. Mesereau, A. B., Inspector,
Newcastle.

THIS DISTRICT EMBRACES THE COUNTIES OF RESTIGOUCHE, GLOUCESTER AND
NORTHUMBERLAND.

WILLIAM CROCKET, Esq., M. A.,
Chief Superintendent of Education,
Fredericton. }

SIR:—I have the honor to present herewith my annual report on the condition of the schools in Inspectoral District No. 1, for the year ending December 31st, 1886.

It is a source of satisfaction to me to be able to report that the forward movement among school districts in respect to improved furniture and better appliances, noticed in my report of last year, has in no way disappointed my expectations. The old idea "what was good enough for me is good enough for my children"—a relic of the *log school-house* period of our educational history—is rapidly giving way to more liberal opinions and more exalted views of duty to the rising generation. In many districts trustees and ratepayers have come to the conclusion that, other things being equal, the condition of greatest mental activity is that of greatest bodily comfort and that it *pays* to have good maps, comfortable desks and seats and bright cheerful school-rooms.

It is to be hoped that this movement will not stop at the interior of the school, but will extend to the school grounds. And here I take the liberty of suggesting that the Board of Education take into consideration the propriety of proclaiming an "Arbor Day" for all the schools of the Province. If children and parents can be induced to plant trees in the school grounds, they will soon create in the district, a public opinion in favor of protecting the same by having the grounds properly enclosed.

SUPERIOR SCHOOLS.

The Superior Schools in this Inspectorate are still doing satisfactory work and some of them, such as Newcastle and Campbellton, work of a very superior character.

The Petit Rocher Superior School has been discontinued since summer vacation. No Acadian could be procured by the Trustees to succeed Mr. Jerome Boudreau, promoted to the Inspectorship of Inspectoral District No. 2.

In June, Miss Mary McDonald resigned her position as Principal of the Tracadie Superior School after conducting it successfully for nearly two years. She was succeeded by Miss Helena Duffy, who also resigned at the end of the term, much against the wish of the Trustees and Ratepayers. The Trustees have since engaged Mr. Jas.

McIntosh, who for several years taught with marked success the advanced department of the Richibucto Grammar School. I consider the trustees fortunate in having secured the services of a teacher of such experience and undoubted ability.

F. M. McLeod, Esq., B. A., for several years principal of the Superior School, Campbellton, resigned his position at the end of the year to pursue his studies in the Halifax Law School. His withdrawal from the profession is a great loss. It was his energy, sterling worth and many admirable qualities of mind and heart that brought the Campbellton Schools to their present high state of efficiency.

IMPROVEMENTS.

It would occupy too much space to mention all the improvements that have been made in this Inspectorate during the year. To indicate a few of the most noticeable must suffice.

The Trustees of Escuminac District No. 1 Hardwicke, have supplied their school with 30 new double desks and seats, a teacher's desk and seat, maps, etc., necessitating an extra expenditure of about \$100. The Trustees of Red Bank No. 9 South Esk, have made extensive improvements. They have turned their school-house end to the road, built an addition, provided a much needed class-room, improved and enclosed the grounds, built new outhouses where they are screened from observation, and supplied new furniture. Much credit is due the Directors especially the energetic secretary J. D. McKay, Esq. No. 6 Blackville has been improved by new school-house floor, full set of desks and seats, maps, etc. These improvements are, for the most part, due to the energy of the teacher, Mr. Otto Hildebrand. He remained in the district three out of his four weeks of vacation to oversee and help on the work, an example to those teachers who begrudge every moment of service not specified in the "bond." In Black Brook, No. 3, Chatham, under the able administration of Trustee Dealy, the debt has been cleared off, new desks and new cylinder stoves provided, and school-rooms enlarged.

Other districts that deserve special mention in this respect are Nos. 6, 7, and 8 Alnwick, No. 1 Derby, No. 10 North Esk, No. 6 Glenelg, and No. 2½ Blissfield.

NEW SCHOOL-HOUSES.

The trustees of River Charlo, No. 2 Colborne, have completed a very fine school building, which is in every way a credit to the district.

In No. 10 Caraquet, a very populous district, there has been erected during the last year a fine two-story school-house, one flat of which is finished and a teacher and class-room assistant employed therein.

NEW SCHOOLS.

Schools were opened for the first time in Pleasant Ridge, No. 13, Rogersville; Petit Lameque, No. 7, Shippegan; Little River, No. 8½, Shippegan; Tilley Road, No. 7½, St. Isadore; and Becketville, No. 1½, Durham.

NEW DISTRICTS.

New Districts were erected as follows:—St. Simons, No. 1½, Shippegan; and Collet Settlement, No. 1, Rogersville.

The following Districts, formerly erected, were organized during the year:—Hope-well, No. 9, Durham; Goose Lake, No. 9½, Shippegan, (Miscou Island), and The Road, No. 14, Alnwick.

While most Boards of Trustees are alive to the importance of securing good principals for their schools, and good teachers for their advanced departments, there is still a want of appreciation of the fact that the *best* teacher should have charge of the primary grades. They evidently fail to understand that it is as impossible for pupils, poorly taught in the first part of their course, to achieve a perfect intellectual development in the higher grades, as for a bent and stunted shoot to become a perfectly uniform tree even under the most favorable conditions. It is the experience of many of our principals, and teachers of higher grades, that much time is lost in taking the pupils back over their primary work, and in teaching them to observe, to compare, to analyze, to note correlative facts, in short, to endeavor to supplement in a few weeks or months the neglect of years; but the evil effects of early mismanagement can never be wholly eradicated.

INSTITUTES.

Successful institute meetings were held during the year by the Restigouche, Northumberland and Gloucester County Institutes. Restigouche County Institute met in Dalhousie, in June, but I was, unfortunately, not able to be present. From reports, however, I am led to believe that it was very successfully conducted by Messrs. F. M. McLeod, B. A., of Campbellton, and C. H. Cowperthwaite, B. A., of Dalhousie Grammar School.

The Northumberland County Institute was more largely attended than ever before—about 80 teachers being present. The teachers appeared anxious for improvement and willing to assist by taking part in discussions, etc. Several valuable papers were read, important discussions had and interesting addresses delivered. The teachers were cheered and encouraged by the presence of the Chief Superintendent and the late Dr. Jack, ex-President of U. N. B., who took part in the proceedings.

The meeting of Gloucester County Institute, at Bathurst, was also well attended and the proceedings interesting and profitable. The Chief Superintendent was present at this institute also, and gave valuable assistance in sustaining the interest.

Public meetings were held in connection with the last two mentioned institutes, at which addresses were delivered by the Chief Superintendent and others.

A new departure, and one calculated to result in the greatest amount of good to the profession, was taken by the institutes of Northumberland and Gloucester Counties. I refer to the unanimous adoption by both these societies of a standard educational work, viz.:—"Joseph Payne's Lectures on the Science and Art of Teaching"; to be read by the teachers during the year and thoroughly discussed at the next meetings of the institutes. The members of other professions are compelled to keep pace with the best thought that relates to their work, or fall hopelessly behind. This applies with greater force to the teaching profession than to any other. May the action of these two institutes be the dawning of a movement that will mightily increase the usefulness of every member of the profession, and make us all more fully sensible of the weighty responsibilities that rest upon us in preparing the rising generation for the various duties of citizenship.

That section of the law which requires residents of a Parish to pay school rates on all the property they own in the Parish to the school fund of the district in which they reside, bears heavily on *all* the outlying districts and is absolutely *ruinous* to some. I have in my mind now several districts that have been forced to close school because of

the operation of this section. Some of their ratepayers, through the natural gravitation of population to business centres, have moved into more populous districts in the same Parish. They continue to draw a great part of their support from the districts in which they formerly lived, but they pay nothing towards the support of the school. There are other districts that have kept their schools open only by having their districts enlarged from time to time. And still others from independent districts have degenerated so that now they can support school only by receiving special aid as "poor districts." As these cases are increasing in number, I hope that this matter will ere long be satisfactorily provided for. It seems to me to be a true principle that the property of the district should contribute to the education of the children of the district, as a natural deduction from the more comprehensive principle upon which our school law is founded, that the property of the country should educate the children of the country.

In concluding this report, I wish to say that my year's work has clearly demonstrated to me that our school system is continually growing in favor with the masses and that our schools are constantly increasing in efficiency.

I have the honor to be,

Your obedient servant,

GEO. W. MERSEREAU,

Inspector Insp. Dist. No. 1.

INSPECTORAL DISTRICT No. 2.—Jerome Boudreau, Inspector, Richibucto, N. B.

THIS DISTRICT COMPRISES THE COUNTIES OF KENT, VICTORIA AND MADAWASKA AND THE PARISHES OF ABERDEEN, KENT AND WICKLOW IN CARLETON COUNTY.

WILLIAM CROCKET, Esq., A. M.,
 Chief Superintendent of Education,
 Fredericton. } .

SIR:—I have the honor to submit to you the Annual Report of Inspectoral District No. 2, for the term ending December 31st, 1886.

The territory assigned me embraces the Counties of Madawaska, Victoria and Kent; also the Parishes of Aberdeen, Kent and Wicklow in Carleton County.

This being my first term as an Inspector, I cannot furnish you with as full and ample details as I could give after a longer experience; I will therefore limit this report to actual facts as noted in the course of my visits.

Visiting this Inspectorate for the first time, I must say that I was well pleased with the cordiality and kindness extended to me by the people with whom I came in contact, as well as with the desire evinced by the trustees generally to carry out my recommendations. Yet, I regret to say, that last month, I had to report to you a certain Board of Trustees and request that their county school draft be withheld until my recommendations were carried out.

I have during the term with but few exceptions, visited all the schools and school

districts of my inspectorate. Reference to my notes shows that there are 257 schools, including 13 extra departments. The want of trained teachers to give instruction in both French and English, in Madawaska and Kent, is much felt, and in order that the schools in these counties might be kept in operation, I have had to recommend a large number of applicants for local licenses; but I am sorry to find that many of these have failed to fulfil the conditions on which these licenses are granted, that is, "to attend the Normal School at the expiration of the term."

I found in some districts that trustees sought the services of untrained teachers in preference to trained ones, because of the lower salary asked for, and in pursuance of your advice, I had a notice published in the French papers, "That no application for Local Licenses will be granted if the services of a trained teacher are available."

SCHOOL BUILDINGS, ETC.

In the County of Madawaska the school buildings are, for the most part, fair. Few may be classed good; but a large minority are inferior, though they might be considered as fair in external appearance. The graded school in Edmundston, the advanced department of which is efficiently conducted by Mr. J. Caldwell, is a spacious building with two commodious departments. The Convent at St. Basil is also graded, the advanced department is doing good work under the management of Sister Trudel. It is sufficiently large to admit of an attendance of at least one hundred pupils. Both of these schools are well furnished with good sittings and desks, and well supplied with all other necessary appliances. In Middle St. Frances No. 1, school was taught in a room of a private dwelling. On the strong representation by the trustees of their intention to have a new school-house built within the year, I inspected it, with a clear understanding nevertheless that it would not be tolerated after this term. The school in St. Ann, No. 7, was condemned as being inadequate for the number of pupils attending it, and also on account of its dilapidated state. The trustees promised to begin the erection of a new one in the fall.

Three new school buildings were in the course of erection: Despré, Bouchardville and Poitras; the school-house of the last district was burnt down a few years ago, supposed to have been by the hand of an incendiary.

The County of Victoria is fairly equipped in school buildings, yet much remains to be done towards furnishing many of them with necessary appliances. The Superior School at Grand Falls is a very fine building, having few superiors in the Province; it has two large and commodious departments, with folding seats and patent desks; it certainly reflects credit on the little town in the centre of which it is built. Miss M. Trusswell has charge of the advanced department. She seems to spare herself no pains for the advancement of her classes. The Grammar School at Andover is also graded and has two departments; the Advanced Department is very ably conducted by Mr. J. G. Day, B. A. The Primary Department needed improvement, my recommendations in that respect have been duly attended to. The schools at Portage No. 4, California Nos. 8 and 10 and Ranger Settlement No. 9, were closed. I have the assurances of the trustees of some of those districts that they will be in operation next term.

The school buildings in Kincardine and Kintore are in good repair, and the classes are under efficient teachers, which is much to the credit of the thriving new colony. The school-house in Arthurette on the Tobique River is an old building and out of repair. The trustees expressed their intention of building a new one within

short time, they are particularly interested in doing so as the present one is not in the centre of the district.

Two new districts have been established in New Denmark: Outlet Creek No. 13 and Foley Brook No. 12. Both have new school-houses which are ready to be opened at the beginning of next term. The trustees in both districts have secured the services of trained teachers—a course I need not comment upon. Another new school was opened in West Tilley this term. The inside of the school-house is not yet quite completed, but the trustees were taking measures to have it done for the winter.

In that part of Carleton County, within my inspectorate, all the districts which are organized had schools in operation, except four: Summerville, in Wicklow; Beaufort and West Glassville, in Kent; and Demerchant, No. 14, Aberdeen. The school at River Des Chutes, which has been temporarily closed for repairs, was reopened in October last. The Superior School at Bristol had but one department in operation this term, under the management of Mr. D. W. Ross, and a class-room assistant. Very good work is being done here; but the school-room would need some repairs, which I have reason to expect to find attended to on my future visit. Many of the school buildings in Aberdeen are poor; but if I can judge from the good disposition of ratepayers and trustees, I may say confidently that there will be much improvement to report at the expiration of next year.

The schools of these parishes are conducted by very efficient teachers, some doing excellent work. In Beaufort some difficulties exist in reference to the school lot. The trustees claim the building while the land is in the ownership of a private individual. I hope matters will be settled satisfactory to both parties ere my next visit.

Every parish in Kent County has its complement of schools, in as far as it is settled; a majority of them are good substantial buildings. The Grammar School in Richibucto has four departments, all well equipped with necessary appliances. It may be ranked among the best in the Province. The premises are excellent, and I now express the desire that its zealous trustees will do something towards ornamenting it in the course of next year. The classes of the Advanced Department from the VIII to XI Grade displayed much ability and self-reliance, through all the different exercises, much to the credit of their earnest and painstaking teacher, J. S. Harrison, B. A. There are, besides the Grammar School just mentioned, four Superior Schools in this County—Buctouche, Bass River, Weldford and Kingston. The school-house at Bass River is sufficiently large for actual attendance and has a good class-room. That in Kingston has two departments with all requisite appliances. A class-room assistant is needed in the Superior School at Buctouche; a suitable class-room should therefore be provided, the necessity of which I have represented to the Board of Trustees. I also called the attention of the trustees of Weldford to certain necessary repairs to the inside of their school, which I believe will duly be attended to. The convent at Buctouche has four departments, all of which are fine rooms with all necessary requirements. The advanced department is doing very good work under Sister Margaret Neales. A new school-house is much needed at Kent Junction, that now existing, besides being at the extremity of the district, is too cold to have school in it in the winter. I hope the trustees will carry out their intention of building a new one. A dwelling house has been converted into a school in Harcourt No. 5. It would be desirable that trustees should erect a new building that would be more convenient.

The outhouses through my Inspectorate are, for the most part, good. Boards of

Trustees seem to be fully awakened to their importance. Of those which might be classified as poor, there are not many, and I feel satisfied that they will be repaired before my next visit. General apparatus is deficient in a very large number of schools, especially in those taught by untrained teachers. Its importance is not, I am sorry to say, sufficiently well understood. I hope that my intimations to both teachers and trustees on this subject will bring about the desired result.

School premises, generally, need much improvement. A good number is certainly well attended to, well fenced and even ornamented with fine trees; but there is still a large number of districts where trustees, I regret to say, are very indifferent in this respect. Time will certainly bring a desired change.

The attendance was, generally, small, at the time I visited the schools of the upper counties. This may partly be explained by the fact that I happened to be there in harvest time, when the larger children are kept at home; but, I regret to say, that in too many cases, it emanates, either from the indifference of parents, or the want of harmony between the teachers and the boards of trustees. It is to be hoped that such a state of things will cease to exist, as education progresses. A very general feeling here prevails in favor of compulsory education as the complement of the present school law.

COURSES OF INSTRUCTION.

Reading, especially in some country schools, is generally much in advance of the grade. Chemistry and drawing do not receive all the attention that their importance demands. In many cases the teacher is not to be blamed for this deficiency. They are oftentimes hampered in the display of their better abilities by the interference of boards of trustees, who seem to misapprehend the utility of these subjects. Grammar and Physical Geography are not, with few exceptions, up to the standard. More attention should also be given to composition in primary grades, and narrative composition from the readers. These deficiencies, though found in some of the schools of trained teachers, are very common in those of untrained teachers.

Though my inexperience as Inspector of this District, prevents me from comparing its present educational progress with former years, yet I can express myself as pleased with the general standing of its schools. Still it grieves me to have to say that there is yet a large portion of this territory where, in French speaking Districts, untrained teachers are employed, which is evidently a great drawback to the advancement of education in these localities. I hope that before long there will be a sufficient supply of trained Acadian teachers.

In concluding this report I beg leave to express to you, sir, my best thanks for the very essential service you rendered me by accompanying me at the outset of my career through the greater part of Victoria and Madawaska, and your kindly advice at all times.

I have the honor to be,

Your obedient servant,

JEROME BOUDREAU.

**INSPECTORAL DISTRICT No. 3.—George Smith, A. M., Inspector,
Moncton, N. B.**

THIS DISTRICT COMPRISES THE COUNTIES OF WESTMORLAND AND ALBERT AND THE PARISHES
OF HAVELOCK AND CARDWELL IN KINGS COUNTY.

SIR,—I have the honor to forward my annual report of the schools and districts embraced in Inspectoral District No. 3, for the year ended 31st December, 1886.

This Inspectoral District now embraces the Counties of Westmorland and Albert and the parishes of Havelock and Cardwell in Kings County.

During the term just closed there were in operation 245 schools and departments distributed as follows: in Westmorland County 161; in Albert County 63; and in Kings County 21.

In Port Elgin, District No. 1, Parish of Westmorland, referred to in my report of last year as requiring additional school accommodation, a new school-house of two departments has been completed, and school was opened in both departments at the beginning of January.

Some much needed repairs have been made on the school-house in district No. 4, Coverdale. In District No. 2, Coverdale, a new school house is much needed.

In the village of Lewisville, referred to in my report of last year, no steps have yet been taken to provide better school accommodation. It will only be a short time before the present school-house will have to be condemned as unfit for the requirements of the district. In a few other districts better school accommodation is required, and I hope to be able to persuade the ratepayers to provide what is required without resorting to any extreme measures.

The supply of maps, black-boards and general apparatus is, upon the whole, *fair*; in some cases good, and in some cases very poor. I hope to see improvement in this direction where improvement is necessary.

One new district, Bannister Road, No. 15, Coverdale, was formed in May last. Application was made for the formation of a new district in the Parish of Botsford, in what is known as the Timber River Settlement. A few settlers here have, for a number of years, occupied the anomalous position of belonging to no district. For want of more complete information I was obliged to let the application stand over until I can again visit the settlement.

In the districts under my supervision good-will and harmony seem to prevail generally. In one case, however, there has been much discord; and notwithstanding that my efforts to promote peace have been supplemented by the Chief Superintendent and others interested in the welfare of the children, discord still reigns. I refer to Rosevale School, District No. 13, Hillsborough. The turmoil has lasted so long and the feeling is so bitter that a few of the ratepayers who are anxious for peace think seriously of asking the Board of Education to allow the district to become absorbed by the two adjoining districts. Few, if any, children would by this step be deprived of school privileges.

In this inspectoral district there are eleven Superior Schools and two Grammar Schools, distributed as follows:—

Six Superior Schools and one Grammar School in Westmorland County; four*

* One of these schools is in a border district.—W. C.

Superior Schools and one Grammar School in Albert County, and one Superior School (in Havelock) in Kings County.

The Superior Schools of Westmorland County are located at Petitcodiac, Salisbury, Moncton, Dorchester, Sackville No. 11 and Westmorland No. —

The Superior Schools of Albert County, are located in Alma No. 5, Hopewell Hill, Hillsboro', and Elgin Corner ; and in Kings County at Havelock Corner.

The Grammar School of Westmorland County is at Shediac in charge of J. G. A. Belyea, Esq., B. A. The Grammar School of Albert County is at Harvey Corner, in charge of N. Duffy, Esq., B. A. All of these schools have maintained their reputation for efficiency during the year just closed.

A large amount of the work done in the schools of my Inspectoral District is of a very high character, particularly the advanced work.

Reading, as a general thing, is very well taught. Slate work in grade I and II receives more attention than formerly, and the quality of the work is better. I have again, however, to complain of want of thoroughness in many of the subjects of the lower grades. This arises from the practice of giving too long lessons and not reviewing often enough.

In a few cases I found teachers in the school-room who expressed, without the least reserve, their dislike for the work of teaching. This, I think, should not be. When a teacher has a positive dislike for the work of teaching he cannot do justice to the pupils, the parents, nor to himself. If teachers would map out for themselves a course of study and diligently and faithfully pursue that course much of the dislike and *enerv* that some of them experience would be got rid of, and a healthier tone would pervade their work, and better work would be done in their schools.

A good mental outfit is the first great prerequisite of the successful teacher ; and no teacher should continue teaching from year to year without daily adding to stock of information. I find many teachers who take no educational journal and not even a weekly newspaper.

"As is the teacher so is the school" contains so much of truth that no conscientious teacher can go on teaching without improving his mind and adding to his stock of information.

Teachers' Institutes were held during the year at Sackville and at Hopewell Cape. A large number of teachers attended the Institute at Sackville, and the discussions were carried on with a great deal of enthusiasm. The Chief Superintendent of Education was in attendance and besides rendering valuable assistance in the discussions during the sessions delivered an address on education at the public meeting on Thursday evening. The interest in the Institute was very much enhanced by papers read by Professors Burwash and A. D. Smith of Mount Allison University. Though the attendance at the Albert County Institute was quite small the most lively interest was manifested by the teachers throughout all the sessions.

I have the honor to be,

Your obedient servant,

GEORGE SMITH,

Inspector of Schools for Inspectoral District No. 3.

To WM. CROCKETT, Esq., M. A.,
Chief Supt. of Education,
Fredericton. }

**INSPECTORAL DISTRICT No 4.—D. P. Wetmore, Inspector, Clifton,
Kings County, N. B.**

THIS DISTRICT EMBRACES THE COUNTIES OF QUEENS AND SUNBURY, AND THE COUNTY OF KINGS EXCEPT THE PARISHES OF HAVELOCK, CARDWELL, WESTFIELD AND GREENWICH.

SIR,—I have the honor herewith to forward my report for the year ended December 31st, 1886.

The schools generally may be said to be holding their own pretty well, although I cannot say that there is much material advancement. Arithmetic seemed to be better handled this year, and there was a noticeable improvement in print script and writing for the junior classes. Of course there is a general advancement in schools and school accommodation in many places, but to balance this there is falling off in others. This, in most instances, arises from the depression in business, some districts finding it so hard to collect taxes, that at the annual meeting no supplies were voted and attempts were made to close the schools for a term or two. As a consequence of this I have had more petitions from ratepayers lately than usual, asking that trustees be compelled to put schools in operation. In some of these cases the lack of school privileges arose from the indifference of the ratepayers, who have neglected to attend the annual meeting and vote the necessary supplies. Salaries were lower this year than ever, yet this does not seem to discourage teachers as they are still very plentiful.

SCHOOL-HOUSES.

Very few new school-houses have been built in my district during the year just passed. Some repairs and improvements have been made on old school-houses but not nearly the amount that should have been made. It is but fair to state that the majority of the houses are quite good and that many more with a little repair might be made so.

The question of winter ventilation remains just as it was, no proper provision being made for it, almost without exception. It is a pity that some inexpensive way cannot be devised that could be adopted by the country schools. Pupils and teachers both suffer now on cold days from breathing a vitiated atmosphere, and as a result many constitutions are weakened. Summer ventilation is in some cases fairly provided for, but in others the arrangements are liable to give colds from strong drafts.

I am glad to be able to report that the wealthy district of Upper Jemseg is at last building a new school-house. This was very much needed there as the one at present in use is altogether inadequate to the wants of the pupils who attend. This should be one of the Superior Schools of the county, but under the cramped accommodations for pupils it has been far from it.

SCHOOL GROUNDS, ETC.

I wish I could report that school grounds have generally been improved but I cannot. These remain about the same with a few notable exceptions. The rule is, unimproved, unfenced and rough grounds and in some cases nothing but the highway. The question of expense interferes with this as with all other improvements in these times of financial depression, but there does not seem to be a good ground for it in this, as many very material improvements could be made with but little expense, such as levelling grounds, planting shade and ornamental trees, etc.

Should the Board of Education see fit to appoint a day as an Arbor Day, say some-

where between the 10th and 20th of May, for such schools as see fit to take advantage of it to improve their grounds and to plant shade and ornamental trees thereon in desirable places, I am satisfied it would be generally acceptable. It should be so arranged that the day would only be given to those districts who improved their grounds where improvement was necessary, either on that day or another, and who, of course, made use of the holiday for planting trees. Teachers who were alive to the subject would have a suitable programme of exercises arranged to take, say an hour or so on that day, with perhaps suitable recitations from the pupils of the school, and an address from some one on the desirability of improving and ornamenting school grounds or some kindred subject.

I am sorry to have to report that some school grounds are yet unprovided with outhouses and that in many other cases the trustees and teachers have allowed these very necessary buildings to get out of repair and in a very disgraceful condition. This is a matter that receives too little attention. Teachers, when their attention is called to their duty in the matter, generally tell me that the outbuildings were out of repair when they took charge. The establishment of an Arbor Day would certainly have the effect of putting these buildings in a state of repair at least once a year, for both trustees and teachers would be ashamed to have the neighbourhood see the wretched and foul shanties in use in some places.

I am glad that the Board of Education has decided to withdraw the county draft where trustees will not comply with the recommendations of inspectors for necessary school accommodation, &c. The mere fact of there being such a regulation will have great weight with trustees, so that I hope there will be little occasion for inspectors to act on it.

SUPERIOR SCHOOLS.

There were eight Superior Schools in operation in my district distributed as follows : At Apohaqui, Hampton Station, Springfield Corner and Clifton, in Kings County, at Chipman No. 5, Johnston No. 4, Lower Jemseg, in Queens County, and at Central Maugerville, in Sunbury County.

That at Apohaqui, taught by Mr. Pearson, I have not yet visited, it having been but lately added to my district, and so am unable to report concerning it ; but the others have all been doing good work, the chief difficulty with them seeming to be that, on the average, they were hardly patronized sufficiently by other districts to give the benefits they were intended to confer.

Mr. T. E. Whelpley, I believe, still continues in charge at Hampton Station, but Mr. T. S. Chapman has resigned his position at Springfield Corner, and Mr. Raymond has been appointed in his place. Mr. Wm. Thurrott, I understand, still continues at Central Maugerville, but Mr. Gavin Hamilton, who taught at No. 5, Chipman, resigned his position some time before the close of the term, and now Mr. Fleming has charge. The districts at Clifton, Lower Jemseg and No. 4, Johnston have abandoned the claim to the Superior School grant and have employed, or expect to employ, second-class teachers, on the ground that the expenses of keeping up a Superior School was too great for the means of the districts and occasioned too high a tax. In the case of Clifton and No. 4, Johnston, there seemed to be some ground for the opinion, as the taxes were between one and two per cent. on the valuation of the district ; but I cannot say the same for Lower Jemseg.

I am sorry that these schools have been given up, as advanced schools are certainly much needed in the different vicinities, and it will be difficult, if not impossible, to replace them.

There are three Grammar Schools in the district, one at Sussex, one at Gagetown, and one at Sheffield, but they have only been in my charge for the last term and have not been visited yet.

The supply of apparatus is hardly as good throughout the district, on an average, as last year; very little new has been added and, of course, what is in use is deteriorating from wear and tear. Many blackboard surfaces, especially, need renovating, particularly those that are on plaster.

The evil of irregular attendance still continues and, no doubt, will continue, to some extent as long as schools are taught. It seems as if it were even greater this year than ever, but this may be only in appearance, for since the terms have been changed winter and summer pupils register in both terms while many only attend in one. This makes the percentage of attendance on the enrolment appear less than it used to be, but, as stated before, it may be only in appearance. However, the evil of irregular attendance still continues preventing efficient work in the schools.

I have the honor to be, sir,

Your obedient servant,

D. P. WETMORE,

Inspector for No. 4.

To WM. CROCKETT, A. M. }
 Chief Supt. of Education, }
 Fredericton. }

INSPECTORAL DISTRICT, No. 5.—W. S. Carter, A. M., St. John, N. B.

THIS DISTRICT EMBRACES THE COUNTIES OF ST. JOHN AND CHARLOTTE AND THE PARISHES OF WESTFIELD AND GREENWICH IN KINGS COUNTY.

WILLIAM CROCKET, Esq. A. M., }
 Chief Superintendent of Education, }

SIR,—The past year having been my first as an Inspector, I cannot compare the educational progress of my district during that time with that of other years but will content myself by reporting its present condition.

Having been favored with excellent health and fine weather for the most part, I have been enabled to compass the whole of my territory requiring visitation, each term.

Though a stranger to nearly every district in Charlotte and St. John Counties at the time of my appointment, I have invariably been received with kindness and courtesy. While the trustees do not always take that degree of interest in school matters which is desirable, they in the greater number of cases listened attentively to any recommendations I have had occasion to make and cheerfully complied with them. There were a very few Boards of Trustees whom I regret to report did not heed the recommendations which I made. I forwarded a list of these to you in my last monthly report with a recommendation that the drafts for their county fund should not be sent them until the improvements had been made.

Much indifference is manifested on the part of the ratepayers in regard to attending the annual school meeting and I have had to send notices to a large number of districts which have failed to hold meetings altogether. I regret to notice a tendency on the part of some School Boards in hiring their teachers, to take advantage of the summer holidays falling at the beginning of the term and pay them for only five months. One or two cases have also come to my notice of trustees dismissing a teacher giving entire satisfaction, to avoid paying for the month's holidays, but such meanness is very rare I am glad to say.

The majority of teachers employed in this district, I believe, are laboring with the best results. Some are laboring with indifferent success, and a few may be classed as poor. I have to deplore the constant desire for change evinced by many; I will not say of our best teachers. In one parish in Charlotte County containing seven schools no teacher who had been in charge during the first term remained at my second visit. This is greatly to the detriment of the school service. Teachers are not always to blame for this state of affairs. Some districts change their teachers, it would almost seem, just for the sake of a change.

Male teachers are very scarce in this district and seem to be decreasing in number. This is to be regretted for many reasons. While I would not for one moment desire to underrate the excellent class of work being done by our female teachers as a body, yet there are departments of it which would be more acceptably performed by male teachers. They are, moreover, more permanent members of the profession, could the inducements be made sufficient for them to adopt it as such.

Nearly all the organized school districts have had schools in operation during some portion of the year. Several schools did not open until some time after the beginning of the summer term. The supply of teachers has been rather greater than the demand during the year. The indications for the coming year are a good demand for teachers with an upward tendency in salaries. The scarcity together with the low price of fish during the early part of the summer caused depression on some of the islands. In consequence of this, pressure was brought to bear on the trustees of North Head, Grand Manan, to close the schools, but the Board sensibly declined to consider the proposition, reasonably arguing that when employment was scarce there were the more children to attend school. The school at this place consists of four departments under the efficient principalship of Mr. S. W. Irons. The school at Woodward's Cove reduced its departments to one but has since returned to the graded system. Whitehead Island, I understand, closed its schools altogether during the second term. On Campobello all the schools were maintained throughout the year. It is to be regretted that the trustees at Leonardsville, Deer Island, thought it necessary to close their schools during the second term, by which action nearly one hundred children were debarred from school privileges during that time. A Superior School has been established during the year at Le Tete. It is under the management of Mr. J. H. Burgess. I hope before long that the school at Moore's Mills will be in a position to receive the Superior grant.* This school is very efficiently conducted by Mr. G. M. Johnson.

St. John County has not yet its full number of Superior Schools but I hope before long to see one or two more established there.

* A Superior School is now in operation at Moore's Mills.—W. C.

SCHOOL BUILDINGS, ETC.—CHARLOTTE COUNTY.

This county is fairly well equipped as far as school buildings are concerned, especially the western parishes, where the admirable example of St. Stephen has been followed. In the eastern parishes much remains to be done in this respect. It is to be hoped that St. George will soon set the example by erecting a commodious house, which is so much needed there. This village is the most desirable location for a Superior School in the eastern section of the county, but under the existing conditions I was compelled to recommend that the grant be given Le Tete, where very good school accommodations have been provided.

New school-houses have been erected during the year at Roix, St. Patrick and Trout Brook, Pennfield. New houses are very much needed at Back Bay, St. George, and Anderson, St. James. I have hope that during the next year this great want will be supplied in both districts. A considerable amount of repairing has been done to several school-houses, among which may be mentioned Le Tete, Whittier's Ridge, Upper Bayside, Lawrence Station and Mayfield. I cannot pass over without mention the excellent buildings and appointments of Oak Bay and Moore's Mills. Not only are the houses in these districts supplied with everything requisite inside, but great attention has been given outside to fencing and ornamentation of grounds. Nowhere in Charlotte County have the people availed themselves of the advantages afforded by the Free School System to a greater extent than on the Islands. The school buildings and their appointments are excellent. Many of their schools are graded, and no pains are spared to secure the best teaching talent and render the schools generally efficient. I am glad to be able to report that Deep Cove District, Grand Manan, has been organized and will soon have a school in operation. The greater number of districts in this county are supplied with good out-buildings, though in some very little care is taken to keep them in order, and a few districts, I regret to report, are yet unprovided with any at all. I may say in regard to the latter, that I generally find the trustees willing to do all they can to provide these accommodations, and I hope soon to be able to report every district supplied.

SCHOOL BUILDINGS, ETC.—ST. JOHN COUNTY.

With the exceptions of the schools in the immediate vicinity of the cities of St. John and Portland, I may say that the school buildings in this county are very poor. Much, however, has been done in this way during the year, and I believe a great deal will be done during the next year, to remedy this state of affairs. New buildings have been put up at Chance Harbor, Gardiner's Creek, Coldbrook, and Willow Grove, and new houses are being erected at Golden Grove and Dipper Harbor. They will soon be ready for occupation. I hope in my next report to be able to say that something has been done in this way at Hanford Brook, Fairfield, Bayne's Corner, Spruce Lake, Red Head, Garnet and Prince of Wales. Some of these districts have already made arrangements to build. Repairs have been put upon the school-houses at Musquash, Silver Falls, Sutton and Bayne's Corner. At the beginning of the year fully one-half of the school districts in this county were totally unprovided with outhouses, and of those districts provided with them many were unfit for use. Some of these districts have had them erected during the year, but much remains to be done. In the matter of school apparatus, there was, and still is, a great deficiency, but many improvements have been made too in this respect, though I am sorry to say a few districts have not

heeded my recommendations at all. Very little attention has been given in this county to the improvement of school premises. The houses at Milford, Green Head and Sand Point, Carleton, are unsurpassed for comfort and convenience.

CITY OF ST. JOHN.

Very little need be said concerning the schools in this city. The teachers there are all laboring earnestly, and, with few exceptions, successfully, in the discharge of their duties. The school buildings, with a minor exception or two, are admirably appointed for comfort and convenience, but I cannot say the same regarding the premises of all of them. In the case of some of them there are scarcely any but the street, while of others they are much too cramped. The Centennial building is a notable exception to this. Nearly two-thirds of an acre of ground is attached to this building, and that portion of it in the front has been tastefully laid off in flower-beds and grass-plots. At this stage it would be impossible to provide each school building in St. John with a playground, but the necessity for a public one, for boys especially, is becoming more and more apparent. The trustees have during the year purchased the church adjoining the Victoria School and have converted it into Primary Departments for girls, which was much needed and for which it is well adapted. The Grammar School (boys) has been newly seated with very comfortable desks, which seem to be duly appreciated by the boys. A few changes have taken place on the staff of teachers employed during the year, among which may be mentioned the retirement of Miss S. E. Whipple, of the Albert building, Carleton. She has been a faithful worker for many years, and her services are duly appreciated by the St. John School Board.

CITY OF PORTLAND.

The teachers in Portland are doing excellent work but in the matter of school buildings this city is at a disadvantage compared with St. John. During the year, however, much repairing has been done, especially to the Madras building, but much remains to be done. Portland greatly needs one or two new school buildings. As in St. John several of the houses are unprovided with sufficient school grounds. The trustees have adopted the four hour attendance plan for the primary grades (I and II) which cannot fail, I think to prove satisfactory, especially as some of these schools were overcrowded. Very few changes have taken place on the teaching staff during the year. Miss McCormack retired after a long period of service and was succeeded by Miss Barlow who in turn was succeeded by Miss Morrell.

COURSE OF INSTRUCTION.

A great deal of misapprehension is evinced by some teachers with respect to the prescribed course of instruction. They seem to have the impression that since the ranking system has been done away with, that they are no longer required to carry the course out in its entirety, and take up only such portions of it as expediency or convenience prompts. Some Boards of Trustees display a disposition to interfere with the teacher in carrying out the course fully, evidently with the idea that they are empowered to block out a course to suit themselves. Reading, writing and arithmetic are generally well taught, though in the country districts, the pupils are too often in advance of their grade in reading. In some schools the spelling of the pupils is not up to the standard. This is largely owing to dictation exercises not receiving sufficient attention. Grammar and geography are generally intelligently dealt with. Canadian history does not in

every case receive that attention which its importance demands. Industrial drawing receives a fair amount of attention.

Minerals, Plant and Animal Life are the subjects which are neglected more than any others. The teaching of these subjects should present no difficulties and occupy very little time. The prescribed reading books are admirably adapted for giving this class of instruction even if it is only taken up in connection therewith. Some object that this part of the course of instruction is not practical. Surely it is important that pupils should know the chief minerals of the province, their locality and uses; and it is equally so that they should have some knowledge of the various domestic and wild animals of their own and other countries with their structural peculiarities. Should they not also know something of the value and uses of the different kinds of wood produced in their own and other countries in these days when forestry is becoming such an important subject? How many pupils in our public schools can name and distinguish our different woods? Very few, I venture to say, unless they have received special instruction on the subject.

More attention should be given to review, particularly in the graded schools. The teachers too often content themselves with taking up that portion of the subjects peculiar to their own grade without taking the trouble to review the work of the previous ones.

The grading as a general rule is carefully attended to. In the city of St. John, the pressure of numbers from the lower grades causes pupils frequently to be advanced to higher ones without having made the required grading marks. The evil effects of this are apparent, and I believe are fully realized by the city superintendent. I hope that measures will soon be taken to remedy this defect.

Very successful and profitable county institutes were held by the teachers of St. John and Charlotte Counties during the year. The former was held in St. John and the latter in St. Andrews. As the sessions of both institutes were held on the same days, I regret that I was not able to be present at St. Andrews.

The schools of St. Stephen and Milltown which were included in my Inspectorate in July, having been visited during the first term by Inspector Oakes, it has not been necessary for me to visit them as yet.

I cannot conclude this report without expressing my obligation to you, sir, for your kindly advice and assistance at all times, and to Inspector Oakes for much valuable information concerning Charlotte County.

I have the honor to be,

Your obedient servant,

W. S. CARTER.

INSPECTORAL DISTRICT NO. 6.—I. B. Oakes, A. M., Inspector, Woodstock, N. B.

THIS DISTRICT COMPRISES THE COUNTY OF YORK, AND THE COUNTY OF CARLETON WITH THE EXCEPTION OF THE PARISHES OF ABERDEEN, KENT, AND WICKLOW.

WILLIAM CROCKET, Esq., A. M.,
Chief Supt. of Education. }

SIR,—I have the honor to submit the following report for the year just closed:—

A review of the year's work though not as satisfactory in certain particulars as one could desire, is not without many encouraging features. So far as I have been able to ascertain, a less proportion of the schools than usual have been closed, due, no doubt, in part, to the ample supply of teachers. About twenty schools were closed during one term and only about five or six were closed during the entire year. There was in addition to the above a number of unorganized districts, also several districts whose school-houses had been burned, where schools were impossible.

As was the case in 1885, I found, during August and September, a considerable number of schools closed which were re-opened in October and November.

During the year *new school-houses* were completed in the following districts, viz. :

Bird Settlement,	No. 9.....	Parish of Douglas.
New Zealand,	" 7.....	" Bright.
Taxes River,	" 10.....	" Stanley.
N. East Newburg,	" 6.....	" Northampton.
Prince Wm. Station,	" 11.....	" Prince William.
California,	" 10½.....	" Canterbury.
Green Mountain,	" 15.....	" North Lake.

The first four will probably be occupied for the first time during this term. The last three have contained flourishing schools since August 1st. The new school-house at Green Mountain, costing \$1,200, is large well proportioned and neatly finished and furnished. The school ground at considerable cost was levelled and beautified and the school was in charge of a well-paid teacher of ability. This illustrates what a country district with the moderate property valuation of \$1,300 can do when the people are inspired by proper motives.

In Porter district No. 11, Parish of Woodstock, and Ernia No. 12, Parish of Kingsclear, school-houses, begun some years ago, remain, for want of help, unfinished and unoccupied by the needy children of those districts. I hope the Board of Education may be pleased to assist those districts soon. North East Newburg, though financially weak, has borrowed money to complete its school-house and is anxiously hoping for a grant.

In addition to the expenditures for new school-houses there has been the usual outlay for repairs, new desks and seats, maps and other necessary appliances. Many districts, however, delay, to the detriment of their schools, providing what the inspector recommends.

During the year school-houses were burned in :

Keswick	No. 3.....	Parish of Bright.
Waterville	" 17.....	" Southampton.
Henderson	" 8.....	" Brighton.

The people of Keswick have nobly resolved to rebuild notwithstanding the heavy district debt. This is a large and important community, and it is to be hoped that the Superior School now established there in the old school-house may be well maintained in the new. Henderson will also rebuild this term. Upper Southhampton also intends to rebuild their house burned some years ago.

The school-houses of Acton No. 1, Central Harvey No. 4, and Tweedside No. 6, all in the parish of Manners-Sutton, were condemned, during the year, as unfit for use. At the last annual school meeting provision was made in all these districts for new school-houses during this year.

It is probable that a new school-house will also be built in South Becaguimic, and this new district will need assistance.

Centreville has also voted to replace its old school-building by a new one of two departments. These improvements of the past year and these plans and purposes for the future on the part of so many districts indicate an awakened interest in education and a determination that their children shall share, to the fullest extent possible, in the advantages offered by our school system.

I referred, in my last report, to an interest awakened in the improvement of school premises by the planting of shade and ornamental trees, and reported several districts, especially St. Stephen, where Arbor Days were celebrated during 1885. That interest, I am pleased to state, has grown during 1886, and many teachers and schools last spring became, for the first time, enthusiastic in their efforts to improve the appearance and comfort of their school premises. Several school grounds were ploughed, levelled, harrowed and sown with grass seed, others were fenced, others were cleared of rocks, and 1,600 trees, principally rock maple and elm, were set out on 44 different school grounds, chiefly in Carleton County and Western York. St. Stephen, Moncton, Richibucto, and other distant places, also engaged in successful tree planting. I trust this movement will be encouraged by the Board of Education, in appointing a schools' Arbor Day to be observed next May throughout the province.

During the year two school districts, viz., Nos. 9 and 14, Brighton, were united, and one of the school-houses has been moved to the centre and repaired. This formerly existed as one district, but was some years ago divided, only to become dissatisfied with two weak sections and two poor schools. Districts Nos. 5 and 13, on opposite sides of the Becaguimic, and supporting at intervals two weak schools, would also profit by a union and by a school established at the bridge connecting the two districts. It is far better to have a school large enough to ensure emulation, and continuously maintained under a teacher of ability, than to have two weak schools operated only about two-thirds of the time at nearly double the cost, and under inferior teachers, even though two or three remote families have to go two miles or more to school.

Superior Schools have been in operation in Moncton and St. Stephen; at Harvey Station, Forest City, Eel River, Marysville, Nashwaaksis and Keswick Ridge, in York County; also at Hartland, Florenceville, Jacksonville, Centreville and Lakeville, in Carleton County. The Superior Schools at Eel River and Lakeville terminated June 30th. I have not yet visited those at Marysville and Nashwaaksis. The others were in successful operation, and, with the exception of the Hartland school, they all remain in charge of their last year's teachers. These schools afford excellent opportunities for preparation to those looking toward the Normal School.

The schools of Fredericton and the incorporated towns were inspected in March and April, except those of Moncton, which were visited in June. These graded schools are among the best in the province, both in regularity of attendance, systematic grading and in the ability and zeal of the teachers. The following tabular statement will serve as a means of comparing these towns with each other in respect of certain features pertaining to their schools :—

Towns.	No. of Pupils enrolled.	Average attendance to date of inspection.	Percentage of attendance.	Present at inspection.	No. of Pupils in 1st Standard.	No. in 2nd Standard.	No. in 3rd Standard.	No. in 4th Standard.	No. in 5th Standard.	No. in 6th Standard.	No. in 7th Standard.	No. in 8th Standard.	No. in 9th Standard.	No. in 10th Standard.	No. in 11th Standard.	No. in 12th Standard.
Fredericton.....	1085	838	76½	838	144	163	141	144	104	62	104	74	71	67	27	..
Moncton.....	991	718	72	720	108	226	162	106	178	128	34	37	6	4	..	..
Woodstock.....	598	446	77	478	107	93	83	94	77	51	31	27	16	18	1	..
St. Stephen.....	438	351	80	371	74	48	72	51	57	39	34	30	19	8	6	..
Milltown.....	305	216	71	200	87	37	42	44	31	30	23	8	3	..	..	..
Totals, 1886.....	3417	2569	75	2607	520	567	500	439	447	310	226	176	115	97	34	..
Totals, 1885.....	3499	2513	71	2222	532	587	614	434	363	252	226	178	116	63	27	4
Increase.....	..	51	..	385	..	..	..	5	84	68	..	..	..	34	..	..
Decrease.....	82	..	..	..	12	20	114	..	..	..	..	2	1	..	3	4

An examination of the above table and a comparison of it with a similar one last year shows the following :—

1st. St. Stephen made the most regular attendance and Milltown, as in 1885, made the least, while the total average attendance for the five towns was 51 greater than in the year preceding.

2nd. St. Stephen and Woodstock pupils attended the inspectoral examinations most largely, and the total attendance at inspection was 385 greater than in the preceding year, notwithstanding the total enrolment was 85 less.

3rd. Fredericton grading was most regular. Woodstock schools are graded with more regularity than formerly. Moncton shows badly in the 2nd and 7th Standards though quite regular in the others; while St. Stephen exhibits a very small 2nd Standard class as compared with the first Standard.

4th. The enrolment in every town except Moncton was considerably smaller than it was in 1885, due no doubt to the enrolment extending over only six months as compared with an eight months' term in the preceding year.

The following table relates to the number of departments and the sex and class of the teachers :—

TOWNS.	No. of Schools or Departments.	No. of Male Teachers.	No. of Female Teachers.	No. of Teachers of Grammar School Class.	No. of 1st Class.	No. of 2nd Class.	No. of 3rd Class.
Fredericton.....	25	7	19	3	19	3	1
Moncton.....	17	3	14	..	3	11	3
Woodstock.....	12	2	10	1	4	5	2
St. Stephen.....	9	2	7	1	7	1	..
Milltown.....	6	1	5	..	1	4	1
Total, 1886.....	69	15	55	5	34	24	7
Total, 1885.....	67	16	51	5	31	27	4
Increase.....	2	..	4	..	3	..	3
Decrease.....	..	1	..	..	..	3	..

It will be observed that there has been an increase of two departments. Fredericton, Moncton and Woodstock each added one, Milltown retained its number, while St. Stephen closed a department by distributing its pupils among the other schools.

Fredericton and St. Stephen still lead in the proportion of high-class teachers, and I may add, this lead corresponds with the salaries they pay as compared with the stipends in the other towns. The schools of Fredericton, taken as a whole, are well-organized, well governed and well taught and the teachers are actuated by an excellent spirit.

At Moncton there was an evident improvement in several departments and all the teachers seemed ambitious to excel. There was also a more general desire to co-operate as a staff in perfecting the organization and methods of teaching and discipline.

At the close of the examination I had the pleasure of meeting all the teachers of the town and discussing with them several matters pertaining to the schools. Such as grading, uniformity of discipline and management, teachers' meetings, needed appliances, readjustment of desks, etc., etc. The interest shown by the teachers in these matters and the friendly disposition manifested promised well for the Moncton schools under the able principalship of Mr. Wibur.

I also had a conference with the leading members of the Town Board and the Secretary, Mr. Knight, urging them to lift the High School at once above the 8th standard and to uphold and assist the principal in a better system of grading.

The Woodstock schools are in certain particulars improving, especially in the matter of grading. The Advanced Department, under Mr. Kerr, is, however, yet burdened with three grades; but it is probable that this defect will not long continue. The teachers are energetic and faithful in the discharge of their duties. The St. Stephen and Milltown schools were being maintained in their usual efficiency.

GRAMMAR SCHOOLS.

The following tabular statement from statistics taken in April and June last, will serve to show the grade and amount of instruction being communicated in these 14 Grammar Schools. We have in these Grammar Schools as follows:—

GRAMMAR SCHOOL.	No. enrolled.	No. below Standard VIII.	No. above Standard VIII.	Standard IX.	Standard X.	Standard XI.
St. John.....	202	..	202	93	60	48
Fredericton.....	147	..	147	71	49	27
Woodstock.....	35	..	35	16	18	1
St. Andrews.....	41	25	16	13	3	..
Andover.....	36	34	2	2	..	..
Sheffield.....	27	15	12	9	3	..
Gagetown.....	27	23	4	4	..	..
Sussex.....	59	44	15	15	..	..
Harvey (Albert Co.).....	42	33	9	9	..	..
Shediac.....	40	29	11	4	7	..
Richibucto.....	40	33	7	4	3	..
Chatham.....	44	35	9	6	3	..
Bathurst.....	32	29	3	3	..	..
Dalhousie.....	42	38	4	4	..	..
Total.....	814	338	476	253	146	76

We thus see that St. John and Fredericton enrolled 349 with naught below Standard VIII ; 349 above Standard VIII ; Standard IX, 164 ; Standard X, 109 ; Standard XI, 75. Remaining twelve Grammar Schools enrolled 465, with 338 below Standard VIII ; 127 above Standard VIII ; Standard IX, 89 ; Standard X, 38 ; Standard XI, 1.

It thus appears that the 12 town and village Grammar Schools have an average of not quite 12 high-grade pupils each, while the two city Grammar Schools have an average of 175 high-grade pupils each, and an average of 35 to each of their 10 teachers.

The internal work of the schools throughout my Inspectorate has been, in the main, satisfactory. Many teachers pursue their calling with a tact and devotion worthy of all praise. There will always be found some schools deficient, and this is to be expected ; but, my aim has been to encourage all while giving hints and suggestions to some. In arithmetic, geography and writing results have been the most satisfactory. I find British history generally imperfectly understood, due, in most cases, to the inability or neglect of the teacher to explain and amplify what is only outlined in the text book.

The Teachers' Institute at Woodstock was well attended and unusually interesting and profitable. Dr. Hall, of the Nova Scotia Normal School, was in attendance, and rendered valuable service.*

In closing this report, I am reminded that during the year two of our most successful teachers severed their connection with the fraternity, to enter upon missionary labor in Africa. I refer to Miss Louise Hartley and Mrs. A. B. Boyer, formerly Miss Shea of the Model School. These ladies will be long held in grateful remembrance by those whom they have taught as also by their fellow teachers.

Another loss to the profession was sustained in the sad and somewhat sudden death of the late James G. McCurdy of Moncton. Mr. McCurdy's long service in that town, his success in teaching and in moulding the character of those committed to him, his singular purity of life and his uniform urbanity ever gave him a high place in the affection of his pupils and the general esteem of the community.

Very respectfully submitted,

I. B. OAKES, *Inspector of Schools.*

* A very successful Institute was also held at Fredericton.—W. C.

APPENDIX C.

REPORTS OF BOARDS OF SCHOOL TRUSTEES.

I. CITY OF FREDERICTON.

Board of School Trustees.

HON. A. F. RANDOLPH, CHAIRMAN.

J. L. INCHES, Esquire,

P. McPEAKE, Esquire,

A. A. STIRLING, Esquire,

JOHN J. WEDDALL, Esquire,

G. E. COULTHARD, Esquire, M. D.,

WESLEY VANWART, Esquire,

CHAS. A. SAMPSON, Secretary.

The Board of School Trustees of the City of Fredericton, respectfully submit herewith their fifteenth annual report, upon the schools under their control.

We are gratified to report that the work of the year just closed has been of an encouraging and satisfactory character. Unlike the previous year, there was an absence of sickness among the pupils to any serious extent, but this fact did not overcome the irregularity of attendance so painfully manifest in a few departments. From our observation, and from the experience of the teachers we naturally conclude that the work of the class-room would be much more congenial and the progress of the pupils ten-fold more satisfactory, were some regulation approaching compulsory attendance adopted.

Since the occupation of the new and commodious building on Charlotte street in 1885 we have had at our disposal ample accommodation for all the children residing in that section of the city, and they are provided with well ventilated and well furnished class-rooms. Such is not, however, the condition of all our buildings. The sanitary arrangements of our largest building, the York street school, are far from what we could wish, and its imperfect ventilation has frequently engaged the serious consideration of the Board. The expense connected with the erection of a new building two years ago, has caused us to weigh well our financial position, but the responsibility placed upon us for the care of the health of more than three hundred children in that building will not warrant much longer delay in improving the accommodation at present existing. On more than one occasion the Inspector felt it to be his duty to refer to this matter. In his last report, he says :—

“The ventilation, or rather lack of ventilation, of the York street building is still a very serious defect, endangering the health both of the teachers and pupils. The same remarks concerning the need of attention to this matter, made in my last year’s report, are applicable now. Could your Board see their way toward the erection of a new building to replace this one, it would be well to take early steps toward such an end.”

Satisfactory work is being done in the Collegiate and High School where 145 pupils are enrolled. As you are aware the subjects taught in this school are embraced in standards IX, X, XI and XII. The permanent staff of teachers consists of Geo. R. Parkin, A. M., H. V. Bridges, A. M., and Miss L. J. Gregory, and F. B. Meagher, A. M., assistant. In our last report we referred to the appointment of Mr. E. M. S. Fenety, A. B., as assistant teacher. This estimable young gentleman, who gave promise of doing efficient work, had only fairly commenced the duties of the present year when he was laid aside by illness, and in a few short days he succumbed to the disease. The work begun by him was ably carried forward by Mr. B. C. Foster, A. B., to the close of the winter term. In August last Mr. F. B. Meagher, A. M., was appointed assistant teacher and has since been rendering effective aid to the staff. The tender years of many of the pupils in this school has prompted the examiner to suggest a more rigid adherence to the requirements of applicants for promotion in future. In his report the Inspector remarks :

"This important school is doing excellent work in all its departments, Mr. Parkin imparting the superior classical instruction for which he is distinguished ; Miss Gregory being equally proficient in her department. But while such good instruction is being given in the Collegiate School, it is very evident that many have entered it inadequately prepared, especially in mathematics. This results chiefly, no doubt, from a too rapid grading in the lower departments. * * * The parent is often too anxious for the promotion of his children in grade, regardless of their present attainments or the future consequences, and the grading examiner is, doubtless, at times under a pressure from this source. It would seem desirable that the examiner exercise special care in promotion to standards II and III, also to standards VII and VIII, in which the pupil is introduced to the abstract subjects of Algebra and Geometry. I may state that I have conversed with the grading examiner on this matter and believe our views agree, and if, in the future, he should stand to the conditions of promotion a little more firmly, your Board would, no doubt, sustain him in such a course."

Mr. Geo. A. Inch continues to discharge the duties of Principal of York street school, and the work of the various departments under his supervision is being satisfactorily prosecuted. The teaching staff here has been subjected to considerable change during the year, and much as we deplore a break in the conduct of any of the departments, such changes are unavoidable. After a number of years of close application to her work Miss Louise Pickard, in June last, was granted leave of absence for one year, and her department was placed in charge of Miss E. E. Ross, of Wisaley School. Owing to the small number of pupils in attendance at the latter school, it was closed. The children living in that vicinity are consequently obliged to travel to the school at Morrison's Mill. At the beginning of the summer term, Miss Porter, of the third department, was transferred to Charlotte street school, and Miss Alice Vandine was transferred from Morrison's Mill school to this department. The other teachers of York street school are Misses Alice K. Meagher, Ella S. Thorne, and Janie Harvey and all are well maintaining their previous record as energetic and efficient teachers.

In all the departments of the Model School the usual good work is being accomplished while the discipline, apparently natural, is very noticeable. The resignation of Miss Clara I. Shea, who has gone to India as a missionary, was much regretted, but her place is ably and efficiently filled by Miss F. I. Ross, who was transferred from

Charlotte street School. The other members of the staff are the same as last year, viz.: Mr. J. F. Rogers, head master, Miss Harvey and Miss H. J. MacLeod.

The several departments in Regent street School continue in a satisfactory condition. The teaching staff is the same as last year, viz.: Mr. J. Meagher, principal, Miss McKenna, Miss Bourgeois and Miss Duffy. Some re-adjustment was made in the primary classes at the beginning of the summer term, from which doubtless better work will result with less strain upon the teachers.

We can also report excellent progress in the various departments in Charlotte street School. The superior accommodation afforded in this new building is alike most beneficial to teachers and scholars. Miss McAdam, who was relieved from duty last winter on account of ill-health, resumed her work in April, and has since been doing good service. Owing to the transfer of Miss Ross to the Model School, her department is being carried along with very gratifying success by Miss Porter, who was transferred from York street School. The other members of the staff are the same as last year, Mr. H. B. Kilburn, principal, and Miss A. T. Moore. The pupils of this school are not only favored with good teachers, but with convenient and commodious class-rooms and cloak-rooms.

In referring to this school the Inspector says:—

“The trustees and the city are to be congratulated upon the completion of the Charlotte street school building, so well located on such spacious grounds, so well planned and finished and furnished. The teachers and pupils of this building will, doubtless, be able to do more and better work than was possible under the former conditions, and do it with greater comfort and less strain of physical powers. The planting of trees upon this school ground cannot fail to be a great source of beauty and pleasure in future years.”

During the past year the Brunswick street school was again subjected to several changes in management. At the close of the winter term Miss Lawlor resigned her position as teacher, and was succeeded by Miss McGin, who, through failing health, was unable to discharge her duties more than one week at the beginning of the summer term. After a few days' delay Miss Collins was appointed her successor, and with much devotion discharged her duties until the close of the term, when she resigned. Beginning with the present year Miss E. G. McLaughlin assumed charge of this interesting primary department.

At the beginning of the summer term Miss Vandine, teacher of Morrison's Mill school, was transferred to the third department, York street school, and Miss Lottie E. Cliff was appointed in charge of the school thus rendered vacant.

As previously stated the Wiseley School is closed for the present. The school at Doak Settlement is still in charge of Miss Alice G. Duffy, and although the number in attendance is small, satisfactory work is being done.

From the excellent general report of the examiner upon the condition of our schools during the year, we make the following extracts:—

“The internal condition of the schools is generally satisfactory. Sound methods of teaching and a judicious administration of discipline prevail. The principals of the different schools are thoroughly competent and earnest, and they are admirably seconded by their associate teachers, so that while the attendance has been large, the work of the year has progressed very smoothly and successfully.

"The annual grading examinations were held in June last, and its results were of a very satisfactory character. The tone of the schools is excellent, and though there has been nowhere any straining after effect, much real and solid progress has been made.

"An interesting feature of the year's work was the preparation of the exhibit of school work for the Indian and Colonial Exhibition. Though necessarily limited in range to the manual exercises of the various departments, the showing was very creditable, and, as I happen to know from seeing it in its place in the provincial educational exhibit at South Kensington, it elicited very favorable comment from those qualified to judge of its merits.

"The High School has been largely attended during the year not only by the pupils who come up regularly from the Advanced Departments of the city schools and similar schools in its vicinity, but by a considerable number from various parts of the Province. As at present organized, it is in a good position to maintain its place at the head of the city schools, and as a feeder to the University. The lamented death of E. M. S. Fenety, whose appointment was noticed in my last report, caused a vacancy which was temporarily filled by the appointment of B. O. Foster, A. B.

"The York street school has done excellent work under somewhat unfavorable conditions; the Model School, the Charlotte street, Regent street, and Brunswick street schools, have fully maintained the high standard of efficiency which I had the pleasure to report last year, and the schools in the outlying districts have been well conducted.

"The progress of the schools during the year was steady rather than ostentatious. The staff of teachers is thoroughly acquainted with their duties, and deservedly enjoys the confidence of the Board and of the community. The respect in which they are held by both greatly enhances their influence for good.

"Public interest in the work of the schools continues to be manifested by large attendances at the public examinations, and while no very striking feature can be pointed out in the year's progress, there remains much ground for satisfaction in the fact that so important a work as the education of the children of the city has been carried on so well and so harmoniously. This fact is the best evidence of real progress, and I trust that the same unity of purpose and harmony of feeling and action will long continue to characterize the mutual relations of the School Board, the teachers, and the community generally."

During the year we caused general repairs to be made upon the buildings and grounds under our supervision, but no very extended work was undertaken. Additional apparatus and furniture, on a limited scale, has been placed in some of the departments.

As you are aware we forwarded several books of specimens of manual work from our schools to the Indian and Colonial Exhibition. At the same time we sent several photographic views of the interior and exterior of the new Charlotte street School building.

The number of teachers on our staff during the year, including the High School and Model School, was: Winter Term, 25; Summer Term, 24; and one assistant.

The number of permits issued to applicants for admission into the schools for the year 1886 was three hundred and eighty-six.

By reference to tabular statement A, which accompanies this report, it will be seen that the receipts from all sources, for the year ended 31st October last, amounted to \$12,700.75, to which is added balance from last year \$291.22, making a total of

\$12,991.97. The expenditure amounted to \$13,961.31, of which sum \$239.53 was placed to credit of permanent account.

Tabular statement B gives the names of teachers, age, sex, and number of pupils for term ended June last.

Tabular statement C gives the names and salaries of teachers, number of pupils in each department, per cent. of attendance, etc., for term ended 31st December last.

All of which is respectfully submitted,

CHAS. A. SAMPSON, *Secretary.*

Fredericton, January 1887.

Tabular Statement A.

General Account Receipts and Expenditures from 1st November, 1885, to 31st October, 1886.

On what Account.	Amount.	Amount.	On what Account.	Amount.	Amount.
Permanent Account— Charlotte St. School....		\$239 53	By bal. in People's Bank, 1st November, 1885...		\$291 22
Annual Expenditure— City Auditors.....	\$10 00		City taxes from treasurer,	12,500 00	
Rent.....	437 07		Tuition fees.....	150 75	
Insurance.....	73 00		Rent.....	50 00	
Office.....	3 70		Charge to building acct..	239 53	
Printing.....	20 00		Balance.....	729 81	
Fuel.....	443 09				13,670 09
Repairs.....	126 11				\$13,961 31
Indigent Pupils.....	11 70				
Interest.....	1,902 00				
Contingencies.....	220 61				
Examiner.....	160 00				
Secretary.....	700 00				
Teachers.....	8,641 59				
Janitors.....	973 00				
		13,721 78			
		\$13,961 31			

CHAS. A. SAMPSON, *Secretary.*

Tabular Statement B.

Showing Schools, Names of Teachers, age, sex, and number of Pupils for Winter Term ending June, 1886.

School.	Name of Teacher.	Pupils 5 to 15 years.	Over 15 years.	Boys.	Girls.	Total.
Collegiate and High	Geo. R. Parkin,	6	34	40	..	40
	H. V. B. Bridges,	7	33	40	..	40
	L. J. Gregory,	34	35	..	69	69
York Street	Geo. A. Inch,	40	4	13	31	44
	Alice K. Meagher,	45	4	30	19	49
	Ella L. Thorne,	43	..	26	17	43
	Maggie B. Porter,	41	..	20	21	41
	Louise Pickard,	55	..	29	26	55
	Janie Harvey,	56	..	32	24	56
Model	J. F. Rogers,	43	2	11	34	45
	Clara I. Shea,	37	..	14	23	37
	Annie M. Harvey,	51	..	22	29	51
	H. J. Macleod,	45	..	24	21	45
Regent Street	Jer. Meagher,	31	..	31	..	31
	E. McKenna,	36	1	..	37	37
	F. Bourgeois,	43	..	..	43	43
Charlotte Street,	S. G. Duffy,	57	..	57	..	57
	Hiram B. Kilburn,	46	4	27	23	50
	Frances I. Ross,	41	1	20	22	42
	Annie J. Moore,	52	..	28	24	52
Brunsw'k Street	Ida McAdam,	58	..	33	25	58
	Ellen Lawlor,	66	..	22	44	66
Morrison Mill	Alice M. Vandine	40	1	27	14	41
Wiseley Doak Settlem't	Effie E. Ross,	19	2	13	8	21
	Alice G. Duffy,	14	2	9	7	16
		1006	123	568	561	1129

CHAS. A. SAMPSON, *Secretary.*

Tabular Statement C.

Shewing Names and Salaries of Teachers, Number of Pupils in each Department, and Percentage Attendance, from 1st July, 1886, to 31st December, 1886.

School.	Name of Teacher.	Annual salary from trustees.	No. Boys.	No. Girls.	Total pupils.	Percentage attendance for term.
Collegiate and High	Geo. R. Parkin,	\$400	42	..	42	72.05
	H. V. B. Bridges,	665	42	..	42	83.04
	L. J. Gregory,	500	..	61	61	69.22
	F.B. Meagher, ass't	600	..	..	..	..
York Street	G. A. Inch,	600	16	38	54	76.04
	Alice K. Meagher,	250	30	28	58	76.08
	Ella L. Thorne,	250	28	15	43	69.
	Alice M. Vandine,	250	26	27	53	69.66
	Effie E. Ross,	250	28	24	53	74.
	Janie Harvey,	225	24	29	53	75.
Model	J. F. Rogers,	600	11	35	46	88.
	Frances I. Ross,	250	21	24	45	88.02
	Annie M. Harvey,	160	18	32	50	91.04
	Helen J. Macleod,	160	24	23	47	83.83
Regent Street	Jer. Meagher,	600	43	..	43	77.
	Ellen McKenna,	250	..	38	38	83.79
	Frances Bourgeois	225	..	45	45	85.40
Charlotte Street	S. G. Duffy,	250	54	..	54	75.
	H. B. Kilburn,	600	18	25	43	78.
	M. B. Porter,	250	24	18	42	80.21
	Annie T. Moore,	250	28	23	51	75.01
Brufsw'k Street	Ida McAdam,	225	32	28	60	82.
	M. A. Collins,	225	19	41	60	81.80
Morrison Mill	Lottie E. Cliff,	250	29	20	49	53.81
Doak Settlem't	Alice G. Duffy,	225	10	7	17	73.
			567	581	1149	

CHAS. A. SAMPSON, *Secretary.*

II. CITY OF PORTLAND.

Board of School Trustees.

EDWIN FISHER, ESQUIRE, CHAIRMAN,	
JOHN TAPLEY, Esquire,	RICHARD FARMER, Esquire,
THOS. E. MILLEDGE, Esquire,	JAMES WILSON, Esquire,
THOS. McELROY, Esquire,	MICHAEL COLL, Esquire.
W. KILPATRICK, Secretary,	FRANK H. HAYES, Superintendent.

To the Chief Superintendent of Education:—

SIR,—The Board of School Trustees of the City of Portland, herewith respectfully submit their annual report of the schools under their supervision, for the school year ending December 31st, 1886.

On the 31st December, 1885, the term of office of Edwin Fisher, Esq., having expired, he was re-appointed Chairman of this Board.

During the past year there were several changes on the staff of teachers.

On February 5th, J. A. McIntyre was compelled, on account of illness, to resign the principalship of the Peel street schools, and G. R. Devitt was removed from the Milledgeville school to fill this vacancy. Miss A. J. Laskey resigned the second position in the Peel street school October 1st, and was succeeded by Miss A. E. Livingstone, who was removed from the third department of the Madras School.

Miss Agnes McCormick resigned as third teacher in the Bently building on 1st July and Miss L. L. Barlow was removed from the Sandy Point school to this place.

Miss E. M. Aitkin was appointed to succeed Miss Livingstone in the Madras school.

Miss Joanna Carney resigned charge of the third department of the St. Peter's girls' school. On the 1st July Miss Ellen Lawlor, a former employee of this Board was appointed in her stead.

Miss Annie Morrell was appointed to the Sandy Point school to succeed Miss Barlow at the commencement of the autumn term.

On February 7th Mr. M. D. Brown succeeded Mr. G. R. Devitt in the charge of the Millidgeville school.

In August it was found necessary to open a new school in St. Peter's Hall for boys. Miss Maggie Delaney was placed in charge of this school.

At the beginning of the autumn term the Board vacated the two school-rooms in the Marsh Bridge building and amalgamated these schools with those in the Winter street building. The two rooms in the upper flat of the latter building, which had been closed for some years, were consequently re-opened. There are, thus, ten schools in the Winter street building.

Necessary repairs in the school-room and premises were made under the direction of Committees of the Board during the year.

In the year just closed no epidemic has prevailed to any extent.

The schools, both in regard to increased regularity of attendance and proficiency of the pupils, are in an eminently satisfactory condition, as will be seen from the accompanying tables, Nos. 1 to 10, inclusive, and the following extracts taken from our

Superintendent, Mr. F. H. Hayes', able and comprehensive report of all our schools for the year just closed.

Extracts from report of Superintendent, Frank H. Hayes :

"We can glance at the records of no previous year, and perceive such evidences of material progress and substantial improvement as has characterized the year just closed."

"The regular attendance of the pupils surpasses that of any previous year, while the general proficiency displayed, was of the most gratifying character."

"A glance at table No. 6 will show you that the average daily attendance for the spring term was 1630 and for the autumn term 1800, or for the year 1715."

"For the first term the average percentage was 69, and for the second 76 or for the year 72.5."

"These are the highest figures that can be shown in connection with any year."

"We have made a departure in publishing the tables of monthly percentages."

"For the spring term, the average monthly per cent. for the city was 79.3 and for the autumn term 83."

"Some very much needed repairs were made in connection with the different school buildings and premises."

"Certainly the greatest improvement during the year has been made in the Madras building. These rooms were hardly fitted for occupation as school-rooms previous to the summer holidays."

"The Corporation of St. Luke's Church very generously repaired this building in August last at a considerable cost."

"New sills were placed under the building, new floors laid in the occupied rooms and halls, doors were repaired, new windows added where they were needed, wainscotting placed around the rooms and halls, etc."

"The Board at its own expense oiled the wainscotting and whitewashed the walls of the rooms, etc."

"This building is now in good condition, containing one of the most comfortable set of rooms occupied by our schools."

"In June last the Assembly Hall of the Winter street building was furnished with 370 chairs. These with the settees provide sufficient accommodation for the six hundred children of this building."

"During the present winter, the schools occupied by pupils of grades one and two are in session but four hours daily."

"There are now in the employ of the Board forty-one regular teachers and one assistant teacher."

"The forty-one schools under your direction can be classified as follows :

23 Primary schools.

2 Primary and Advanced Schools.

11 Advanced Schools.

2 Advanced and High Schools.

3 Mixed Schools."

"Our schools are in an even better state than they were last year."

"The examinations for grading began on April 13th, and were continued without pause until the close of the term in June."

"Not only was the number of pupils presented for grading larger than ever before,

but the percentage of pupils passed was also very much greater. The tables numbered 7 and 8 will show you the number of pupils presented and passed in each grade for the year and will give a comparative statement of the grading returns for the years 1884, 1885 and 1886."

"According to table No. 7 you are told that 1725 pupils presented themselves for examination, and 1509 pupils of that number passed the required test, or 87.47 per cent. passed the examinations. This is indeed a most healthy showing, being about ten per cent. in advance of any previous year."

"I am satisfied that I can affirm, without fear of successful contradiction, that in no system of schools in our Province, are the pupils as thoroughly graded as in our city schools."

"In February, when Mr. MacIntyre severed his connection with the Peel street school, the Superior School was removed from that school to the department in Winter street under the charge of Mr. J. W. Hickson."

"In January of 1886, our pupils were asked to prepare specimens of Manual Work, to be forwarded to the Indian and Colonial Exhibition, London. But a short time was allowed in which to prepare."

"One thing can be said respecting our exhibit: It was the direct result of school instruction alone, and was entirely performed by the pupils themselves."

"You gentlemen, and our citizens generally, must have been much gratified with the exhibit shown by our schools, unsurpassed by none and equalled by but few. If you remember, the printing and print script exercises were particularly excellent."

"There is one matter in which I have been working to bring about an improvement in our schools, and that is in the direction of lessening the number of grades in each school."

"Twenty of our schools are now teaching but one grade. I regret to say that there are still four schools in which three grades are taught. The want of teaching power in these schools is something to be deplored, but which as yet we cannot control."

"I believe that our schools will compare favorably with those in any portion of the province. It is true that we do not attempt to make a great show, but believe in giving each child a thorough education as far as we go."

"As a body, our teachers are men and women who are loyal to their work, and imbued with a spirit that is exercising an influence upon the youth of our city, that will bear fruit in succeeding generations."

"They are such a class of ladies and gentlemen as should be protected, encouraged and thus stimulated in their arduous work."

Annexed hereto, please find tabular statements, Nos. 1 to 10 inclusive, showing state of our schools, amounts received and amounts expended for the support and maintenance of the public schools under the control and management of this Board.

All of which is respectfully submitted,

W. KILPATRICK.

*Office of School Board, City of Portland, }
January 13th, 1887.*

Statement No. 1.*Showing State of Schools in the City of Portland for the Spring Term, 1886.*

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.					
	M.	F.	M.	F.	M.	F.	M.	F.	Boys, 1177 Girls, 1187	
40	8	9	1	18	..	4	9	31	2364	1631

Statement No. 2.*Showing State of Schools in the City of Portland for the Autumn Term 1886.*

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.					
	M.	F.	M.	F.	M.	F.	M.	F.	Boys, 1162 Girls, 1217	
41	8	10	1	16	..	6	9	32	2379	1800

Statement No. 8.—*Spring Term, 1886.*

No. of School Buildings.	Grades.	Class.	Teachers' Names.	No. pupils enrolled.	Average Attendance during term.	Percentage of Attendance.
No. 1	6 and 7	I.	G. W. Dill,	51	38.5	75.4
" 1	5 " 6	I.	Grace Murphy,	51	39.5	77.5
" 1	4 " 5	II.	Jessie Sutherland,	46	35.	76.1
" 1	3 " 4	II.	Hattie M. Green,	67	51.4	76.7
" 1	2 " 3	I.	Annie Sanburn,	58	44.9	77.4
" 1	1 " 2	II.	Hannah White,	80	58.5	73.1
" 2	8 " 9	I.	George R. Devitt,	38	26.	68.5
" 2	4	II.	A. J. Laakey,	50	40.4	80.8
" 2	2 " 3	II.	Maggie R. Gray,	66	47.8	72.4
" 2	1 " 2	II.	Maggie J. Long,	68	47.2	69.4
" 3	5, 6 " 7	I.	E. K. Machum,	41	28.4	67.6
" 3	2, 3 " 4	I.	Phebe Vanwart,	58	47.7	77.
" 3	1 " 2	II.	Agnes M'Cormick,	60	40.7	67.8
" 4	5 " 6	I.	H. Y. Corey,	52	37.	71.
" 4	3 " 4	I.	Kate A. Kerr,	60	43.7	72.8
" 4	2 " 3	I.	A. E. Livingstone,	60	41.9	69.8
" 4	1 " 2	II.	Lillie E. Baxter,	72	44.1	61.3
" 4	1 " 2	II.	John Brooks,	62	41.2	66.4
" 5	5, 6 " 7	I.	M. J. McKenna,	58	39.	67.7
" 5	4	I.	J. Frank Owens,	69	49.6	71.8
" 5	2 " 3	II.	Sarah Smyth,	69	47.4	69.
" 5	1 " 2	III.	Ella St. C. Kerr,	100	60.2	60.2
" 5	3 " 4	II.	Joanna Carney,	57	41.7	73.1
" 5	2 " 3	III.	Susan O'Mahoney,	65	40.9	62.9
" 5	1 " 2	II.	Alicia McCarron,	93	47.9	51.5
" 6	6, 7 " 8	I.	Sarah Burchill,	45	27.9	62.
" 6	4 " 5	III.	Ellen O'Grady,	55	34.4	62.6
" 7	8, 9 " 10	I.	J. W. Hickson,	29	17.8	61.
" 7	7	I.	Sarah Taylor,	44	35.	79.5
" 7	5 " 6	I.	Bertie A. McLeod,	59	40.1	67.
" 7	5	III.	Eliza C. Wetherall,	55	40.4	73.5
" 7	4	II.	S. A. Armstrong,	67	48.7	72.8
" 7	3	II.	Amy Iddles,	67	47.7	71.
" 7	2	II.	Ada Macdonald,	70	49.7	70.
" 7	1	II.	Etta Barlow,	74	50.9	68.7
" 8	3 " 4	II.	M. Anna Ward,	48	33..	69.
" 8	1 " 2	II.	Mary G. Gunn,	48	32.9	68.3
" 9	mix. grades	I.	Lottie L. Barlow,	47	30.3	64.4
" 10	"	I.	Malcom D. Brown,	76	45.2	59.4
" 11	"	III.	Adella Staples, C.R.A.			
		II.	Margaret Wood,	29	16.	55.2

Statement No. 4.—Autumn Term, 1886.

No. of School Buildings.	Grades.	Class.	Teachers' Names.	No. on Register.	Average Attendance during term.	Percentage of Attendance.
No. 1	7 and 8	I.	G. W. Dill,	37	28.6	77.2
" 1	6	I.	Grace Murphy,	55	40.5	73.6
" 1	5	II.	Jessie K. Sutherland, ..	68	55.2	81.1
" 1	4	II.	Hattie M. Green,	76	62.3	82.0
" 1	3	I.	Annie Sanburn,	63	51.0	81.0
" 1	2	II.	Hannah White,	45	38.3	85.1
" 2	8 " 9	I.	G. R. Devitt,	36	31.2	86.8
" 2	3	I.	A. E. Livingstone,	61	48.0	78.8
" 2	2	II.	Maggie R. Gray,	49	40.1	81.9
" 2	1	II.	Maggie J. Long,	67	52.0	77.5
" 3	5, 6 " 7	I.	E. R. Machum,	42	30.2	70.2
" 3	3 " 4	I.	Phoebe Vanwart,	51	39.7	77.9
" 3	1 " 2	I.	Lottie L. Barlow,	68	48.6	71.4
" 4	5	I.	H. Y. Corey,	58	45.0	77.6
" 4	3 " 4	I.	Kate A. Kerr,	79	60.5	76.6
" 4	2 " 3	I.	Eleanor M. Aitken,	66	52.0	78.7
" 4	1 " 2	II.	Lillie E. Baxter,	72	52.0	72.0
" 4	1	II.	John Brooks,	54	44.4	82.2
" 5	6, 7 " 8	I.	M. J. McKenna,	38	28.1	74.0
" 5	4 " 5	I.	J. Frank Owens,	66	48.6	73.6
" 5	3 " 4	II.	Sarah Smyth,	50	36.5	77.3
" 5	3 " 4	III.	Ellen Lawlor,	75	58.0	77.0
" 5	2 " 3	III.	Maggie R. Delaney,	71	47.9	66.5
" 5	2	III.	Susan O'Mahony,	67	44.0	65.5
" 5	1	II.	Alicia McCarron,	75	43.5	58.0
" 5	1	III.	Ella St. C. Kerr,	75	47.7	63.5
" 6	6, 7 " 8	I.	Sarah Burchill,	47	37.3	79.3
" 6	5	III.	Ellen O'Grady,	51	37.2	73.0
" 7	8, 9 " 10	I.	J. W. Hickson,	49	38.2	79.5
" 7	7	I.	Bertie A. McLeod,	39	30.0	76.6
" 7	6	III.	Eliza C. Wetherall,	61	52.0	85.3
" 7	5 " 6	I.	Sarah Taylor,	50	40.9	81.7
" 7	4 " 5	II.	M. Anna Ward,	63	44.5	70.6
" 7	4	II.	Sarah A. Armstrong, ..	57	48.1	84.4
" 7	3	II.	Amy Iddies,	67	49.6	74.0
" 7	2	II.	Ada Macdonald,	55	43.7	79.4
" 7	1 " 2	II.	Mary G. Gunn,	75	55.7	74.3
" 7	1	II.	Etta Barlow,	72	60.0	83.4
" 9	mix. grades	II.	Annie Morrell,	45	34.8	77.3
" 10	"	I.	Malcolm D. Brown,	60	37.4	62.3
" 11	"	III.	Adella Staples, C. R. A.			
		II.	Margaret Wood,	24	14.0	58.0

Statement No. 5.

Monthly Percentage of Attendance—Spring Term.

TEACHER'S NAMES.	Jan.	Feb.	March.	April.	May.	June.	Average
George W. Dill.....	91	88	85	79	75	71	81.5
Grace Murphy.....	88	82	85	77	78	64	79.
Jessie K. Sutherland.....	86	77	83	73	72	79	78.3
Hattie M. Green.....	85	86	88	84	80	89	85.3
Annie Sanburn.....	86	86	79	85	81	90	84.5
Hannah White.....	80	77	84	83	88	91	83.8
George R. Devitt.....	80	75	80	80	73	80	78.
Amelia J. Laskey.....	86	86	88	87	82	88	86.2
Maggie R. Gray.....	86	84	83	82	77	84	82.6
Maggie J. Long.....	73	80	80	78	81	86	79.6
Edwin R. Machum.....	82	84	83	83	84	86	83.6
Phebe Vanwart.....	83	81	85	81	86	86	83.6
Agnes McCormick.....	76	80	80	79	86	82	80.5
Hebron Y. Corey.....	88	83	82	74	80	83	81.6
Kate A. Kerr.....	82	88	82	74	73	60	76.5
Agnes E. Livingstone.....	84	70	81	76	76	79	77.6
Lillie E. Baxter.....	76	73	75	70	71	79	74.
John Brooks.....	78	81	80	74	68	65	74.3
Michael J. McKenna.....	79	88	75	79	81	86	81.3
Sarah Burchill.....	77	81	73	84	67	80	77.3
Ellen O'Grady.....	72	79	73	79	76	76	76.3
J. Frank Owens.....	84	80	79	78	80	84	80.8
Joanna Carney.....	80	78	77	82	82	77	79.3
Susan O'Mahoney.....	76	92	83	66	89	78	80.6
Sarah Smith.....	77	82	79	78	75	80	78.5
Alicia McCarron.....	66	69	73	71	65	81	70.8
Ella St. C. Kerr.....	66	74	70	81	79	80	75.
John W. Hickson.....	77	78	74	82	71	94	79.3
Sarah Taylor.....	86	85	82	74	75	81	80.5
Bertie A. McLeod.....	82	77	84	79	78	87	81.1
Eliza C. Wetherall.....	83	79	88	79	81	85	82.5
Sarah A. Armstrong.....	81	83	83	81	87	86	83.5
Amy Iddles.....	84	81	81	78	79	89	82.
Ada Macdonald.....	76	80	80	83	84	84	81.1
Etta Barlow.....	75	80	80	81	79	90	80.8
M. Anna Ward.....	73	69	73	81	83	80	76.5
Mary G. Gunn.....	70	60	84	80	87	92	78.8
Lottie L. Barlow.....	81	80	70	79	56	83	74.8
Malcom D. Brown.....	81	80	78	79	75	79	78.6
Margaret Wood.....	66	81	62	65	63	54	65.1

Statement No. 5.—Continued.

Monthly Percentage of Attendance—Autumn Term.

TEACHERS' NAMES.	Aug.	Sept.	Oct.	Nov.	Dec.	Average.
George W. Dill.....	88	82	81	80	78	81.8
Grace Murphy.....	87	78	83	86	71	81.
Jessie K. Sutherland.....	87	84	86	86	83	85.2
Hattie M. Green.....	88	89	87	91	94	89.8
Annie Sanburn.....	91	86	88	87	86	87.6
Hannah White.....	75	89	85	87	84	84.
George R. Devitt.....	94	88	92	92	92	91.6
Agnes E. Livingstone.....	84	84	80	86	82	83.2
Maggie R. Gray.....	85	88	88	85	89	87.
Maggie J. Long.....	77	82	78	85	85	81.4
Edwin R. Machum.....	83	77	80	86	84	82.
Phebe Vanwart.....	86	88	80	85	81	84.
Lottie L. Barlow.....	76	80	85	79	70	78.
Hebron Y. Corey.....	88	83	86	84	86	85.4
Kate A. Kerr.....	80	84	85	85	91	85.
Eleanor M. Aitken.....	87	84	85	84	89	85.8
Lillie E. Baxter.....	78	85	83	82	70	79.8
John Brooks.....	80	89	88	88	82	85.4
Michael J. McKenna.....	90	85	85	86	87	86.6
Sarah Burchill.....	88	88	92	86	84	87.6
Ellen O'Grady.....	89	80	85	82	77	82.6
Frank Owens.....	86	85	80	86	90	85.4
Sarah Smyth.....	89	85	80	83	84	84.2
Ellen Lawlor.....	84	83	84	71	78	80.
Maggie R. Delaney.....	78	82	77	77	83	79.4
Susan O'Mahoney.....	70	91	95	66	68	78.
Alicia McCarron.....	65	71	77	77	70	72.
Ella St. C. Kerr.....	81	83	83	86	65	79.8
John W. Hickson.....	80	83	83	91	89	85.2
Bertie A. McLeod.....	81	82	77	86	83	81.8
Eliza C. Wetherall.....	83	80	86	88	79	83.2
Sarah Taylor.....	86	84	80	81	78	81.8
M. Anna Ward.....	85	88	81	82	82	83.6
Sarah A. Armstrong.....	90	91	87	87	86	88.2
Amy Iddles.....	82	89	88	78	87	84.8
Ada Macdonald.....	85	79	82	87	87	84.
Mary G. Gunn.....	81	81	85	79	86	82.4
Etta Barlow.....	85	90	87	91	89	88.4
Annie Morell.....	80	90	88	83	76	83.4
Malcom D. Brown.....	86	80	80	72	76	78.4
Margaret Wood.....	72	68	71	70	57	67.6

Statement No. 6.

Containing a Comparative Table of the attendance in the Public Schools in the City of Portland from January, 1872 to December 31st, 1886.

Year.	Term.	Total No. of Pupils Enrolled.	Average Daily Attendance.	Percentage of Attendance.	No. of Teachers Employed.	Average No. of Pupils to each Teacher.
1872..	Winter.....	1607	946	60	22	72
	Summer.....	1802	1020	57	30	60
1873..	Winter.....	1741	1026	60	30	58
	Summer.....	1817	1065	60	31	55
1874..	Winter.....	1776	1053	60	30	59
	Summer.....	1742	1045	60	32	54
1875..	Winter.....	1851	1095	60	32	58
	Summer.....	1938	1151	60	33	59
1876..	Winter.....	1915	1229	64	34	56
	Summer.....	2048	1279	62	32	64
1877..	Winter.....	2141	1363	64	36	59
	Summer.....	2657	1547	58	41	65
1878..	Winter.....	2461	1507	61	41	60
	Summer.....	2648	1681	63	41	64
1879..	Winter.....	2583	1666	64	41	63
	Summer.....	2512	1645	65	41	61
1880..	Winter.....	2201	1504	68	41	54
	Summer.....	2331	1521	65	40	58
1881..	Winter.....	2117	1447	68	41	52
	Summer.....	2209	1500	68	40	55
1882..	Winter.....	2005	1389	68	40	56
	Summer.....	2248	1571	70	39	58
1883..	Winter.....	2126	1537	72	39	54
	Summer.....	2342	1550	66	40	59
1884..	Winter.....	2280	1606	70	40	57
	Summer.....	2426	1688	70	40	60
1885..	Winter.....	2403	1611	67	40	60
	Summer.....	2418	1763	73	40	60
1886..	Winter.....	2364	1631	69	40	59
	Summer.....	2379	1800	76	41	58

Statement No. 7.

Containing an exhibit of the results in Grading in each School Building in the City of Portland for the year 1886.

NAME AND NO. OF BUILDING.	No. of Schools in building.	No. of Pupils presented for Grading.	No. of Pupils passed in Grading.	Percentage of Pupils passed in Grading.
Indiantown Building, No. 1.....	6	285	281	98.59
Peel St. " " 2.....	4	170	161	94.7
Bentley " " 3.....	3	121	112	92.55
Madras " " 4.....	5	186	157	84.4
St. Peter's Hall " 5.....	7	365	289	79.2
St. Peter's Convent " 6.....	2	77	67	87.
Winter St. Building, " 7.....	8	355	321	90.4
Marsh Bridge " " 8.....	2	80	60	75.
Sandy Point, Millidgeville and African Buildings, Nos. 9, 10 and 11.....	3	86	61	71.
	40	1725	1509	87.47

Statement No. 8.

Containing an exhibit of the number of Pupils presented and passed in each Grade in the City of Portland for the years 1884, 1885 and 1886.

	1884.		1885.		1886.	
	Presented	Passed.	Presented	Passed.	Presented	Passed.
Grade I.....	184	147	185	155	247	205
" II.....	437	306	423	307	278	301
" III.....	319	274	347	304	302	270
" IV.....	271	220	252	191	331	303
" V.....	153	120	197	168	179	173
" VI.....	164	101	115	88	134	117
" VII.....	46	38	100	62	97	88
" VIII.....	22	22	35	34	41	36
" IX.....	2	2	16	15	13	13
" X.....	.....	.....	.....	.....	3	3
	1598	1230	1679	1324	1725	1509

Statement No. 9.

Showing the number of Pupils Enrolled in the different Grades in Public Schools of the City of Portland for the year 1886.

No. of Grade.	Spring Term.	Autumn Term.
Grade I.....	493	436
“ II.....	501	423
“ III.....	356	340
“ IV.....	404	351
“ V.....	251	329
“ VI.....	156	186
“ VII.....	123	105
“ VIII.....	63	90
“ IX.....	18	14
“ X.....	3	12

Statement No. 10.

Receipts and Expenditures for Schools from January 1st, to December 31st, 1886

RECEIPTS.

Received from City Fund on account of School Tax.....	\$15,500 00
“ County School Fund.....	4,192 74
“ Over-drawn from Maritime Bank.....	220 89
“ Other sources.....	7 41
Balance on hand January 1st, 1886.....	943 68
Total.....	\$20,864 72

EXPENDITURE.

Paid fuel for schools.....	\$459 58
“ attendance.....	957 56
“ furniture.....	367 25
“ repairs.....	524 28
“ rents.....	1,282 20
“ insurance.....	345 66
“ incidental expenses.....	65 65
“ salaries.....	13,086 03
“ Drury Cove School.....	63 85
“ Interest on debentures.....	2,757 53
“ Office expenses and secretary's salary.....	950 92
Total.....	\$20,864 72

III. TOWN OF MONCTON.

Board of School Trustees.

WM. J. ROBINSON, ESQUIRE, CHAIRMAN.

JOHN L. HARRIS, Esquire,

JOHN MCKENZIE Esquire,

H. A. WHITNEY, Esquire,

L. M. BOURQUE, Esquire,

EDWARD MCSWEENEY, Esquire,

JAS. H. MARKS, Esquire,

WM. B. KNIGHT, SECRETARY.

To the Chief Superintendent of Education :—

SIR,—The Board of School Trustees of the Town of Moncton herewith respectfully submit the annual report of the schools under their supervision for the year ending the 31st day of December, 1886.

During the past year some important changes have taken place in the *personnel* of the Board. Our much respected and esteemed chairmain Jas. McAllister, Esq., who had been an energetic member of the Board from its first organization, having resigned at the close of the last year, Mr. Wm. J. Robinson, Esq., was appointed by the Government to fill his place, and John H. Marks, Esq., was appointed by the Town Council to the position vacated by W. J. Robinson, Esq. Also, the term of office of L. M. Bourque, Esq., having expired on the 31st December, 1885, he was re-appointed by the Town Council.

The following changes have occurred in the staff of teachers: Miss Susie M. Ford having resigned at the close of the summer term, Miss Emma Condon was engaged in her stead. Mr. Jesse Collicutt having also resigned, Miss Maud Allen was appointed to the school thus vacated.

We have also the painful duty to report the death of Mr. Jas. D. McCurdy, who for over thirty years had been a popular and efficient teacher in our town. He was, at the time of his death, in charge of one of the advanced departments of our graded schools, and was highly esteemed and respected by all who knew him. He died at Newcastle, N. B., of typhoid fever, in October last after a short illness. His department was temporarily filled by Mr. J. E. Pollard until the close of the term.

The school-room accommodation having been increased, the Board was enabled to carry out the recommendations of the Chief Superintendent and Inspector, in reference to grading, viz.: not to have more than two grades taught in each department. This arrangement was effectually accomplished and found to work in a more satisfactory manner than formerly.

The usual terminal examinations passed off very creditably to all concerned showing a marked improvement in every department.

During the year the school buildings, where required, have been put in thorough repair, and repainted inside and outside, and every care taken to perfect the sanitary condition of the schools.

A step was also taken in the right direction in order to beautify and improve the school grounds, an Arbor Day (the 24th of May) having been set apart for that purpose. The teachers and scholars all took a deep interest in this work, which resulted in the planting of some 200 trees in the Central school grounds. This custom ought to be

encouraged and recommended by the Educational Department, and a day set apart for this especial purpose throughout the province.

In reviewing generally the school work of the past year, the results have been most gratifying to the School Board.

The schools have, providentially, been almost free from any sickness of a serious nature, and no unpleasantness has occurred requiring the intervention of the Board.

The teachers have evinced their usual interest and efficiency in their duties, resulting in marked progress in the different departments on the part of the pupils, and general harmony and good feeling has existed.

Herewith annexed you will find statements Nos. 1, 2, 3, 4, and 5, inclusive, showing the state of the schools, and the financial report for the year ending the 31st December, 1886.

In referring to the financial statement No. 5 a marked improvement in the result will be found over that of last year, showing as it does a balance on hand of \$1,232.84.

All of which is respectfully submitted,

WM. B. KNIGHT, *Secretary.*

Moncton, N. B., December 31st, 1886.

Statement No. 1.

Showing State of Schools at June 30th, 1886.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.		M.	F.		
	M.	F.	M.	F.	M.	F.			M.		F.
17	2	1	2	9	..	3	4	13	Boys, 537 Girls, 458 985	737

Statement No. 2.

Showing State of Schools at December 31st, 1886.

No. of Schools.	Class of Teachers.						No. of Teachers.		No. of Pupils on Register.	Average Attendance.
	I.		II.		III.		M.	F.		
	M.	F.	M.	F.	M.	F.			M.		F.
17	2	1	1	11	2	2	3	14	Boys, 534 Girls, 388 922	667

Statement No. 3.

Showing Names and Salaries of Teachers, No. of Pupils in each Department, Average Attendance from 1st January to 30th June, 1886.

School.	Grades.	Name of Teachers.	Salary.	Pupils on R'gist'r	Av'r'ge attend- ance.	P cent. attend- ance.
Central, No. 1,	8 and 9	S. C. Wilbur.....	\$650	48	34.	70 $\frac{5}{8}$
" " 1,	7	J. G. McCurdy.....	580	46	32 $\frac{1}{2}$	70.
" " 1,	6	D. M. Trites.....	580	57	42 $\frac{7}{10}$	74 $\frac{9}{11}$
" " 1,	5	Catherine Hennessey.	245	59	44.	74.57
" " 1,	3 " 4	Mary J. Murray.....	170	56	42.	75.
" " 1,	2 " 3	Lottie O'Neill.....	170	61	49.45	81.
" " 2,	4 " 5	Agnes McSweeney ...	220	54	39.	72.22
" " 2,	1 " 2	S. M. Ford.....	170	61	52.	85.
" " 3,	4 " 5	Ella L. Stevens	170	59	48.21	81.74
" " 3,	4 " 5	Anastasia DeVere ...	170	61	41.94	68.71
Harris Avenue,	1 " 2	Ella McKay.....	170	70	47.14	67.35
" " 1,	2 " 2	Maria B. Bourque ...	170	45	30.33	67.40
Lutes Street,	4 " 5	M. P. Simpson.....	220	57	40.	70.
" " 1,	2 " 2	A. M. Lockhart.....	170	64	54.73	85.51
Weldon Street,	1, 2 " 3	Mary Jonah.....	170	73	48.27	66.12
" " 4,	5 " 5	Jesse Collicutt.....	170	53	34.74	65.44
Bridge Street,	1, 2 " 3	L. Fawcett	170	65	51.61	79.56

Statement No. 4.

Showing Names and Salaries of Teachers, Number of Pupils in each Department, and Average Attendance from 1st July to 31st December, 1886.

School.	Grades.	Name of Teachers.	Salary.	Pupils on R'gist'r	Av'r'ge attend- ance.	P. cent. attend- ance.
Central, No. 1,	9 & 10	S. C. Wilbur.....	\$650	29	22.	76.
" " 1,	6 " 7	D. M. Trites.....	580	54	43 $\frac{7}{8}$	81 $\frac{31}{4}$
" " 1,	7 " 8	J. G. McCurdy.....	580	56	39 $\frac{1}{8}$	71 $\frac{31}{4}$
" " 1,	5 " 6	C. Hennessey.....	245	49	38.03	78 $\frac{1}{2}$
" " 1,	3 " 4	M. J. Murray.....	170	55	40.40	73.45
" " 1,	3 " 4	Lottie O'Neill.....	170	53	37 $\frac{7}{8}$	71 $\frac{1}{2}$
" " 2,	4 " 5	Ella L. Stevens.....	170	50	38.32	76.64
" " 2,	4 " 5	A. F. DeVere.....	170	56	39.57	70.66
" " 3,	5 " 6	Agnes McSweeney...	220	55	37.62	67.
" " 3,	1 " 2	A. M. Lockhart.....	170	67	54.88	81.91
Harris Avenue,	1 " 2	Ella J. McKay.....	170	71	46.	65.
" " 1, 2,	3 " 3	M. B. Bourque.....	170	36	25.18	69.94
Lutes Street,	4 " 5	M. P. Simpson.....	220	61	44.	72.
" " 1,	2 " 2	L. Fawcett.....	170	60	44.22	73.10
Weldon Street,	1 " 2	Mary Jonah.....	170	56	34.69	61.94
" " 3,	4 " 4	E. M. Allen.....	170	56	39.85	71.16
Bridge Street,	1, 2 " 3	Emma Condon.....	170	58	41.59	71.71

Statement No. 5.

Showing the Receipts and Expenditure on Schools for the year ending 31st December, 1886.

RECEIPTS.

1886.			
Jan. 1.	To balance on hand.....		\$534 43
Feb. 25.	“ Proceeds County Fund Draft.....	\$812 24	
Mar. 15.	“ Received from Town Treasurer.....	100 00	
Apl. 1.	“ “ “.....	655 80	
July 2.	“ Proceeds \$500 Debentures sold.....	532 06	
“ 24.	“ Received from Town Treasurer.....	125 04	
Aug. 10.	“ “ “ “ “.....	100 00	
“ 21.	“ “ “ “ “.....	3,500 00	
Sept. 21.	“ Proceeds County Fund Draft.....	806 89	
Oct. 1.	“ Received from Town Treasurer.....	1,130 84	
Dec. 11.	“ “ “ “ “.....	829 04	
			<hr/>
	“ Proceeds loans from banks.....		8,591 91
			2,358 83
			<hr/>
			<u>\$11,485 16</u>

1886.

EXPENDITURES.

Ordinary Repairs—

Salaries of Teachers and Secretary.....	\$4,463 86
Janitor's expenses.....	315 00
Fuel.....	697 30
Water and Sewerage.....	93 12
General Repairs and Expense acct.....	498 93
Coupons, interest and insurance.....	1,092 98
	<hr/>
	\$7,161 29

Construction and Special Repairs—

Construction new woodshed.....	55 42
Fencing, grading and sidewalks.....	120 58
Painting and repairing school buildings.....	347 32
School furniture.....	167 71
	<hr/>
	691 03
Bills payable.....	2,400 00
Balance on hand Dec. 31st.....	1,232 84
	<hr/>
	<u>\$11,485 16</u>

IV. TOWN OF WOODSTOCK

Report of the Board of School Trustees of the Town of Woodstock to Chief Superintendent.

Board of School Trustees.

LEWIS P. FISHER, CHAIRMAN.

R. K. JONES, Esquire,	J. T. ALLEN, Esquire,
G. W. FISHER, Esquire,	J. McCORMAC, Esquire,
S. SMITH, Esquire, M. D.,	J. E. DRYSDALE, Esquire.
A. B. CONNELL, Secretary.	

The Board of School Trustees herewith submit their annual statement of the schools under their care, which are in a satisfactory and prosperous condition. The teachers are zealous and efficient, and owing to their industry and earnestness good progress has been made.

The following is a statement of the arrangement of the different schools:—

No.	School.	Teacher.	No. Boys.	No. Girls.	Total.	Standards Taught.
1	Primary.....	Minnie Carman.....	29	28	57	1
2	“	Ella Smith.....	21	34	55	1
3	“	Clara Donnelly.....	16	24	40	1 and 2
4	“	Annie Hoyt.....	19	18	37	1 “ 2
5	Secondary.....	Bella Price.....	31	41	72	2 “ 3
6	“	Grace Hobey.....	23	24	47	3 “ 4
7	“	Elizabeth Cupples.....	23	25	48	3 “ 4
8	“	Elizabeth Price.....	30	47	77	4 “ 5
9	Intermediate	Ada Everett.....	31	30	61	5
10	“	Lena Faulkner.....	27	36	63	6 “ 7
11	Advanced	W. T. Kerr.....	27	31	58	6, 7 “ 8
12	Grammar.....	R. Landells.....	8	29	37	
			285	367	652	

The following is a statement of the receipts and expenditures of the board for the past year :

RECEIPTS.

Balance in Treasurer's hands January 1st, 1886.....	\$264 41
Received from Town Treasurer.....	3,500 00
" County Fund.....	486 68
" " " 	371 82
	<hr/>
	\$4,622 91

EXPENDITURE.

Teachers' Salaries—Winter Term.....	\$1,129 00
" Summer Term.....	1,129 00
Interest on Debentures.....	561 00
Insurance.....	115 00
Secretary.....	100 00
Fuel and cutting.....	472 66
Janitor Broadway School.....	140 00
" College.....	69 37
Repairs on buildings.....	94 53
Incidentals.....	171 04
Amount in Treasurer's hands.....	641 31
	<hr/>
	\$4,622 91

Respectfully submitted,

A. B. CONNELL,

Secretary.

December 31st, 1886.

V. TOWN OF ST. STEPHEN.

Board of School Trustees.

HON. JAMES G. STEVENS, CHAIRMAN,

W. H. TOOD, Esquire, M. D.,

T. D. CHAPMAN, Esquire,

GEORGE M. PORTER, Esquire,

L. A. MILLS, Secretary.

N. MARKS, Esquire,

HUGH CULLINEN, Esquire,

WM. H. CLARK, Esquire,

To Wm. CROCKET, Esq.,
Chief Supt. of Education. }

SIR,—The Board of School Trustees of the Town of St. Stephen herewith respectfully submit their annual report of the schools under their supervision for the school year ended the 31st December, 1886.

During the year a few changes have taken place in the staff of teachers. Miss L. A. Veazey having resigned, her place was filled by Miss Dibblee and Mr. J. B. Young appointed to the school vacated by Miss Dibblee.

Owing to the want of sufficient school accommodation one of the Primary Schools (Miss Lye's) was apportioned three grades, but, upon the recommendation of the Chief Superintendent, the schools have been so arranged that not more than two grades are now taught in each department.

During the summer vacation one of our school buildings narrowly escaped destruction, fire having been discovered in the cellar it was extinguished before doing any serious damage.

The Committees of the Board during the holidays visited the different school buildings and by their directions the rooms and premises were thoroughly cleaned, the walls kalsomined and such repairs as they considered necessary were done.

The High School was very largely attended during the year and the Board of Trustees found it necessary to engage an assistant in order to enable it to deal with the large number of pupils, Miss Annie Watson was appointed and the school is now giving good satisfaction.

All the schools are in a very satisfactory condition.

Respectfully submitted,

L. A. MILLS,

Secretary.

St. Stephen, January 11th, 1887.

Receipts and expenditures of the Board of School Trustees of St. Stephen for the year ending 31st December, 1886.

RECEIPTS.

1886.

Jan. 19,	To amount from Town Treasurer.....	\$300 00	
Feb. 28,	“ “ County Fund.....	467 58	
Mar. 15,	“ “ Town Treasurer.....	300 00	
Apl. 1,	“ “ “.....	600 00	
May 1,	“ “ “.....	300 00	
July 27,	“ “ “.....	4500 00	
Aug.	“ “ L. T. Whitlock for damages to Cove School House.....	200 00	
Oct. 13,	“ amount from County Fund.....	365 20	
			<u>\$7032 78</u>

CR.

1886.

Jan. 1,	By balance due St. Stephen Bank.....	\$408 24	
	“ Check to Miss Lyle in last year's account and not paid by Bank until this year.....	28 32	
	“ Amount paid teachers salaries.....	3144 38	
	“ “ “ for coupons.....	1362 00	
	“ “ “ repairs.....	274 65	
	“ “ “ contingencies.....	305 22	
	“ “ “ insurance.....	50 00	
	“ “ “ care of rooms.....	320 18	
	“ “ “ fuel.....	332 11	
	“ “ “ for Arbor Fund.....	50 00	
	“ interest on over draft.....	17 84	
Dec. 31,	Balance on hand.....	739 84	
			<u>\$7032 78</u>
	“ due from Town of St. Stephen.....	\$1500 00	
	Amount County Fund, say.....	365 30	
			<u>\$1865 30</u>

L. A. MILLS,

*Secretary.**January 1st, 1887.*

VI. TOWN OF MILLTOWN.

Board of School Trustees.

STEPHEN HARMEN,
HUGH McADAM,
JOHN W. VASE,

JAMES PIPER,
W. S. ROBINSON,
E. H. BALKAM.

To Wm. CROCKET, Esq.,
Chief Supt. of Education. }

SIR,—The Free Schools of Milltown consist of six departments as follows, viz.:—One High School, one Intermediate, two second Primary and two Primary, under the care and tuition of one male and five female teachers.

The receipts for school year have been :—

Feb. 14, Draft for County School Fund.....	\$260 87
Sept. 6, " " " "	224 39
Amount from Town Treasurer.....	1808 42
	\$2293 68

EXPENDITURES.

For teachers' salaries.....	\$1807 75
“ fuel.....	30 94
“ care of rooms.....	241 57
“ paid expense account including repairs.....	195 52
Paid balance due January last year.....	40 09
Balance due from Secretary.....	3 79
	\$2293 68

Town appropriations for 1886 \$2,000.

The Trustees and all interested in education have to regret as heretofore the irregularity of attendance more especially on the part of the older pupils.

The town is fairly provided with school accommodation and the school-houses are in good repair.

There is no school debt.

Respectfully submitted,

H. McADAM,

Chairman, pro tem.

E. H. BALKAM,

Secretary.

VII CITY OF ST. JOHN.

JOHN MARCH, A. M., SECRETARY.

To the Chief Superintendent of Education :—

Herewith we submit the report of our Secretary and Superintendent of the city schools, for the year 1886, which, with the accompanying financial and tabulated statements, form the fifteenth annual report of this Board.

We are your obedient servants.

JOHN BOYD, Chairman }
C. H. FAIRWEATHER, }
S. ALWARD, } Trustees.
J. V. ELLIS, }
E. J. WETMORE, }
B. TRAVERS, M. D., }
H. J. THORNE, }

St. John, N. B., January, 1887.

REPORT OF THE SECRETARY AND SUPERINTENDENT.

To the Board of School Trustees of St. John :—

GENTLEMEN,—My fifteenth annual report upon the Public Schools of the city of St. John covers the two school terms of the year from January 1st to December 31st, 1886.

As usual, I summarize the leading facts contained in the full statistical and financial tables which form the major portion of the report, in order that they may be more readily understood, and compared with similar particulars of the results of educational work in other cities. This summary will be found to include the length of school terms and year; the number and character of departments; period of operation; number, age and sex of pupils enrolled; days lost by pupils while belonging; total expenditure on debenture and assessment accounts; cost per pupil for each service; and a comparison of items with those of the corresponding term of the previous year.

The St. John County Teachers' Institute, and the Provincial Institute, were held during the last days of the first term, and the departments taught by teachers who attended these gatherings closed on June 23rd, while those of non-attending teachers were carried on until June 30th, making a term of 117 and 123 days respectively.

FIRST TERM.

Jan. 1st, 1886, to June 30th, 1886; Schools opened Jan. 4th, closed June 23rd, 30th.

Table with 2 columns: Description and Value. Rows include: Number of days schools were in operation (117, 123), Decrease on same term last year (Nov. 1st, 1884, to June 30th, 1885) (35, 35), Number of departments (84), and Decrease on same term last year (5).

DIVIDED AS FOLLOWS.

Grammar.....	5
Grammar and Advanced.....	1
Advanced.....	24
Increase.....	1
Advanced and Primary.....	12
Increase.....	1
Primary.....	42
Decrease.....	7
Number of pupils enrolled on School Registers.....	4,223
Decrease on same term last year.....	650
Number of Boys.....	2,172
Decrease on same term last year.....	338
Number of girls.....	2,051
Decrease on same term last year.....	312
Number under 15 years of age.....	3,984
Decrease on same term last year.....	527
Number over 15 years of age.....	239
Decrease on same term last year.....	123
Number of pupils when reduced by transfers.....	4,213
Decrease on same term last year.....	186
Grand total days' attendance.....	340,447½
Decrease on same term last year.....	87,279
Number of pupils present daily on an average.....	2,949
Decrease on same term last year.....	96
Percentage of enrolled pupils daily present for full term.....	70.00
Percentage of increase on same term last year.....	.78
Percentage of pupils daily present while belonging.....	80.94
Increase over same term last year.....	3.75
Percentage of pupils daily present every month.....	85.15
Decrease on same term last year.....	10.70
Number of pupils reported new to the schools.....	362
Decrease on same term last year.....	299
Number of days reported lost by pupils while belonging.....	80,212½
Decrease on same term last year.....	46,182
Reported causes of absence:	
Sickness.....	30,405
Bad weather.....	6,199
Other sufficient causes.....	41,450½
Without cause.....	2,158
Decrease on same term last year:	
Sickness.....	14,403½
Bad weather.....	9,242½
Other sufficient causes.....	21,764½
Without cause.....	771½

Number of pupils enrolled in the several Standards of instruction :

Standard I.....	875
“ II.....	690
“ III.....	655
“ IV.....	547
“ V.....	485
“ VI.....	335
“ VII.....	229
“ VIII.....	223
“ IX.....	83
“ X.....	60
“ XI.....	41

SECOND TERM.

July 1st, 1886, to Dec. 31st, 1886 ; Schools opened Aug. 16th, closed Dec. 17th.

Number of days schools were in operation.....	89
Decrease on same term last year.....	3
Number of departments.....	84
Decrease on same term last year.....	1

DIVIDED AS FOLLOWS :

Grammar.....	5
Grammar and Advanced.....	1
Advanced.....	25
Advanced and Primary.....	9
Primary.....	44
Number of pupils enrolled on School Registers.....	4,154
Decrease on same term last year.....	58
Number of boys.....	2,127
Decrease on same term last year.....	18
Number of girls.....	2,027
Decrease on same term last year.....	40
Number under 15 years of age.....	3,796
Decrease on same term last year.....	109
Number over 15 years of age.....	358
Increase on same term last year.....	51
Number of pupils when reduced by transfers.....	4,151
Decrease on same term last year.....	55
Grand total days attendance by all the pupils.....	279,548
Increase on same term last year.....	2,740
Number of pupils daily present on average.....	3,225
Increase on same term last year.....	124
Percentage of pupils daily present for full term.....	77.70
Increase on same term last year.....	4.04
Percentage of pupils daily present while belonging.....	85.06
Increase on same term last year.....	4.39
Percentage of pupils daily present every month.....	86.00
on same term last year.....	11.52

Number of pupils reported new to the schools.....	708
Decrease on same term last year.....	380
Number of days reported lost while belonging.....	47,913
Decrease on same term last year.....	15,068½
Reported causes of absence :	
Sickness.....	14,022½
Bad weather.....	2,636½
Other sufficient causes.....	29,793½
Without cause.....	1,460½
Decrease on same term last year :	
Sickness.....	8,135½
Bad weather.....	2,220
Other sufficient causes.....	4,463
Without cause.....	250
Number of pupils enrolled in the several Standards of instruction :	
Standard I.....	736
" II.....	639
" III.....	634
" IV.....	566
" V.....	487
" VI.....	348
" VII.....	284
" VIII.....	217
" IX.....	118
" X.....	62
" XI.....	56
" XII.....	7

SCHOOL YEAR.

Number of days in the school year.....	206
Decrease on last year (two months longer).....	38
Total number of pupils enrolled during the year.....	4,921
Average number of days each pupil belonged.....	152
Decrease on last year (2 months longer).....	11
Average number of days each pupil attended.....	126
Decrease on last year (two months longer).....	3
Percentage of pupils daily present on an average.....	73.83
Increase on last year.....	2.39
Total expenditure for lands, buildings and furnishing.....	\$2,028 84
Cost per pupil on capital account.....	41
Total expenditure for ordinary service, not including interest on debentures and loans.....	46,071 62
Cost per pupil, (ordinary).....	9 35
Total expenditure for ordinary service, income account.....	58,612 39
Cost per pupil.....	11 91
Entire expenditure.....	60,641 23
Cost per pupil for all purposes.....	12 31

NOTE.—The basis upon which the monthly percentages are made up has been changed since last year, hence the difference between the figures of this year and last.

LANDS AND BUILDINGS.

During the year the debenture account was drawn on to the extent of about \$1,600, for the payment of bills incurred in grading the grounds of the Centennial School building, and in making some necessary repairs to the Victoria and other school buildings, as well as placing a new stairway to the basement of the Centennial building, so as to afford more ready access for the boys before the opening of the schools and during the time allotted to recesses. The outside woodwork of the Victoria School requires to be painted, but the committee thought it best to leave this work until next year. When this is done, and the fence around the Centennial is erected, the buildings owned by the board will be in a satisfactory condition for some years to come.

Depradations, upon the building on Sheffield street have continued from time to time during the year, the latest outrage being the unroofing of the outbuilding and turning it upside down. I respectfully repeat my recommendation to abandon this building as soon as a commodious but inexpensive structure can be erected upon the lot owned by the board on the corner of St. James and Wentworth streets. The accommodation for primary pupils in that part of the city is altogether insufficient, and as a result crowds of children who ought to be in school are found at all times playing about the streets of that locality. A building of four departments would accommodate the two schools now held in rented premises, and leave room for over a hundred new pupils to be brought in.

The school sites and buildings owned by the board are as follows :

Victoria—Brick on stone foundations, 3 stories, mansard roof, basement with furnace room, latrines, play-rooms, and janitor's apartments, fifteen school-rooms, and exhibition hall.

Albert—Frame on stone foundations, two stories, mansard roof, basement with furnace-room, two play rooms, and janitor's apartments, ten school-rooms, exhibition-hall and annex for water-closets.

Waterloo Street—Frame building (old), 1½ stories front, 2 stories rear, 2 school-rooms, 2 large store-rooms for old furniture, janitor's apartments and annex for water-closets.

Centennial—Brick on stone foundations, 2 stories, mansard roof, basement with furnace-room, work-shop, 2 play-rooms with latrines, 10 school-rooms, exhibition hall and class-room.

Duke Street—(Used and known as the Victoria annex) brick on stone foundations, 1 story, slated roof, partitioned for two departments.

Weldon Lot (so called)—Site awaiting a much needed building for pupils resident in the south-eastern part of the city.

The following buildings are under rental :—In St. Vincent's Convent, 3 rooms ; in Odd Fellows' Hall, 3 rooms and basement with latrines ; Leinster street church building, 9 rooms, hall and basement with latrines ; in St. Malachi's Hall, 9 rooms and exhibition hall ; Mrs. Ansley's building, King Square, 2 rooms and basement with W. C. ; in Charlotte street school, 4 rooms, and outbuildings ; in St. Joseph's School building, 7 rooms, exhibition hall, and basement with latrines ; in St. Philip's church 1 room ; Sheffield street Mission House, 1 room ; in Mason Hall, Carleton, 3 rooms and outbuildings and lot adjoining for play ground ; in St. Patrick's Hall, 5 rooms and outbuildings.

A room is also granted the board free of rent in the Protestant Orphan Asylum Building on Brittain Street, and also one in a government building on Partridge Island, during the pleasure of the Dominion Government. The latter is very unfit for school purposes, and I would again suggest the propriety of erecting a small building in its stead, if the Island school is to be permanently sustained.

Most of the school-rooms are well fitted up with convenient desks and seats, but there are a few which need something better than the temporary arrangements which have been made for the accommodation of the children. This is particularly the case in the Victoria annex, a room in Saint Joseph's school and the Sheffield street building.

The blinds in the Victoria, Saint Malachi's, Leinster street, and Charlotte street schools need to be renewed, after their nine year's service.

New desks were provided for the main room of the boys' Grammar School, which look well and are both comfortable and convenient. They are of a new pattern designed and manufactured by Messrs. A. J. Lordly & Son.

All the departments are well supplied with blackboard and other apparatus, many of them with globes. Here and there a larger supply of modern maps would doubtless be beneficial, and in some cases those on hand need to be replaced by new ones. On the whole, however, care has been taken to supply whatever was found to be absolutely needful, and in these matters our schools will compare favorably with those of other cities.

TEACHERS.

The staff of teachers for the year included 15 males of Class I, and 7 of Class II, total 22; 31 females of Class I, 30 of Class II, and 4 of Class III, total 65. Assistants—2 females of Class I, 1 of Class II, and 2 of Class III; total 5. Reserve teachers called in to fill occasional gaps: 1 male of Class II, and 3 females of Class II, total 4.

Of these 96 teachers, 12 left the service of the board during or at the close of the year, viz., Miss S. E. Whipple, Class I, married; Miss A. R. Green, Class I, married; Miss B. E. Kean, Class II, married; Miss I. L. Rutherford, Class I, married; Miss M. E. Ring, Class III, married; Miss M. Anderson, Class I, illness; Miss M. Nealis (Sister M. Leguori), Class II, retired; Miss M. J. Rodgers (Sister Benedict), Class III, trouble with eyes; Miss E. McLaughlin (Sister Redemptor), Class II, Miss M. A. Collins (Sister Christina), Class II, and Miss A. McGin (Sister Clementine), Class III, removed, and Mr. A. McVey, Class II, (temporarily employed), retired. Miss Whipple had been in the service of the board from the commencement of the present Common School System, and was only absent from her work one day during that period—the day on which her father was buried. Sisters Leguori and Benedict had also been in continuous service since the spring of 1877, and Miss Green for a number of years taught the boys of the first and second grades in the Charlotte Street School. It is a pleasure as well as a duty to give public testimony to the faithful and excellent work performed by these teachers in the interests of public education, and the best wishes of the board and its officers, of their fellow-teachers, and of all who know of their devotion to the duties assigned them, will follow them into their new spheres of life and labor.

The working staff for the whole year consisted of 84 teachers in full charge of departments, and 6 assistants.

The character and result of the teacher's work cannot be set forth by an array of figures, seeing that it includes many things which no present examination test can

reach ; but, so far as it goes, the examinations which have been held indicate a good degree of success in the impartation of knowledge upon the subjects prescribed in the course of instruction, as will be seen from the grading returns hereafter to be referred to.

That the moral element in the development of the pupils' power has not been lacking is apparent in the general good discipline maintained, the character of the opening exercises in most of the schools, and in the nature of the public exhibitions which have been given.

SUPERVISION.

With the exception of a few days before the close of the first school term, and after the opening of the second, I visited more or less of the schools almost every day on which they were in session, and have kept myself thoroughly informed of the methods employed and the progress made in all departments of the service. Although the system of closely graded schools at present in vogue, and the custom of retaining teachers in one department for many years, where the same subjects and sections of subjects are taught over and over from year to year, have a natural tendency toward the production of a tame and uninteresting routine, yet I am pleased to be able to state that most, if not all of the teachers, take pains to prepare their daily lessons beforehand, and to introduce such variety into their modes of presenting the facts and principles of the subjects taught that little room is found for fault-finding in this regard. Whatever tendency in this direction exists would, I believe, be greatly lessened were the schools more frequently visited by the parents, guardians and friends of the children, whose presence would stimulate the teachers to be always putting forth their best efforts, and encourage them and their pupils in the work of imparting and receiving instruction.

Fears have been expressed that the present system is lacking in the power necessary to prepare the children for the practical affairs of life. Yet it is within the compass of my observation that failure in this connection cannot be charged upon the work performed in the schools of this city. Of course there are teachers who have special aptitudes in this direction, the results of whose efforts are more marked than those of others. But upon almost all the subjects taught the teachers generally indicate their appreciation of the necessity of giving a practical turn to each progressive stage of their daily work. The subjects, however, are so numerous, and the time allotted to secure an acquaintance with portions of the course embraced within a given standard, so brief, that few find opportunity for that constant and thorough review of the whole ground traversed by the pupil in preceding standard, which is absolutely necessary to secure the highest efficiency. When the course of instruction comes to be revised by the Board of Education—and I trust that the day is not far distant when this desirable work will be performed—it may be found possible to remove this difficulty by a re-allotment of time and subjects, so as to enable teachers to devote about seventy per cent. of time to review and drill and thirty per cent. to advancement. This would secure the needed thoroughness all along the line and remove any cause for dissatisfaction which may now exist.

The work of supervision has extended beyond the lines of instruction given to the pupils, and has embraced inquiry into the causes of complaint arising from the moral character and actions of the pupils towards each other in the school, on the playground and in the street, and planning appropriate adjustments and arrangements by which

the largest amount of freedom from their recurrence may be secured. In only a few of the cases of this character which have occurred during the past year have unsatisfactory results been attained.

Nor have the buildings, fittings, furniture, apparatus and appliances been overlooked, but, on the contrary, every working day of the whole year has had its share of small repairs and replacements to be looked after and attended to in the several departments referred to, consequent upon the wear and tear to which they are continually subjected by the three or four thousand "activities" daily operating upon them. By constant watchfulness and a ready application of the old adage, anent—the "stitch in time," the general condition of almost all kinds of school property may be said to be satisfactory.

ATTENDANCE.

A comparison of the census returns of 1881 of the children between the ages of five and twenty years with the registered number of pupils in the public schools during the past year shows the following results:—

Age.	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Totals.
Census 1881.....	568	561	568	570	481	620	480	621	474	672	581	630	633	638	615	8702
Registered 1886, First Term.....	114	317	411	470	485	481	414	488	408	279	187	110	47	15	5	4231
“ “ Second Term.....	127	298	428	465	446	489	423	436	404	279	186	94	54	16	4	4149

One pupil was registered during the first term 20 years of age, making the full registered number 4,232.

Four pupils were registered during the second term 20 years of age, and one pupil 21 years of age, making the full registered number 4,154.

The schoolable age of children in the City of St. John, as laid down in the Common Schools Act, is from five to twenty years of age. Practically, as will be seen from the above figures, it is from six to fifteen years inclusive; less than seven-tenths of one per cent. for the first term, and a little over seven-tenths of one per cent. for the second term of all the registered pupils being under and over those limits. Half the decade has passed, and the number of resident children within the legal schoolable age has doubtless considerably increased, yet the returns show that less than half the number reported in 1881 as residents, were in attendance at the public schools during either of the school terms of 1886, into which the year was divided. Allowing the largest margin for children attending private schools, and for those who are weak and incapable, it yet appears that many hundreds of children were not permitted to receive the educational advantages which are so liberally provided. I have so frequently referred to this unfortunate state of affairs in the community, that I need only state the facts as they present themselves, to show the increasing necessity that the school authorities should be invested with some power by which a better state of things can be reached.

The standing of the pupils for the two school terms was as follows:—

STANDARDS.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	TOTALS.
First Term.....	375	600	665	547	495	335	229	228	83	60	41	...	4,232
Second Term.....	736	639	634	566	487	348	234	217	118	62	56	7	4,154

The percentage of enrolled pupils in the several departments was as follows:—

	Primary.	Advanced.	Grammar.
First Term	65.5	30.1	4.4
Second Term	62	32.4	5.8

The total number of pupils attending school during the year, as reported in the sworn returns of the teachers, was 4,925. The period for which they belonged to the several departments was sufficient to make a gross total of 748,121 days, if they had made a perfect attendance or 152 days for each pupil. The actual gross attendance was 619,995½ days, 126 days for each pupil, making nearly 83 per cent. of the whole period for which the pupils severally belonged—a gain of 4 per cent. over the figures of last year. As the school year consists of 206 school days, each of 4,925 pupils enrolled, belonged for 73.74 per cent. of the full school year. This was a gain of 6.74 per cent. for the period of belonging upon that of last year. The percentage of the school year for which the gross number of pupils attended was over 61. A gain of over 8 per cent. on that of last year.

The shortening of the actual school year from 206 to 152 days—the average time for which each pupil belonged—arose (*a*) from the fact that many pupils did not enter the schools until a more or less advanced period in each of the terms; (*b*) from the cutting short of the attendance of those who died, left the city, went to work, and completed the course of instruction, as well as those who were taken from school on account of prolonged illness, or other causes. When it is taken into account that all the schools are open for the entrance of all pupils above the first standard at any period of a school term, and that so many leave school for the causes named in the midst of term work, the above showing may be regarded as generally satisfactory. I have instituted the most careful inquiry into the causes referred to, and by the help of the teachers am able to present them in the following table:—

	Registered Pupils.	Died.	Left city.	Went to work.	Complete course.	Kept at home.	Prolonged sickness.
First Term	4223	10	165	154	15	57	9
Second Term	4154	5	95	96	..	174	83
		15	260	250	15	231	92

The facts brought to light in this table are suggestive in many ways, especially in the testimony it affords of the sanitary condition of the school buildings as shown by the general good health of the pupils; but the point I wish to make here is that 333 pupils were taken out of the schools and kept at home by their parents or guardians. Of this number the removal of 92 was due to prolonged illness, whilst 231 were removed

without any assigned cause. As, however, over 75 per cent. of these were removed during the second term, as the period of cold weather was approaching, it is probable that the need of proper clothing in many cases, and a fear of exposing very young persons to the inclement weather, combined with the increased demand for assistance in the conduct of home affairs during the winter season, were the chief causes of removal. If these conclusions are correct, it is clear that 863 pupils were absent from school on justifiable grounds for a sufficient period to account for a large portion of the non-attendance which goes to make up the difference in the actual school year of 206 days, and the belonging period of 152 days.

After making this allowance, however, there is a difference between the gross days of belonging and those of attendance of 128,125½ days, equal to a loss of over 26 days for every one of the 4,925 pupils registered in all the schools. Of this large amount of lost time 35 per cent. is credited to sickness, and 7 per cent. to bad weather. For 55 per cent. excuses were sent stating that absence was from sufficient causes other than sickness or bad weather, and for 3 per cent. no excuse whatever was offered.

Although it would yet appear that there is too much absence from school from causes which are too trifling to deserve the title of "sufficient," there is much cause for congratulation in the improvement to be noted in this year's returns over those of former years—the monthly average of lost time being 21 per cent. less for 1886 than for 1885. A corresponding improvement for 1887 would leave little to be desired in this very important matter.

It is a further source of pleasure for me to be able to report an improvement in the punctuality of the pupils equal to that observable in their regularity of attendance. Here and there registers are to be found with numerous cross heads to the mark of "present," indicating that the evil of tardiness is not yet entirely removed, but their rapidly decreasing numbers show a general appreciation on the part of teachers, pupils and guardians of the advantages to be gained by the habit of punctuality.

GRADING.

The annual grading examinations took place toward the end of the First School Term, June 1886. It was conducted by the teachers on special question papers which I prepared for their use, covering all the salient features of the subjects embraced in the prescribed course of instruction. Values in parts of a hundred were placed upon correct answers to all the questions given, to facilitate the work of making up the returns. The results were gathered and entered in grading sheets, all the pupils enrolled on the school registers being accounted for. The character of the questions being taken into account I decided to promote all pupils who had made over 65 per cent. of marks upon the papers submitted. Upon this basis the following number of pupils were advanced to the next higher standard:—

Standards.....	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11—Total
Pupils.....	407,	405,	387,	326,	270,	234,	115,	91,	44,	20,	12—2,311

The total number of pupils examined was 3,815, over 60 per cent. of whom were found worthy of advancement.

Number of departments in which none passed.....	3
“ “ “ less than 10 passed.....	4
“ “ “ over 10 and under 20 passed.....	14
“ “ “ “ 20 and under 30 “.....	27
“ “ “ “ 30 and under 40 “.....	20
“ “ “ “ 40 and under 50 “.....	13
“ “ “ “ 50 passed.....	3
Total.....	84

The work of re-organization called for much time and attention, as the unequal numbers advanced caused some departments to be very much overcrowded while others were left without pupils. To overcome the difficulties which presented themselves I found it necessary to transfer 460 other pupils from one department to another, and thus give a fair average number—the capacity of the rooms being taken into account—to each teacher. This was accomplished within a few days after re-opening the schools for the Second Term in August. Subsequently, a number of pupils who fell but little short of the requisite marks to secure advancement at the grading examination, were sent forward as they gave evidence of marked progress in their studies.

FINANCIAL.

The year opened with a balance in hand of \$1,251.63 in favor of Capital Account, and a deficit on Income Account of \$3,365.62. The latter amount had been borrowed from the Capital Account and makes the true balance \$4,675.25. Instead of being able to refund this loan at once the first day of the new year saw the remaining cash balance taken to pay the interest which fell due on that day, and the Board was compelled to enter into arrangements with the Bank of New Brunswick for such advances as might be required from time to time until the amounts accruing from County Fund and installments of assessments should come into the treasury. For these advances the Board agreed to pay interest at the rate of 5 per cent. per annum.

In making up the estimates careful consideration was given to every item, with a view of reducing the amount of warrant to the lowest figure consistent with the requirements of the service. A reduction from the figures of 1885 was effected of \$810.68 upon the items of teacher's salaries, rent and insurance, office and loan, but it was found to be necessary to add \$25.32 to the amount needed for interest, \$200 for water, fuel and light, and \$1,078.77 for temporary repairs and apparatus. This was an actual increase on the gross amount of \$493.41, but it was hoped the receipts from County School Fund would make up the difference, and it was resolved to make the warrant \$55,000 as in 1885. The estimated receipts and expenditures were placed at \$63,000. The actual receipts amounted to \$61,554.15. The expenditures including refund to Capital Account of the sum borrowed to make up the deficit of 1885 amounted to \$61,961.21; leaving a deficit of \$407.06, which was again borrowed from Capital Account and numerous unpaid bills at the close of school year.

I present in tabular form the exact financial condition of the Board at the close of each month.

	Receipts.	Expenditures.	Surplus.	Deficit.
Balance from last year	\$1,251 63			
January		\$5,335 67		\$4,084 04
February	(a) 5,418 81	5,281 27		3,946 50
March	(b) 4,070 39	3,567 24		3,443 35
April		3,494 78		6,938 13
May	125 00	4,959 00		11,772 13
June	(a) 4,115 00	6,390 42		14,047 55
July	39 75	6,936 92		20,944 72
August		4,854 83		25,799 55
September		463 29		26,262 84
October	(a) 43,540 79	6,382 16	\$10,895 79	
November	(b) 3,981 21	5,374 56	9,502 44	
December	280 00	7,601 09	2,181 35	

The amounts I have marked (a) are chiefly assessments; those marked (b) are chiefly County School Fund; the rest are rentals from lands and interest on Water Debentures held for the Parker Medal Fund.

On January 1st, 1887, interest on debentures falls due to between five and six thousand dollars. So it is evident that the first act of the Board for the new year is again to arrange for a loan to carry on the trust assigned them.

The limit to which the Board is empowered to issue debentures for the purchase of school lands, the erection and furnishing of buildings, and the permanent repair of school buildings—\$200,000—was reached in 1885, so that no new debentures were issued last year. The balance of \$4,617.25 in favor of capital account, on hand Jan. 1st, 1886, was reduced by the expenditure of \$2,038.84, for buildings, furniture and repairs to \$2,588.41 on December 31st, 1886.

The total indebtedness on this account is \$200,000, which matures from time to time as follows:—

In the year 1897 debentures fall due to the amount of \$30,750.
“ “ 1898 “ “ “ “ 4,800.
“ “ 1899 “ “ “ “ 8,000.
“ “ 1900 “ “ “ “ 60,900.
“ “ 1901 “ “ “ “ 69,509.
“ “ 1908 “ “ “ “ 8,600.
“ “ 1909 “ “ “ “ 11,500.
“ “ 1910 “ “ “ “ 5,941.

The total amount realized on this account is \$239,052.66, and the total expenditures \$236,464.25, leaving a balance of \$2,588.41, as before stated.

The income account showed a deficit on January 1st, of \$3,365.62. This amount was temporarily borrowed from capital account, and was refunded as soon as the assessments for the current year came in. The receipts for this fund were, from city assessments, \$53,029.65; county school funds, \$7,974.80; rents and interest, \$566 50; making a total of \$61,554.15. The expenditures were refunded to capital account, \$3,365.62; teacher's salaries, \$31,202.67; interest on debentures and loans, \$12,540.77; rents and insurance, \$5,327.54; care of buildings, \$2,713.01; fuel, water and light, \$2,900.14; office, including secretary's salary, clerk hire, rent, books and stationery, printing school forms, and printing the annual report, \$2,043.49; maintenance, includ-

ing wear and tear of furniture, temporary repairs to buildings, workman's wages, and all incidental expenses, \$1,872.52; and books for indigent pupils, \$12.25; making a total of \$61,978.01. This shows a deficit of \$407.06, which was again temporarily borrowed from capital account, leaving the actual cash balance \$2,181.35.

The total amount of school assessments on the city in default on December 31st, was \$76,644.57. Of this amount \$41,330.29 is default on assessments previous to 1880. The remainder, \$35,314.28, is distributed as follows: 1880, \$41,379.36; 1881, \$5,610.57; 1882, \$660.96; 1883, \$1,867.59; 1884, \$3,380.06; 1885, \$6,189.79; 1886, \$13,209.15. Of the sum in default previous to 1880 there is little prospect of obtaining more than a moiety, and of that in default since, a large percentage will probably be lost. The statement I have given of the monthly receipts and expenditures, showing as it does that the scattered amounts received from assessments and county school fund from the October payment of one year to that of the next, is barely sufficient to meet the ordinary expenditure of the three first months of the year, demonstrates the urgency of the needs of the board, and the practical necessity of having a balance of at least \$30,000 on hand at the opening of each school year, or available as needed in its early months. It is very clear that no reduction in the estimates can be looked for until some practical assurance is had that the amount called for will be collected and paid over; whilst it further refutes the idea held by some that the amount called for by the board is in excess of its current requirements.

I submit the full tabular statement of estimates, receipts and expenditures for ordinary service, showing what the financial position of the board has been at the end of each year.

YEAR.	Full estimate of Expenditure.	Estimate for Assessment.	Estimate for County School Fund.	Receipts from Assessment.	Receipts from County School Fund.	Receipts from other minor sources.	Full Receipts.	Full Expenditure.	Surplus.	Deficit.
1872.....	\$69,250 00	\$60,000 00	\$9,250 00	\$13,869 50	\$5,019 57	\$ 126 00	\$19,015 07	\$33,219 00		\$14,203 93
1873.....	52,250 00	43,000 00	9,250 00	47,633 16	9,035 50	202 00	56,870 66	49,372 33		6,705 60
1874.....	57,000 00	48,000 00	9,000 00	52,090 02	8,977 14	226 32	61,283 48	55,779 03		1,201 15
1875.....	76,000 00	67,000 00	9,000 00	42,493 08	9,108 03	560 80	52,162 51	56,620 45	\$252 53	5,659 09
1876.....	60,000 00	51,000 00	9,000 00	59,099 12	5,295 26	1,925 77	66,520 15	60,608 53		
1877.....	66,000 00	50,000 00	9,000 00	41,794 42	11,243 60	1,300 00	54,338 02	58,292 54		3,701 99
1878.....	63,500 00	55,000 00	8,500 00	36,736 95	8,904 29	50 00	40,691 24	57,623 96		20,654 71
1879.....	63,500 00	55,000 00	8,500 00	74,749 28	12,078 96	50 00	86,878 24	70,299 48		4,055 95
1880.....	54,850 00	46,500 00	8,350 00	37,158 08	8,231 64	37 50	45,427 17	50,852 56	2,448 95	9,481 34
1881.....	54,185 00	46,570 00	7,685 00	47,040 72	7,824 52	619 83	55,484 87	60,444 04	3,868 48	4,440 51
1882.....	54,353 00	46,500 00	7,853 00	50,802 80	7,896 37	570 04	59,219 27	52,329 81		
1883.....	55,924 00	48,000 00	7,924 00	50,965 01	7,881 31	513 72	59,360 04	57,940 51		
1884.....	57,595 00	50,000 00	7,595 00	46,963 72	7,821 33	576 44	55,361 49	57,147 78		
1885.....	62,506 00	55,000 00	7,506 00	51,256 11	9,409 38	1,512 02	62,177 51	67,615 32		3,365 62
1886.....	63,000 00	55,000 00	8,000 00	53,029 65	7,974 80	566 50	61,570 95	58,612 39		407 06
	\$908,913 00	\$782,500 00	\$126,413 00	\$705,672 23	\$121,701 50	\$6,776 94	\$836,350 67	\$836,757 73		

W. C. T. U. PRIZE ESSAYS.

About the middle of the second term a communication was received from the secretary of the Women's Christian Temperance Union offering money prizes for the best four essays upon "Alcohol, its Effects upon the Human Brain and System," open to the boys and girls of the Grammar School department. Ten dollars for the best and five dollars for the second best, for boys and girls respectively.

The offer was thankfully accepted and announced to the pupils. Early in December twenty essays were handed in—fourteen by girls and six by boys—varying in length from 1,200 to 7,500 words each. All possessed sufficient merit to secure honorable mention, and some, in the words of the examiner's report, were treated with considerable analytical skill, displayed much research, contained a great many facts in a condensed form, backed by the opinions of many eminent writers, and showed a good faculty for compilation.

The winners of the ten dollar prizes were Margaret M. Brady and Walter H. Trueman. The winners of the five dollar prizes were Elizabeth McNaughton and William G. McFarlane.

Extracts were read to a large audience gathered in the hall of the Victoria School on the last school day of the year, and the results were sufficiently gratifying to cause friends to present book prizes to those whose essays were reported as possessing high merit. These were awarded to:—

Presented by

Arthur M. Hamilton.....	J. V. Ellis, Esq., M. P. P.
Emma McInnis.....	Rev. G. M. Armstrong.
Emma Burrige.....	F. Macfarland, Esq., M. D.
Emma L. Stewart.....	Rev. J. E. Hopper, D. D.
Minnie Evans.....	H. J. Thorne, Esq.
Annetta L. Sulis.....	Rev. J. A. Gordon.
Mary H. Walker.....	John McMillan, Esq.
Alice M. Wilson.....	Geo. R. Smith, Esq.
Alice Walker.....	Geo. R. Smith, Esq.
Kate Stewart.....	Geo. R. Smith, Esq.
Willa Peters.....	J. March, Esq.
Bertha J. Barbour.....	Rev. J. A. Gordon.

The manual work was very creditable and out of the forty-five thousand and odd words of which the series was composed there were only twenty-five errors in spelling and most of these were evidently errors in copying.

SCHOOL EXHIBIT.

Early in the year I received a telegram from Sir Charles Tupper, High Commissioner for the Dominion of Canada at London, asking me to meet him on his arrival in St. John, in regard to getting up an educational exhibit from the schools of this city, for the Colonial and Indian Exhibition to open in London in the month of May. On meeting Sir Charles Tupper, he expressed his strong desire that the educational systems of Canada should be brought prominently before the world in the exhibition about to be held, and informed me that on his way to St. John he had seen Hon. Mr. Blair,

Attorney-General of New Brunswick, who had promised whatever aid it was in the power of the Government to render to so worthy an undertaking. I expressed my personal interest in the matter and assured him that the Board of School Trustees of St. John would gladly assist the Board of Education by securing specimens of the manual work of the pupils and in providing photographs of the school buildings and pupils to the extent of their ability.

Shortly after the Chief Superintendent of Education sent out circulars urging the matter upon the Board of Trustees, and the work of gathering up materials was at once commenced. Many thousand specimens of the school work of the children were gathered and placed in my hands. These I collated and arranged according to grades, and put up in such forms as could be readily handled without destruction or deterioration. The same work was going on in various parts of the province, and on Friday and Saturday, March 12th and 13th, the whole of the materials gathered were arranged and open for exhibition in the brick building adjoining the Victoria School, on Duke street, in this city, Friday being made a holiday in all schools whose teachers attended the Exhibition. The morning and afternoon of Friday were given up to Teachers and School Officers exclusively. Pupils were admitted on Saturday morning, and the general public on the evenings of both days, on the payment of a small fee. This display was a most gratifying one to all who attended it, and did more than anything else could, perhaps, to give the public an accurate idea of what is actually being done in the public schools of the land. Besides the manual work, which included print, script and printing, writing, free-hand drawing, arithmetic, algebra, geometry, mapping, illustrations of mechanical science, physiological charts, architectural drawings, sewing and knitting, etc., the exhibit contained specimens of school furniture, blackboards, erasers, minerals and woods of the province, weights and measures, solids, a full set of textbooks, and framed photographs of school buildings and pupils in school, the whole forming a unique and attractive display.

The whole exhibit was afterwards packed in six large cases and forwarded to the exhibition at London, where it drew the attention of many thousands of persons and won from the highest educational authorities words of commendation.

I should add that every school in the City of St. John was represented, and that many of the schools sent work from every pupil. I would suggest that on its return, the portion belonging to St. John, be permanently placed in one of the large school-buildings, and kept as a souvenir of the first educational exhibit attempted by us.

APPENDIX D.

REPORTS OF THE UNIVERSITY OF NEW BRUNSWICK, OF THE DEAF AND DUMB INSTITUTION AT FREDERICTON AND AT HALIFAX—AND SCHOOL RECORD AND FINANCIAL STATEMENT OF THE BLIND ASYLUM, HALIFAX, —IN COMPLIANCE WITH THE ORDER OF THE BOARD OF EDUCATION, UNDER DATE MAY 25TH, 1885.

To His Honor the Honorable Sir S. L. Tilley, C. B., K. C. M. G., Lieutenant-Governor of the Province of New Brunswick:

MAY IT PLEASE YOUR HONOR.

In conformity with the requirements of the Act establishing the University of New Brunswick I have the honor to submit the following report for the year 1886:—

At the close of the last academic year a committee, appointed by the Senate, after careful deliberation, reported in favor of the admission of women to the University on the same terms as men. Arrangements have been made with the stewardess by which ladies attending the lectures may have the use of a waiting-room properly warmed and furnished. One lady student has been in actual attendance since the beginning of the present academic year, and what was formerly looked upon as a radical innovation is now treated as a matter of course.

Ten young ladies have matriculated during the past year on good answering in all the subjects required.

The lengthening of the time of the undergraduate course by one year will not prevent students, who are well prepared, from grading in three years. They may enter at once upon the second year by passing an examination called the Senior Matriculation Examination. All the best colleges in the Dominion have a four years' course, and without it the degrees of this University would suffer by comparison.

The Faculty have felt the necessity of making room for optional studies and a more extended honor course. These could only be introduced by making the term of study four years instead of three.

For particulars with regard to the course of study for undergraduates I beg to refer your Honor to the University Calendar which accompanies this report. There has been a gratifying increase in the number of matriculants and students attending the institution during the past year.

The College School is still under the joint control of the Senate of the University and the Board of School Trustees of Fredericton.

The College Lectures were suspended for two days in consequence of the lamented death of Dr. W. Brydon Jack, so long and intimately connected with the life and progress of the University as Professor and President.

The staff of Professors remains the same as in my last report. I beg respectfully

to suggest that the usefulness of the University might be greatly increased by the establishment of a Chair of Practical and Experimental Science.

I have the honor to be,

Your Honor's most obedient servant,

THOMAS HARRISON,

President.

Fredericton Institution for the Education of the Deaf and Dumb.

DIRECTORS:

HON. CHIEF JUSTICE ALLEN, CHAIRMAN,

MR. E. C. FREEZE,

MR. H. C. CREED,

REV. J. McLEOD,

MR. J. W. SPURDEN,

MR. GEO. A. PERLEY,

Treasurer.

REV. MR. DOBSON,

MR. G. T. WHELPLEY,

MR. W. ANDERSON,

MR. J. G. McNALLY.

REV. G. GOODRIDGE ROBERTS,

Secretary.

To WM. CROCKET, Esq.,
Chief Supt. of Education. }

DEAR SIR,—In accordance with your request I herewith enclose an extract from the fourth annual report of the Fredericton Institution for the education of the deaf and dumb which has been approved and adopted by the general committee of management. I have much pleasure in stating that the work of the past year has been fairly successful. Satisfactory progress has been made by the pupils under our charge, the domestic affairs of the household have been administered with increased efficiency and economy, and the general health of our officers and pupils has been exceedingly good.

While diphtheria prevailed to such an alarming extent in the city and suburbs during the early part of the year, we fortunately escaped the visitation of that dread disease, thanks to the healthy location of the institution, the cleanliness of its external arrangements and the pure invigorating breezes of Hawthorn Hill.

ATTENDANCE.

The following has been the attendance :—

No.	NAME.	AGE.	RESIDENCE.
1	Ernest W. Hagerman,	17	Woodsock.
2	Geo. Allan Miller,	19	Lower Canterbury.
3	Ernest Edwin Prince,	14	St. John.
4	Fred. J. T. Boal,	14	Sussex.
5	Edward M. Wheary,	14	Keswick.
6	John Franklin Reilley,	8	St. Stephen.
7	Alfred Rowe Shaw,	9	Middle Simonds.
8	Frederick Coy,	13	Fredericton.
9	Robert Haines,	13	Keswick.
10	John Herbert Bryden,	12	Woodstock.
11	Francis Louis Coates,	8	St. John.
12	Isedore Richer,	17	Turtle Creek.
13	Avondale Smith,	16	Albert Mines.
14	Florence Milton,	16	Turtle Creek.
15	Ellinor Logan,	9	St. John.
16	Mary Upham,	19	Kings County.
17	Elizabeth McLaughlin,	10	Vanceboro.
18	Lillie Whelpley,	15	St. John.
19	Mary Jane Estey,	11	Jacksontown.
20	Mary Hailey,	6	Charlotte County.

Our number might easily be increased had we the necessary accommodation for their reception. It is considered advisable, however, from sanitary reasons, to limit the number of pupils to what the house can fairly accommodate, each pupil being provided with a separate bed as far as the space at our disposal will allow.

A WORD TO PARENTS.

Appended to this report will be found a balance sheet showing the receipts and school expenditure. It will be noticed from one item among the receipts that the total amount received from the parents of our pupils for the past year only amounted to \$141, and while it is perhaps difficult for some to do more than clothe their children comfortably, it should be remembered that if they were at home something more would have to be done. The institution not only provides instruction but board, lodging, washing, lesson books, stationery and incessant daily care in addition to the best medical attention.

Thoughtful parents who value the training and advantages which the institution confers upon their loved little ones should cheerfully endeavour to sustain its operations as far as it lies in their power.

INCREASED SUBSCRIPTIONS.

It is pleasant to report an increase in our general subscription list from \$1050 in our last report to \$1437.88. This is a step in the right direction and is exceedingly gratifying from the fact that the unmanly attempts which were made by a worthless and unprincipled fellow to injure the reputation of the institution and thus destroy its usefulness last summer, have proved entirely abortive.

No stronger or more convincing testimony need be adduced as to the confidence in which the institution is held throughout these Provinces. Seven hundred copies of our last Annual Report were sent through New Brunswick, Prince Edward Island, Maine, Montreal and Quebec, to test the injury which his venomous and shameless assertions might have caused to our reputation.

The answer is most complete. Instead of there being a falling off on our subscription list, as might have been the case, there has been a general increase in the receipts from Charlottetown, Montreal, Quebec, Bangor, Augusta, Waterville, Portland and other cities of Maine, and Campbellton and Dalhousie have sent in their quota for the first time this year. This fact is conclusive, and so far from the confidence which has hitherto been felt in the work being impaired by the unpleasant ordeal through which we have passed, our hands have been strengthened by the expression of sympathy and good will which have greeted us on all sides; and at no period of the institution's history has it stood higher in the estimation of the public than it does at the present day.

EDUCATIONAL.

Our general plan of work has been similar to that of last year. We have endeavored to lay a good ground-work in the use of language by getting our pupils to correct their own lessons, to ask questions of their teachers at full length and to prohibit signs as much as possible when carrying on a conversation with each other.

More interest has been taken in reading and we have been able to place a number of useful illustrated books in their sitting-room with newspapers for the advanced pupils.

All children need occupation and amusement especially is this the case with those whose minds are to some extent dormant and require developing.

Friends who have simple illustrated books suited to the capacity of the little ones might help us considerably in this direction.

IMPROVEMENTS.

We have secured the services of an industrious and reliable man to look after the cattle and farm. Much of the work which previously fell to the boys has been undertaken by him.

IMPRESSIONS OF THE DEAF AND DUMB.

Sometimes erroneous ideas prevail regarding the class for whom such institutions as ours are provided.

The deaf are not, as regards desires, passions, disposition, etc., very different from those who can hear. Self-willed, uneducated deaf mutes often give way to fits of passion but this usually proceeds from the lack of education, which acts as a strong restraining influence upon those who are habitually addicted to these bursts of temper.

In cases, however, where a child has been petted for years and given everything he cried for by his loving but too indulgent parents, it must be admitted that a large amount of education will be required to eradicate that feeling of self which predominates at times and makes itself so painfully visible when thwarted.

These unpleasant instances proceeding from the mistaken kindness of parents to their children in infancy have caused many to look upon the deaf and dumb as a class of people who put no restraint upon themselves, are exceedingly violent, become mad at times and say the most insulting things at a moment's notice. This may be the reason why intelligent and otherwise kindly disposed people apply an epithet when speaking

of the deaf, which links them with "the dumb brutes," and perpetuates in the minds of all who have the degrading appellation a poor and unjust estimate of a class of our fellow creatures who are more sinned against than sinning. In one of our cities not far from Fredericton, you may hear the expression applied almost daily to a person unfortunate in his birth, unfortunate in his education, and unfortunate in his choice of a business, "there goes the dummy."

It may be a thoughtless act and not meant unkindly, but the effect is not only to detract from their own self respect and self reliance but to lower them in the eyes of those who would be willing otherwise to give them employment.

It is pleasant to observe on the other hand the vast influence of education in reclaiming thousands from a life of degradation which ignorance entails, and enabling them to fill worthily honorable positions in the society of their fellow men. We have deaf mute clerks, engravers, compositors, agents, artists, teachers, barristers, and even ordained ministers of religion. In the rank and file are numbered shoemakers, carpenters, printers, painters, saddlers, hatters, tailors, moulders, blacksmiths, bookbinders, agricultural laborers, etc. A lower grade, perhaps, but earning an honest livelihood by the sweat of their brow, and doing their duty nobly in that state of life to which they have been called.

Is it not then a fact that the deaf and dumb are not different beings from the rest of mankind. Their lack of hearing undoubtedly cripples them, but they have an acute sense of sight and observation and are good physiognomists. Hence originated the language of signs by the Abbe d'Épée, now in almost universal use to a greater or less extent in all centres of education for their benefit.

Upwards of sixty institutions have been established on this continent alone, which accommodate about 8,000 children, and it is a noteworthy fact that 26,000 deaf mutes have received instruction therein during the past seventy years.

While thousands of busy hands and busy minds are endeavoring to raise them in the social scale ridicule would fall harmless, were it remembered that their condition is anything but a bed of roses when endowed with all that science and education can do and that neither the sign language, lip reading nor any other system can restore the blessed faculty of hearing and place them on an equality with their fortunate brethren.

GOVERNMENT AID.

In appealing for increased aid from the Legislature of our Province I would call attention to the following facts regarding that class of humanity for whom we are laboring and the institution which has been established for their benefit :—

The Fredericton institution for the education of the deaf and dumb is not a sanitarium for the relief of deafness nor an asylum for the retreat of aged and infirm deaf mutes. Its character is distinctively and exclusively educational and has been established to secure an education for those children whom deafness precludes from participating in the advantages of the ordinary schools which are so liberally provided for the training of hearing and speaking children throughout the length and breadth of our Province.

The course of study comprises the common branches taught by trained teachers by methods which for years have been successfully used by similar schools in the Old Country and on this continent.

The sign language, which is the natural language of all deaf mutes, is used as a

means of instruction and may be discarded afterwards. The deaf, however, cling to it long after their education is completed on account of its convenience, it being the medium by which thought can be most readily interchanged. It is invaluable as a stimulus of the dormant faculties, gives free and unlimited power in the expression of ideas and is such a ready means of conveying information, of joining in social intercourse and in the discussion of the burning questions of the hour, that as long as the deaf exist, it will remain a substitute for vocal speech and a monument to its inventor.

While this is the case, however, we would desire to keep abreast of the times. The deaf mute world has been excited during the past few years over the "Oral method of educating the deaf." It is not, as some suppose, "a new departure," but is in fact the oldest of the two methods, being known as the German system.

The advocates of this system claim that it enables the deaf and dumb to use and understand speech, restores them to the society of their friends, improves their health and enables them to participate in the religious instruction at public places of worship. If these claims could be fully substantiated, and all our deaf mutes taught to speak and understand the speech of others, the system would be hailed with joy and be a source of congratulation to every teacher throughout the land.

The fact is that while a few selected pupils would undoubtedly benefit by this method of teaching, and could be brought forward by its exponents as striking instances of its success, the great mass of the deaf and dumb would remain in far greater ignorance by its general adoption.

By the medium of signs the minority who show any aptitude for it should have the chance given them of acquiring speech. I would, therefore, ask for an increased grant, that the services of an additional trained teacher may be secured to take charge of those pupils who may derive benefit from a course of articulation and lip reading.

I would also respectfully remind the members of our Legislature of the need existing for the erection of a building more adapted to the purposes of our institution than our present premises. The space at our disposal will not admit of our taking in many pupils. It would also be most desirable to supplement the general educational work of the institute by an industrial department, where technical instruction could be given in some trades, such as printing, carpentry or shoemaking. Even a limited acquaintance with these trades would make it very much easier for our pupils to secure employment when they leave school. It is quite possible that a shoemaker's shop would also be self-supporting.

The foundations of the old building remain intact, the location is unsurpassed, and the expenditure of a few thousand dollars would provide a building which would meet the requirements of the province for some years to come. The adoption of this suggestion could scarcely meet with opposition, and at the same time would confer a most invaluable boon upon all our children of silence.

ALBERT FRED'K WOODBRIDGE,

Superintendent.

Balance Sheet—1886.
RECEIPTS.

By Government Grant.....	\$1,500 00
“ Collections, Subscriptions, etc.....	1,437 88
“ Payments by Parents.....	141 00
	\$3,078 88

EXPENDITURE.

To Household Expenses.....	\$1,016 13
“ Salary and Wages.....	1,023 85
“ Travelling Expenses and Commission.....	334 66
“ Furniture and Repairs.....	214 52
“ Dry Goods, Clothing, etc.....	175 28
“ Feed for Cattle, etc.....	147 47
“ Printing Reports, etc.....	66 42
“ Insurance on Buildings and Furniture.....	52 00
“ Fuel.....	28 00
	\$3,057 83
Balance on hand.....	21 05
	\$3,078 88

Institution for the Deaf and Dumb, Halifax, Nova Scotia.

January 17th, 1887.

WILLIAM CROCKET, Esq.,
 Chief Supt. of Education,
 Province of New Brunswick. }

DEAR SIR:—In compliance with your request I beg to submit the following report of this Institution for the past year:—

ATTENDANCE.

During the year 1886 there were seventy-eight pupils in attendance, 43 boys and 35 girls; of these 48 belonged to Nova Scotia, 16 to New Brunswick, 8 to Prince Edward Island, and 6 to Newfoundland.

NEW BRUNSWICK PUPILS.

The names and residences of the sixteen New Brunswick pupils (11 boys and 5 girls) are as follows:—

Charles W. Thumith.....	St. John City.
Sumner L. Jones.....	St. John City.
James Ganey.....	Carleton, St. John, N. B.
John B. Trenholm.....	Port Elgin, Westmorland Co.
Maurice S. Blake.....	Curryville, Albert Co.

Elderkin Allen.....	Shemogue, Westmorland Co.
Melbourne D'Orsay	Memramcook, Westmorland Co.
Eddie McDonald.....	Chatham, Northumberland Co.
Fred. W. Treen.....	Baie Verte, Westmorland Co.
Annie E. Crozier.....	Petersville, Queens Co.
Annie Vaughan.....	Portland, St. John Co.
Phemie Trenholm.....	Port Elgin, Westmorland Co.
Lillian Trenholm.....	Port Elgin, Westmorland Co.
Annie Marsh.....	Bass River, Kent Co.
Collingwood Winton.....	Jacquet River, Restigouche Co.
Henry Robinson.....	Hillsboro, Albert Co.

Of the above, thirteen are at present under instruction in the institution.

AMOUNT RECEIVED FOR SUPPORT.

Five out of the sixteen New Brunswick pupils for 1886 paid an average of \$19 for board and education, while the rest paid nothing at all. Including the grant of \$500 from the New Brunswick Government the whole amount received for the support of New Brunswick pupils in this institution during the year, was only \$595, or an average of \$37.18 $\frac{1}{2}$ per head, being barely one-fourth of their actual cost. For the same number of Nova Scotia pupils we received from this province the sum of \$1,920, or at the rate of \$120 for each, the amount provided by law for the education of our own deaf mutes. In my report to you last year I called attention to this unsatisfactory state of matters, pointing out the large indebtedness of New Brunswick to the Halifax Institution for arrears extending over many years, and I regret to say that no improvement has since taken place.

INCOME AND EXPENDITURE.

The income for the year 1886 from all sources was \$9,801.13, and the expenditure \$11,290.52, showing a balance to debit of nearly \$1,500, a deficit solely due to extensive alterations and additions to the premises during the year. Much of this expenditure might have been avoided, but for the presence of New Brunswick pupils in the institution, and no deficiency would have occurred had New Brunswick been mindful of her obligations to an institution which has for thirty years endeavored to serve her deaf mutes, and that too at no little pecuniary sacrifice.

Respectfully submitted,

J. SCOTT HUTTON, M. A.,

Principal.

Halifax School for the Blind.

SCHOOL RECORD.

Number of school days in the term, 240. Possible number of marks to be obtained in the Literary or Musical department, or for deportment, 1,000.

NAMES OF PUPILS.		Attendance.	School.	Music.
<i>Senior Division.</i>				
1	Minnie Corbin, Chester, N. S.	218	737	811
2	Maggie Duke, Richibucto, N. B.	240	...	964
3	Mary Elwood, Halifax, N. S.	240	864	894
4	Maggie Newcombe, Shoal Bay, N. S.	240	808	890
5	Isabel Staten, Foreston, N. B.	238	851	913
6	James Butler, Barrington, N. S.	240	868	873
7	Willie Collins, St. John, N. B.	240	856	919
8	Martin Fletcher, DeBert, N. S.	150	523	541
9	Stephen Harivel, Stellarton, N. S.	150	495	497
10	Murdoch Morrison, Stellarton, N. S.	240	832	615
11	John Rafuse, Chester, N. S.	238	854	...
12	Ainsle Shaw, Musquodoboit, N. S.	240	1000	...
13	George Teakston, Halifax, N. S.	216	854	813
14	Montague Warren, Montague Bridge, P. E. I.	240	841	957
<i>Junior Division.</i>				
15	Bertha Hall, Lawrencetown, N. S.	240	879	867
16	Agnes Valley, Chatham, N. B.	240	872	786
17	Phœbe Armstrong, Hants Co., N. S.	240	644	640
18	Alice Gammon, Tor Bay, N. S.	177	637	611
19	Harriet Smith, Walton, N. S.	238	677	566
20	John Dunn, Cumberland Co.	240	790	211
21	John Hawbolt, Marie Joseph, N. S.	240	797	780
22	Clifford Williston, Newcastle, N. B.	239	819	800

(Signed)

C. F. FRASER,

Superintendent.

Pupils Entered and Prizes Awarded During Year.

PUPILS ENTERED DURING THE YEAR.

Frederick Horton, Musquodoboit, N. S.

ADULT WORKMEN.

Thomas Crowell, Horton Landing, Kings Co., N. S.

Thomas McGuire, City of Halifax.

E. Corbett, Musquodoboit, N. S.

GRADUATED OR REMAINED AT HOME.

A. Shaw, Musquodoboit, N. S.
 John Hawbolt, Marie Joseph, Guysboro' Co., N. S.
 Margaret Duke, Richibucto, N. B.

PRIZES.

LITERARY DEPARTMENT.

Senior Division.

1st Prize—Anslie Shaw, Musquodoboit, N. S.
2nd Prize—James Butler, Barrington, N. S.

Junior Division.

1st Prize—Bertha Hall, Lawrencetown, Annapolis Co., N. S.
2nd Prize—Agnes Valley, Chatham, N. B.

MUSICAL DEPARTMENT.

1st Prize—Margaret Duke, Richibucto, N. B.
2nd Prize—Montague Warren, Montague Bridge, P. E. I.

BOYS WORK DEPARTMENT.

Divided Prize—John Rafuse, Chester, N. S., and Frederick Horton, Musquodoboit, N. S.

Halifax] School for the Blind in account with E. D. Meynell, Treasurer.

DR.

1886.

Dec. 11.	To paid house expenses, including salaries to Steward, Matron and Servants.....	\$2,722 02
	“ Salaries to Superintendent and Teachers.....	1,300 00
	“ Repairs to Building.....	441 97
	“ Grounds.....	27 23
	“ Printing, Stationary and Postage.....	56 91
	“ Instruction in Singing and Musical Instruments... ..	214 28
	“ Prizes.....	18 00
	“ Sundries.....	123 93
	“ Materials for manufacture in workshop.....	188 28
	“ Board of adult pupils.....	282 50
	“ Halifax Banking Co. and Bank Nova Scotia, on temporary deposit.....	752 18
	“ Invested on mortgage.....	2,000 00
	“ Balance.....	32 22
		<hr/> \$8,159 22

CR.		
1885.		
Dec. 12.	By Balance.....	\$1 05
1886.		
Dec. 11.	" Interest and Dividends.....	1,516 96
	" Manufactures sold.....	86 97
	" Donations.....	297 85
	" Grants—P. E. Island Government.....	\$200 00
	" " New Brunswick Government... ..	720 00
	" " Nova Scotia—Counties and Gov- ernment.....	2,592 00
		3,512 00
	" Legacies—late H. Hesslein.....	\$100 00
	" " " J. B. Smith.....	100 00
	" " " A. Shiels.....	552 18
	" " " Jas. J. Merkel.....	50 00
		802 18
	" Deposits in sundry banks, withdrawn for permanent investment.....	1,948 84
	" Cash overdrawn to pay bills, and refunded.....	3 67
		\$8,159 52
	" Balance as per bank book.....	\$32 22

Examined and found correct.

[E. & O. E.]

E. D. MEYNELL,

Treasurer.

GEO. THOMSON, }
GEO. MITCHELL, } *Auditors.*

Memoranda.

DR.

To actual expenditures of school for 1886.....	\$5,375 12
" Items belonging to Investment Account.....	2,752 18
" Balance carried forward.....	32 22
	Total.....
	\$8,159 52

CR.

By Balance from year 1885.....	\$1 05
" Grants, Interests, Dividends, Donations and Sales.....	5,417 45
" Items belonging to Investment Account....	2,741 02
	Total.....
	\$8,159 52

4.9

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78



