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REPORT



MINISTER OF EDUCATION

(ONTARIO.)

1885.

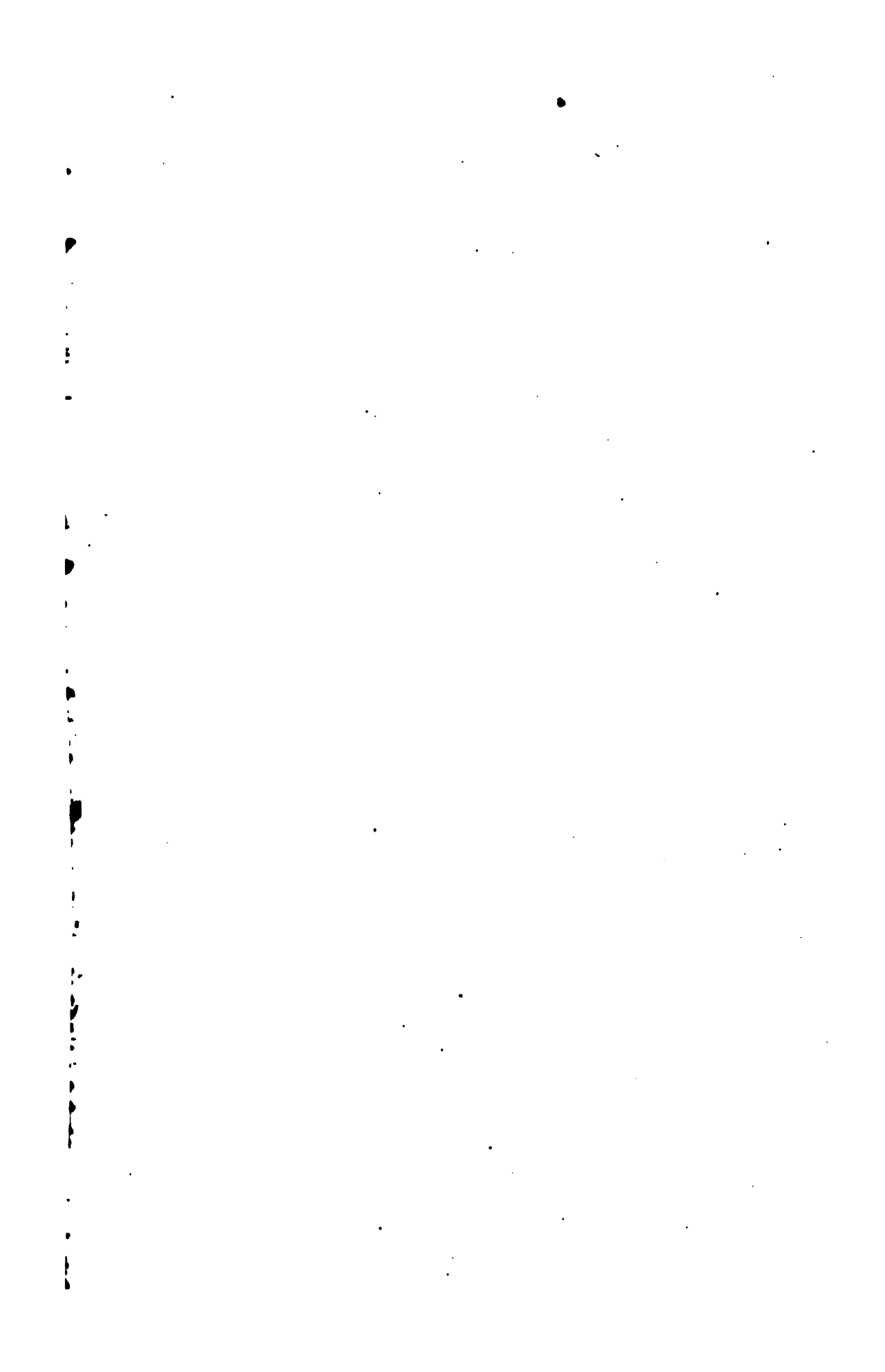
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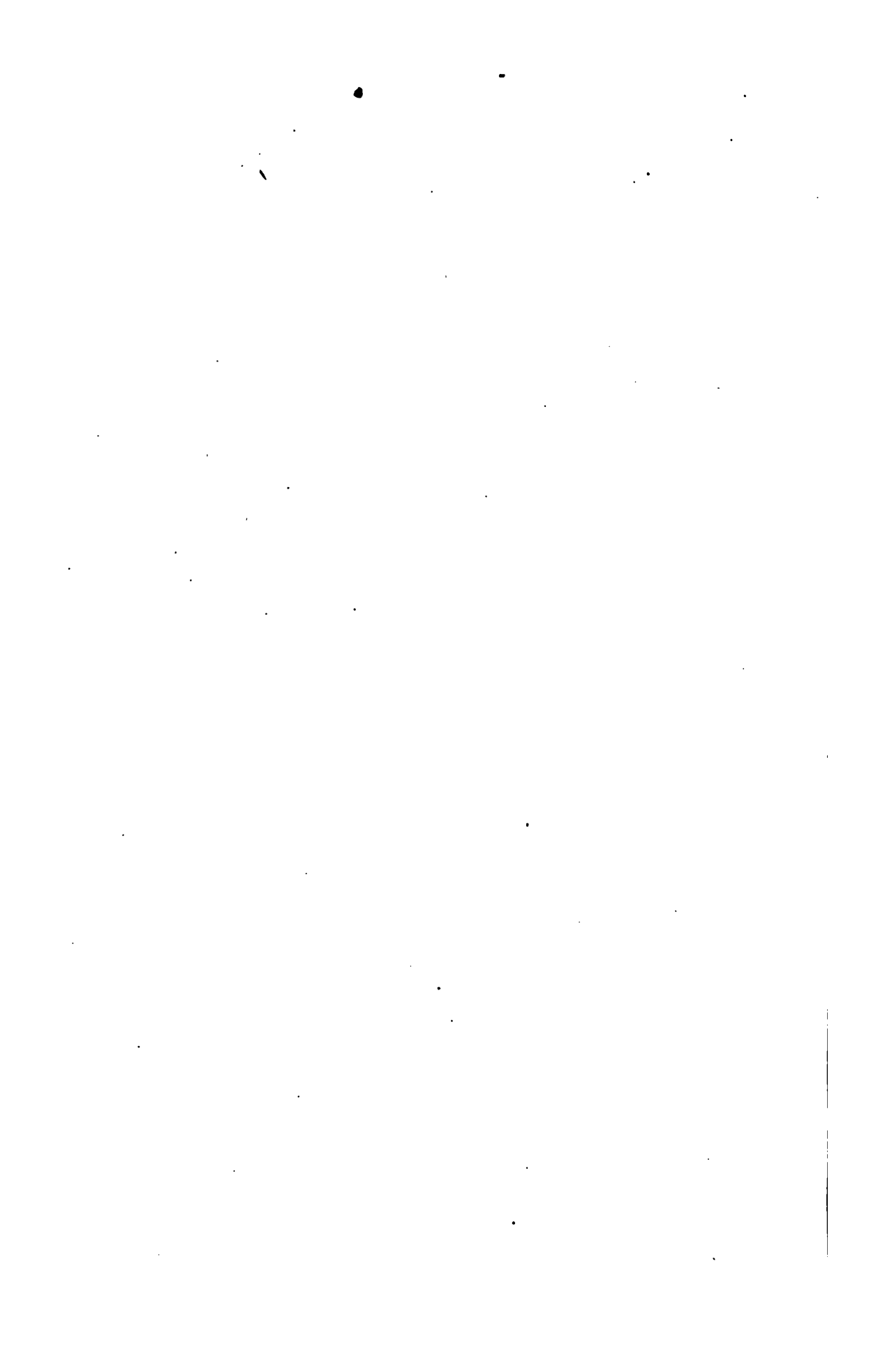
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**REPORT**

**OF THE**

**MINISTER OF EDUCATION.**

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REPORT  
OF THE  
MINISTER OF EDUCATION

(ONTARIO)

FOR THE YEAR 1885,

WITH THE STATISTICS OF 1884.

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*Printed by Order of the Legislative Assembly.*

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**Toronto:**

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STATISTICAL REPORT, 1884.

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REPORT  
OF THE  
MINISTER OF EDUCATION  
FOR THE YEAR 1885,  
WITH THE STATISTICS OF 1884.

TO THE HONORABLE JOHN BEVERLEY ROBINSON,

*Lieutenant-Governor of the Province of Ontario:*

MAY IT PLEASE YOUR HONOR:

I herewith present the Report of the Education Department for the year 1885, together with the statistics for the year 1884. The several comparative statements submitted will, I trust, be found worthy of perusal.

PUBLIC SCHOOLS.

I. TABLE A.—SCHOOL POPULATION—ATTENDANCE.

*School Population.*

By the School Act of last Session the assessor is required to take the census of all persons between the ages of five and twenty-one, and also of the number between seven and thirteen. From this census the report sent to the Department is made up—its accuracy depending of course upon the care with which the assessors do their work. The following comparative statement shows the school census for the last nine years :

YEAR.	School population, 5 to 16.	Pupils under 5.	Pupils 5 to 21.	Pupils over 21.	Total number of pu- pils registered.	Boys.	Girls.
1876.....	502250	.....	489664	873	490537	260809	229728
1877.....	494804	1430	488553	877	490860	261070	229790
1878.....	492360	1358	486802	865	489015	260400	228615
1879.....	494424	1255	485040	717	487012	259056	227966
1880.....	489924	1221	481154	670	483045	255677	227368
1881.....	484224	1463	474303	502	476268	251661	224607
1882.....	483817	1352	469751	409	471512	246966	224546
1883.....	478791	1165	462887	317	464369	243671	220698
1884.....	471287	1115	465374	428	466917	244532	222386

From the above statement it will be seen that the decline in the school population since 1876 amounts to 30,963. The column containing the total number of registered pupils is made up from the names actually entered upon the school registers.

NOTE.—Tables A, B, C, D, E, include Separate Schools.

*Attendance.*

The following Table shows the attendance for the periods therein named :

YEAR.	Attendance less than 20 days.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 to whole year.	Average attendance.	Percentage of average attendance to total number attending school.	Pupils between 7-12 and 7-13 not attending school for 110 days during the year.
1876....	46474	91612	128455	108122	94953	20921	212483	43	.....
1877....	43675	88581	127331	109697	100676	20900	217184	44	25974 (7-12)
1878....	42096	87634	121042	106550	107977	23716	224588	46	27415 (7-12)
1879....	44580	84767	123481	103341	107328	23515	219442	45	27409 (7-12)
1880....	44973	85453	121357	101557	105032	24673	220068	45	30195 (7-12)
1881....	45881	82796	119477	103144	104009	20961	215264	45	29143 (7-12)
1882....	43610	81621	117941	102644	107814	17882	214176	45	87444 (7-13)
1883....	41724	78628	115927	103443	108820	15827	215561	46	88432 (7-13)
1884....	40761	76124	114974	103097	112539	18522	221861	48	90959 (7-13)

The preceding Table is one of the most instructive contained in the report, and I would specially call the attention of Trustees and Inspectors to the details given elsewhere respecting their own districts. (1) It will be noticed that  $8\frac{3}{4}$  per cent. of the pupils registered attend school less than 20 days. In 1876, the number attending less than 20 days was nearly  $9\frac{1}{2}$  per cent. (2)  $16\frac{1}{4}$  per cent. attended school less than 50 days; or, to summarize columns one to three, 231,859 pupils attended school less than 100 days; or less than six months in the year. It is very much to be regretted, even though there is on the whole an increase in the average attendance at school, that such irregularity as is disclosed by the preceding table, still prevails. It is quite clear that unless the attendance of the pupils is secured, the expenditure upon school buildings and the training of teachers will be comparatively unproductive. On account of the different methods in which the average attendance of other countries is calculated, it is impossible for me to make such comparisons as I would like. It is sufficient, however, for us to know that one great problem requiring our attention is *how to increase the average attendance.*

*Compulsory Attendance.*

By section 210 of the Public Schools Act of 1885, the parent or guardian of every child not less than seven years nor more than thirteen years of age is required to cause

such child to attend a public school, or any other school in which elementary instruction is given, for the period of one hundred days in each public school year, unless there be some reasonable excuse for his non-attendance. By referring to the column which indicates the attendance of pupils between the ages of seven and thirteen years, it will be seen that the duty imposed by section 217 of the School Act upon Trustees requires their immediate attention. Under our Free School system the tax-payer who is rated without his consent for school purposes for the public good, has a right to expect that those for whose education he is compelled to provide should be obliged to attend school, at least during the time required by the School Act.

II. TABLE B.—CLASSIFICATION OF PUPILS.

YEAR.	1st Reader.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	6th Reader.	Spelling.	Writing.	Arithmetic.	Drawing.	Geography.	Music.	Grammar.
1876	156425	99977	147263	77861	9011	.....	444281	400774	389933	119479	368733	152148	207239
1877	152002	108678	135824	72871	19857	1628	386393	396006	402248	153036	375951	168942	226977
1878	151474	111360	132144	74729	17891	1417	390505	400750	411216	161368	381401	167890	219940
1879	155861	110093	130013	74368	15622	1055	398159	398340	417457	160672	294406	160906	218253
1880	156527	109065	126758	75664	13649	1482	396353	399867	418524	158789	289378	155346	215743
1881	161463	107458	120725	73754	11442	1426	390170	398598	417708	177102	283060	159579	210616
1882	164810	106229	117352	71740	10357	1024	390920	398404	419557	176434	280517	158694	209184
1883	164035	106482	113980	70104	8919	849	411872	409016	415786	222095	273397	147283	208949
1884	167722	106017	112873	70713	8698	894	410992	416588	422076	247715	280953	150510	22056

It will be observed from the above classification that the programme of studies for Public Schools is faithfully carried out. Every department of work receives due consideration. In some of the subjects, such as Writing, Arithmetic and Grammar, there is a marked increase in the number of pupils. The increase in Drawing is perhaps the most gratifying increase of the last nine years. The ultimate effect of attention to this subject upon the industrial prosperity of the country cannot be over-estimated.

III. TABLE C.—TEACHERS' CERTIFICATES—SALARIES.

*Teachers' Certificates.*

YEAR.	Public School Teachers.	Males.	Females.	Total number of certificates.	Provincial 1st Class.	Provincial 2nd Class.	3rd Class.
1876 .....	6185	2780	3405	6185	241	1201	3688
1877 .....	6468	3020	3448	6468	250	1304	3926
1878 .....	6473	3060	3413	6473	210	1409	3904
1879 .....	6596	3153	3443	6596	253	1601	3836
1880 .....	6747	3264	3483	6747	239	1875	3706
1881 .....	6922	3362	3560	6922	258	1970	3828
1882 .....	6857	3062	3795	6857	246	2169	3471
1883 .....	6911	2829	4082	6911	211	2167	3426
1884 .....	7085	2789	4296	7085	235	2237	3420
Percentage of increase in nine years.....	14	$\frac{33}{100}$	25	15	.....	86	.....

From this Table it will be seen that the total increase of 900 since 1876 is made up of 9 male teachers and 891 female teachers.

Referring to the standing of the teachers employed, it will be noticed that there is an increase of 24 in the number holding Provincial First Class Certificates. This increase, in view of the demand for teachers possessing the highest attainments, is very gratifying. Owing to the superior culture required for teachers of this rank the number eligible for a certificate is necessarily limited. There is, also, a very large increase in the number holding Second Class Certificates, namely, from 1201 in 1876 to 2237 in 1884, while at the same time the number of Third Class teachers is being gradually reduced. These are two very satisfactory features of the progress of education. The steady increase in the number of teachers of a higher grade shows: (1) That the facilities afforded by our High Schools for a higher education are made use of. (2) That those entering the profession are disposed to seek the higher literary culture which a Second Class Certificate represents, and (3) That those possessing that higher culture are sought for by Boards of Trustees. It must not be forgotten, that other things being equal, the best educated man or woman invariably makes the best teacher. There is still, however, a tendency on the part of some teachers to remain satisfied with any qualification which entitles them to conduct a Public School.

Table of Temporary Certificates.

YEAR.	Temporary Certificates.	Other Certificates.
1876.....	493	563
1877.....	519	469
1878.....	480	470
1879.....	474	433
1880.....	356	571
1881.....	321	551
1882.....	409	562
1883.....	603	504
1884.....	623	570

*Teachers' Salaries.*

The following table shows the average salaries for the Province, and for Counties, Cities and Towns respectively:—

YEAR.	Highest salary paid.	Average salary male teacher, Province.	Average salary female teacher, Province.	Average salary male teacher, Counties.	Average salary female teacher, Counties.	Average salary male teacher, Cities.	Average salary female teacher, Cities.	Average salary male teacher, Towns.	Average salary female teacher, Towns.	No. of teachers who have attended Normal School.
	£	£	£	£	£	£	£	£	£	
1876.....	1000	385	260	367	240	726	314	567	267	1015
1877.....	1100	398	264	379	251	735	307	583	269	1084
1878.....	1200	407	266	382	247	730	313	577	274	1133
1879.....	1000	409	268	383	249	732	316	616	270	1374
1880.....	1000	410	269	382	241	743	324	564	256	1636
1881.....	1100	410	265	384	240	755	330	562	261	1799
1882.....	1100	415	269	385	248	742	331	576	273	1873
1883.....	1200	422	271	394	252	764	362	605	277	1858
1884.....	1200	426	279	404	264	791	364	612	283	1941
Percentage of increase in nine years.....	20	10	8	10	10	9	16	8	6	91

It will be seen, although the increase in salaries is not very large, that Trustees are not unmindful of the services rendered by the teacher. I regret I am not able to furnish any information showing the mode in which these salaries are payable. I fear the habit still prevails of simply paying the teacher the usual grants as they become due, leaving the balance of the salary unpaid until the close of the year. By the School Act of 1877, the duty was imposed upon Trustees of paying teachers' salaries quarterly; this duty is continued in the Act of 1885. The main obstacle to its discharge appears to be that it necessitates the collection of more than the annual expenditure of one year at one time. If Trustees would gradually levy a larger sum than was necessary for the expenditure of the year, they would, without pressing unduly upon the ratepayers, be able to comply with the provisions of the School Act. Those engaged in almost every other profession or calling receive their earnings weekly, monthly, or at least quarterly. Why should the teacher not share in the privilege enjoyed by other wage earners?

There is a considerable discrepancy still between the salaries paid females as compared with males. Why should this be, when the services rendered are, in most cases, of equal value?

*Salaries Elsewhere.—(Comparison.)*

I submit a table showing the salaries paid in several States of the Union, as compiled from the Report of the Commissioner of Education:—

	Males.	Females.	Average No. of days schools are open.
Illinois .....	\$46 86 per month	\$37 76 per month	150
Maine .....	37 39 "	22 40 "	117
Massachusetts .....	102 90 "	34 32 "	178
Michigan .....	41 56 "	27 44 "	148
New York .....	\$43 28 per month.		176
Ohio .....	39 00 per month	29 00 per month	155
Pennsylvania .....	35 12 "	28 89 "	154
Wisconsin .....	38 91 "	25 40 "	175
Ontario .....	428 00 per annum	229 00 per annum	208



*Average Salaries by Counties.*

The following Table, showing the salaries paid by Counties (including incorporated Villages, but not Cities or Towns), is submitted for purposes of comparison :—

	MALE.	FEMALE.		MALE.	FEMALE.
	\$	\$		\$	\$
Brant .....	467	301	Lincoln.....	421	282
Bruce .....	418	285	Middlesex .....	442	316
Carleton.....	369	254	Norfolk .....	400	270
Dufferin .....	386	296	Northumberland .....	402	279
Dundas .....	356	245	Ontario.....	415	286
Durham .....	409	290	Oxford .....	452	289
Elgin.....	415	265	Peel .....	413	313
Essex .....	425	328	Perth .....	441	301
Frontenac .....	320	228	Peterboro' .....	365	255
Glenarry .....	329	219	Prescott and Russell .....	340	208
Grenville .....	331	208	Prince Edward .....	407	291
Grey .....	383	272	Renfrew .....	329	214
Haldimand .....	400	280	Simcoe .....	415	291
Haliburton .....	288	200	Stormont .....	348	221
Halton .....	444	297	Victoria .....	377	247
Hastings .....	395	271	Waterloo .....	459	273
Huron .....	417	267	Welland.....	437	285
Kent .....	429	315	Wellington .....	419	288
Lambton .....	422	294	Wentworth.....	444	288
Lanark.....	348	206	York.....	433	280
Leeds .....	320	210	Districts .....	317	257
Lennox and Addington .....	361	235			

## IV.—TABLE D.—SCHOOLS AND SCHOOL HOUSES, MAPS, ETC.

*Schools and School Houses.*

	No. of schools established.	No. of schools open.	Total No. of school houses.	Brick.	Stone.	Frame.	Log.	Schools using maps.	Total number of maps.	Average No. of legal teaching days open.
1876.....	5092	5042	4926	1417	514	2253	742	4603	36874	204
1877.....	5219	5140	5148	1445	526	2446	731	4666	37493	204
1878.....	5041	4990	5066	1569	511	2281	705	4670	38995	206
1879.....	5155	5123	5147	1633	520	2301	693	4744	39987	208
1880.....	5195	5137	5182	1666	513	2297	706	4752	40104	208
1881.....	5288	5238	5278	1695	521	2372	690	4740	39719	208
1882.....	5255	5203	5227	1774	502	2306	645	4738	39372	206
1883.....	5316	5252	5284	1820	504	2343	617	5119	39812	207
1884.....	5375	5316	5344	1879	511	2323	631	5163	40022	208
Percentage of increase in nine years.....	6	6	8	32	.....	3	.....	12	9	2

From the above Table it will be seen that out of a total of 5,375 schools established in Ontario, 5,316 were open during last year. It will also be observed that there is a considerable decrease in the number of log school houses and a large increase in frame and brick. In 1850 there were only 99 brick school houses in the Province, now there are 1879. In the same year the number of log school houses was 1466, now happily reduced to 631. It will be gratifying to notice from the column headed "maps" that nearly every school in the Province is furnished with a certain number of wall maps, and that the total number in use exceeds 40,000. As in 1850 the total number of maps used in our public schools was 1814, the figures for last year show what remarkable progress has been made since that time.

## V.—TABLE E.—RECEIPTS AND EXPENDITURE.

*Receipts for School Purposes.*

	Legislative Grant, teachers' salaries.	Municipal School Grants and Assess- ments.	Clergy Reserves Fund, Balances and other sources.	Total receipts.
	£	£	£	£
1876.....	249056	2346735	776344	3373035
1877.....	251962	2422432	730687	3405081
1878.....	258539	2278040	694986	3231565
1879.....	252566	2307223	654051	3213840
1880.....	263454	2321920	669447	3254830
1881.....	258297	2352556	648385	3259238
1882.....	265738	2447214	757038	3469990
1883.....	265467	2538043	767222	3570731
1884.....	267084	2675621	780433	3723138
Percentage of increase in nine years .. . . .	7	14	$\frac{1}{2}$	10 $\frac{1}{2}$

The revenue of School Boards consists of the amount apportioned by the Inspector on the basis of average attendance, interest from investments, and rate levied on the taxable property or income of the ratepayers. Since 1876 there has been an increase of \$17,128 in the revenue from Legislative Grants, and an increase of \$328,886 in the revenue from Municipal Assessments.

*Expenditure.*

	Teachers' salaries.	Maps, apparatus, prizes, etc.	Sites and building school houses.	Rent, repairs, fuel and other expenses.	Total expenditure.	Average cost per pupil on total attendance.	On average attendance.
	\$	\$	\$	\$	\$	\$ c.	\$ c.
1876 .....	1838321	49083	630266	488786	3006456	6 13	14 15
1877 .....	2038090	47539	477393	510458	3073480	6 26	14 15
1878 .....	2011208	42507	413393	422230	2889347	5 91	12 86
1879 .....	2072823	32622	306026	421614	2833085	5 82	12 91
1880 .....	2113180	25222	240390	434261	2822053	5 85	12 82
1881 .....	2106019	14023	280460	413770	2844271	5 92	13 21
1882 .....	2144440	15583	341918	525025	3026975	6 42	14 13
1883 .....	2210187	20275	312342	505620	3108430	6 69	14 42
1884 .....	2296027	17732	341198	625905	3280862	7 02	14 79
Percentage of increase in nine years.....	25			28	9	15	4½

This Table shows an increased expenditure of \$274,406 for 1884 as compared with 1876; or an increase of 9 per cent. The increase in municipal expenditure during one year less than the same period, as shown by the table given below, was \$818,122; or 20 per cent. The cost per pupil is now \$7.02; in England and Wales, \$5.91; in Ohio, \$10.24; in Massachusetts, \$15.40; in Michigan, \$7.59; in New York, \$10.96, and in Pennsylvania, \$7.52.

*Taxation for Municipal Purposes.*

	RURAL.	URBAN.	TOTAL.
	\$	\$	\$
1876 .....	1963989	2182409	4146398
1877 .....	2026068	2486211	4512279
1878 .....	2113030	2918935	5031965
1879 .....	2131859	2556079	4687938
1880 .....	2123123	2459738	4582861
1881 .....	2099374	2547064	4647338
1882 .....	2119545	2598920	4718465
1883 .....	2220021	5744499	4964520

## VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

*Schools—Expenditure—Teachers.*

	No. of Schools open.	Total Receipts.	Total Expenditure.	No. of Teachers.
		\$	\$	
1876 .....	167	106483	101493	302
1877 .....	185	120266	114806	334
1878 .....	176	127549	120559	333
1879 .....	191	129092	122831	346
1880 .....	196	136873	128463	344
1881 .....	195	137074	123724	374
1882 .....	193	166739	154340	390
1883 .....	194	166289	153611	397
1884 .....	207	190454	176477	427
Percentage of increase in nine years ..	25	79	74	42

*Number of Pupils—Studies.*

YEAR.	No. of Pupils.	No. in Reading.	No. in Spelling.	No. in Writing.	No. in Arithmetic.	No. in Geography.	No. in Grammar.	No. of Maps.	No. of schools using maps.
1876 .....	25294	23823	22652	19172	19550	14890	10909	1133	154
1877 .....	24962	23716	17920	17932	17961	13154	11174	1267	162
1878 .....	25280	25280	18559	19381	20111	14668	11806	1274	165
1879 .....	24779	24777	18039	19059	19965	13668	11469	1417	168
1880 .....	25311	25311	19178	21914	20716	14875	11968	1604	168
1881 .....	24819	24767	19763	19726	20473	14636	11909	1708	166
1882 .....	26148	26148	21119	21052	21524	13900	11695	1616	171
1883 .....	26177	26177	21385	22016	22111	14074	12805	1646	177
1884 .....	27463	27463	23125	23139	23705	15108	13637	1640	193
Percentage of increase in nine years .....	9	15	2	21	21	2	25	45	26

From these Tables it will be seen that while the number of Separate Schools has increased 25 per cent., the expenditure increased 74 per cent., and the number of teachers 42 per cent. The number of pupils in the various subjects in the school programme has also proportionately increased. The average cost per pupil based on total attendance was \$5.70 for rural districts; \$6.40 for cities; \$7.26 for towns; and for the Province \$6.42.

The Separate Schools are now regularly inspected by Mr. J. F. White, who holds a 1st class Provincial Certificate, and Mr. Cornelius Donovan, M.A., of Toronto University, from whose reports it will appear that they are generally well managed and prosperous. The large expenditure incurred for their maintenance evinces great liberality and zeal on the part of their supporters, and so far as the Department is responsible for their prosperity, it will give me great pleasure to see them raised to the highest possible standard of usefulness and efficiency.

## HIGH SCHOOLS.

VII.—TABLE G.—HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

*Receipts, Expenditure, Attendance, etc.*

YEAR.	No. of schools open.	Total receipts.	Paid for Teachers' salaries.	Total expenditure.	No. of pupils.	Average attendance.	Percentage of average attendance to total attendance.	Cost per pupil on total attendance.	Cost per pupil on average attendance.
		\$	\$	\$				\$ c.	\$ c.
1876.....	104	321132	195906	304948	8541	4719	55	35 70	64 60
1877.....	104	357521	211607	343710	9229	5201	56	37 24	66 08
1878.....	104	420188	223010	396010	10574	5998	56	37 46	66 03
1879.....	104	417461	241097	400788	12136	6992	57	33 02	57 32
1880.....	104	432309	247894	413930	12910	7256	56	32 06	57 06
1881.....	104	371250	257218	345850	13136	7270	55	26 00	47 57
1882.....	104	373150	253864	343720	12348	6580	53	27 56	52 24
1883.....	104	378888	266317	348946	11843	6454	55	29 47	54 07
1884.....	106	407978	282776	385426	12737	7302	57	30 26	52 78
Percentage of increase in nine years .....	2	27	44	26	49	55	5	Decrease \$5 44 pr. pupil	Decrease \$11 82 pr. pupil

The number of Collegiate Institutes in operation is 17, employing on an average 7 masters each; the number of two master schools last year was 49; three master schools and over, 57. The average cost per pupil at a Collegiate Institute was \$30.98; at a High School, \$29.89. Fees varying from \$3 to \$26 per annum are charged in 39 High Schools; the remaining 67 do not charge fees.

VIII.—TABLE H.—CLASSIFICATION.

The following Table shows the classification of the High Schools and the number of pupils in several of the most important subjects :

YEAR.	English Grammar.	Composition.	Reading.	History.	Geography.	Arithmetic.	Book-keeping.	Algebra.	Latin.	Greek.	French.	German.	Music.	Drawing.
1876..	8457	8091	8249	8125	8318	8452	3725	7609	3789	905	3089	302	.....	2747
1877..	8819	8772	8762	9106	9158	9227	3621	8678	4955	871	3091	442	.....	2755
1878..	10486	9844	10184	9855	10074	10450	4011	10212	4729	883	3588	516	.....	2881
1879..	12015	11691	11281	11873	11985	12105	4500	11761	5391	1697	4687	729	.....	2693
1880..	12765	12288	12128	12654	12634	12825	4542	12667	5559	1100	5404	869	.....	2397
1881..	13036	13030	12290	12937	12802	13097	5005	13032	5289	967	5938	877	.....	1595
1882..	12275	12189	11425	12220	12106	12261	5642	11742	4591	815	5363	962	.....	3441
1883..	11815	11707	9939	11551	11518	11767	4849	10296	4439	903	5318	961	1260	3538
1884..	12577	12525	11792	12393	12443	12638	7407	11490	4454	927	5119	1089	3428	8126
Percentage of increase in nine years.....	48	55	43	52	50	50	99	51	18	2	69	200	1 year 152	196

IX.—TABLE I.—MISCELLANEOUS.

The highest salary paid a Head Master was \$2350; the lowest was \$750. The average salary of a Head Master was \$1098. 59 Head Masters were graduates of Toronto University; 20 of Victoria; 11 of Queen's; 7 of Trinity; 2 of Albert; 1 of McGill; and 4 of British Universities. The total number of teachers employed was 358

*Entrance Examination to High Schools.*

The following Table shows the number of candidates who passed the Entrance Examination and the occupations chosen by High School pupils on completing their High School course :

YEAR.	Candidates examined.	Candidates passed.	Matriculated.	Mercantile.	Agriculture.	Learned Professionals.
1876..	.....	.....	126	495	300	427
1877..	6248	3270	145	555	328	564
1878..	7383	3826	183	445	417	633
1879..	5848	4822	248	565	535	693
1880..	4894	2654	209	731	535	625
1881..	6556	3427	280	859	598	576
1882..	9815	4751	272	881	646	751
1883..	9607	4371	277	768	583	868
1884..	10662	7040	266	730	571	927
Percentage of increase in nine years.....	71	116	113	48	90	117

## MODEL SCHOOLS.

By the School Act of 1876, provision was made for the establishment of County Model Schools. By a subsequent regulation of the Department, a Syllabus of Lectures was prepared, and the professional course of Teachers in training fully defined. The object of this system of training was to prevent any person entering the profession who had not received some instruction in methods of teaching, school discipline, and the art of school management. Although the experiment was a new one, inasmuch as no other country had made similar provision for its teachers, and although it depended largely for its success upon the co-operation of the principals and trustees of the schools chosen for Model School purposes, the results have been most satisfactory. During the current year I revised the Syllabus of Lectures in order to give more definiteness to the course, and, as will be seen by reference to the School Act, made the payment by the County Councils of the equivalent to the Government grant, compulsory. The appointment of a permanent Inspector of Model Schools has enabled me to supervise the work of training more thoroughly than under the former system of inspection. I am satisfied there is no expenditure made by the Department from which so much profit is derived by the community. I take the liberty, however, of pointing out a few defects yet remaining to be corrected:—

1. In some instances the separate room required by the regulations for Model School purposes has not been provided. Therefore, to make provision for the teachers in training, the pupils of a primary room are dismissed during a certain portion of the day. This concession, originally made for the convenience of the Public Schools, should now be withdrawn. The Principal should have a room for the exclusive use of the teachers in training, in order that whenever it suits his convenience, or whenever it is necessary for the purpose of instruction, he might call them together without interfering with the organization of the other classes of the school.

2. It is of primary importance that the Principal of the Model School should be relieved during the whole of the Model School term from all public school duty. His work as Model School Principal is sufficiently exhaustive, and he requires so much time for preparation and criticism, that without such relief the teachers in training are necessarily neglected.

3. Although music, drill and calisthenics are optional, it was intended by the Department, when trustees were permitted to charge fees, that provision would be made for suitable instruction in these subjects. Without this it will be impossible to secure the introduction of music into our public schools, and certainly the physical training of the pupils is of sufficient importance to justify greater attention to drill and calisthenics. The following table contains the details of attendance and expenditure from 1877 to 1885:—

## MODEL SCHOOLS.

YEAR.	No. of Schools.	No. of student Teachers.	No. that passed final examination	Government Grant.
1877.....	50	1237	1146	\$ 2000
1878.....	50	1391	1372	8200
1879.....	51	1295	1269	200
1880.....	49	1413	1317	10000 (1879-80)
1881.....	50	668	615	4800
1882.....	46	882	837	9750
1883.....	48	820	791	7500
1884.....	51	1117	1017	8100
1885.....	52	1305	1203	8100



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## TEACHERS' ASSOCIATIONS.

The legislation by which Model Schools were established also gave to the Teachers' Institute a legal status. For many years through their own enterprise and anxiety to promote professional harmony and culture, the teachers of Ontario had voluntary meetings of this kind. As will be seen from the table subjoined there were 42 Institutes in 1877, attended by 1,881 teachers. The regulations of the Department framed in 1877 indicated somewhat fully the course to be pursued at these Institutes, in order that they might be both practical and instructive. By the Legislative grant of fifty dollars the teachers were able to secure the services of persons specially qualified to give instruction to them in professional subjects. By permitting them also to reckon the days attending the Institute as visiting days, they were still further encouraged and aided, and as a result I find that in 1884 the number of Institutes organized was 64, attended by 5,189 teachers. In 1884 I appointed J. A. McLellan, LL.D., formerly Inspector of High Schools, Director of these Institutes. His wide experience in all the departments of school work; his efficiency as a High School Inspector, and his success in conducting Institute classes at the request of the teachers themselves, pointed to him as fully qualified for this work. By lectures which he is required by the regulations to deliver at each meeting of the Institute, he is able to point out better methods of instruction in the various subjects on the Public School Programme, and as these lectures are attended by many others who are not members of the profession, he is also enabled to give a tone to public opinion which must re-act favorably upon all the educational forces of the country. You will be gratified to observe that 73 per cent. of the teachers of Ontario already avail themselves of this means of instruction, and as under the new regulations the High Schools are united with the Public Schools for Institute purposes, I have no doubt, with a wider range of subjects for discussion, greater interest will attach to the meetings, and greater benefits accrue to the teachers themselves. J. J. Tilley, Inspector of Model Schools, is also employed in Institute work during a portion of the year, and has proved a valuable and efficient officer. The following are some of the advantages of such Institutes, as pointed out by the Rev. S. N. Fellows, D.D., Professor of Didactics in the University of Iowa:—

Among the advantages of the Institute may be mentioned the following, viz. :

(1) The social advantages. Country school teachers are isolated and deprived of the inspiration that comes from association. They oftentimes are lonesome, heartsick, and discouraged. The annual reunion of the Institute is like an oasis in the desert.

(2) Direct aid is given to the teachers in their work. A problem is solved, a difficulty removed, a principle explained that has given trouble for years.

(3) The professional standard is raised. The best and most skilled teachers are brought to the front, pretenders and quacks are revealed, and the profession is sifted. Higher ideas of the teacher's work are established.

(4) The professional spirit is quickened. Each teacher realizes that he belongs to the grand army of teachers.

(5) Through lectures and addresses an increasing interest is awakened in the public mind in regard to the teacher's work. Teachers and parents obtain broader views and appreciate more highly the value of the public school.

(6) It brings parents and teachers nearer together, causes a better understanding, and increases the appreciation of the teacher's difficulties and work, and secures, consequently, greater sympathy and support.

Fifteen years of observation in the Institutes of Iowa have shown me a marked improvement in all these respects.

The following table shows what is done by a few of the States in fostering this important department of a teacher's training :

Table shewing statistics of State and District Institutes.

State.	Number of district institutes.	Length of session.	By whom held.	Amount appropriated by Legislature.	Number of teachers in attendance.	Number of teachers in State.	Number of instructors.	Number of public lectures.
Arkansas.....	12	3 days.....	Conductors appointed by State Superintendent.....			2,169		
Florida.....		6 days.....	Under direction of State Superintendent.....	\$1,000		1,095		
Massachusetts..	22	1 or 2 days.....	Conducted by Secretary and Agents of Board of Education.....	1,760	1,941	8,861	18	46
Minnesota.....	41	1 week.....	Conductors appointed by State Superintendent.....	5,000	2,000	5,571	8	123
Nevada.....	3	12 days.....		300		176		
New York.....	73	1 week.....	Conductors appointed by State Superintendent.....	16,040	13,231	30,826	4	
North Carolina.	10		Conductors appointed by State Superintendent.....	8,000	1,446	5,002	58	70
Rhode Island..	3	3 days.....	Conducted by State School Commissioner.....	500	231	1,287	58	70
South Carolina.		4 weeks.....	Conductors appointed by State Superintendent.....	1,500	500	3,249	13	4
Texas.....	42	6 weeks.....	Conductors appointed by State Board of Education.....	5,880		4,361		
West Virginia.	7	5 days.....	Conductors appointed by State Superintendent.....	630		4,287	14	14

TEACHERS' ASSOCIATIONS (ONTARIO).

YEAR.	RECEIPTS.						EXPENDITURE.		
	No. of Teachers Associations.	No. of Members.	Total No. of Teachers in Province.	Amount received from Government Grant.	Amount received from Municipal Grant.	Amount received from Members' Fees.	Total amount received.	Amount paid for Libraries.	Total amount paid.
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877.....	42	1881	6468	1412 50	100 00	299 75	2769 45		1127 68
1878.....	54	3511	6473	3247 38	530 00	689 32	5961 62	1069 76	3764 63
1879.....	60	4185	6596	3516 55	350 00	756 55	7632 24	1687 68	4772 30
1880.....	59	4214	6747	3275 00	225 00	790 20	8028 97	1460 29	4965 85
1881.....	61	4033	6922	2950 00	200 00	1027 04	8570 64	438 62	4377 44
1882.....	62	4396	6857	2900 00	300 00	1088 84	9394 28	453 02	5355 33
1883.....	62	4821	6911	4025 00	435 00	792 83	10372 91	1274 32	5870 79
1884.....	64	5189	7085	2027 00	510 00	676 05	9423 47	1500 09	4875 43
Percentage of increase in eight yrs	53	175	10	44	410	125	240	40	332

### TRAINING INSTITUTES.

By the School Act of 1885 I was authorized to set apart five Collegiate Institutes as Training Institutes for Assistant Masters of High Schools, and First Class Public School Teachers. The Trustees of the Collegiate Institutes at Hamilton and Kingston placed their schools at the disposal of the Department for this purpose. Each Institute was attended by 11 teachers in training. It will be seen by Regulations, 219 to 248, that the course of study prescribed for Training Institutes is of a thoroughly practical character. The teacher in training is expected to devote special attention to practical teaching; to teach lessons in the presence of the Principal, and also to conduct classes subject to his criticism. The text books prescribed embrace the History of Education, the Science of Education, the Principles and Practice of Teaching and Hygiene. The final examination is conducted by Examiners appointed for that purpose, and the certificate awarded authorizes the holder thereof to teach as an Assistant Master in any High School in the Province. For many years the training of High School Masters was entirely neglected. The most advanced educators believe that teaching is an art, proficiency in which can only be attained by practice. Under the Prussian system, where attention is given to every department of education, training schools for teachers in Colleges have been in existence for many years. As the attendance at the High Schools is annually increasing, to delay providing the best teachers that culture and training could produce was considered undesirable. The mere possession of a degree from a University is not conclusive evidence of ability as a teacher. What effect this training may have upon the higher education of the Province remains to be seen.

### NORMAL SCHOOLS.

#### NORMAL AND MODEL SCHOOLS.

	No. of Normal School Teachers.	No. of Normal School Students.	No. of Model School Teachers.	No. of Model School Pupils.	Receipts from Fees of Model School Pupils.		Expenditure, Normal and Model Schools.	
					\$	c.	\$	c.
1876.....	13	247	8	447	8370	00	39020	54
1877.....	13	257	8	399	7909	22	39863	58
1878.....	14	226	8	382	7752	00	34032	92
1879.....	15	429	8	391	7798	00	33719	58
1880.....	13	483	15	607	9122	00	36694	07
1881.....	15	418	15	698	11523	00	41808	43
1882.....	16	260	15	799	13783	50	44888	02
1883.....	15	338	16	760	13232	00	45540	40
1884.....	15	351	16	742	12106	75	40761	02
1885.....	12	406	17	658	11352	50	38257	11
Percentage of in- crease in 10 years.....		64	112	47	36			

The attendance at the Provincial Normal Schools, as will be seen by above table, still continues satisfactory. By Regulation 175, the holder of a second class non-professional certificate who has taught a public school successfully for one year is entitled to attend a Normal School. During the current year a Syllabus of Lectures in the various subjects prescribed for students at the Normal School was prepared, and greater definiteness

given to the whole course of instruction. By the retirement of the Rev. H. W. Davies, D.D., Mr. Thomas Kirkland, M.A., Science Master, became Principal of the Normal School of Toronto; and James Carlyle, M.D., Mathematical Master, took the second position. As now constituted, these two teachers do the work formerly done by three without any deterioration as to efficiency or management. On the resignation of the Writing Master, the duties of his position were divided between the Drawing Master and the teachers in the different departments of the Model School. The appointment of Miss Bessie Hailman to take charge of the Kindergarten, opened on the 1st of September last, enables me to place before the Normal School students the best methods of instruction in primary work. I am also endeavoring to establish a course of lectures with a view to increase the general information of the students, and to excite greater interest in literary pursuits. The sessions of 1885 were marked by the usual diligence of teachers and students.

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### ART SCHOOLS.

By the Act of last session respecting the Education Department, power was taken to make regulations for the organization and management of Art Schools, to prescribe a curriculum of studies for such schools and to award certificates. Under this provision, regulations were made arranging a course of study, consistent with that prescribed for Public and High Schools. The primary course includes Free-hand Drawing; Practical Geometry; Linear Perspective; Model Drawing; and Memory and Blackboard Drawing. The Advanced Course includes:—Shading from flat examples; Outline Drawing from the round; Shading from the round, Drawings from natural objects; Advanced Perspective; Descriptive Geometry; Drawing from dictation; Machine Drawing; Building Construction, and Industrial Designs. Provision is also made that any teacher taking a certificate in the Primary Course shall not be required to pass an examination in Drawing in his Non-professional Course. There are now in operation four Art Schools. The one at Ottawa is attended by 133 pupils; at Kingston by 83 pupils; at Toronto by 212 pupils; and at London by 132 pupils. Arrangements are being made for the establishment of another at Hamilton, which, I expect, will be opened during the current year.

I have already pointed out in my remarks on the subject of Drawing in the Public Schools, the effect the study of this subject must have upon the industrial prosperity of the country. In confirmation of what I have already stated, permit me to quote the remarks of Sir Lyon Playfair, at the opening of the Harris Academy, Dundee. "Drawing, and more especially Mechanical Drawing, was half the technical education of a working man. If he had inventiveness it would help him greatly, and though he might have no originality to discover new plans, his intelligence was immensely strengthened by the power of appreciating the expressions and purposes of the architect, the builder, the engineer, the machinist, and others who had to express their purposes by the conventional rules of Mechanical Drawing. Free hand Drawing was important to give a sense of the beautiful, and to train the hand and eye, while Mechanical Drawing was of first importance."

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### MECHANICS' INSTITUTES.

There are now in operation 122 Mechanics' Institutes, 6 of which were organized this year. Out of a total expenditure of \$117,931, the sum of \$35,226 was expended on books, \$5,790 on evening classes, and \$2,333 on lectures. The number of volumes issued to the public was 528,871. This shews that there were at least that number of persons who availed themselves of this source of information. Sixty-eight Institutes established reading-rooms, and provided for their members 962 periodicals and 1,119 news-

papers. Forty-three Institutes conducted evening classes, with the following attendance:—

Freehand Drawing . . . . .	1,170 Students	Memory Drawing . . . . .	748 Students
Practical Geometry . . . . .	1,039 “	Architectural Drawing . . . . .	4 “
Linear Perspective . . . . .	989 “	Machine Drawing . . . . .	42 “
Model Drawing . . . . .	774 “		

These classes represented nearly every trade and profession in the country. At the examination held at the close of the term, 645 Proficiency Certificates were awarded in Grade B, and 13 in Machine Drawing. Nineteen Institutes conducted classes in the following subjects:—

Writing, Phonography and Book-keeping . . . . .	398 Students
English Grammar . . . . .	213 “
Arithmetic and Mensuration . . . . .	823 “
Telegraphy . . . . .	10 “

DEPARTMENTAL EXAMINATIONS.

EXAMINATION PAPERS PRINTED 1885.

Entrance Examinations . . . . .	237,750
Normal Schools . . . . .	24,800
County Model Schools . . . . .	12,000
Training Institutes . . . . .	3,500
III. Class . . . . .	48,000
III. and II. Class . . . . .	121,000
II. Class . . . . .	31,500
I. Class . . . . .	21,600
Provincial Model Schools . . . . .	14,100
<i>Total</i> . . . . .	<u>514,250</u>

DEPARTMENTAL EXAMINATIONS, 1879-1885, INCLUSIVE.

YEAR OF EXAMINATION.	Candidates Examined.	Passed for II. Class Grade "A."	Passed for II. Class Grade "B."	Passed for III. Class.	Appeals.	Sustained.
1879 . . . . .	2539	153	597	Conducted by County Boards.		
1880 . . . . .	3185	121	616		424	
1881 . . . . .	3592	84	590		464	
1882 . . . . .	3090	230	951		452	
1883 . . . . .	3900	98	279		1205	
1884 . . . . .	*5128	414	657	860	506	144
1885 . . . . .	*4541	262	481	1150	736	194

In the year 1880 the Education Department assumed the examination of all candidates for Teachers' Certificates. Formerly these examinations were conducted by the County Boards of Examiners, and the expenses paid by the County Councils. As now arranged, the expense is borne largely by the Department. From the accompanying Table it will be seen that last year the Department printed and despatched 514,250 examination papers to different points in the Province; and examined 4,541 candidates for teachers' certificates.

\*Candidates who took both the third and second class examinations on the same occasion are only reckoned once.

## FAILURES, EXAMINATION, 1885.

SUBJECTS.	Papers Read.	Failed.
THIRD CLASS.		
English literature.....	3,753	584
Algebra.....	3,757	1,045
Geography.....	3,753	77
Physics.....	3,746	501
English grammar.....	3,747	519
History.....	3,741	275
Arithmetic.....	3,748	840
Euclid.....	3,747	520
THIRD AND SECOND CLASS.		
Book-keeping.....	4,456	396
Mental arithmetic.....	4,474	
Composition.....	4,464	435
Dictation.....	4,461	6
Drawing.....	4,461	
Reading, oral.....		54
" principles.....	4,459	254
Writing.....	4,458	17
Botany.....	1,598	Bonus.
Music.....	3,225	Bonus.
Latin authors.....	678	31
" grammar.....	732	151
French authors.....	1,200	12
" grammar.....	1,215	98
German authors.....	148	5
" grammar.....	178	12
SECOND CLASS.		
Euclid.....	1,778	150
English literature.....	1,766	288
Physics.....	1,763	531
Statics and hydrostatics.....	313	42
Chemistry.....	933	315
English grammar.....	1,768	340
Geography.....	1,783	17
Algebra.....	1,787	370
Arithmetic.....	1,784	324
History.....	1,776	26

From an analysis of the failures of those who wrote for a second class certificate it appears that there was no special deficiency, the greatest failure being in physics, which was only 531. Judging by the results, the subjects of writing, dictation, history, geography, classics, modern languages and statics were particularly well taught, as the failures in these subjects varied from one to ten per cent. only. Of those who wrote for a third-class certificate, the failure in Algebra was the most marked, being nearly thirty per cent. of the whole. In conducting this examination there are several difficulties which, although not insuperable, are somewhat embarrassing:

(1) Examiners possessing all the qualities requisite are not easily found. In order rightly to estimate a candidate's work, the Examiner should be a man of wide experience as a teacher, well informed in regard to the subject under consideration, and of such breadth of view as would enable him to overlook those minor mistakes which invariably occur in every examination paper. Under the regulations recently adopted, provision is made that Examiners shall, in future, be chosen from those actively engaged in professional work.

(2) In preparing examination papers, the Examiner is naturally guided largely by

his own idea of what particular departments of a subject are most important. It is but reasonable to expect that many who come up to an examination omit in some instances to study every department and consequently fail, and in their disappointment they blame the Examiner instead of their own deficiencies.

(3) Many candidates in their anxiety to pass, submit themselves to undue pressure just prior to the examination. Instead of undertaking this task with clear heads and in the best of health, they are found mentally and physically exhausted. The result is that although their standing in the school might lead them to expect an easy victory, they are sometimes left behind by those less competent, who have exercised more prudence in preparing for the struggle. While these difficulties necessarily occur in every examination, there can be no doubt, however, that as a rule those who are most thorough in their work are most successful, and that only by examination can be secured for the profession those whose attainments qualify them for the duties involved.

### ARBOR DAY.

By a circular issued on the 16th day of April, 1885, I suggested to the trustees in the rural districts to set apart the second Friday in May for the purpose of planting trees, and beautifying and improving the school grounds. I am glad to say that the response to my suggestion was very cordial and all but unanimous. The Inspectors report that in addition to the planting of trees, many school yards were sodded, fences repaired, walks laid, and flower beds arranged, thus adding to the beauty and attractiveness of the school yard. Provision is now made in the new regulations for an annual Arbor Day in the Province. In a very few years I trust that the grounds surrounding every school house will be planted with suitable shade trees and otherwise made attractive to the pupils.

The following list shews the number of trees, etc., planted on Arbor Day, 1885 :

COUNTY.	No. of Trees.	Flower Beds.
Brant.....	150	.....
Bruce.....	300	.....
Carleton.....	350	.....
Dufferin.....	1423	.....
Dundas.....	160	.....
Durham.....	897	.....
Elgin.....	1200	200
Essex.....	850	.....
Frontenac.....	274	.....
Glengarry.....	109	.....
Grenville.....	400	.....
Grey.....	1412	.....
Haldimand.....	1045	.....
Haliburton.....	250	.....
Halton.....	342	.....
Hastings.....	1276	.....
Huron.....	1790	.....
Kent.....	50	.....
Lambton.....	550	.....
Leeds.....	282	.....
Lennox & Addington.....	250	.....
Lincoln.....	500	.....
Middlesex.....	2100	.....
Northumberland.....	1000	.....
Ontario.....	600	.....
Oxford.....	792	.....

COUNTRY.	No. of Trees.	Flower Beds.
Peel . . . . .	683	.....
Peterborough . . . . .	300	.....
Prescott & Russell . . . . .	274	.....
Prince Edward . . . . .	200	.....
Renfrew . . . . .	353	.....
Simcoe . . . . .	3560	<b>53</b>
Victoria . . . . .	1600	.....
Welland . . . . .	350	.....
Wellington . . . . .	976	.....
Wentworth . . . . .	2700	.....
York . . . . .	1200	.....
Algoma District . . . . .	100	.....
<b>Total . . . . .</b>	<b>30648</b>	<b>253</b>

### SCHOOL LAW AND REGULATIONS.

The consolidation Act of last session rendered the publication of a new edition of the School Law necessary, accordingly an edition of 7,000 copies was published for gratuitous distribution—one copy being sent to each Board of School Trustees. I need scarcely point out that in its new form the School Law is not only simplified but, excised of much irrelevant matter, and so classified as to make it more easy of reference. The regulations and forms appended will also, I trust, be found well adapted for the purposes for which they were intended. Some of their distinctive features may be briefly pointed out:—

(1) The regulations in regard to school accommodation are more clearly stated, and the equipment requisite more accurately described. As a rule, trustees are not unwilling to provide ample accommodation and to furnish their schools comfortably, providing they are directed in regard to details.

(2) The programme of studies for public schools has been greatly simplified, and only those subjects of study prescribed which are deemed essential. Drawing and Canadian history have been added to the list of compulsory subjects, and provision is made for the study of agriculture and hygiene, and for practice in calisthenics on Friday afternoons.

(3) In the case of High Schools the course of study has been so arranged that Teachers' certificates may be granted on the subjects prescribed for University matriculation. By this means the number of classes in the High Schools is reduced, and greater efficiency secured with less labor. A commercial department has also been added to the list of High School subjects, and provision is made for granting diplomas to all who complete successfully their High School course.

(4) A new scheme for the distribution of the High School grant has been framed. While the former system provided for the distribution of the larger portion of the grant on the basis of salaries paid to teachers, it is now provided that equipment, apparatus, gymnasium and library shall be taken into account, the object being to stimulate local effort and secure as early as possible the thorough equipment of every High School in the Province.

(5) The conditions on which High Schools may be raised to the status of a Collegiate Institute are now clearly set forth. Any Collegiate Institute already established that fails to comply with these conditions loses its standing.

(6) A distinct course of study with a fixed number of lectures in each subject has been prescribed for the Provincial Normal Schools, and the duties of the Principal and staff carefully laid down.

(7) The qualifications requisite for the different grades of certificate awarded under the Public Schools Act have also been revised, and more prominence given to the study of English and other subjects essential to professional success.



## RELIGIOUS INSTRUCTION.

Since my last report the Department prepared and issued a volume of Scripture Readings for the use of Public and High Schools. For many years various religious bodies pressed upon the Government the necessity for more uniform and definite religious instruction in connection with the work of secular education. It was urged that as a formative element of character and a guide in future life, no child could be said to be properly educated whose moral and religious training was neglected. In this view the Education Department concurred. As far back as 1852 a regulation was adopted by the old Council of Public Instruction by which Trustees were required to see that the Scriptures were read morning and evening, and that the schools were opened and closed with prayer. Notwithstanding that this recommendation was acted upon by 2,772 schools in 1883, still deputations waited upon the Government, and committees were appointed by several of the religious bodies to press for more definite and positive action. At the meeting of the Provincial Teachers' Association in 1883, the question was also discussed, and the following resolutions adopted :

"1. That in the opinion of your committee the teacher, as representing the parent, is responsible for the moral as well as the intellectual training of his pupils while under his charge.

"2. That all systematic moral training in the schools of Ontario should be based upon the Christian religion, as set forth in the Bible.

"3. That the reading of selected portions of Scripture, as a part of the regular daily exercises in all our schools, would be a material aid to teachers in the discharge of their duties in regard to such moral training.

"4. That we reaffirm the opinion of the Association expressed last year, to the effect 'that any one who cannot reverently, humbly and lovingly read the word of God is not fit to be a teacher.'

"5. That the Education Department do make a suitable selection of Scripture readings for the schools under its charge."

Acting on this suggestion, I made such selections from the Scriptures as were thought most suitable for school purposes, and submitted them for revision to a joint meeting of the Committees appointed by the different denominations that had taken up the question of religious instruction at the annual meetings of their ecclesiastical courts. By this meeting they were referred to a sub-committee, consisting of Ven. Archdeacon Boddy, Rev. Provost Body, Rev. John Burton, B.D., Rev. Dr. Dewart, Rev. Dr. Laing, Rev. H. D. Powis and Rev. Dr. Sutherland. They were finally authorized and supplied gratuitously to the Public and High Schools.

In order that the present position of the question of religious instruction may be clearly understood, I might point out (1) That, under the present regulations, the reading of the Sacred Scriptures is not left to the mere discretion of the Trustees. Their duty is clearly pointed out in order that there may be no misunderstanding of the responsibility under which they are placed. (2) There is a distinct declaration on the part of the Department, that religious instruction is an essential factor of our system of education, and both pupils and teachers have daily presented to them, as a standard by which their conduct is to be regulated, the sublime ethics of the Bible. (3) Where formerly there was often misdirected effort by the reading of selections not suited to the capacities of children, now there is a guarantee that every selection may be profitably read. The order of the lessons is such as to secure variety in matter and style of composition. The historical portions are so arranged as to preserve the continuity of the narrative, and the selections so copious as to include all, or nearly all, that could be read with profit to young children. The volume consists of 281 lessons, all of which may quite conveniently be read once every year. The child who attends school from the age of 5 to 15 will hear the greater portion of the Bible read at least ten times. (4) The non-denominational charac-

ter of this form of religious instruction is preserved, by requiring the teacher to read the lesson for the day without "comment or explanation." This provision I regard as most important. When the most learned who give a lifetime to the study of the Bible differ in regard to interpretation, it certainly would not be wise to authorize teachers who have no special training, to speak with the authority peculiar to their profession, and perhaps mislead, if not pervert, the minds of their pupils. (5) The conscientious scruples of teachers and pupils are fully protected. The Regulations distinctly provide that no teacher is required to read the Selections who notifies trustees that he has conscientious objections, and that no pupil need attend upon their reading if forbidden by the parents. So careful have I been to prevent all doubts as to the meaning of the Regulations on this point that I issued the following explanatory circular to the Public School Inspectors :

" EDUCATION DEPARTMENT, TORONTO, March, 1885.

" DEAR SIR,—As the Scripture Readings authorized for the use of Public and High Schools are now ready for distribution, I beg to call your attention to the third and fourth paragraphs of the Regulations, which were approved by His Honor the Lieutenant-Governor-in-Council on the 16th December last.

" By paragraph three, " Any teacher having conscientious scruples against opening and closing his school as provided by the Regulations is required to notify the Trustees in writing to that effect." In carrying out the intention of this Regulation every precaution should be taken that the liberty which may be rightfully exercised as therein provided should not be used as a means of ostracising the teacher of any denomination or creed, nor should his conscientious scruples be a reason for official censure, much less for his dismissal by any Board of Trustees.

" The right conceded to the pupil of absenting himself from the religious exercises of the school, as provided by paragraph four of the Regulations, requires the most careful attention of every teacher. In order that the parents and guardians of Roman Catholic pupils may be saved unnecessary trouble in giving notice to teachers under this Regulation, it is to be assumed that the parent or guardian of a Roman Catholic pupil has notified his wish to the teacher, as by this rule required, unless such parent expressly notifies such teacher in writing that he desires the pupil of which he is such parent or guardian to attend and be present at the religious exercises prescribed. Before entering upon the closing exercises of the school, the teacher should therefore allow a short interval to elapse, during which such pupils might retire, and in this way remove all doubts as to the faithful observance of the Regulations.

" While the Education Department is most anxious to promote the moral welfare of the pupils attending the Public and High Schools of the Province, it is equally anxious that the rights guaranteed to all by the Public Schools Act should not be interfered with. You will, I trust, in the discharge of your public duties, endeavor to impress these views upon every teacher and trustee within your jurisdiction."

(6) Provision is made whereby the clergy of the different denominations may, after school hours, give such additional religious instruction as they may deem necessary, and Trustees are authorized to shorten the hours of daily study in order to facilitate this object. It must not be forgotten that our Public and High Schools are public institutions, maintained for the purposes of developing the highest type of citizenship. While to this end a moral education is indispensable, it would defeat the whole purpose and policy of the system to fasten upon it any form of sectarianism which would alienate that public confidence and attachment under which it has hitherto prospered so well.

#### COLONIAL EXHIBITION.

Arrangements are being made for placing the School system of Ontario, and all other educational institutions of every grade and description, fully before the world at the Colonial Exhibition, to be held in London during 1886. I trust the position secured by Ontario at the Centennial Exhibition, and at Paris and Vienna, will be fully maintained in the

competition about to take place between her and the sister Colonies. In this connection you will, I trust, allow me to express my indebtedness to Your Honor for many valuable suggestions.

#### READING COURSE FOR TEACHERS.

In order to foster a love of literature and, at the same time, direct the attention of teachers towards those works from which the greatest benefit would be derived for themselves and their pupils, I have recommended a Course of Reading, extending over a period of three years. The Course is three-fold, embracing pedagogics, Science and Literature generally. The details are fully set forth in the circular from my Department, to be found in the Appendix.

#### CONCLUSION.

In the perusal of this Report, I trust you will find many gratifying evidences of progress. Nowhere are the benefits of a liberal education more fully appreciated than in this Province, and you may rest assured that no effort will be spared to give every citizen the advantages of at least a good, elementary education.

I have the honor to be,  
Your Honor's obedient servant.

EDUCATION DEPARTMENT,  
Toronto, December 31st, 1885.

GEO. W. ROSS,  
Minister of Education.

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**T A B L E S**

**REFERRED TO IN THE FOREGOING**

**STATISTICAL REPORT.**

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I.—TABLE A.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	School population between 5 and 16 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Brant .....	4339	10	4232	1	4243	2249	1994
2 Bruce .....	15650	40	15627	24	15691	8376	7315
3 Carleton .....	9191	25	9224	5	9254	4850	4404
4 Dufferin .....	5412	33	5191	5	5229	2794	2435
5 Dundas .....	5267	10	5096	4	5110	2678	2482
6 Durham .....	6453	13	6676	11	6700	3694	3016
7 Elgin .....	8243	16	8094	9	8119	4268	3851
8 Essex .....	9651	18	9652	5	9675	5117	4558
9 Frontenac .....	7597	17	6658	6	6681	3460	3221
10 Glengarry .....	4870	10	4951	2	4963	2632	2331
11 Grenville .....	5596	13	5689	8	5710	3035	2675
12 Grey .....	16230	61	16829	36	16926	9038	7888
13 Haldimand .....	6011	20	5960	12	5992	3082	2910
14 Haliburton .....	1612	14	1526	.....	1540	792	748
15 Halton .....	4675	10	4821	4	4835	2620	2215
16 Hastings .....	10387	26	10103	11	10140	5254	4886
17 Huron .....	15675	45	15993	23	16061	8470	7591
18 Kent .....	10027	27	10440	12	10479	5548	4931
19 Lambton .....	11411	16	11646	5	11667	6012	5655
20 Lanark .....	6648	12	6282	5	6299	3282	3017
21 Leeds .....	6461	19	6577	14	6610	3458	3152
22 Lennox and Addington .....	5442	16	5588	2	5606	2949	2657
23 Lincoln .....	4566	9	4509	3	4521	2427	2094
24 Middlesex .....	14516	20	14713	13	14746	7894	6852
25 Norfolk .....	7606	36	7729	5	7770	4041	3729
26 Northumberland .....	8077	18	8108	5	8131	4467	3664
27 Ontario .....	10428	8	10141	2	10151	5480	4671
28 Oxford .....	8524	11	8850	11	8872	4755	4117
29 Peel .....	5376	11	5544	3	5558	2902	2656
30 Perth .....	8856	37	9003	10	9050	4778	4272
31 Peterborough .....	5649	12	5601	2	5615	2975	2640
32 Prescott and Russell .....	9367	73	9281	5	9359	4791	4568
33 Prince Edward .....	3838	3	4046	5	4054	2206	1848
34 Renfrew .....	8456	29	8401	8	8438	4416	4022
35 Simcoe .....	15747	28	15867	36	15931	8323	7608
36 Stormont .....	4649	20	4560	4	4584	2435	2149
37 Victoria .....	9867	36	9403	29	9468	4962	4506
38 Waterloo .....	8074	6	7988	5	7999	4349	3650
39 Welland .....	5293	17	5338	4	5359	2842	2517
40 Wellington .....	12110	36	12416	12	12464	6702	5762
41 Wentworth .....	6401	19	6132	6	6157	3257	2900
42 York .....	13537	28	13956	18	14002	7579	6423
43 Districts .....	7415	39	7167	16	7222	3760	3462
<b>Total .....</b>	<b>355199</b>	<b>967</b>	<b>355608</b>	<b>406</b>	<b>356981</b>	<b>188989</b>	<b>167992</b>
<b>CITIES.</b>							
1 Belleville .....	2227	1	2327	.....	2328	1180	1148
2 Brantford .....	3125	.....	2319	.....	2319	1277	1042
3 Guelph .....	2454	.....	2197	.....	2197	1094	1103
4 Hamilton .....	9424	88	8326	.....	8414	4085	4329
5 Kingston .....	3727	1	3749	.....	3750	1886	1864
6 London .....	4499	.....	4785	.....	4785	2509	2276
7 Ottawa .....	7191	12	5896	.....	5908	3041	2867
8 St. Catharines .....	2268	4	2311	.....	2315	1154	1161
9 St. Thomas .....	2362	.....	2356	.....	2356	1168	1188
10 Toronto .....	21705	14	20658	.....	20672	10429	10243
<b>Total .....</b>	<b>58982</b>	<b>120</b>	<b>54924</b>	<b>.....</b>	<b>55044</b>	<b>27823</b>	<b>27221</b>

## Schools of Ontario.

## THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 13 years of age not attending any school for 110 days during the year.	Number of children between 7 and 13 years of age not attending any school during the year.	Average attendance of pupils.	Percentage of Average attendance to total number attending school.	
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.					
1	270	606	1003	1026	1078	260	628	36	2160	51
2	1370	2618	3863	3509	3667	664	3667	230	7111	45
3	990	1677	2584	1947	1657	399	2709	179	4032	44
4	675	1073	1398	1126	778	179	1266	124	1932	37
5	586	865	1304	1129	1010	216	1509	61	2269	43
6	638	1224	1714	1538	1263	323	1447	104	2851	44
7	713	1412	2009	1863	1757	365	1439	68	3711	46
8	1049	1702	2461	2111	1990	362	2098	230	4362	45
9	1058	1556	1795	1306	861	105	2401	259	2339	36
10	445	964	1285	1185	803	281	1406	72	2067	41
11	559	1083	1490	1300	1090	188	1200	27	2494	44
12	2009	3547	4528	3727	2537	578	4270	321	6565	39
13	511	986	1420	1339	1417	319	1504	139	2863	48
14	226	380	432	331	134	37	555	45	519	34
15	398	767	1211	1151	1148	160	1155	43	2240	46
16	1206	1919	2539	2328	1782	366	3002	333	4227	42
17	1228	2634	4094	3690	3747	668	3373	144	7416	46
18	1068	1891	2882	2267	1969	382	2545	208	4539	43
19	1018	1765	2636	2589	2982	677	2567	177	5620	48
20	533	974	1512	1435	1446	399	1427	73	3103	49
21	651	1080	1643	1631	1388	217	2194	40	2988	45
22	698	1113	1484	1215	952	144	1700	75	2206	40
23	359	727	1119	1092	1042	182	995	24	2147	48
24	980	2108	3284	3537	4078	759	2249	159	7289	49
25	758	1555	1973	1759	1510	215	1293	71	3350	43
26	779	1399	2046	1941	1673	293	2150	128	3678	45
27	878	1909	2569	2338	1985	472	1607	156	5188	51
28	481	1384	1979	2188	2160	680	1353	86	4321	49
29	440	967	1575	1339	1093	124	1229	34	2383	43
30	665	1364	2113	2184	2284	440	1513	64	4348	48
31	547	1144	1482	1351	979	112	1833	17	2191	39
32	1057	1853	2408	1877	1666	498	2979	505	4028	43
33	315	707	960	1029	841	202	801	27	1869	46
34	1114	1694	2260	1694	1351	325	2507	319	3454	41
35	1666	2654	4266	3640	2754	651	3595	253	6544	41
36	515	819	1100	1039	893	218	1048	94	2035	45
37	1224	1960	2401	2058	1521	304	2094	121	3788	40
38	463	1046	1865	1983	2176	466	1400	50	4062	51
39	526	919	1458	1084	1086	286	1018	66	2389	45
40	986	2044	3319	2990	2632	493	3206	115	5767	46
41	508	1051	1628	1461	1267	242	1407	34	2796	45
42	1306	2427	3697	3085	2806	681	2210	132	6342	45
43	984	1616	1945	1438	973	266	1884	227	2546	35
	34470	63503	90734	80850	72226	15198	82433	5670	158129	44
1	158	251	556	580	766	17	505	.....	1278	55
2	148	266	477	457	956	15	202	100	1447	62
3	107	260	448	531	813	38	.....	.....	1242	56
4	395	721	2080	1525	3246	447	.....	.....	4908	58
5	167	367	845	894	1297	180	.....	.....	2098	56
6	395	736	1190	1014	1417	33	247	.....	2699	56
7	317	560	1091	1168	1875	897	759	.....	3404	58
8	178	303	543	517	755	19	.....	.....	1236	53
9	191	284	510	495	803	73	.....	.....	1294	55
10	850	2007	4501	3628	9686	.....	.....	.....	13310	65
	2906	5755	12241	10809	21614	1719	1713	100	32916	60

I.—TABLE A.—The Public

TOWNS.	School population between 5 and 16 years of age.	PUPILS ATTENDING					
		Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
1 Almonte .....	851		880	20	900	452	448
2 Amherstburg .....	637		649		649	352	297
3 Barrie .....	1250		1227		1227	599	628
4 Berlin .....	1253		972		972	522	450
5 Bothwell .....	242		202		202	107	95
6 Bowmanville .....	801		797		797	394	403
7 Brampton .....	768		737		737	384	353
8 Brockville .....	1693		1662		1662	839	823
9 Chatham .....	2022		2108		2108	1072	1036
10 Clinton .....	665		646		646	320	326
11 Cobourg .....	1052		999		999	506	493
12 Collingwood .....	1201		1151		1151	564	587
13 Cornwall .....	1423		1314		1314	681	633
14 Dresden .....	446		472		472	238	234
15 Dundas .....	915	2	967		969	514	455
16 Durham .....	369		315		315	151	164
17 Galt .....	1495		1309		1309	643	666
18 Goderich .....	878		1016		1018	511	507
19 Harriston .....	537		537		537	246	291
20 Ingersoll .....	1018		948		948	493	455
21 Kincardine .....	817	3	787		790	380	410
22 Lindsay .....	1246		1377		1377	641	736
23 Listowel .....	650		615		615	313	302
24 London East .....	1400		1227		1227	645	582
25 Meaford .....	507		508		508	241	267
26 Milton .....	403		376		376	202	174
27 Mitchell .....	670		571		571	299	272
28 Mount Forest .....	619		597		597	278	319
29 Napanee .....	685	1	835		836	431	405
30 Newmarket .....	413		434		434	233	201
31 Niagara .....	272		265		265	131	134
32 Niagara Falls .....	586		528		528	258	270
33 Oakville .....	326		388		388	199	189
34 Orangeville .....	800		746		746	404	342
35 Orillia .....	957		936		936	470	466
36 Oshawa .....	981		989		989	490	499
37 Owen Sound .....	1074		1032		1032	549	483
38 Palmerston .....	475		432		432	212	220
39 Paris .....	783		849		849	434	415
40 Pembroke .....	844	3	851		854	448	408
41 Penetanguishene .....	264		210		210	94	116
42 Perth .....	878		670		670	325	345
43 Peterboro' .....	1935		1961		1961	998	963
44 Petrolia .....	1156		966		966	475	491
45 Picton .....	429		607		607	316	291
46 Port Arthur .....	700		578		578	324	254
47 Port Hope .....	1162		1094		1094	534	560
48 Prescott .....	620		593		593	310	283
49 Rat Portage .....	121	5	148		153	79	74
50 Ridgetown .....	405		514	1	515	266	249
51 Sandwich .....	271	1	277		278	147	131
52 Sarnia .....	1371	5	1245		1250	621	629
53 Seaforth .....	680		637		637	311	328
54 Simcoe .....	520		526		526	289	237
55 Smiths Falls .....	381		511		511	263	248
56 St. Marys .....	1050		966		966	469	487
57 Stratford .....	2295	3	1823		1826	948	878
58 Strathroy .....	903		782		782	405	377

## Schools of Ontario.

## THE PUBLIC SCHOOLS.

		NUMBER OF PUPILS ATTENDING SCHOOL.					201 days to the whole year.	Number of children between 7 and 13 years of age not attending any school for 110 days during the year.	Number of children between 7 and 13 years of age not attending any school during the year.	Average attendance of pupils.	Percentage of Average attendance to total number attending school.
Less than 20 days during the year.		20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.						
1	47	162	341	202	113	35			389	43	
2	27	89	131	173	223	6			341	53	
3	2	206	264	218	534	3	329		654	53	
4	57	92	242	244	335	2	247		525	54	
5	18	39	46	38	52	9			134	66	
6	30	93	180	160	334				500	63	
7	37	77	138	145	337	3	52		467	63	
8	97	172	326	337	730		230		966	58	
9	130	350	494	450	680	4			1161	55	
10	40	72	113	122	257	42	88		392	61	
11	58	107	293	213	317	11	35		562	57	
12	82	176	273	212	357	51	188		655	57	
13	124	222	356	275	337		163		620	47	
14	35	64	111	117	131	14	103		253	53	
15	57	131	184	193	330	74	254		514	53	
16	28	36	72	77	102		80		166	53	
17	61	133	274	252	526	63	235		768	59	
18	46	86	122	430	298	36	163		600	59	
19	62	60	144	125	142	4	71		263	49	
20	50	106	175	183	377	58	131		565	60	
21	46	76	179	208	249	32	116		404	51	
22	92	167	298	325	462	33			740	54	
23	32	59	142	125	227	30	104		361	59	
24	98	181	261	234	333	120			638	52	
25	16	67	114	135	153	23	108	5	290	37	
26	21	46	54	70	154	31	60		222	59	
27	29	52	103	115	214	58	17		364	64	
28	44	86	89	130	224	24	149		334	56	
29	59	98	167	246	263	3			457	55	
30	27	53	115	79	154	6			250	57	
31	12	34	55	80	72	12			140	53	
32	24	68	90	138	144	64			302	57	
33	15	41	97	95	137	3	81		210	55	
34	74	95	173	222	180	2	210	54	363	49	
35	56	117	191	171	348	53			551	59	
36	25	114	176	196	395	83	204	86	616	62	
37	100	147	210	204	318	53			589	57	
38	24	104	59	87	124	34	61	43	222	51	
39	37	98	202	182	290	40			472	56	
40	57	104	219	210	229	35	33		531	62	
41	32	37	60	43	33	5	22	124	82	40	
42	35	56	87	142	303	47	77		434	65	
43	138	280	420	426	686	11	227		1113	57	
44	48	90	230	219	379		113	25	563	59	
45	29	73	110	140	213	42	130		365	60	
46	88	114	187	99	77	13			201	35	
47	39	105	204	249	494	3	169		680	62	
48	25	40	129	140	244	15	88	20	357	60	
49	20	22	74	9	28		42		72	48	
50	41	44	113	125	192		171		260	51	
51	18	60	66	59	71	4	91		148	53	
52	60	182	242	261	406	9	216	9	630	50	
53	29	73	108	108	299	20	130	13	389	61	
54	37	51	77	122	236	3	181	3	289	55	
55	44	73	125	139	130		184		225	44	
56	53	135	268	250	235	15	267		474	50	
57	101	168	352	408	717	80			1199	66	
58	30	75	141	195	323	18	109		485	62	



I.—TABLE A.—The Public

TOWNS.	PUPILS ATTENDING						
	School population between 5 and 16 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending School.	Boys.	Girls.
59 Thorold.....	623		665		665	322	343
60 Tilsonburg.....	469		396		396	197	199
61 Trenton.....	1013		958		958	480	478
62 Walkerton.....	648		628		628	317	311
63 Waterloo.....	632		507	1	508	268	240
64 Welland.....	482	5	358		363	172	191
65 Whitby.....	596		657		657	350	307
66 Windsor.....	1792		1400		1400	648	752
67 Wingham.....	543		632		602	281	321
68 Woodstock.....	1143		1320		1320	665	655
<b>Total.....</b>	<b>57106</b>	<b>28</b>	<b>54842</b>	<b>22</b>	<b>54892</b>	<b>27720</b>	<b>27172</b>
<b>TOTALS.</b>							
1 Counties, etc.....	355199	967	355608	406	356981	188989	167992
2 Cities.....	58982	120	54924		55044	27823	27221
3 Towns.....	57106	28	54842	22	54892	27720	27172
4 Grand Total, 1884.....	471287	1115	465374	428	466917	244532	222385
5 " 1883.....	478791	1165	462887	317	464869	243671	220698
6 Increase.....			2487	111	2548	861	1687
7 Decrease.....	7504	50					
8 Percentage of grand total as compared with total attendance.....		24 100	99.47 100	13.5 100		52	48

NOTE.—In calculating the average attendance, the Tables A, B, C, D, E include the statistics of Roman Catholic

## Schools of Ontario.

## THE PUBLIC SCHOOLS.

		NUMBER OF PUPILS ATTENDING SCHOOL.					Number of children between 7 and 13 years of age not attending any school for 110 days during the year.	Number of children between 7 and 13 years of age not attending any school during the year.	Average attendance of pupils.	Percentage of Average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.					
59 49	94	146	182	184	10	75	10	369	56	
60 26	54	91	92	106	27	.....	.....	232	59	
61 115	134	231	220	238	20	205	.....	470	49	
62 48	87	139	138	205	11	150	38	319	51	
63 36	46	90	115	207	14	.....	.....	308	61	
64 31	87	106	67	66	6	193	30	233	65	
65 36	60	147	144	247	23	187	.....	397	60	
66 82	119	433	419	347	.....	274	.....	891	64	
67 41	82	123	112	189	55	.....	.....	317	53	
68 78	146	227	297	572	.....	.....	.....	763	58	
3385	6866	11999	12338	18699	1605	6813	460	30816	56	
1 34470	63503	90734	80850	72226	15198	82433	5670	158129	44	
2 2906	5755	12241	10809	21614	1719	1713	100	32916	60	
3 3385	6866	11999	12338	18699	1605	6813	460	30816	56	
4 40761	76124	114974	103997	112539	18522	90959	6230	221861	48	
5 41724	78628	115927	103443	108820	15827	88432	7266	215561	46	
6 .....	.....	.....	554	3719	2695	2527	.....	6300	2	
7 963	2504	953	.....	.....	.....	.....	1036	.....	.....	
8 8½	16½	25	22	24	4	.....	.....	.....	.....	

divisor used is the *legal* number of teaching days.

Separate Schools which are, however, given separately in Table F.

## II.—TABLE B.—The

## NUMBER OF PUPILS IN THE

COUNTIES. (Including Incorporated Villages but not Cities or Towns.)	READING.						Spelling.	Writing.	Arithmetic.	Drawing.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
1 Brant.....	1110	1004	1162	750	184	33	4243	4243	4243	2546
2 Bruce.....	5054	3950	3858	2007	136	26	14327	13867	14214	6329
3 Carleton.....	2887	2092	2338	1689	248	.....	6872	7351	7153	1255
4 Dufferin.....	1895	1427	1163	704	32	8	4003	4597	4629	2555
5 Dundas.....	1785	1249	1277	748	51	.....	4394	4301	4706	1661
6 Durham.....	2144	1571	1753	993	228	11	5940	5750	5993	1398
7 Elgin.....	2217	1679	2010	1914	287	12	6719	6826	7159	3203
8 Essex.....	4468	2229	1720	1075	182	1	8777	8804	9174	3803
9 Frontenac.....	2490	1729	1584	837	41	.....	5756	5463	5601	3439
10 Glengarry.....	1745	1196	1133	842	47	.....	4377	4401	4339	2748
11 Grenville.....	1726	1154	1500	1265	63	2	4702	4806	4921	1131
12 Grey.....	5802	3796	4411	2760	147	10	14314	14720	14820	7850
13 Haldimand.....	1074	1507	1826	1011	170	4	5509	5294	5424	1278
14 Haliburton.....	595	381	414	150	.....	.....	1277	1272	1334	172
15 Halton.....	2105	1144	1070	508	8	.....	4817	4804	4811	4261
16 Hastings.....	4454	2472	2177	841	188	8	8777	9179	9200	4175
17 Huron.....	5107	3178	4431	2808	500	37	13879	14334	14337	9768
18 Kent.....	3498	2489	2583	1712	189	8	9348	9191	9428	5279
19 Lambton.....	4340	2746	2611	1721	249	.....	10523	10559	10909	7602
20 Lanark.....	2149	1543	1667	851	87	2	6003	5756	5782	1988
21 Leeds.....	1840	1461	1849	1393	67	.....	5210	5261	5343	1620
22 Lennox and Addington.....	1739	1221	1724	880	42	.....	4508	4963	4807	2209
23 Lincoln.....	1393	945	1243	890	50	.....	3910	3817	4069	2069
24 Middlesex.....	4992	3654	3128	2455	480	37	13509	13942	14041	11880
25 Norfolk.....	2424	1729	1811	1661	138	7	5864	6308	6424	2525
26 Northumberland.....	2621	1951	2101	1325	123	10	7697	7789	7831	3033
27 Ontario.....	3261	2240	2499	2007	141	3	8810	9326	8945	5503
28 Oxford.....	2841	1962	2233	1594	225	17	7820	7762	8000	3304
29 Peel.....	2284	1164	1271	805	37	.....	5055	5176	4960	5323
30 Perth.....	2873	1837	2845	871	498	126	7805	7862	8270	3514
31 Peterborough.....	2106	1434	1402	643	30	.....	4556	4957	4967	1845
32 Prescott and Russell.....	4558	1869	1583	1199	132	18	5868	6821	7413	2407
33 Prince Edward.....	1012	939	1000	997	105	1	3760	3888	3800	2680
34 Renfrew.....	3193	2100	1844	1197	93	11	6735	7053	7190	2120
35 Simcoe.....	5607	4037	3855	2357	71	4	13084	13422	13606	10670
36 Stormont.....	1572	1136	1083	758	35	.....	4076	3925	3945	789
37 Victoria.....	3191	2367	2367	1408	135	.....	8133	8230	7880	4051
38 Waterloo.....	3044	1710	1957	953	286	49	6497	7566	7836	5415
39 Welland.....	1510	1102	1427	1161	159	.....	4353	4620	4683	3731
40 Wellington.....	4439	3080	3000	1587	299	59	11351	11601	11585	5243
41 Wentworth.....	1770	1318	1721	1225	121	2	5594	5680	5724	2676
42 York.....	4698	3029	3521	2517	223	14	12560	12644	11367	7116
43 Districts.....	2994	1844	1830	536	18	.....	6202	5914	5894	2230
<b>Total.....</b>	<b>124107</b>	<b>82665</b>	<b>87482</b>	<b>55662</b>	<b>6545</b>	<b>520</b>	<b>307604</b>	<b>314045</b>	<b>316757</b>	<b>164501</b>
<b>CITIES.</b>										
1 Belleville.....	966	462	588	300	12	.....	2286	2328	2305	1923
2 Brantford.....	816	403	710	390	.....	.....	2319	2291	2319	2221
3 Guelph.....	774	297	718	408	.....	.....	1977	1694	1891	1101
4 Hamilton.....	3492	1452	2263	1061	110	36	8267	8303	8285	8293
5 Kingston.....	1361	602	893	563	240	82	3356	3649	3639	3091
6 London.....	1696	933	1280	876	.....	.....	4503	3719	4682	3486
7 Ottawa.....	2223	1101	1495	688	371	30	4998	4839	5081	2926
8 St. Catharines.....	796	444	566	410	99	.....	2315	2315	2315	2126
9 St. Thomas.....	1031	618	402	305	.....	.....	2356	2356	2356	2356
10 Toronto.....	8658	4881	4144	2035	794	160	19568	19672	19672	18374
<b>Total.....</b>	<b>21813</b>	<b>11198</b>	<b>13059</b>	<b>7036</b>	<b>1635</b>	<b>308</b>	<b>51945</b>	<b>51166</b>	<b>52545</b>	<b>45897</b>

## Public Schools of Ontario.

## DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Com- position.	History.	Object Lessons.	Temperance and Hy- giene.	Domestic Economy (for girls).	Drill (with calisthen- ics for girls).	Algebra.	Geometry and Men- suration.	Elementary Physics.	Agriculture.
1	4243	1082	2129	2113	1170	511	24	374	267	210	62	23
2	9314	3501	6533	2709	5378	1150	172	1941	213	208	47	.....
3	3680	1277	3486	1436	1403	566	409	502	273	265	5	1
4	2774	1899	2269	1039	1758	193	51	967	54	93	1	.....
5	2985	630	2380	794	1146	191	.....	415	56	51	1	.....
6	3920	292	2967	992	927	283	25	672	177	148	6	34
7	4877	1257	4322	1826	3310	276	.....	1628	202	254	57	.....
8	5491	1774	3921	1458	3949	1249	294	1262	95	95	16	58
9	3998	1144	2551	1070	1935	421	195	692	74	65	71	.....
10	2884	621	2363	854	3074	351	193	255	39	31	.....	.....
11	2786	462	2323	1053	1287	333	.....	305	91	79	11	.....
12	9744	4357	7076	2499	5773	1589	57	1571	309	319	110	20
13	3826	1179	2647	1136	1207	59	.....	1212	128	112	13	.....
14	720	85	394	115	96	16	.....	.....	9	4	.....	.....
15	2544	2065	2191	990	3406	355	.....	846	63	100	5	.....
16	5776	2591	4619	1119	3633	592	85	2315	150	146	16	.....
17	10358	6778	8309	5110	6789	5247	2	3863	517	716	98	6
18	5972	2696	4404	2198	3513	1323	101	1345	221	238	71	4
19	7127	3315	6324	2747	5443	1796	44	3076	265	265	72	.....
20	3493	982	2827	1266	1758	148	24	432	76	76	.....	44
21	3887	159	2984	1350	920	148	15	226	89	92	14	37
22	3069	414	2642	928	1095	467	2	237	79	64	49	.....
23	2479	686	2135	966	922	777	.....	454	50	45	4	.....
24	8567	3543	8505	2725	6668	3507	172	3909	402	450	77	5
25	4323	837	2995	1102	465	443	.....	718	129	166	31	.....
26	6085	1073	4080	1944	3648	786	447	722	143	145	18	.....
27	5373	2855	4276	2027	3244	1175	108	1361	190	290	52	51
28	5290	1595	4257	2038	3069	598	.....	1187	286	246	72	.....
29	3113	1202	2259	1399	2012	376	.....	.....	71	37	6	.....
30	4887	2339	4466	2285	2212	867	81	1268	489	460	10	.....
31	3902	567	2856	726	695	44	.....	321	39	69	1	1
32	2730	1047	2927	1143	2746	279	5	1114	47	42	12	1
33	3035	783	2472	1093	1346	582	38	344	115	125	32	.....
34	4700	774	3626	1289	1532	11	114	148	49	35	12	.....
35	7389	5123	6868	2527	4621	1667	140	4203	164	195	48	35
36	2633	164	2030	710	854	146	50	132	59	45	8	.....
37	5718	2974	3880	1750	1778	319	62	548	144	132	21	9
38	5342	4904	3509	1558	3381	1644	177	1481	177	331	69	.....
39	3126	1880	2534	984	1964	762	60	1502	77	44	29	74
40	7396	3618	5580	3880	3053	954	121	1564	301	410	44	.....
41	3734	1352	3242	1443	1400	572	15	1191	89	228	60	3
42	8120	4523	7083	3005	5304	1974	784	2927	325	315	64	.....
43	3107	2002	2272	1175	2716	674	32	998	37	102	5	.....
	204517	82401	161513	70585	112610	35421	4099	50228	6830	7445	1400	406
1	1383	241	1050	390	1389	.....	120	1486	12	10	.....	.....
2	2246	2264	1067	555	1779	.....	1555	1916	152	12	2	.....
3	1430	1614	1216	407	1203	379	66	1282	39	3	.....	.....
4	5000	6403	4670	1360	5549	31	287	327	90	57	.....	.....
5	2742	2880	2334	1185	2227	820	1422	1613	278	277	113	83
6	3333	4785	2504	1088	2452	844	229	2558	302	356	40	.....
7	3024	4097	2868	1600	2138	377	634	3538	324	454	24	.....
8	2036	1853	2149	687	1945	771	219	534	53	53	.....	.....
9	2206	438	1302	305	1681	.....	.....	2356	.....	.....	.....	.....
10	18781	18781	13091	3990	16345	7767	4752	19275	1399	1582	38	.....
	42181	43356	32251	11567	36708	12544	7786	34885	2649	2804	217	83

## II.—TABLE B.—The

## NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling.	Writing.	Arithmetic.	Drawing.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
1 Almonte .....	290	319	161	130			865	865	865	110
2 Amherstburg .....	329	112	95	55	58		649	649	649	327
3 Barrie .....	608	179	252	188			978	978	1144	762
4 Berlin .....	470	179	178	145			891	910	910	891
5 Bothwell .....	58	54	65	18	7		141	177	177	
6 Bowmanville .....	339	139	215	104			794	794	794	618
7 Brampton .....	352	144	130	111			525	525	737	627
8 Brockville .....	717	386	359	183	17		1473	1233	1601	363
9 Chatham .....	899	463	485	226	35		1956	1975	1975	1921
10 Clinton .....	211	170	173	92			646	646	646	646
11 Cobourg .....	401	196	230	163	9		999	884	876	863
12 Collingwood .....	463	259	275	154			1151	1151	993	729
13 Cornwall .....	682	311	278	43			1314	1314	1314	688
14 Dresden .....	233	90	70	44	18	17	444	452	472	472
15 Dundas .....	311	212	261	175	10		967	967	940	305
16 Durham .....	77	97	85	48	8		270	315	315	262
17 Galt .....	504	145	466	101	93		1219	1140	1287	1113
18 Goderich .....	335	237	264	182			1018	1018	1018	274
19 Harriston .....	243	118	129	47			460	537	460	460
20 Ingersoll .....	340	186	235	187			939	939	939	889
21 Kincardine .....	311	173	192	114			790	790	790	609
22 Lindsay .....	544	236	337	196	44	20	1377	1303	1303	1020
23 Listowel .....	197	162	160	96			615	495	495	495
24 London East .....	484	350	276	117			1227	1227	1227	1227
25 Meaford .....	107	152	147	83	19		361	361	361	142
26 Milton .....	190	80	74	22	10		376	376	376	376
27 Mitchell .....	246	119	150	56			513	571	571	571
28 Mount Forest .....	232	152	147	65	1		597	597	597	597
29 Napanee .....	242	265	180	149			711	836	761	468
30 Newmarket .....	130	111	121	72			434	344	389	354
31 Niagara .....	108	59	66	32			245	232	232	68
32 Niagara Falls .....	212	98	114	104			528	528	528	528
33 Oakville .....	216	80	55	37			380	380	388	330
34 Orangeville .....	313	185	155	93			746	746	746	746
35 Orillia .....	365	276	131	174			726	936	936	815
36 Oshawa .....	416	211	254	108			828	942	939	942
37 Owen Sound .....	341	242	250	199			963	872	963	400
38 Palmerston .....	201	74	107	28	22		432	432	432	
39 Paris .....	297	189	228	137			849	849	849	188
40 Pembroke .....	350	209	154	141			809	809	809	571
41 Penetanguishene .....	150	31	10	13	5	1	185	210	210	19
42 Perth .....	218	162	161	128	1		584	584	650	422
43 Peterboro .....	771	474	406	291	19		1878	1810	1827	1347
44 Petrolia .....	440	145	191	156	12	22	966	966	966	700
45 Picton .....	200	158	140	108	1		547	547	592	560
46 Port Arthur .....	287	115	99	71	6		574	533	574	466
47 Port Hope .....	392	236	218	165	83		1008	1008	1094	83
48 Prescott .....	136	123	128	206			517	547	547	423
49 Rat Portage .....	97	21	14	21			138	138	138	
50 Ridgetown .....	177	155	90	93			515	515	515	515
51 Sandwich .....	117	64	66	31			278	252	230	71
52 Sarnia .....	442	314	281	213			947	1250	1230	821
53 Seaforth .....	193	137	137	170			637	562	637	359
54 Simcoe .....	214	120	92	100			526	526	526	73
55 Smiths Falls .....	308	66	68	69			511	511	511	69
56 St Marys .....	371	177	243	165			941	935	909	750
57 Stratford .....	665	347	558	256			1826	1694	1826	1602
58 Strathroy .....	299	205	130	148			782	782	782	782
59 Thorold .....	226	122	177	141			675	559	596	523

## Public Schools of Ontario.

## DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Com- position.	History.	Object Lessons.	Temperance and Hygiene.	Domestic Economy (for girls).	Drill (with calisthen- ics for girls).	Algebra.	Geometry and Men- suration.	Elementary Physics.	Agriculture.
1	550		564	243	359			169				
2	310	556	266	167	51		154	275	14	14		
3	666	182	425	210	465		43	43				
4	502	246	323	209	698		87					
5	103		85	25				177	7	7		
6	356	373	304	70	429							
7	385	626	241	241	556	174		240				
8	892	406	559	220	469	40	199					
9	1770	1585	1926	733	1784	1132	772	1298	35	35		
10	435		265	92	596	120		646				
11	848	330	561	249	676	244	50	664	15	51		
12	561	436	331	280								
13	632	75	399	110	1124			67	33	74	53	
14	357	474	299	149	132	79		347	35	35	35	
15	659	388	663	373	224		62	240				
16	270	262	162	66	249				8	8		
17	675	690	700	194	626	181			20	12		
18	818	122	478	259	123		68	122				
19	324	465	294	72	465	70		294				
20	615	104	507	252	427	116		844				
21	479	464	306	114	459							
22	833	642	576	342	132			41	40	81	30	
23	418	615	256	96	369							
24	601	952	759	83	973							
25	284		284	69	284				19	19		
26	260	331	260	45	376	45		376	10	10		
27	332	486	244	107	250							
28	292	458	597	132	597			597	1	1		
29	438	238	369	149	238							
30	246	231	198	67	241			211				
31	232		157	32	108	68		33				
32	344	441	344	119	520	165		399			76	
33	151		92	86	355							
34	433	498	248	248	498			746				
35	438	506	543	243	330							
36	775	857	501	262	274	52		360				
37	676		449	317	763	949						
38	231	282	231	157	275			275	22	22		
39	569	121	439	235	557		55	191				
40	538	88	438	257	689	193						
41	60	200	29	19	105				6	6		
42	452	122	290	206	219			526	1	1		
43	1163	227	852	407	579	147	297	345	19	19	19	
44	566	700	400	400				142	34	34		
45	433	482	433	158	310	520		520				
46	286	122	275	88	366	82	41	41	6	6		
47	702		466	248		80			83	83		
48	422	41	382	169	327			382	20	20		
49	46		31	31	30							
50	264	448	245	95	388							
51	184	156	148	81	267		71					
52	936	1012	546	410	834			1012				
53	379	637	307	137	467			334	4	4		
54	272		192	73								
55	306	40	190	125	269			141				
56	587	862	408	356	838							
57	1510	1760	1179	437	1247	116	89	1257				
58	782	782	278	148	782							
59	534	480	473	191	506			80				

## II.—TABLE B.—The

## NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling.	Writing.	Arithmetic.	Drawing.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
60 Tilsonburg .....	182	106	32	70	.....	6	396	396	396	396
61 Trenton .....	439	256	178	85	.....	.....	842	842	842	222
62 Walkerton .....	243	161	123	101	.....	.....	610	588	610	437
63 Waterloo .....	174	112	101	121	.....	.....	508	508	508	508
64 Welland .....	151	47	105	60	.....	.....	212	363	363	22
65 Whitby .....	192	116	184	165	.....	.....	538	639	644	596
66 Windsor .....	526	337	306	231	.....	.....	1246	1284	1325	1061
67 Wingham .....	189	145	168	60	40	.....	602	413	602	413
68 Woodstock .....	650	288	224	158	.....	.....	1320	1320	1320	1320
<b>Total .....</b>	<b>21802</b>	<b>12159</b>	<b>12332</b>	<b>8015</b>	<b>518</b>	<b>66</b>	<b>51443</b>	<b>51377</b>	<b>52774</b>	<b>37317</b>
<b>TOTALS.</b>										
1 Total Counties, etc. ....	124107	82665	87482	55662	6545	520	307604	314045	316757	164501
2 " Cities .....	21813	11193	13059	7036	1635	308	51945	51166	52545	45897
3 " Towns .....	21802	12159	12332	8015	518	66	51443	51377	52774	37317
4 Grand Total, 1884 .....	167722	106017	112873	70713	8698	894	410992	416588	422076	247715
5 " " 1883 .....	164035	106482	113980	70104	8919	849	411872	409016	415786	222095
6 Increase .....	3687	.....	.....	609	.....	45	.....	7572	6290	25620
7 Decrease .....	.....	465	1107	.....	221	.....	880	.....	.....	.....
8 Percentage of grand total as compared with total attendance .....	36	23	24	15	2	$\frac{1}{173}$	88	89	90	53

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

	Geography.	Music.	Grammar and Com- position.	History.	Object Lessons.	Temperance and Hygiene.	Domestic Economy (for girls).	Drill (with calisten- ics for girls).	Algebra.	Geometry and Men- suration.	Elementary Physics.	Agriculture.
60	396	159	396	76	237	.....	191	205	44	44	6	.....
61	494	76	320	126	.....	.....	.....	673	3	3	.....	.....
62	385	404	224	101	437	.....	.....	.....	.....	.....	.....	.....
63	273	508	222	121	350	.....	.....	318	60	.....	.....	.....
64	110	60	110	25	198	.....	.....	119	.....	.....	.....	.....
65	453	253	453	164	411	353	.....	515	.....	.....	.....	.....
66	1166	180	670	269	988	104	120	100	6	6	.....	.....
67	268	502	268	195	462	.....	.....	49	40	40	12	.....
68	528	.....	382	382	680	.....	.....	1320	.....	.....	.....	.....
	34255	24753	26802	12602	30028	5031	2299	16734	585	635	231	.....
1	204517	82401	161513	70585	112610	35421	4099	50228	6830	7445	1400	406
2	42181	43356	32251	11567	36708	12544	7786	34885	2649	2804	217	83
3	34255	24753	26802	12602	30028	5031	2299	16734	585	635	231	.....
4	280953	150510	220566	94754	179346	52996	14184	101847	10064	10884	1848	489
5	273397	147283	208949	95986	165702	56351	12895	100531	9860	11487	877	650
6	7556	3227	11617	.....	13644	.....	1289	1316	204	.....	971	.....
7	.....	.....	.....	1232	.....	3355	.....	.....	.....	603	.....	161
8	60	32	47	20	38	11	3	21	2	2	10	10



## III.—TABLE C.—The Public

## PUBLIC SCHOOL.

TOTAL.	TOTAL.			ANNUAL.		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Lowest Salary paid Male Teachers.	Average salary of Male Teachers.*
				\$	\$	\$
1 Counties, etc.....	5606	2512	3094	900	120	404
2 Cities.....	755	127	628	1200	400	791
3 Towns.....	724	150	574	1000	350	612
4 Grand Total, 1884.....	7085	2789	4296	1200	120	426
5 do 1883.....	6911	2829	4082	1200	120	422
6 Increase.....	174		214			4
7 Decrease.....		40				

\* In calculating the average salaries such R. C. Separate School

## Schools of Ontario.

## TEACHERS.

SALARIES.		CERTIFICATES.							
Average salary of Female Teachers.	No. of Teachers who have attended Normal School.	Total number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class Co. Board (old).	2nd Class Co. Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.
\$									
1 264	1296	5606	98	1530	114	106	3133	586	39
2 364	402	755	87	378	22	4	88	7	169
3 283	243	724	50	329	32	8	199	30	76
4 379	1941	7085	235	2237	168	118	3420	623	284
5 271	1853	6911	211	2167	183	71	3426	603	250
6 8	88	174	24	70	.....	47	.....	20	34
7 .....	.....	.....	.....	.....	15	.....	6	.....	.....

Teachers as are members of religious orders are omitted.

## IV.—TABLE D.—The Public

TOTALS.	TOTAL.	SCHOOL HOUSES.					TITLE.		SCHOOL	
	Number of Schools Open.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.	Inspectors.	Trustees.
1 Total Counties, etc.....	4956	1627	456	2271	630	4984	4854	130	9682	13018
2 " Cities.....	157	118	28	11	.....	157	152	5	1939	1994
3 " Towns.....	203	134	27	41	1	203	197	6	1417	1644
4 Grand Total, 1884.....	5316	1879	511	2323	631	5344	5203	141	13038	16656
5 " 1883.....	5252	1820	504	2343	617	5284	5154	130	12381	17283
6 Increase.....	64	59	7	.....	14	60	49	11	657	.....
7 Decrease.....	.....	.....	.....	20	.....	.....	.....	.....	.....	627

## Schools of Ontario.

VISITS.		EXAMINATIONS, PRIZES.		LECTURES.			PRAYERS.				MAPS.		AVER'GE DAYS OPEN.
Other Persons.	Total.	Number of Examinations.	Number of Schools Distri- buting Prizes.	Inspectors.	Other Persons.	Total.	Number of Schools in which Scriptures only are read.	Number of Schools in which Prayers only are read.	Number of Schools in which both Scripture and Prayers are read.	Number of Schools in which Scripture and prayers are read by both teachers and pupils.	Number of Schools using maps.	Total number of Maps.	Average number of legal teaching days open.
1 40208	62908	6127	1366	311	131	442	247	1807	2584	758	4804	35840	208
2 2795	6728	216	124	1	8	9	.....	34	136	100	157	1775	204
3 3483	6544	275	45	29	17	46	7	73	162	74	202	2407	207
4 46486	76180	6618	1535	341	156	497	254	1914	2882	932	5163	40022	208
5 47581	77245	6997	1406	340	160	500	334	1864	2772	906	5119	39812	207
6 .....	.....	.....	129	1	.....	.....	.....	50	110	26	44	210	1
7 1095	1065	379	.....	.....	4	3	80	.....	.....	.....	.....	.....	.....

V.—TABLE E.—The Public

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.)	RECEIPTS.					
	For Teachers' Salaries. (Legislative Grant.)			Municipal School Grants and As- sessments.	Clergy Reserves Fund Balances and other Sources.	Total Receipts for all Public School Pur- poses.
	Public Schools.	R. C. Separate Schools.	Total.			
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant	2249 00		2249 00	24439 96	11166 17	37855 16
2 Bruce	6979 25	125 50	7104 75	75137 55	17930 70	100173 00
3 Carleton	3994 00	347 50	4341 50	48096 72	10911 92	63350 14
4 Dufferin	2876 00		2876 00	25844 12	9448 95	38169 07
5 Dundas	2670 00		2670 00	25947 97	4156 67	32774 64
6 Durham	3333 00		3333 00	43530 28	9299 44	56162 72
7 Elgin	4170 00		4170 00	46861 12	10175 45	61006 57
8 Essex	4586 00	162 50	4748 50	58770 89	12692 98	76212 37
9 Frontenac	3223 00	93 50	3316 50	33435 73	9064 20	45816 43
10 Glengarry	2445 00	273 50	2718 50	20301 10	4249 94	27269 54
11 Grenville	2400 50	20 00	2420 50	26304 67	6851 31	35576 48
12 Grey	7543 25	243 00	7786 25	81126 14	14455 97	100368 36
13 Haldimand	3061 00		3061 00	35332 84	15593 04	53986 88
14 Haliburton	1552 10		1552 10	7663 85	2635 70	11851 65
15 Halton	3214 00		3214 00	26980 55	7548 78	37743 33
16 Hastings	5869 50		5869 50	58627 32	13690 16	78146 98
17 Huron	7500 00	88 00	7588 00	84903 99	15439 09	107931 08
18 Kent	4775 00	224 00	4999 00	67455 77	26984 98	99439 75
19 Lambton	5270 00	65 00	5335 00	73217 00	20080 12	98632 12
20 Lanark	3870 75		3870 75	35573 84	8081 49	47526 08
21 Leeds	3923 20	5 00	3928 20	35386 15	12039 88	51354 23
22 Lennox and Addington	3122 25	38 50	3160 75	29667 69	9496 67	42325 11
23 Lincoln	2624 00	101 50	2725 50	29900 66	11632 96	44269 12
24 Middlesex	8055 00	127 00	8182 00	95148 30	24417 35	127747 65
25 Norfolk	3620 00	24 00	3644 00	43196 10	19377 86	66217 96
26 Northumberland	4237 00	96 00	4333 00	46380 20	14868 35	65581 55
27 Ontario	5889 00		5889 00	58044 02	13066 59	76999 61
28 Oxford	4460 00		4460 00	52764 05	19067 74	76291 79
29 Peel	2780 00	23 50	2803 50	32640 69	10594 72	46038 91
30 Perth	4501 00	80 50	4581 50	52996 27	15362 95	72940 72
31 Peterborough	3168 40	46 00	3214 40	36130 38	7311 18	46655 96
32 Prescott and Russell	4198 00	413 00	4611 00	38873 58	8538 37	52022 95
33 Prince Edward	2195 00		2195 00	25972 58	8976 14	37123 72
34 Renfrew	6596 00	299 00	6895 00	38147 67	8752 30	53795 67
35 Simcoe	7937 50	53 50	7991 00	79371 91	22680 77	110043 68
36 Stormont	2071 00	89 50	2160 50	19541 07	2254 00	23955 67
37 Victoria	6089 25		6089 25	52242 80	11970 83	70302 88
38 Waterloo	3808 00	182 50	3990 50	48835 12	34573 38	87399 00
39 Welland	3153 00	60 50	3213 50	30077 41	19641 06	52931 97
40 Wellington	5714 50	216 00	5930 50	69037 10	21579 02	96546 62
41 Wentworth	3492 00	17 00	3509 00	33215 45	19045 56	55770 01
42 York	7552 00	105 00	7657 00	84975 60	25982 06	118614 66
43 Districts	12101 00		12101 00	41775 52	15517 65	69394 17
Total	192868 45	3620 50	196488 95	1970671 75	587185 05	2754345 75
<b>CITIES.</b>						
1 Belleville	1041 00	268 50	1309 50	14727 12	3624 95	19661 57
2 Brantford	1343 00	170 00	1513 00	14453 48	2084 25	18950 73
3 Guelph	1186 00	232 50	1418 50	15181 74	1743 61	18343 85
4 Hamilton	4557 00	863 50	5420 50	56355 79	8167 73	69944 02
5 Kingston	1676 00	581 00	2257 00	18979 75	2637 03	23873 78
6 London	2518 00	456 00	2974 00	33815 61	15959 38	52748 99
7 Ottawa	1710 00	2064 50	3774 50	46251 30	12670 10	62695 90
8 St. Catharines	1008 00	408 00	1416 00	14244 83	6309 50	21970 33
9 St. Thomas	1419 00	139 50	1558 50	10668 46	3430 44	15657 40
10 Toronto	10578 00	2076 00	12654 00	183926 53	25109 87	221690 40
Total	27036 00	7259 50	34295 50	408604 61	82636 86	525536 97

ols of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rents and Repairs, Fuel and other expenses.	Total Expenditure for all Public School Purposes.	Balances.		Average Cost per Pupil.								
					\$	c.	On Total Attendance	On Average Attendance							
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.						
5450	58	193	74	231	11	6284	60	32160	03	5695	12	7	58	14	89
6000	51	172	67	4906	47	13829	61	89509	26	10663	74	5	70	12	58
1183	83	512	04	4052	01	19291	39	56039	27	7310	87	6	05	11	42
5999	11	244	30	7603	97	5081	97	34406	35	3702	72	6	59	17	84
2602	21	43	35	2371	22	4068	42	29085	20	3689	44	5	69	12	82
3998	05	435	30	3895	00	7653	52	50981	87	5180	85	7	60	17	89
1417	75	171	07	1447	50	8814	18	51850	50	9156	07	6	38	13	97
1184	94	661	09	10076	84	11672	64	66595	51	9616	86	6	88	15	27
6605	73	90	98	2192	88	6600	21	39489	80	6326	63	5	91	16	88
3348	79	60	60	1658	95	4128	40	24196	74	3072	80	4	87	11	77
7101	78	61	14	178	38	4879	37	32220	67	3355	81	5	64	12	92
3155	89	747	65	3168	62	12152	12	89224	28	11144	08	5	27	13	59
1963	45	85	86	6705	07	6393	35	45147	73	8839	15	7	53	15	77
3305	02	34	25	979	42	1392	34	10711	03	1140	62	6	35	20	64
7282	82	194	11	673	73	5148	79	33299	45	4443	88	6	89	14	86
3753	06	353	48	7248	62	10414	13	67769	29	10417	69	6	68	16	03
3929	23	193	74	2082	51	14110	48	97315	96	10615	12	6	06	13	12
1076	77	301	55	16802	62	12503	65	80684	59	18755	16	7	70	17	78
2508	12	392	33	7071	07	15719	49	85691	01	12941	11	7	35	15	21
2561	39	141	99	1315	21	8339	99	42358	58	5167	50	6	62	13	65
3164	91	28	90	3623	33	7584	22	44401	36	6952	87	6	72	14	86
3490	81	128	85	2314	07	7110	06	38043	79	4281	32	6	78	17	25
7383	53	184	70	968	59	5616	48	34153	30	10105	82	7	55	15	90
5103	05	667	35	5678	87	19070	51	110519	78	17227	87	7	49	15	16
7756	68	425	16	3688	25	9047	26	50917	35	15300	61	6	55	15	20
1653	64	816	42	4619	63	9588	59	56678	28	8903	27	6	97	15	41
1058	04	388	86	3834	41	13125	76	68407	07	8592	54	6	74	13	18
423	05	521	95	2623	06	8872	40	61440	46	14851	33	6	93	14	22
252	72	171	22	1954	03	6940	72	39318	69	6720	22	7	07	16	50
7934	07	141	99	5962	68	9607	85	63646	59	9294	13	7	03	14	64
7869	91	351	43	8158	45	5722	57	42102	36	4553	60	7	49	19	21
3397	41	198	93	6383	64	5969	92	46949	90	5073	05	5	02	11	65
7284	38	24	75	1865	43	4297	92	33472	48	3651	24	8	25	17	91
4785	45	226	60	4123	29	6608	13	45743	47	8052	10	5	42	13	24
4350	85	724	28	9207	10	16073	32	100355	55	9688	13	6	42	15	34
3379	62	71	13	681	71	2767	43	21899	89	2055	68	4	78	10	76
3633	12	325	79	6929	03	9712	67	65600	61	4702	27	6	92	17	32
3961	04	307	41	14981	59	10711	85	71961	89	15437	11	8	99	17	76
4574	60	52	35	595	31	7658	37	37880	63	15051	34	7	06	15	86
373	23	214	48	9946	92	13243	79	84778	42	11768	20	6	80	14	65
3993	29	233	21	6028	14	8653	84	48308	48	7461	53	7	84	17	28
3784	44	751	47	14125	31	16397	22	104058	44	14556	22	7	43	16	41
3793	70	586	34	10806	48	10047	17	57233	69	12160	48	7	93	22	48
4430	57	12634	81	213760	52	383843	70	2386669	60	367676	15	6	69	15	09
6050	29			1650	00	6762	26	18462	55	1199	02	7	93	14	43
2273	41	1606	79	2293	38	4578	36	18751	94	198	79	8	09	12	96
3341	20	238	94	2443	43	4787	18	17810	75	533	10	8	11	14	34
1183	08	690	52	3543	31	24481	21	67898	12	2045	90	8	07	13	84
3153	77	307	02	455	70	8036	23	21952	72	1921	06	5	85	10	46
721	73	11	00	5766	09	13631	11	40129	93	12619	06	8	39	14	87
557	32	342	05	11789	41	19098	12	56786	90	5909	00	9	61	16	68
905	15	25	43	4674	67	4322	43	21027	68	942	65	9	08	17	01
103	38	18	00	972	71	2777	56	12871	65	2785	75	5	46	9	95
217	00	489	66	40343	18	55234	58	219184	42	2505	98	10	60	16	47
606	34	3729	41	73831	88	143709	04	494876	66	30660	31	8	99	15	03

V.—TABLE E.—The Public

TOWNS.	RECEIPTS.					
	For Teachers' Salaries. (Legislative Grant.)			Municipal School Grants and As- sessments.	Clergy Reserves Fund Balances and other Sources.	Total Receipts for all Public School Pur- poses.
	Public Schools.	R. C. Separate Schools.	Total.			
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Almonte .....	579 00	97 00	676 00	5019 70	1736 66	7432 36
2 Amherstburg .....	176 00	187 50	363 50	3628 00	2421 61	6413 11
3 Barrie .....	662 00	117 50	779 50	5340 23	229 47	6349 20
4 Berlin .....	643 00	100 50	743 50	6070 15	2079 27	8892 92
5 Bothwell .....	126 00	.....	126 00	1806 00	1873 73	3805 73
6 Bowmanville .....	503 00	.....	503 00	3782 00	216 08	4501 08
7 Brampton .....	570 00	.....	570 00	3375 00	636 81	4581 81
8 Brockville .....	843 00	274 50	1117 50	7635 00	7523 46	16275 96
9 Chatham .....	1104 00	164 00	1268 00	1381 45	11813 60	26893 25
10 Clinton .....	500 00	.....	500 00	3200 00	229 64	3029 64
11 Cobourg .....	739 00	138 50	877 50	4756 00	1710 02	7343 52
12 Collingwood .....	710 00	.....	710 00	5102 27	11017 23	16829 50
13 Cornwall .....	454 00	258 50	712 50	5270 94	3208 43	9191 87
14 Dresden .....	223 00	.....	223 00	3000 00	1896 93	5121 93
15 Dundas .....	465 00	168 50	633 50	4690 00	234 95	5558 45
16 Durham .....	298 00	.....	298 00	1650 00	506 78	2454 78
17 Galt .....	841 00	80 00	921 00	10970 07	3339 94	15231 01
18 Goderich .....	615 00	63 50	678 50	4570 00	740 65	5989 15
19 Harriston .....	257 00	.....	257 00	2306 30	43 99	2607 29
20 Ingersoll .....	693 00	60 00	753 00	4750 00	1456 03	6959 03
21 Kincardine .....	481 00	.....	481 00	3698 34	993 11	5172 45
22 Lindsay .....	594 00	269 50	863 50	6325 24	2578 01	9766 75
23 Listowel .....	360 00	.....	360 00	2621 56	206 75	3188 31
24 London East .....	627 00	.....	627 00	5547 18	397 97	6572 15
25 Meaford .....	243 00	.....	243 00	2450 00	4 68	2697 68
26 Milton .....	318 00	.....	318 00	2335 00	2015 83	4668 83
27 Mitchell .....	320 00	.....	320 00	3610 00	300 79	4230 79
28 Mount Forest .....	457 00	.....	457 00	2533 00	1045 04	4035 04
29 Napanee .....	610 00	.....	610 00	4081 07	165 76	4556 83
30 Newmarket .....	346 00	47 50	393 50	2666 70	1998 26	5058 46
31 Niagara .....	195 00	.....	195 00	1400 00	260 51	1855 51
32 Niagara Falls .....	225 00	.....	225 00	3188 24	3163 82	6577 06
33 Oakville .....	196 00	35 00	231 00	2018 45	339 28	2588 73
34 Orangeville .....	549 00	.....	549 00	4983 40	480 00	6012 40
35 Orillia .....	360 00	84 00	444 00	4362 30	57 78	4864 08
36 Oshawa .....	529 00	78 50	607 50	6408 21	228 47	7244 18
37 Owen Sound .....	757 00	39 00	796 00	504 26	5889 01	7189 27
38 Palmerston .....	236 00	.....	236 00	1999 54	37 37	2272 91
39 Paris .....	373 00	56 00	429 00	4266 46	3709 58	8405 04
40 Pembroke .....	204 00	178 50	382 50	5143 91	6036 18	11562 59
41 Penetanguishene .....	230 00	.....	230 00	678 00	1420 71	2328 71
42 Perth .....	544 00	87 00	631 00	3794 44	772 08	5197 52
43 Peterborough .....	720 00	329 50	1049 50	11101 70	5844 76	17995 84
44 Petrolia .....	405 00	.....	405 00	3600 00	578 72	4583 72
45 Picton .....	477 00	56 00	533 00	3838 14	773 84	5144 98
46 Port Arthur .....	167 00	64 29	231 29	9155 16	1085 00	10471 45
47 Port Hope .....	908 00	.....	908 00	7300 00	309 04	8517 04
48 Prescott .....	407 00	144 00	551 00	3519 80	853 43	4924 23
49 Rat Portage .....	250 00	.....	250 00	160 00	488 50	898 50
50 Ridgetown .....	242 00	.....	242 00	1394 30	2065 66	3701 96
51 Sandwich .....	156 00	.....	156 00	769 00	448 00	1373 00
52 Sarnia .....	814 00	126 00	940 00	6975 00	437 30	8362 30
53 Seaforth .....	344 00	.....	344 00	2350 00	724 78	3418 78
54 Simcoe .....	438 00	.....	438 00	2163 00	.....	2601 00
55 Smiths Falls .....	281 00	.....	281 00	2628 77	24 52	2934 29
56 St. Marys .....	433 00	55 50	488 50	3479 19	689 73	4657 42
57 Stratford .....	1113 00	209 00	1322 00	9955 10	1435 72	12712 82
58 Strathroy .....	680 00	.....	680 00	4336 82	175 44	5192 26

hools of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rents and Repairs, Fuel and other expenses.	Total Expenditure for all Public School Purposes.	Balances.	Average Cost per Pupil.	
						On Total Attendance	On Average Attendance
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
3792 63		150 20	1364 92	5307 75	2124 61	5 89	13 62
3270 45		250 00	2847 94	6368 39	44 72	9 81	18 67
4925 00	45 98		1368 02	6339 00	10 20	5 17	9 69
5045 38	73 73	54 13	1993 00	7166 24	1726 68	7 37	13 46
1370 00			1365 09	2715 09	1090 64	13 44	20 26
3775 00			512 85	4287 85	213 23	5 38	8 57
3424 41	64 30	618 63	474 47	4581 81	.....	6 22	9 81
6684 78		6600 00	2846 89	16131 67	144 29	9 71	16 70
11608 41	29 32	1540 00	5053 45	18231 18	8662 07	8 65	15 70
3003 42	79 47		793 60	3876 49	53 15	6 00	9 89
4360 00			1991 61	6351 61	991 91	6 36	11 30
4230 00		9537 83	991 77	14749 60	2079 90	12 81	22 52
4228 00		970 05	3142 89	8340 94	850 93	6 35	13 45
2258 33			603 49	2861 82	2260 11	6 01	11 31
4142 50		212 00	1098 54	5453 04	105 41	5 63	10 61
1361 85	3 25	424 00	665 68	2454 78	.....	7 79	14 80
6276 26	98 00	4697 59	1198 05	12269 90	2961 11	9 37	15 98
4131 43			1827 79	5959 22	29 93	5 85	9 93
1924 40	5 00		615 25	2544 65	62 64	4 74	9 67
4979 92	203 83	106 40	1179 75	6469 90	489 13	6 83	11 45
3215 93	27 55		1289 08	4532 56	639 89	5 74	11 22
6406 33	160 02		2611 99	9180 34	586 41	6 66	12 41
2447 30			687 80	3135 10	53 21	5 09	8 68
4543 98		930 00	1069 19	6543 17	28 98	5 33	10 26
2185 00			472 87	2657 87	39 81	5 23	9 17
1997 00		579 40	562 35	3138 75	1530 08	8 35	14 14
2746 67	28 80		1337 92	4113 39	117 40	7 20	11 30
2434 45		477 71	758 82	3670 98	364 06	6 15	10 99
35 9 85			1326 59	4846 44	10 39	5 79	10 60
2512 00		3 50	864 77	3380 27	1678 19	7 79	13 52
1150 00			299 89	1449 89	405 62	5 47	10 35
2353 00	28 10		961 90	3543 00	3034 06	4 90	8 57
1731 00			857 23	2588 23	0 50	6 67	12 32
3659 00	9 00	44 59	1999 78	5712 37	300 03	7 66	15 73
3580 40		263 28	952 25	4795 93	68 15	5 12	8 71
4807 50	43 75		1905 12	6756 37	487 81	6 83	10 97
4918 25	33 15		2056 29	7007 69	181 58	6 78	11 89
1708 70			541 58	2250 28	22 63	5 21	10 13
3407 01			1854 98	5261 99	3143 05	6 19	11 15
4179 00	77 59	5393 94	1573 43	11223 96	338 63	13 14	21 14
519 30		1415 00	340 35	2274 65	54 06	10 78	27 73
3100 00	9 00	337 71	1289 81	4736 52	461 00	7 07	10 91
8251 78	127 03	703 86	8845 66	17928 33	67 51	9 14	16 11
3330 00			1253 72	4583 72	.....	4 75	8 14
3909 35	9 00		1010 52	4928 87	216 11	8 12	13 60
2442 15		6802 92	903 61	10148 68	322 77	17 56	50 49
5599 65		1444 97	1424 33	8468 95	48 09	7 74	12 45
3322 49		312 00	1155 42	4789 91	134 32	8 09	13 42
672 59	65 70	35 00	163 41	836 70	61 80	5 47	11 62
2097 50		757 02	702 08	3556 60	145 36	6 91	13 68
1125 00			225 20	1350 20	22 80	4 86	9 12
5326 40			2623 23	7949 63	402 67	6 36	12 62
2467 07			499 86	2966 93	451 85	4 66	7 63
2150 00			451 00	2501 00	.....	4 94	9 00
2175 00	8 00		634 25	2817 25	117 04	5 51	12 52
3164 17			1206 75	4370 92	286 50	4 57	9 22
8046 25	50 00	420 00	4144 17	12660 42	52 40	6 93	10 56
4107 21	11 00		889 96	5008 17	184 09	6 41	10 33



V.—TABLE E.—The Public

TOWNS—Continued.	RECEIPTS.					
	For Teachers' Salaries. (Legislative Grant.)			Municipal School Grants and As- sessments.	Clergy Reserves Fund Balances and other Sources.	Total Receipts for all Public School Fur- poses.
	Public Schools.	R. C. Separate Schools.	Total.			
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
59 Thorold .....	247 00	111 00	358 00	2772 23	1113 06	4243 29
60 Tilsonburg .....	269 00		269 00	2316 31	370 58	2955 89
61 Trenton .....	292 00	137 50	429 50	3912 26	1813 63	6156 39
62 Walkerton .....	481 00		481 00	2619 51	2069 95	5170 46
63 Waterloo .....	300 00		300 00	8519 66	663 52	9483 18
64 Welland .....	414 00		414 00	1600 00	1099 89	3113 89
65 Whitby .....	479 00	47 00	526 00	4757 93	143 32	5427 25
66 Windsor .....	1108 00		1108 00	12504 79	702 28	14315 07
67 Wingham .....	268 00		268 00	2689 64	123 16	3080 80
68 Woodstock .....	987 00		987 00	6578 38	1558 84	9124 22
<b>Total .....</b>	<b>32435 00</b>	<b>3864 79</b>	<b>36299 79</b>	<b>296345 10</b>	<b>110611 02</b>	<b>443255 91</b>
<b>TOTALS.</b>						
1 Total Counties, etc. ....	192868 45	3620 50	196488 95	1970671 75	587185 05	2754345 75
2 " Cities .....	27086 00	7259 50	34295 50	408604 61	82636 86	525536 97
3 " Towns .....	32435 00	3864 79	36299 79	296345 10	110611 02	443255 91
4 Grand Total, 1884 .....	252339 45	14744 79	267084 24	2675621 46	780432 93	3723138 63
5 " " 1883 .....	251066 90	14400 92	265467 82	2538041 37	767221 96	3570731 15
6 Increase .....	1272 55	343 87	1616 42	137580 09	13210 97	152407 48
7 Decrease .....						
Percentage of Total .....			7½	71½	21	

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## VII.—TABLE G.—The

HIGH SCHOOLS.	RECEIPTS.					EXPENDITURE.				
	Legislative Grant for Teachers' salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' salaries.	Building, Rent and Repairs.	Maps, Apparatus, Prizes and Libraries.	Fuel, Books and Contingencies.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 Alexandria.....	502 00	293 55	.....	1147 90	1943 45	1350 00	.....	.....	200 03	
2 Almonte.....	521 38	3456 65	.....	.....	3978 03	2212 86	1200 00	.....	46 55	
3 Arnprior.....	503 00	1309 87	.....	95 42	1908 29	1403 64	18 47	.....	287 06	
4 Aylmer.....	560 00	1245 00	.....	647 65	2452 65	1866 66	73 20	.....	512 79	
5 Barrie, C. I.....	1575 00	1950 00	422 17	1197 52	5144 69	4228 39	45 12	3 73	857 45	
6 Beamsville.....	502 00	828 98	.....	323 20	1654 18	1250 00	332 08	.....	72 10	
7 Belleville.....	1062 75	2759 94	221 00	.....	4043 69	3233 19	671 41	.....	139 09	
8 Berlin.....	800 03	2300 03	718 25	540 75	4359 06	2810 00	229 75	27 88	401 08	
9 Bowmanville.....	900 00	3700 00	.....	434 06	5034 06	3200 00	456 50	.....	1124 46	
10 Bradford.....	503 00	803 00	228 00	100 00	1631 00	1500 00	22 65	.....	103 68	
11 Brampton.....	1114 88	1514 88	665 00	1278 77	4573 53	3516 66	472 27	46 23	354 48	
12 Brantford, C. I.....	1860 18	6360 00	2135 50	1208 10	11563 78	7043 34	208 36	.....	4312 06	
13 Brighton.....	503 00	1294 00	.....	3020 43	4817 43	1271 00	2757 86	37 10	41 36	
14 Brockville.....	780 00	2700 00	104 00	320 39	3904 39	2800 00	15 19	33 34	328 31	
15 Caledonia.....	555 75	1455 75	531 75	45 59	2588 34	2300 00	18 42	13 88	246 97	
16 Campbellford.....	514 00	500 00	.....	1256 39	2270 39	1650 00	.....	.....	620 39	
17 Carleton Place.....	500 00	1000 00	.....	1172 86	2672 86	1304 00	280 00	.....	613 77	
18 Cayuga.....	503 00	1008 00	.....	614 53	2125 53	1419 67	62 33	.....	246 05	
19 Chatham.....	1165 50	3853 00	339 00	45 64	5403 14	4016 88	402 59	141 66	653 52	
20 Clinton.....	1131 00	3631 00	574 25	61 60	5397 85	3600 00	77 24	33 78	1218 00	
21 Cobourg, C. I.....	1415 50	1800 00	1214 00	52 46	4481 96	3433 33	140 00	20 00	842 27	
22 Colborne.....	502 00	984 79	.....	253 27	1740 06	1217 09	58 75	.....	193 93	
23 Collingwood, C. I.....	1552 00	3352 00	671 50	3533 32	9108 82	5400 00	43 13	67 00	3598 69	
24 Cornwall.....	720 00	1875 00	.....	432 28	3027 28	2487 50	227 12	.....	312 66	
25 Dundas.....	506 00	1616 00	79 00	312 98	2513 98	1700 06	70 86	.....	427 63	
26 Dunnville.....	503 00	1103 00	.....	456 54	2062 54	1450 00	86 63	.....	275 57	
27 Elora.....	505 00	1130 26	.....	379 16	2014 42	1400 00	36 40	.....	206 04	
28 Farmersville.....	560 00	1325 50	.....	111 25	1996 75	1665 00	21 67	.....	220 69	
29 Fergus.....	506 00	906 00	.....	729 37	2141 37	1524 99	.....	17 50	565 24	
30 Galt, C. I.....	1796 00	3833 73	1229 10	2842 25	9701 08	6126 22	117 44	.....	3293 08	
31 Gananoque.....	505 00	1003 12	.....	296 96	1805 08	1600 00	.....	.....	28 00	
32 Goderich.....	1188 25	2608 25	.....	336 49	4132 99	3380 00	109 12	.....	266 98	
33 Grimsby.....	503 00	837 07	141 00	72 29	1553 36	1237 51	167 83	.....	131 24	
34 Guelph.....	1032 38	3340 73	203 50	419 56	4996 17	3899 99	49 05	.....	1039 76	
35 Hamilton, C. I.....	2062 00	10734 21	1304 30	.....	14100 51	11844 10	85 35	.....	2171 06	
36 Harrison.....	663 25	1563 25	502 49	1589 97	4318 96	2500 00	14 50	28 10	1616 19	
37 Hawkesbury.....	504 00	1254 00	.....	38 53	1796 53	1500 00	.....	.....	239 54	
38 Ingersoll.....	555 56	2331 66	.....	86 27	2973 49	2225 00	305 61	27 29	408 31	
39 Iroquois.....	504 00	1000 00	86 00	281 69	1871 69	1233 34	17 91	24 30	428 41	
40 Kemptonville.....	557 00	1253 55	202 50	.....	2013 05	1937 50	.....	.....	75 55	

High Schools.

EXPENDITURE.		NO. OF PUPILS ATTENDING.			Average attendance.	Percentage of average attendance to total attendance.	CHARGES PER TERM.	COST PER PUPIL.		
Total Expenditure.	Balances.	Boys.	Girls.	Total.				On Total Attendance.	On Average Attendance.	
\$	c.	\$	c.				\$	c.	\$	c.
1	1550 03	393 42	16	22	38	22	58 Free	40 79	70 45	
2	3459 41	518 62	68	55	123	82	67 Free	11 86	17 79	
3	1709 17	199 12	22	28	50	28	56 Free	34 18	61 03	
4	2452 65		56	50	106	58	55 Free	23 14	42 27	
5	5144 69		92	79	171	96	56 \$5 per annum	30 09	53 59	
6	1654 18		15	20	35	17	49 Free	47 26	97 21	
7	4043 69		99	117	216	117	54 Res. \$6, non-res. \$4	18 72	34 56	
8	3459 71	899 35	73	30	103	58	56 Av. \$3	33 59	59 66	
9	4780 96	253 10	49	30	79	45	57 Free	60 51	106 25	
10	1626 33	7 67	37	16	53	29	55 \$6 per annum	30 68	56 07	
11	4389 64	183 89	99	81	180	111	62 \$5 per annum	24 39	39 55	
12	11563 78		138	167	305	179	88 Res. \$10, non-res. \$16	37 91	64 60	
13	4107 32	710 11	35	16	51	25	49 Free	80 53	164 28	
14	3176 84	727 55	63	62	125	72	58 \$1 per month	25 42	44 12	
15	2579 27	9 57	62	51	113	74	66 \$2, \$2.50	22 82	34 85	
16	2270 39		34	46	80	42	52 Free	28 37	54 05	
17	2197 77	475 09	52	28	80	45	56 Free	27 47	48 84	
18	1728 05	397 48	17	20	37	21	58 Free	46 70	82 29	
19	5214 65	188 49	92	101	193	122	63 \$3, \$2, \$2	27 02	42 75	
20	4929 02	468 83	63	47	110	63	57 Res. \$2, \$2, \$3, n-r. \$3, \$3, \$4	44 81	78 24	
21	4435 60	46 36	106	60	166	95	57 Res. \$7, \$5, n-r. \$8, \$6	26 72	46 69	
22	1469 77	270 29	24	22	46	22	49 Free	31 96	66 77	
23	9108 82		144	64	208	95	46 \$8.50 per annum	43 79	95 87	
24	3027 28		34	57	91	49	54 Free	35 26	61 78	
25	2198 55	315 43	40	40	80	41	51 50 cents per month	27 35	53 61	
26	1812 20	250 34	26	36	62	33	53 Free	29 22	54 61	
27	1642 44	371 96	36	38	74	44	60 Free	22 19	37 32	
28	1907 36	89 39	45	63	108	59	55 Free	17 66	32 32	
29	2107 73	33 64	50	46	96	59	62 Free	22 19	35 73	
30	9536 74	164 34	89	49	138	78	57 \$14 per annum	69 11	122 18	
31	1628 00	177 08	31	43	74	46	62 Free	22 00	35 39	
32	3756 10	376 89	66	88	154	93	60 Free	24 38	40 38	
33	1536 58	16 78	20	22	42	24	56 \$2	36 57	64 04	
34	4488 80	507 37	113	92	205	118	57 Free to res., \$1 per month, n-r.	21 41	38 04	
35	14100 51		290	272	562	289	52 Res. 25c. and \$1, n-r. \$16 per a.	25 09	48 79	
36	4158 79	160 17	66	50	116	66	57 \$2, \$2, \$2.50	35 85	63 01	
37	1739 54	56 99	15	21	36	25	68 Free	48 31	69 60	
38	2966 21	7 28	61	78	139	87	63 Free	21 34	34 09	
39	1703 96	167 73	30	43	73	42	58 \$1	23 34	40 57	
40	2013 05		51	41	92	51	55 Res. free, n-r. \$1 per month	21 88	39 47	

VII.—TABLE G.—The

HIGH SCHOOLS.	RECEIPTS.					EXPENDITURE.				
	Legislative Grant for teachers' Salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' salaries.	Building, Rent and Repairs.	Maps, apparatus, prizes and libraries.	Fuel, Books and Con- tingencies.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
41 Kincardine .....	590 88	2190 88		106 80	2887 56	2390 00	89 73		327 52	
42 Kington, C. I. . . . .	1385 00	2541 00	1643 20	483 73	4052 93	4191 84	341 03	135 58	1384 48	
43 Lindsay .....	1054 75	3219 97			4274 72	3500 00	67 25		707 47	
44 Listowel .....	572 75	1372 75	370 50	68 70	2384 70	1865 67	52 69	30 30	435 44	
45 London, C. I. . . . .	1860 00	5121 44	595 50	3505 43	11082 37	7136 02	214 24		655 54	
46 Markham .....	504 00	862 00	363 00	3 73	1732 73	1533 67	20 90		79 88	
47 Mitchell .....	516 00	1216 00		192 07	1834 07	1550 00	25 60		232 20	
48 Morrisburg .....	507 00	1098 14			1605 14	1500 00			105 14	
49 Mount Forest .....	797 06	1797 06	641 90	154 63	3390 65	2911 24	32 05	51 78	304 99	
50 Napanee .....	891 25	3004 10		34 05	3929 40	3100 20	150 21		669 81	
51 Newburg .....	594 00	996 91		38 06	1538 97	1339 92	15 40		183 65	
52 Newcastle .....	505 00	1009 60		369 87	1884 47	1225 00	138 96		302 34	
53 Newmarket .....	527 00	700 00	666 50	565 24	2458 74	1770 00	127 77	99 29	124 48	
54 Niagara .....	502 00	684 90		16 52	1203 42	1050 00	13 63		85 39	
55 Niagara Falls, S. . . . .	505 00	1005 00		201 56	1711 56	1333 34	170 02		119 28	
56 Norwood .....	504 00	1245 87		2737 50	4487 37	1600 00	2737 50		149 87	
57 Oakville .....	523 00	1207 18		384 83	2115 01	1800 00	41 97	27 25	245 84	
58 Oakwood .....	502 00	902 00		121 96	1525 96	1245 00	3 70	13 00	121 78	
59 Omeme .....	503 00	503 00		1310 22	2316 22	1185 00	14 86	47 17	1067 08	
60 Orangeville .....	618 00	1332 75	394 00	203 90	2548 65	2249 18	113 20	10 03	105 12	
61 Orillia .....	505 38	1550 00	128 75	528 71	2712 84	2337 89	71 67		308 58	
62 Oshawa .....	716 50	2299 49			3015 99	2628 15	11 01	8 43	368 40	
63 Ottawa, C. I. . . . .	2038 00	4647 10	2826 15	21 78	9533 03	6888 25	315 85	97 04	1718 78	
64 Owen Sound .....	1163 50	3999 98		02	5163 50	3765 00	666 94		731 56	
65 Paris .....	524 00	1724 00		692 42	2940 42	1700 00	296 98		268 38	
66 Parkhill .....	505 00	1305 00		175 22	1985 22	1590 00	75 00		201 30	
67 Pembroke .....	770 05	2082 17		366 28	3218 50	2491 66	450 00		209 07	
68 Perth, C. I. . . . .	1198 50	2491 53	484 00	546 18	4720 21	3150 00	593 47	21 15	872 54	
69 Peterboro', C. I. . . . .	1617 00	4100 00	746 50	1412 98	7876 48	4846 66	700 00		997 50	
70 Petrolia .....				2565 50	5254 76	2708 34	60 23	88 50	1961 49	
71 Picton .....	744 63	1944 63			1757 30	1600 00		26 00	131 30	
72 Port Dover .....	503 00	1254 30			5238 60	3110 00	1632 14		282 94	
73 Port Hope .....	881 65	3100 00	1031 75	225 20	3341 54	2856 00	173 58		296 97	
74 Port Perry .....	844 10	2099 10		398 34	1745 92	1194 32			551 60	
75 Port Rowan .....	503 00	503 00		739 92	1897 10	1525 00	49 00		297 60	
76 Prescott .....	505 00	1340 73	37 50	13 87	2027 40	1491 50	4 19	4 45	192 61	
77 Renfrew .....	500 00	1152 12		375 28	2418 99	2100 29	123 75		176 60	
78 Richmond Hill .....	513 38	1300 00	549 95	55 66	11652 18	2266 25	7175 09		2210 84	
79 Ridgetown .....	543 79	2227 29		8881 10						
80 Sarnia .....	1068 00	2443 00		380 64	3891 64	2783 33	177 06		931 25	
81 Seaforth .....	715 50	1781 18	691 25	40 69	3228 62	2667 33	21 05	59 45	480 79	
82 Simcoe .....	700 26	1625 07		101 78	2427 11	1550 00	257 70	37 10	582 31	

High Schools.

EXPENDITURE.		NO OF PUPILS ATTENDING.			Average attendance.	Percentage of average attendance to total attendance.	CHARGES PER TERM.	COST PER PUPIL.	
Total Expenditure.	Balances.	Boys.	Girls.	Total.				On Total Attendance.	On Average Attendance.
\$ c.	\$ c.						\$ c.	\$ c.	
41	2807 25	80 31	61 48	109	60	55 Free	25 75	46 78	
42	6052 93		93 49	142	74	52 \$5.25	42 62	81 79	
43	4274 72		60 77	137	77	56 Free	31 21	55 52	
44	2384 10	60	46 41	87	52	60 25c., 50c. and \$1 per month.	27 40	45 85	
45	8005 80	3076 57	147 147	294	152	52 Res. free, n-r. \$3	27 23	52 67	
46	1634 45	98 28	26 12	38	31	82 \$3	43 00	52 71	
47	1807 80	26 27	48 58	106	59	55 Free	17 06	30 68	
48	1605 14		52 52	104	56	54 Free	15 43	28 66	
49	3300 06	90 59	63 45	108	83	77 \$2	30 55	39 76	
50	3920 22	9 18	56 94	150	106	71 Free	26 13	36 98	
51	1538 97		20 34	54	32	60 Free	28 50	48 09	
52	1666 30	218 17	15 26	41	26	63 Free	40 63	64 08	
53	2121 54	337 20	60 47	107	67	63 \$3	19 83	31 67	
54	1149 02	54 40	19 24	43	22	51 Free	26 72	52 23	
55	1622 64	88 92	30 45	75	41	55 Free	21 64	39 58	
56	4487 37		25 28	53	34	64 Free	84 66	131 97	
57	2115 01		22 32	54	32	60 Free	39 17	06 09	
58	1383 48	142 48	30 22	52	32	62 Free	26 59	43 23	
59	2314 11	2 11	25 27	52	26	50 Free	44 50	89 00	
60	2477 53	71 12	67 51	118	66	56 \$2, \$3	21 00	37 55	
61	2618 14	94 70	52 34	86	46	54 25c. per month.	30 44	56 91	
62	3015 99		70 64	134	77	58 Free	22 51	39 17	
63	9019 92	513 11	171 87	258	137	53 Res. \$15 per annum, n-r. \$27	34 96	65 84	
64	5163 50		76 115	194	120	62 Free	26 61	43 03	
65	2265 36	675 06	20 41	61	34	55 Free	37 13	66 62	
66	1866 30	118 92	35 32	67	40	60 Free	27 85	45 65	
67	3150 73	67 77	57 40	97	59	61 Free	32 48	53 41	
68	4637 16	83 05	56 111	167	101	61 \$4	27 17	45 91	
69	6544 16	1332 32	64 102	166	76	46 Res. 50c. per month, n-r. \$2	39 42	86 11	
70			36 43	79	61	77 Free			
71	4818 56	436 20	56 85	141	81	58 Free	34 16	59 49	
72	1757 30		29 25	54	28	51 Free	32 54	62 75	
73	5025 08	213 52	69 87	156	106	68 Res. \$9, n-r. \$11	32 21	47 41	
74	3326 55	14 99	53 48	101	58	58 Free	32 81	57 35	
75	1745 92		15 23	38	20	53 Free	45 96	37 30	
76	1871 60	25 50	32 41	73	40	55 Res. free, n-r. \$1 per month.	25 64	46 80	
77	1692 75	334 65	46 51	97	60	62 Free	17 45	28 21	
78	2400 64	18 35	66 46	112	58	52 \$2.50	21 44	41 40	
79	11652 18		59 61	120	70	58 Free	97 10	166 46	
80	3891 64		67 103	170	101	60 Free	22 89	38 53	
81	3228 62		65 50	115	66	58 \$3.50	28 08	48 92	
82	2427 11		54 50	104	59	57 Free	23 33	41 01	

VI.—TABLE G—The

HIGH SCHOOLS.	RECEIPTS.					EXPENDITURE.				
	Legislative Grant for Teachers' Salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' salaries.	Building, Rent and Repairs.	Maps, apparatus, prizes and libraries.	Fuel, Books and Contingencies.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
83 Smiths' Falls ..	508 00	4775 23			5283 23	1488 75	3500 00		294 48	
84 Smithville .....	503 00	778 53		514 52	1796 05	1225 00	10 75	29 50	137 48	
85 Stratford .....	1475 50	3670 50	151 50	3952 96	9250 46	4913 79	504 20	143 49	1405 33	
86 Strathroy, C. I.	1272 55	3647 55	928 50	428 97	6277 57	3966 67	1255 11		826 48	
87 Streetsville .....	502 00	902 00		247 96	1651 95	1250 00	89 00	5 00	231 02	
88 St. Catharines, C. I.	1863 00	6367 91	816 90		9047 81	6943 34	266 90		1701 07	
89 St. Mary's, C. I.	1400 00	2450 00	616 50	26 08	4491 58	3825 00	31 35	57 25	509 65	
90 St. Thomas, C. I.	1831 00	5596 54	15 00	53 50	7496 04	6037 50	412 01	86 45	960 08	
91 Sydenham .....	557 00	1200 00		417 19	2174 19	1583 00	47 93		260 79	
92 Thorold .....	589 00	1554 00		890 53	2973 53	1811 71	81 16		118 32	
93 Toronto, C. I.	1881 00	5215 00	7015 50		14400 32	11850 00	554 53	222 98	1650 80	
94 Trenton .....	503 00	1811 75		348 84	2663 59	2009 98	141 06		490 87	
95 Uxbridge .....	825 75	2416 75		52	3243 02	3083 33			159 31	
96 Vankleekhill ..	503 00	1003 00	7 00	536 73	2049 73	1300 00	54 22	17 28	171 80	
97 Vienna .....	504 00	972 79			1476 79	1350 00			126 79	
95 Walkerton .....	1091 75	2241 75	548 00	4001 40	7882 90	3484 42	97 33		4290 99	
99 Wardsville .....	503 00	1053 00		799 41	2355 41	1270 00	56 49		967 18	
100 Waterdown .....	558 00	603 00	397 00	584 67	2147 67	1975 00	5 90		88 45	
101 Welland .....	571 63	1671 63		132 16	2375 42	2217 75	62 57		95 10	
102 Weston .....	504 00	820 00	256 00	38 37	1618 37	1400 00	38 77		127 65	
103 Whitby, C. I.	1392 00	2963 03	479 00		4834 03	4130 99	184 93		518 11	
104 Williamstown ..	504 00	1840 00	38 50	657 33	3049 83	1366 32	340 20		911 34	
105 Windsor .....	877 38	2145 21		48 00	3070 59	2550 00			520 59	
106 Woodstock .....	858 48	2158 48	275 50	243 41	3535 87	2869 43	167 62	33 61	330 02	
1 Total, 1884 .....	85206 38	220668 66	34287 66	67815 17	407977 87	282775 95	34013 21	1873 82	66763 45	
2 Total, 1883 .....	84989 75	208160 63	30066 57	55671 57	378888 52	266316 81	20012 49	2135 48	60481 67	
3 Increase .....	216 63	12508 03	4221 09	12143 60	29089 35	16459 14	14000 72		6281 78	
4 Decrease .....								261 66		

High Schools.

EXPENDITURE		No. of PUPILS ATTENDING.			Average attendance.	Percentage of average attendance to total attendance.	CHARGES PER TERM.	COST PER PUPIL.	
Total Expenditure.	Balances.	Boys.	Girls.	Total.				On Total Attendance.	On Average Attendance.
\$ c.	\$ c.						\$ c.	\$ c.	
83	5283 23		22 29	51	25	49 Free	103 57	211 32	
84	1402 71	393 34	25 25	50	30	60 Free	28 06	46 77	
85	6066 81	2283 65	119 148	267	163	61 Free to Co.	26 09	42 74	
86	6048 26	229 31	120 125	245	151	61 \$3, \$2	24 69	40 05	
87	1575 02	76 93	24 25	49	25	51 Free	32 14	63 00	
88	8911 31	136 50	137 132	269	145	54 \$16 per annum	33 13	61 46	
89	4423 25	68 33	115 107	222	130	59 \$16 per annum	19 92	34 02	
90	7496 04		159 188	347	175	51 Free	21 60	42 83	
91	1891 72	282 47	26 43	69	41	60 Free	27 42	46 15	
92	2011 19	962 34	24 55	79	49	62 Free	25 45	41 04	
93	14278 31	122 01	284 222	506	285	56 \$5, \$4.38, \$4	28 21	50 09	
94	2641 91	21 68	36 38	74	36	49 Free	35 70	73 39	
95	3242 64	38	63 41	104	64	62 Free	31 18	50 67	
96	1543 25	506 48	27 36	63	37	60 Free	24 49	41 70	
97	1476 79		23 22	45	29	64 Free	32 82	50 93	
98	7842 74	40 16	80 81	161	89	55 \$3, \$2	48 71	88 12	
99	2293 67	61 74	34 33	67	34	50 Free	34 24	67 47	
100	2069 35	78 32	48 45	93	62	66 \$1.50 and \$2 per quarter	22 25	33 37	
101	2375 42		56 63	119	71	60 Free	20 00	33 45	
102	1566 42	51 95	28 27	55	30	55 \$2	28 29	52 20	
103	4834 03		85 78	163	104	64 \$2	29 66	46 48	
104	2617 86	431 97	20 40	60	33	55 Free	43 63	79 33	
105	3070 59		42 90	132	79	60 Free	23 26	38 87	
106	3400 68	135 19	54 70	124	67	54 \$1	27 43	50 76	
1	385426 43	22551 44	6386 6351	12737	7302	C.I. 55 H.S. 59 Av. 57	{ 67 free ..... } { 39 fee ..... }	C. I. 30 98 H. S. 29 89 Av. 30 26	56 79 50 87 52 78
2	348946 45	29942 07	6056 5787	11843	6454	C.I. 54 H.S. 55 Av. 55	{ 67 free ..... } { 37 fee ..... }	C. I. 32 21 H. S. 28 03 Av. 29 47	59 89 51 10 54 07
3	36479 98		330 564	894	848	C.I. 1 H.S. 4 Av. 2	2 fee	dec. C. I. 1 23 inc. H. S. 1 86	3 10 dec. 23 "
4		7390 63						Av. inc. 79	1 29 dec.



## VIII.—TABLE H.—The

## NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.									
	English Grammar.	English Literature.	Composition.	Reading.	Dictation.	History.	Geography.	Arithmetic.	Book-keeping.	Calisthenics (Girls).
1 Alexandria .....	38	38	38	38	38	38	38	38	12	.....
2 Almonte .....	123	123	123	123	123	123	123	123	120	.....
3 Arnprior .....	50	50	50	50	50	50	50	50	39	.....
4 Aylmer .....	106	106	106	106	106	106	106	106	74	.....
5 Barrie C. I. ....	171	171	171	145	160	171	171	171	139	.....
6 Beamsville .....	35	35	35	35	35	35	35	35	35	30
7 Belleville .....	216	170	216	155	155	210	210	216	71	.....
8 Berlin .....	100	99	99	90	93	94	97	100	46	.....
9 Bowmanville .....	79	79	79	79	79	79	79	77	70	.....
10 Bradford .....	53	53	53	53	53	53	53	53	53	.....
11 Brampton .....	180	180	180	180	180	180	180	180	60	81
12 Brantford C. I. ....	205	205	205	205	205	205	205	205	205	.....
13 Brighton .....	51	51	43	51	51	51	51	51	42	.....
14 Brockville .....	125	125	125	125	125	125	125	125	90	.....
15 Caledonia .....	113	113	113	113	113	113	113	113	70	.....
16 Campbellford .....	80	80	80	80	80	80	80	80	22	.....
17 Carleton Place .....	80	80	80	80	80	80	80	80	.....	.....
18 Cayuga .....	37	37	18	37	37	37	37	37	37	37
19 Chatham .....	193	193	193	193	193	193	193	193	77	101
20 Clinton .....	110	110	110	110	110	110	110	110	80	47
21 Cobourg C. I. ....	150	67	150	81	81	130	112	125	53	.....
22 Colborne .....	46	46	46	46	46	46	46	46	42	.....
23 Collingwood C. I. ....	208	208	208	163	208	208	208	208	77	.....
24 Cornwall .....	91	91	91	91	91	91	91	97	27	27
25 Dundas .....	80	80	80	80	80	80	80	80	29	.....
26 Dunnville .....	62	62	62	62	62	62	62	62	25	.....
27 Elora .....	74	74	74	74	74	74	74	74	60	.....
28 Farmersville .....	108	108	108	108	108	108	108	108	45	.....
29 Fergus .....	95	95	95	95	95	95	95	95	40	.....
30 Galt C. I. ....	138	138	138	112	112	126	126	138	40	35
31 Gananoque .....	74	74	74	74	74	73	73	.....	57	.....
32 Goderich .....	153	153	153	100	148	153	153	154	55	.....
33 Grimsby .....	42	42	42	42	42	42	42	42	42	.....
34 Guelph .....	205	205	205	205	205	205	205	205	48	75
35 Hamilton C. I. ....	562	562	562	562	562	450	505	562	184	.....
36 Harrison .....	116	116	116	116	116	116	116	116	45	12
37 Hawkesbury .....	36	36	36	36	36	36	36	36	36	.....
38 Ingersoll .....	139	139	139	139	139	139	139	139	70	78
39 Iroquois .....	70	70	70	65	70	70	70	70	.....	.....
40 Kemptonville .....	91	91	91	91	91	91	91	91	65	.....

## High Schools.

## BRANCHES OF INSTRUCTION.

## SUBJECTS.

Drill (Boys).	Algebra.	Euclid.	Natural Philosophy.	Chemistry.	Botany.	Latin.	Greek.	French.	German.	Music.	Drawing.	Physiology.	Hygiene.	Agriculture.	Household Arts.
1	35	36	12	5		13	2	21		13	22				
2	101	101	61	10	3	50	8	54	1		120				
3	41	41	21	29		16	2	43							
4	28	106	106	39	37	39	3	24		39	94				
5	152	164	8	16	51	88	19	97	6	40	79				
6	15	33	18	12	4	6	1	13	10		30				
7	200	135	63	65	42	67	21	78	23		184				
8	60	62	70	39	38	23	18	2	19	54	31	53			
9	75	40	8	8	10	20	1	30	8			18	18		
10	50	53	6	6		27	7	34	9	53	53		53		
11	99	90	120	62	62	90	12	70	4		62				
12	205	205	20	20	15	110	10	120	20		205				
13	44	46	6	8	2	21	9	21			15				
14	125	110	28	29		64	9	66		19	120				
15	100	100	46	35	100	50	12	44		46	46				
16	30	80	80	50	30	24	12	10		40	40				
17	56	56	30	9	28	21	5	18			80				
18	37	30	33	12	2	15	3	18		9	33				
19	92	117	173	17	49	56	79	34	97	16	190				
20	63	110	110	50	50	50	45	15	35		110	50			
21	134	117	30	21	2	82	40	45	15	50	26				
22	46	46	3	3		18	2	16	1		16				
23	199		56	76	39	48	17	36	7	102	149				
24	20	91	12	37		24	6	55	2		36				
25	23	58	17	17	18	30	10	32			39				
26	62	62	3	6		7	3	17			62				
27	20	68	68	40	40		18	1	47	20	30				
28	104	104	12	20	20	61	4	27		80	108				
29	60	55	28	34		24	4	53		26	75				
30	58	87	65	10	47	47	44	13	56	21	47				
31	69	63	31	11		25	6	46	1		57				
32	146	140	8	12	15	40	6	60	12	90	90				
33	40	40				16	4	25	2	42	42				
34	205	174	12	12		48	12	65	28	36	34				
35	201	511	440	122	138	54	226	60	234	64	260	260			
36	30	112	155	63	32	11	25	9	24	16	50	68			
37	36	36	36	9		9		27		36	36				
38	60	139	139	25	25	1	52	6	48	1	130				
39	72	62	8	8		18	2	25		65	70				
40	91	91	63	34		28	3	16			91				



## High Schools.

## BRANCHES OF INSTRUCTION.

## SUBJECTS.

Drill (Boys).	Algebra.	Euclid.	Natural Philosophy.	Chemistry.	Botany.	Latin.	Greek.	French.	German.	Music.	Drawing.	Physiology.	Hygiene.	Agriculture.	Household Arts.
41	100	100	20	26		34	5	40	5		67				
42	90	118	118	30	45	24	118	15	118	72	42	46	46		
43	137	137	58	44	44	30	6	49	3		69				
44	46	87	11	1	1	23	4	32	14						
45	120	290	290	15	28	14	97	18	142	15	280	60			
46	38	39		27	27	25	10	8		14	41				
47	48	67	64	12	14	11	8	14	44		70				
48	42	104	104	32	32	11	37	36		84	100				
49	40	60	80	50	50	20	30	25	5	60	108				
50	150	150	42	20		28	17	49		38					
51	54	54	54	42	42	6	1	4	1		54				
52	41	41	6			17	6	26		30	41				
53	107	107	7	20		33	4	36	5	20	100				
54	18	25	16	8		6		14		22	17				22
55	22	60	40	15	4	10	20	25	9						
56	25	45	40	27	40	40	2	10		40	40				
57	50	48	21	21		2	2	26			35				
58	42	42	30	11	5	12	4	26		52	52				
59	16	37	17	17	11	7	2	7							
60	110	118	35	36	25	35	4	32	18		118				
61	84	82	17	31		41	6	32	3		81				
62	134	102	73	40		48	10	82	11		134	26	26		
63	171	258	258	10	56	39	157	35	214	19	59				
64	46	194	190	40	40	11	87	8	70	12	100				
65	20	40	40	14	14		55	1	28			4	4		
66	65	67	15	20	8	16	2	18	5		67				
67	60	82	15	35	12	53	6	38	1		90				
68	167	167	5	5	33	41	10	53	13	60	60				
69	166	166	20	20		66	4	4	6						
70	77	79	9	12		31	1	37			79				
71	141	138	26	26		39	7	15	14		40				
72	47	45	5	5		17	2	18	10		35				
73	156	156	46	46		34	6	96	12		156				
74	53	101	91	45	45	10	32	8	4	101	63	45	101		
75	15	34	36	6	38	7	11	2	14		20				
76	60	50	26	10	6	15	6	40			73	1			
77	46	76	7	7	13	27	5	37	1	50					
78	103	109	7	27	4	49	16	46	7	112	103				
79	45	120	100	75	15	12	38	7	54	10					
80	67	170	170	16	31	52	42	4	100		170				
81	50	115	115	36	13	16	26	4	36		15	78			
82	104	96	96	4	6	8	28	5	30	18	15	104			

## VIII.—TABLE H.—The

## NUMBER OF PUPILS IN THE VARIOUS

## SUBJECTS.

HIGH SCHOOLS.	SUBJECTS.									
	English Grammar.	English Literature.	Composition.	Reading.	Dictation.	History.	Geography.	Arithmetic.	Book-keeping.	Calisthenics (Girls).
83 Smith's Falls .....	51	51	51	51	51	51	51	51	24	25
84 Smithville .....	50	50	50	50	50	50	50	50	47	48
85 Stratford .....	267	267	267	267	267	267	267	267	119	148
86 Strathroy C. I. ....	245	245	245	245	245	245	245	245	120	245
87 Streetsville .....	49	49	49	49	49	49	49	49	39	30
88 St. Catharines C. I. ..	269	269	269	196	196	263	263	269	146	85
89 St. Mary's C. I. ....	222	222	222	222	222	222	222	222	222	107
90 St. Thomas C. I. ....	347	199	347	347	347	347	347	347	214	90
91 Sydenham .....	69	69	69	69	69	69	69	69	3	.....
92 Thorold .....	79	79	79	79	79	79	79	79	7	.....
93 Toronto C. I. ....	506	506	506	506	450	506	506	506	378	222
94 Trenton .....	74	74	74	74	74	74	74	74	50	.....
95 Uxbridge .....	104	104	104	51	51	104	104	104	20	.....
96 Vankleekhill .....	63	63	63	63	63	63	63	63	.....	.....
97 Vienna .....	45	45	45	45	45	37	37	45	21	.....
98 Walkerton .....	161	161	161	161	161	161	161	161	73	.....
99 Wardsville .....	67	67	44	67	67	67	67	67	44	.....
100 Waterdown .....	93	93	93	93	93	93	93	93	38	.....
101 Welland .....	118	118	118	118	118	117	118	118	47	119
102 Weston .....	55	55	55	55	55	55	55	55	26	.....
103 Whitby C. I. ....	163	118	163	108	149	163	163	163	120	.....
104 Williamstown .....	60	60	60	60	60	60	60	60	35	.....
105 Windsor .....	132	90	132	132	132	132	132	132	80	.....
106 Woodstock .....	124	124	124	80	124	124	124	124	80	60
1 Total, 1884 .....	12577	12046	12525	11792	12095	12393	12448	12638	7407	2231
2 " 1883 .....	11815	11259	11707	9939	11236	11551	11518	11767	4849	1927
3 Increase .....	762	787	818	1853	859	842	930	871	2558	304
4 Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Percentage of Total Attendance.	99	95	98	92	95	97	98	99	58	18

## High Schools.

## BRANCHES OF INSTRUCTION.

## SUBJECTS.

	Drill (Boys).	Algebra.	Euclid.	Natural Philosophy.	Chemistry.	Botany.	Latin.	Greek.	French.	German.	Music.	Drawing.	Physiology.	Hygiene.	Agriculture.	Household Arts.
83		50	50	14	27	19	23	2	20	4		41				
84	25	39	44	13	13	18	8	1	16		50	34				
85	119	249	243	107	31	35	91	17	84	116	234	260				
86	245	220	245	13	46	135	90	14	95	25	245	232		46	135	
87	30	39	49	30	48	18	18	4	11			30				
88	44	252	249	40	49	8	85	82	123	15	106	112				
89	115	175	222	50	30	95	60	11	65	8	75	222				
90	159	325	265	127	127	60	144	12	160	45	221	214	60	60		
91		69	69	32	32		16	3	25		34	39				
92		75	75	10	10		12	3	40			50				
93	284	506	506		270	138	272	48	299	80		322	50	50		
94		52	52	3	12	12	10	10	28	2	50	74				
95		104	90	15	15	2	37	13	87	25						
96		50	53	6	18	14	8	2	24		45	45				
97	18	22	25	2	2		12	2	19			8				
98		161	161	17	45	15	29	5	27	73	71	161				
99		67	67	17	20	8	13		14		29	44				
100		88	93	12	30	14	36	5	30		43	93				
101	119	119	119	18	6	6	89	11	17	6		86				
102		55	45	9	9		26	7	14			26				
103		159	159	18	32	8	80	19	75	7	15	122				
104		55	55	12	12	10	15	2	17		3	3				
105		132	132	7	4	65	21		50	1		100				
106	40	124	120	20	20	25	31	3	36		20	120				
1	3149	11490	11002	2749	3046	1880	4454	927	5119	1089	3428	8126	310	404	135	22
2	3073	10296	10071	1208	2450	1526	4439	903	5318	961	1360	3538	415	363		18
3	70	194	931	1541	546	354	15	24		128	2068	4588		41		4
4									190				105			
5	25	90	86	22	24	15	35	7	40	9	27	66	24	3	1	

IX.—TABLE I.—The

## MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold or Rented.	Size of Playground. acres.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who matriculated at any University.
1 Alexandria.....	B.	F.	1		12	1			
2 Almonte.....	S.	R.	1	1	12	2			1
3 Arnprior.....	B.	F.	4	1	14	1			
4 Aylmer.....	B.	F.	3		15	1		1	
5 Barrie, C. I.....	B.	F.	3		20	1			3
6 Beamsville.....	B.	R.	2	1	18	2		1	1
7 Belleville.....	B.	F.	6	1	23	2	1	1	8
8 Berlin.....	B.	F.	5		16	1	1	1	2
9 Bowmanville.....	B.	F.	1	1	6	2			2
10 Bradford.....	B.	F.	2		10	2			6
11 Brampton.....	B.	F.	5		50	2		1	5
12 Brantford, C. I.....	B.	F.	1		20	1	1	1	7
13 Brighton.....	B.	F.	1	1	19	1	1	1	1
14 Brockville.....	S.	F.	2		26	1		1	2
15 Caledonia.....	B.	F.	3	1	15	1		1	2
16 Campbellford.....	S.	F.	1	1	12	1			1
17 Carleton Place.....	S.	F.	1	1	19	1		1	1
18 Cayuga.....	B.	F.	1		15	1			
19 Chatham.....	B.	F.	5	1	26	5	1	1	3
20 Clinton.....	B.	F.	3		12	2	1	1	3
21 Cobourg, C. I.....	B.	F.	4		25	2	1	1	10
22 Colborne.....	B.	F.	1	1	11		1	1	1
23 Collingwood, C. I.....	B.	F.	1		23	2	1		4
24 Cornwall.....	B.	F.	4		25	1		1	1
25 Dundas.....	B.	F.	4	1	17	2	1	1	2
26 Dunnville.....	F.	F.	4		15			1	
27 Elora.....	S.	R.	1		16	1	1	1	1
28 Farmersville.....	S.	F.	2		10	1	1	1	1
29 Fergus.....	S.	F.	4	1	12	2	1	1	
30 Galt, C. I.....	S.	F.	5		52	4	1	1	9
31 Gananoque.....	S.	F.	3	1	31	1		1	
32 Goderich.....	B.	F.	1		18	3		1	3
33 Grimsby.....	F.	F.	1		15	2	1	1	1
34 Guelph.....	S.	F.	4	1	25	1		1	
35 Hamilton, C. I.....	S.	F.	250 x 180	1	56	2	1	1	19
36 Harriston.....	B.	F.	3		17	1		1	4
37 Hawkesbury.....	B.	F.	1	1	21	2		1	
38 Ingersoll.....	B.	F.	2	1	15	1	1	1	17
39 Iroquois.....	S.	F.	1		15	2	1	1	2

## High Schools.

## INFORMATION.

	Number of pupils who entered mer- cantile life.	Number of pupils who became occu- pied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of pupils in Upper School.	Number of Head Masters and Assistants.	Salary of Head Master.	HEAD MASTERS AND THEIR UNIVERSITIES.
								\$	
1	5	4	1	4		7	2	850	W. D. Johnston, B.A., <i>Toronto</i> .
2	3	2	9	7		30	3	1000	P. C. McGregor, B.A., <i>Queen's</i> .
3	2	2	2	7		4	2	850	L. C. Corbett, B.A., <i>Toronto</i> .
4	3	2	4	16		38	2	1200	W. W. Rutherford, B.A., <i>Toronto</i> .
5	9	7	21	25		61	5	1250	H. B. Spotton, M.A., <i>Toronto</i> .
6	3	3		3		5	2	750	A. W. Reavley, B.A., <i>Toronto</i> .
7	4		4	20		41	4	1100	G. S. Wright, M.A., <i>Toronto</i> .
8	4	2	3	24		35	3	1200	J. W. Connor, B.A., <i>Toronto</i> .
9	3	6	8	1		25	3	1400	W. W. Tamblin, M.A., <i>Toronto</i> .
10	2	3	8	3	2	19	2	1000	W. Forrest, B.A., <i>Toronto</i> .
11			1	30		37	4	1100	A. Murray, M.A., <i>Aberdeen</i> .
12			3			73	8	1500	Wm. Oliver, B.A., <i>Toronto</i> .
13	1	2	1	8	1	10	2	900	G. B. Wurd, M.A., <i>McGill</i> .
14	4	3	1	5		15	3	1200	Rev. C. L. Worrell, M.A., <i>Trinity</i> .
15	4	5	24	2		24	3	1000	L. A. Kennedy, B.A., <i>Victoria</i> .
16	5				5	15	2	1050	A. G. Knight, B.A., <i>Victoria</i> .
17	8	6	5	2		15	2	800	J. R. Johnston, B.A., <i>Queen's</i> .
18		1		11		5	2	800	A. Cole, B.A., <i>Toronto</i> .
19			5			41	6	1200	A. W. A. Finlay, B.A., <i>Victoria</i> .
20	5	10	4	20		30	4	1200	J. Turnbull, B.A., <i>Toronto</i> .
21	4	1	14	1	35	43	4	1400	D. C. McHenry, M.A., <i>Victoria</i> .
22	6	6	4	5		9	2	800	H. M. Hicks, M.A., <i>Toronto</i> .
23	3	1	52	8		112	5	1400	Wm. Williams, B.A., <i>Toronto</i> .
24	6	5	12	5		18	3	1000	J. Smith, M.A., <i>Aberdeen</i> .
25	5	1	7	17		24	2	1100	J. Bissonnette, B.A., <i>Queen's</i> .
26	5	1		2		13	2	800	J. P. Hume, B.A., <i>Queen's</i> .
27	10	15	6	4		18	2	1000	A. B. Davidson, B.A., <i>Toronto</i> .
28	5	5	1	22		16	2	1000	W. Johnston, M.A., <i>Victoria</i> .
29	8	2	5	6		16	2	1000	C. F. McGillivray, M.A., <i>Toronto</i> .
30	10	6	14	7		51	5	2000	J. E. Bryant, M.A., <i>Toronto</i> .
31	1	1	7	1		17	2	1000	W. K. T. Smellie, B.A., <i>Toronto</i> .
32	4		14			32	4	1200	H. J. Strang, B.A., <i>Toronto</i> .
33	2					6	2	800	C. W. Mulloy, B.A., <i>Toronto</i> .
34	35	4	4	2		32	4	1050	W. Tytler, B.A., <i>Toronto</i> .
35	70	20	19	60		168	15	1700	G. Dickson, M.A., <i>Victoria</i> .
36	5	5	8	20		50	3	1200	J. McMurchie, B.A., <i>Toronto</i> .
37	1	3	2	4		14	2	900	J. A. Houston, B.A., <i>Trinity</i> .
38	12	10	22	10		24	3	1000	F. W. Merchant, M.A., <i>Victoria</i> .
39	4	5	3	10		25	2	800	W. A. Whitney, M.A., <i>Victoria</i> .



IX.—TABLE I.—The

## MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who matriculated at any University.
40 Kemptville .....	B.	F.	1 $\frac{1}{2}$	1	8	3	1	1	.....
41 Kincardine .....	B.	F.	3	1	16	1	1	1	3
42 Kingston, C. I. ....	S.	F.	1	.....	21	2	1	1	17
43 Lindsay .....	B.	F.	5	1	20	1	.....	1	.....
44 Listowel .....	B.	F.	2 $\frac{1}{2}$	.....	12	1	.....	1	1
45 London, C. I. ....	B.	F.	2 $\frac{1}{2}$	1	17	2	1	1	4
46 Markham .....	B.	F.	2	.....	15	1	.....	.....	.....
47 Mitchell .....	B.	F.	1	.....	20	2	.....	1	.....
48 Morrisburg .....	B.	F.	.....	1	20	1	1	1	4
49 Mount Forest .....	F.	F.	2 $\frac{1}{2}$	.....	14	1	1	1	2
50 Napanee .....	B.	F.	7 $\frac{1}{2}$	1	50	2	.....	1	5
51 Newburg .....	S.	F.	4 $\frac{1}{2}$	1	15	2	.....	1	.....
52 Newcastle .....	B.	F.	1	1	12	1	.....	1	.....
53 Newmarket .....	B.	F.	2	.....	25	1	.....	1	1
54 Niagara .....	B.	F.	.....	.....	20	1	1	1	.....
55 Niagara Falls, South ..	F.	F.	2	.....	11	1	1	1	.....
56 Norwood .....	B.	F.	6	1	10	1	.....	1	1
57 Oakville .....	B.	F.	.....	1	6	2	1	1	.....
58 Oakwood .....	B.	F.	.....	.....	9	1	1	1	.....
59 Omeme .....	F.	F.	.....	1	18	.....	.....	1	1
60 Orangeville .....	B.	F.	1 $\frac{1}{2}$	.....	27	1	.....	1	3
61 Orillia .....	B.	F.	3	.....	10	1	.....	.....	2
62 Oshawa .....	B.	F.	3	1	14	2	1	1	3
63 Ottawa, C. I. ....	S.	F.	1 $\frac{1}{2}$	.....	27	2	1	1	7
64 Owen Sound .....	B.	F.	4 $\frac{1}{2}$	1	30	.....	1	1	.....
65 Paris .....	B.	F.	.....	1	26	1	1	1	.....
66 Parkhill .....	B.	R.	.....	1	6	2	.....	1	.....
67 Pembroke .....	B.	F.	1 $\frac{1}{2}$	1	3	.....	.....	1	3
68 Perth, C. I. ....	B.	F.	5 $\frac{1}{2}$	1	13	2	1	1	3
69 Peterboro', C. I. ....	B.	R.	2	1	50	1	1	1	.....
70 Petrolia .....	B.	F.	2	.....	20	.....	1	1	.....
71 Picton .....	B.	F.	.....	.....	12	.....	.....	1	1
72 Port Dover .....	B.	F.	1 $\frac{1}{2}$	1	30	2	1	1	.....
73 Port Hope .....	B.	F.	.....	.....	15	2	1	1	2
74 Port Perry .....	B.	F.	1 $\frac{1}{2}$	1	25	1	.....	.....	4
75 Port Rowan .....	B.	F.	2	1	10	1	.....	1	.....
76 Prescott .....	S.	F.	.....	1	20	3	1	1	.....
77 Renfrew .....	B.	F.	3	1	10	.....	.....	.....	4
78 Richmond Hill .....	B.	R.	1 $\frac{1}{2}$	1	24	1	.....	1	6
79 Ridgetown .....	B.	R.	1 $\frac{1}{2}$	.....	18	.....	1	1	1
80 Sarnia .....	B.	F.	1 $\frac{1}{2}$	1	20	3	1	1	.....
81 Seaforth .....	B.	F.	4	.....	43	1	1	1	3

## High Schools.

## INFORMATION.

	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of pupils in Upper School.	Number of Head Masters and Assistants.	Salary of Head Master.	HEAD MASTERS AND THEIR UNIVERSITIES.
								\$	
40						29	2	800	W. S. Cody, B.A., <i>Toronto.</i>
41	6		17	4		43	3	1100	B. Freer, B.A., <i>Trinity.</i>
42	30		22		22	35	6	1300	A. P. Knight, M.A., <i>Queen's.</i>
43	10	2	30	16		35	4	1200	W. O'Connor, M.A., <i>Queen's, Ireland.</i>
44	4	1		23		9	2	1000	A. B. McCallum, M.A., <i>Queen's.</i>
45						56	8	1200	Rev. F. L. Checkley, B.A., <i>Trinity.</i>
46	2				11	5	2	1000	W. M. Elliott, M.A., <i>Victoria.</i>
47		4	10	11		22	2	900	W. Elliot, B.A., <i>Toronto.</i>
48	5	2	30			28	2	900	J. S. Jamieson, M.A., <i>Victoria.</i>
49	4	3	2	3		26	4	1150	J. Reid, B.A., LL.B., <i>Toronto.</i>
50	4		4			21	4	1200	C. Fessenden, B.A., <i>Toronto.</i>
51	3	12				18	2	800	D. Hicks, B.A., <i>Toronto.</i>
52	2	3		7		15	2	800	W. W. Jardine, B.A., <i>Toronto.</i>
53	3	3	5	7		25	3	1000	J. E. Dickson, B.A., <i>Toronto.</i>
54	4	1	1	7		5	2	900	A. Andrews, <i>Certificate.</i>
55						15	2	800	M. M. Fenwick, B.A., <i>Toronto.</i>
56			14	5		30	2	1200	J. Davidson, M.A., <i>Victoria.</i>
57	1		10	6		18	2	1050	N. J. Wellwood, B.A., <i>Toronto.</i>
58	2		6			18	2	775	J. C. Pomeroy, B.A., <i>Albert.</i>
59	1	6	2			9	2	800	J. A. Tanner, M.A., <i>Trinity.</i>
60	10	12	24	6		46	3	1200	A. Steele, B.A., <i>Toronto.</i>
61	8	4	1	13	2	30	3	1000	J. Ryerson, B.A., <i>Toronto.</i>
62	4	5	2	3		23	3	1300	L. C. Smith, B.A., <i>Victoria.</i>
63	45	10	20			58	7	1800	J. Macmillan, B.A., <i>Toronto.</i>
64	30	30	10	50		44	5	1200	H. De La Matter, <i>Certificate.</i>
65	3	7	2	6		9	2	1100	J. W. Acres, B.A. L.R.C.P., <i>Trinity.</i>
66	6	6	3	2		20	2	800	E. M. Bigg, M.A., <i>Toronto.</i>
67	5	5	10	10		6	3	1000	E. Odlum, M.A., <i>Victoria.</i>
68	7	33	11	9		47	4	1200	W. Rothwell, B.A., <i>Queen's.</i>
69			1		10	17	5	1200	W. Tassie, M.A., LL.D., <i>Toronto.</i>
70						11	2	1000	S. Phillips, B.A., <i>Victoria.</i>
71						52	4	1200	R. Dobson, B.A., <i>Victoria.</i>
72						17	2	900	R. A. Barron, B.A., <i>Toronto.</i>
73	4	5	15	16		46	4	1300	A. Purslow, M.A., LL.D., <i>Victoria.</i>
74	10	12	6			38	4	1400	D. McBride, B.A., <i>Victoria.</i>
75	4	3	6	4		13	2	800	A. G. Mackay, B.A., <i>Toronto.</i>
76	3	1	7	4		11	2	1000	M. McPherson, M.A., <i>Victoria.</i>
77	3	5	10			13	2	850	C. McDowell, B.A., <i>Queen's.</i>
78	6	25	7			30	3	1000	J. McBride, M.A., <i>Toronto.</i>
79	3	3	2	8		26	4	1200	G. A. Chase, B.A., <i>Toronto.</i>
80	12	20	40	10		50	3	1250	W. Sinclair, B.A., <i>Toronto.</i>
81	4	3	15	14		48	4	1300	J. C. Harstone, B.A., <i>Toronto.</i>

## IX.—TABLE I.—The

## MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold or Rented.	Size of Playground. acres.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who matriculated at any University.
82 Simcoe.....	B.	F.	2	1	40	2	1	1	3
83 Smith's Falls.....	S.	F.	1	1	12	2	1	1	2
84 Smithville.....	F.	F.	1		20	2	1	1	
85 Stratford.....	B.	F.	3½		28	2	1	1	
86 Strathroy, C. I.....	B.	F.	1½		15	1	1	1	3
87 Streetsville.....	B.	F.	1		12	2		1	
88 St. Catharines, C. I.....	B.	F.	2		30	3			
89 St. Mary's, C. I.....	R.	F.	2		14	2	1	1	8
90 St. Thomas, C. I.....	B.	F.	2	1	24	2	1	1	7
91 Sydenham.....	S.	F.	1½		16	1	1		3
92 Thorold.....	B.	F.	2		20	1		1	
93 Toronto, C. I.....	B.	F.	2		42	2	1	1	11
94 Trenton.....	R.	F.	1	1	15	1	1	1	
95 Uxbridge.....	B.	F.	2	1	20	2		1	4
96 Vankleekhill.....	R.	F.	1		9	1		1	
97 Vienna.....	R.	F.	1½	1	27	1		1	1
98 Walkerton.....	B.	F.	1½		16	1	1	1	
99 Wardsville.....	B.	F.	2	1	14	1			
100 Waterdown.....	S.	F.	3½	1	20	1		1	3
101 Welland.....	B.	F.	1		26	2	1	1	2
102 Weston.....	B.	F.	1½		25	1	1	1	4
103 Whitchy, C. I.....	B.	F.	1	1	58	2	1	1	8
104 Williamstown.....	B.	F.	1	1	25	2		1	6
105 Windsor.....	B.	F.	60 x 120	1	24	1			
106 Woodstock.....	R.	F.	1		10	1	1	1	
	B. S. F.	F. R.	acres.						
1 Total, 1884.....	81 19 6	09 7	188	54	2133	152	55	90	266
2 Total, 1883.....	79 19 6	98 6	180	54	1980	156	53	91	277
3 Increase.....	2	1 1	8		153		2		
4 Decrease.....						4		1	11

High Schools.

INFORMATION.

Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of pupils in Upper School.	Number of Head Masters and Assistants.	Salary of Head Master.	HEAD MASTERS AND THEIR UNIVERSITIES.	
							\$		
82	10	12	10		15	3	1200	D. S. Paterson, B.A., <i>Toronto</i> .	
83	2	2	12		3	2	900	S. Burwash, B.A., <i>Victoria</i> .	
84		7	9		18	2	775	A. C. Crosby, B.A., <i>Albert</i> .	
85	10	5	23		76	8	1300	W. McBride, M.A., <i>Toronto</i> .	
86	8	5	50		20	5	1400	J. E. Wetherell, B.A., <i>Toronto</i> .	
87		4	5		5	12	750	A. B. Cooke, B.A., <i>Trinity</i> .	
88	10		5		9	7	1600	J. Henderson, M.A., <i>Toronto</i> .	
89	9	6	33		7	5	1000	I. M. Levan, B.A., <i>Toronto</i> .	
90	37	46	8		67	7	1550	J. Millar, B.A., <i>Toronto</i> .	
91	3	4		20		2	1200	J. E. Burgess, M.A., <i>Queen's</i> .	
92	6	10		12		3	1200	A. McCulloch, M.A., <i>Queen's</i> .	
93	43	2	41	43	90	12	2350	A. McMurchy, M.A., <i>Toronto</i> .	
94	4	4		23		3	1000	B. N. Davis, B.A., <i>Queen's</i> .	
95	10	15	3	10		3	1300	J. J. Magee, B. A., <i>Toronto</i> .	
96		2	7		23	2	900	A. H. Watson, B.A., <i>Toronto</i> .	
97	2	2	1	2	7	2	850	C. R. Gunne, B.A., <i>Toronto</i> .	
98	11	9	3	43		4	1100	J. Morgan, B.A., <i>Toronto</i> .	
99	1	6	8	5	26	2	800	W. G. McLachlan, B.A., <i>Toronto</i> .	
100	10	13	24	9	22	2	1200	A. Crichton, B.A., <i>Toronto</i> .	
101	12	16	10	14	13	3	1200	J. M. Dunn, B.A., LL.B., <i>Toronto</i> .	
102	7	8	7	9	18	2	1000	G. Wallace, B.A., <i>Dublin</i> .	
103	6	12	12	20	52	7	1400	L. E. Embree, B.A., <i>Toronto</i> .	
114					10	2	800	J. A. Monroe, B.A., <i>Victoria</i> .	
115	1	3	17	10	15	3	1100	A. Sinclair, M.A., <i>Toronto</i> .	
106	10	5	4	14	4	29	1200	D. H. Hunter, B.A., <i>Toronto</i> .	
								59 Toronto. 20 Victoria. 11 Queen's. 7 Trinity. 2 Albert.	
								1 McGill. 1 Aberdeen. 1 Queen's, Ireland. 1 Dublin. 2 Certificate.	
						Av.			
1	730	571	927	1004	182	3022	358	1098	High. sal. H. M., \$2,350. Low. H. M., \$750.
2	768	583	868	1068	486	2439	347	1068	High. sal. H. M., \$2,250. Low. H. M., \$636.
3			59			583	11	30	High. sal. H. M., \$100. Low. H. M., \$114.
4	38	12		64	304				

**TABLE K.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools; also, Normal and Model Schools; from the year 1875 to 1884 inclusive, compiled from Returns in the Education Department.**

No.	SUBJECTS COMPARED.	1875	1876	1877	1878	1879	1880	1881	1882	1883	1884
1	Population .....						1913460				
2	Population between the ages of five and sixteen years .....	501083	502250	494804	492360	494424	488824	484224	483817	478791	471287
3	County High Schools .....	108	104	104	104	104	104	104	104	104	106
4	Normal and Model Schools .....	3	4	4	4	4	4	6	6	6	6
5	Total Public Schools in operation .....	4678	4875	4955	4813	4832	4941	5043	5013	5068	5109
6	Total Roman Catholic Separate Schools .....	156	167	183	177	191	196	196	190	194	207
7	Grand Total of all Schools in operation .....	4945	5150	5218	5098	5231	5245	5348	5313	5362	5428
8	Total Pupils attending County High Schools .....	8842	8541	9229	10374	12136	12910	18136	12348	11848	12737
9	Total Students and Pupils attending Normal and Model Schools .....	700	694	656	608	820	1080	1116	1069	1088	1068
10	Total Pupils attending the Public Schools .....	451568	465248	468908	468405	462233	457734	451449	445364	438192	439454
11	Total Pupils attending the Roman Catholic Separate Schools .....	22073	25294	24952	25610	24779	25311	24819	26148	26177	27463
12	Grand Total, Students and Pupils attending Public, Separate and High, Normal and Model Schools .....	483283	490772	500745	500197	499988	497045	490620	484019	477310	480747
13	Total amount paid for the Salaries of Public and Separate School Teachers .....	\$178100	\$1883821	\$1938000	\$2011208	\$2072822	\$2113180	\$2106019	\$2144448	\$2210187	\$2298027
14	Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc. ....	1254980	1168136	1036390	878130	760262	708872	738252	882226	898243	984860

16	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-Houses, and for Libraries and Apparatus, etc.	2998060	3008456	2978499	2888847	2883084	2822062	2844271	3029674	3108480	3280863
16	Total amount paid for High School Teachers' Salaries	184752	196806	211607	228010	241097	247894	257218	253864	266317	282776
17	Total amount paid for erection or repairs of High School houses, maps, apparatus, prizes, fuel, books, etc.	147260	109042	132102	173000	159691	166086	88632	89857	82630	102860
18	Amount paid for other educational purposes	209484	227548	257240	263510	235600	232172	233209	235814	240697	238469
19	(Grand Total paid for educational purposes	3534526	3538862	3574438	3548867	3469472	3468133	3423330	3606509	3697974	3904797
20	Total, Public School Teachers	6018	6185	6468	6473	6596	6747	6922	6857	6911	7085
21	Total, Male Teachers	2645	2780	3020	3060	3153	3254	3362	3062	2829	2789
22	Total, Female Teachers	3373	3405	3448	3413	3443	3483	3560	3795	4082	4296
23	Average number of days each Public School has been kept open	204	205	204	206	208	208	208	206	207	208



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# APPENDICES.

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## APPENDICES.

### APPENDIX A.—PROCEEDINGS FOR THE YEAR, 1885.

#### 1. ORDERS IN COUNCIL.

##### I. APPOINTMENT OF JAMES McGRATH AS JANITOR OF THE OTTAWA NORMAL SCHOOL (5th March, 1885).

#### II. NEW READERS.

(a) THIS INDENTURE, made the twenty-sixth day of November, in the year of our Lord one thousand eight hundred and eighty-four,

Between William James Gage, of the City of Toronto, in the County of York, publisher, trading under the name and style of "W. J. Gage and Company," of the first part; The Canada publishing Company (Limited), of the said City, of the second part; Thomas Nelson and William Nelson of the City of Edinburgh, in that part of Great Britain known as Scotland, trading under the name and style of "Thomas Nelson and Sons," of the third part; and Her Majesty the Queen, represented herein by the Honorable the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario, of the fourth part.

Whereas the parties hereto of the first, second and third parts heretofore severally prepared and published, for use in the public schools of Ontario, three series of text books known respectively as the "Canadian Readers," published by the parties hereto of the second part, the "Royal Canadian Readers" published by the parties hereto of the second part, and the "Royal Readers," published by the parties hereto of the third part,

And whereas the Honorable the Minister of Education is causing to be prepared a new and improved series of readers known as the "Ontario Readers," and such series is to be authorized as the only series for use in the Province of Ontario.

And whereas it has now been agreed by and between the parties hereto, that the parties hereto of the first, second and third parts, should for ten years have the sole right to print and publish from electrotype plates supplied by the said Department, to be paid for as hereinafter provided, such authorized and improved series of readers subject to the covenants and conditions hereinafter contained, and to the terms and conditions of the regulations in that behalf of the said Education Department of Ontario.

Now this Indenture witnesseth, that in consideration of the premises and of the sum of one dollar of lawful money of Canada, the receipt whereof is hereby acknowledged, they, the said parties of the first, second and third parts, do hereby, for themselves, their heirs, executors and administrators covenant with Her Majesty the Queen, Her successors and representatives herein, in manner following, that is to say :—

1. That the parties hereto of the first, second and third parts, their executors, administrators and assigns shall repay to the Honorable the Minister of Education all sums of

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money expended by the said Education Department in the composition, sketching, engraving and electrotyping of the said series of readers, such sums not to exceed in all seven thousand five hundred dollars, and each of the said parties hereby undertakes for himself, his executors, administrators and assigns, to pay one-third of such sums so expended by the said Education Department, and the party hereto of the fourth part, undertakes and agrees to deliver simultaneously to each of the parties of the first, second and third parts a set of electrotype plates of each of the books of the said "Ontario Readers," reasonably free from all defects, inspected and tested and approved by the party hereto of the fourth part.

2. And that they, the parties hereto of the first, second and third parts, their executors, administrators and assigns, shall, from time to time, and at all times, observe, perform and fulfil each and every of the terms and conditions of the regulations of the said Education Department respecting the printing and publication of text books, and also the terms and conditions hereinafter contained, and that each and every copy of each and every edition, shall, in every particular, be printed and published by the said parties and each of them in strict conformity therewith.

3. And that the parties hereto of the first, second and third parts, their executors, administrators or assigns, shall submit or cause to be submitted to the said Education Department, sample copies of each and every edition of the said authorized Readers to be hereafter printed and published for sale or use in the Province of Ontario for the approval of such Department as to the mechanical execution of the presswork, binding, and all other mechanical parts of the work, and that without such approval having been first had and obtained no copy of any edition thereof shall be sold or disposed of for use in the said Province of Ontario.

4. And that the paper to be used in any and every edition of the said authorized Readers, and in every copy thereof, shall be equal in quality to the sample prescribed by the Education Department (to wit, at least sixty pounds D royal of good colour and texture and well calendered) and no inferior quality of paper shall, under any pretext whatsoever be used. The presswork and ink shall be first-class throughout, and shall be such as to produce, together with the plates, a clear and distinct impression, and the stitching of each and every book, shall run from top to bottom of each sheet, with broad tapes or extra mull at or near top and bottom and in the centre of the back of each and every book, and shall be attached to the cover, so that the whole binding shall be thoroughly done and durable.

If, however, the said publishers, their executors, administrators or assigns should prefer it, Brehmer's wire may be used, the same to be used with stitching machine with wire staples to extra strong mull running from top to bottom, the stitches being as close as possible to top and bottom, corresponding with sample submitted by the said publishers to the said Department, and no other style of binding except that herein specified shall, without the sanction of the said Education Department, be used by any of the said parties hereto in binding any of the books of the said series of readers; and no copy of any of the said readers which does not in all particulars comply with the foregoing in regard to paper, presswork, typography, ink and binding, shall be sold or disposed of for use in the Province of Ontario.

5. And the said sample copies to be furnished as hereinbefore provided for shall remain on file in the Education Department, and each and every copy of each and every edition published shall in all respects be equal to the sample copy so furnished to and on file in the said Department.

6. And that in case the Minister of Education points out to the said parties of the first, second or third parts, or any of them, their executors, administrators or assigns, any defect or defects in the sample copies so furnished to the said Department as aforesaid, but which defect or defects the Department shall not consider of sufficient import-

ance to cause them to withhold their approval from such edition ; then in such case the said parties of the first, second and third part, his or their executors, administrators or assigns, shall, in the next following edition or issue to that in which said defect shall have been pointed out, correct the same to the satisfaction of the said Department.

7. And that the said authorized series of Readers shall be of the size following, that is to say :—

The First Book, Part I, shall consist of sixty-four pages.

The Second Part of the First Book shall consist of ninety-six pages.

The Second Book shall consist of one hundred and ninety-two pages.

The Third Book shall consist of two hundred and fifty-six pages.

The Fourth Book shall consist of three hundred and twenty pages, each page of each of the said books shall be six inches long, by three and one-half inches wide in the presswork, with a reasonable margin sufficient to make each page at least seven and one-quarter inches long by five inches wide.

And that the books of the said authorized series of Readers shall be sold at retail prices not exceeding the following, namely :—

For the First Book, Part One . . . . .	Ten Cents.
For the First Book, Part Two . . . . .	Fifteen Cents.
For the Second Book . . . . .	Twenty-five Cents.
For the Third Book . . . . .	Thirty-five Cents
For the Fourth Book . . . . .	Fifty Cents.

8. And that, in order that it may be the more easily recognized and ascertained that each and every book of each and every edition of the said authorized "Ontario Readers" to be published and in use in the said Province of Ontario, is not only authorized but approved as to its mechanical execution, contents and otherwise by the said Education Department, the said parties of the first, second and third parts, and each of them, his and their executors, administrators and assigns, shall cause to be printed upon the title page of each and every book of each and every edition, the name of the firm by which such book is published.

9. And that, for the better securing the retail sale of the said authorized Readers at prices not exceeding those above set forth as the maximum retail prices, the said parties of the first, second and third parts, their executors, administrators and assigns, shall make sale to any purchaser buying quantities of such Readers of one dozen and upwards at one time at prices at least twenty per cent lower than the said prescribed retail prices ; and that, to purchasers of the said Readers in lots of the sale value of one thousand dollars nett., the said parties, their executors, administrators and assigns, shall make a further reduction of ten per cent in the price thereof ; and that the said parties of the first, second and third parts and each of them, their executors, administrators and assigns, shall and will, from time to time, and at all times, keep on hand a sufficient quantity of the said Readers to supply all demands of trade and public therefor.

10. And that the Minister of Education, or any person by him appointed in writing for that purpose shall and may from time to time, and at any time during business hours, enter the warehouse and all other business premises or any part thereof of the parties of the first, second and third parts, and each of them, his or their executors, administrators or assigns, for the purpose of inspecting any and every edition or issue of such authorized Readers and every copy thereof, and reporting to the said Education Department whether the same are in accordance with the terms of this Indenture.

11. And that in case the said Education Department shall at any time after the expiration of five years from the date hereof consider that the retail prices of the said series

of "Ontario Readers" heretofore mentioned, or any of the books thereof, should be reduced, the Minister of Education shall appoint an Arbitrator, the parties of the first, second and third parts shall appoint another, and the Chancellor of Ontario, upon the application of the Minister of Education or of the parties of the first, second and third parts, or the joint application of all parties hereto, shall appoint a third, and in case the parties of the first, second and third parts shall for ten days after having been notified in writing of the appointment of an Arbitrator by the Minister of Education omit to appoint an Arbitrator or to notify the Minister of Education in writing of their appointment, then the Chancellor of Ontario may name two Arbitrators to act with the Arbitrator appointed by the Minister of Education and the said parties hereto of the first, second and third parts and each of them, his or their executors, administrators or assigns, shall at any time and at all times when called upon so to do by the Arbitrators or any two of them, furnish the Arbitrators with a detailed statement showing the cost of production and the returns of the sales of any or all of the said Readers, and shall in addition, if so requested, furnish the said Arbitrators or any two of them for inspection all vouchers and books of the respective firms of the said parties of the first, second and third parts which in any way refer to or contain any entry concerning the cost of production and returns of the sales of the said Readers as aforesaid, and that if it shall be deemed by the said Arbitrators or any two of them that an excessive profit is being made by the said parties or any one of them his or their executors, administrators or assigns upon the sale of the said Readers, the retail prices of the same shall be reduced to amounts which the said Arbitrators or any two of them shall deem sufficient to yield a reasonable profit to the said parties and such Arbitrators or any two of them shall upon such appointment have full power to consider the question or questions submitted to them, and to examine all statements, vouchers and books furnished by the said parties and full power to compel the production of such additional statements, vouchers and books to those furnished by the said parties and evidence of any kind whatsoever which they shall deem necessary, with power to examine witnesses upon oath, and their decision in the premises or that of any two of them when given in writing shall be conclusive and binding upon the parties hereto, and the retail price or prices so fixed shall thenceforward govern the price or prices by the dozen and wholesale price or prices as hereinbefore provided for.

12. And that the said parties hereto of the first, second and third parts and each of them, his and their executors, administrators and assigns, will not print or publish nor cause to be printed or published, nor be in any way accessory to the printing or publishing of any edition or copy or copies of the said authorized Readers, in the United States or any where else without the limits of the Province of Ontario, to be sold within the said Province of Ontario.

13. And that the parties hereto of the first, second and third parts and each of them, his and their executors, administrators and assigns, shall not in any way, without the consent in writing of the Minister of Education acting on behalf of the Education Department, sub-let, re-let or assign any portion of the work of printing and publishing the said series of Readers or the whole of such work,

14. And that should any difference of opinion arise between the parties hereto as to the construction to be put upon any of the terms, conditions and agreements herein contained, the same shall be determined by the Chancellor of Ontario, after giving the parties hereto an opportunity of presenting their views, in person or by counsel, and such determination shall be final and conclusive and binding upon the parties to this indenture, upon each of them and upon each of their executors, administrators and assigns.

15. And that upon the Minister of Education giving to the said parties six months' notice, the Education Department may alter or amend the said authorized series of Readers, or any one of them, or any part of any one of them; but that no change shall be made by the parties hereto of the first, second and third parts or any of them, his or their executors, administrators or assigns, in the contents of the said Readers, nor any addition thereto or

ission therefrom, nor any notes or appendices thereto, nor any change in the subject matter thereof, nor in the size of the books, nor in the price of them, nor in the mechanical execution thereof, without the consent in writing of the said Education Department first had and obtained. The notice hereinbefore provided for may be given by publication thereof in two issues of any newspaper published in the City of Toronto and in the *Ontario Gazette*.

16. And that the said parties of the first, second and third parts and their assigns shall have for ten years from the first day of January, in the year of our Lord one thousand eight hundred and eighty-five, the sole right to print and publish within the said Province of Ontario and Dominion of Canada the aforesaid authorized series of Readers, and the said Education Department of Ontario shall not, during that time, allow any other person or individual to print or publish any of the books of the aforesaid series of "Ontario Readers."

17. And the said parties hereto of the first, second and third parts hereby declare they have abandoned and do and will abandon and hereby abandon all claims in law or in equity which they or either of them may have or have had, or deemed he or they had against the Education Department or the Minister of Education because of the failure or discontinuance of the authorization of the Readers hereinbefore mentioned.

18. And the said parties of the first, second and third parts, and each of them, his or their executors, administrators and assigns hereby agree that if they, their executors, administrators or assigns, or any of them, deliberately disregard the terms of this agreement or fail to carry out the same in a matter of substance the said party or parties shall forfeit all his or their rights under this agreement, and the Minister of Education may apply, on notice to the said party or parties, to any Division of the High Court of Justice for a declaration of such forfeiture, and to restrain such party from further printing, publishing and selling any of the books of the said authorized series of Readers.

19. And that before any edition of the said authorized Readers is printed and published by any of the parties hereto of the first, second and third parts, each of the said parties shall have executed those presents and given to the Honourable the Minister of Education as representing Her Majesty the Queen herein their respective bonds, each in the penal sum of five thousand dollars, with two sureties thereto, each in the sum of two thousand five hundred dollars, for the due observance and fulfilment by each party, his or their executors, administrators and assigns of all the terms, conditions, clauses, agreements, obligations and covenants herein contained.

20. In the several covenants, terms and conditions herein the said parties of the first, second and third parts shall be held to covenant severally for themselves, their executors, administrators and assigns, and not the one for the other.

In witness whereof the parties hereto have hereunto set their hands and seals this twenty-sixth day of November, A.D. 1884.

signed, sealed and delivered in the presence of

M. JOHNSTON.

As to signatures of all.

For the Canada Publishing Co. (Limited),  
 ARTHUR B. LEE, [L.S.]  
*President.*  
 THOMAS NELSON,  
*Per JOS. TRAIN GRAY, [L.S.]*  
*his Attorney.*  
 WILLIAM NELSON,  
*Per JOS. TRAIN GRAY, [L.S.]*  
*his Attorney.*  
 W. J. GAGE, [L.S.]  
 GEO. W. ROSS, [L.S.]  
*Minister of Education.*

(b) THIS INDENTURE made the fourth day of February, in the year of our Lord one thousand eight hundred and eighty-five,

Between William James Gage, of the City of Toronto, in the County of York, Publisher, trading under the name and style of W. J. Gage and Company, of the first part ;

and

The Canada Publishing Company (Limited), of the same place, of the second part ;

William W. Copp, Henry J. Clark and Charles Fuller, of the same place, trading under the name, style and firm of Copp, Clark and Company, of the third part ;

and

Her Majesty the Queen, represented herein by the Honorable the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario, of the fourth part.

Whereas by an indenture made on or about the twenty-sixth day of November, in the year of Our Lord one thousand eight hundred and eighty-four, between the said William James Gage, the said The Canada Publishing Company (Limited), Thomas Nelson and Sons, and Her Majesty the Queen, of the first, second, third and fourth parts respectively, regarding the publication of a series of Readers, it was agreed by paragraph seven of the said indenture, that

“ The First Book, Part One, shall consist of sixty-four pages.

“ The Second Part of the First Book shall consist of ninety-six pages.

“ The Second Book shall consist of one hundred and ninety-two pages.

“ The Third Book shall consist of two hundred and fifty-six pages.

“ The Fourth Book shall consist of three hundred and twenty pages.

“ And each page of each of the said books shall be six inches long by three and one-half inches wide in the press work, with a reasonable margin sufficient to make each page at least seven and one-quarter inches long and five inches wide.

“ And that the books of the said authorized series of Readers shall be sold, at retail prices, not exceeding the following, namely :—

“ For the First Book, Part One, ten cents ;

“ For the First Book, Part Two, fifteen cents ;

“ For the Second Book, twenty-five cents ;

“ For the Third Book, thirty-five cents ;

“ For the Fourth Book, fifty cents.”

And whereas since the said date the said Thomas Nelson and Sons have, with the consent of Her Majesty the Queen, the party in the said indenture of the fourth part, represented by the Honorable the Minister of Education, assigned, transferred and set over to the said Copp, Clark and Company, the said parties of the third part, all their right, title and interest and benefit in and to the said indenture.

And whereas it has been agreed by and between the said parties as provided for in and by the said indenture, that certain amendments and alterations be made in paragraph seven of the said indenture, which are more fully set out hereinafter.

Now, therefore, it is witnessed, that the said paragraph seven be expunged, and that the following paragraph be substituted therefor :—

“ And that the said authorized series of Readers shall be of the size following, that  
“ is to say :—

“ The First Book, Part One, shall consist of sixty-four pages.

“ The Second Part of the First Book shall consist of ninety-four pages.

“ The Second Book shall consist of one hundred and eighty-four pages.

“ The Third Book shall consist of two hundred and eighty pages.

“ The Fourth Book shall consist of three hundred and forty-four pages.

“ And each page of each of the said books shall be six inches long by three and one-  
“ half inches wide in the press work, with a reasonable margin sufficient to make each  
“ page at least seven and one-quarter inches long by five inches wide.

“ And that the books of the said authorized series of Readers shall be sold at retail  
prices not exceeding the following, namely :—

“ For the First Book, Part One, ten cents ;

“ For the First Book, Part Two, fifteen cents ;

“ For the Second Book, twenty-five cents ;

“ For the Third Book, thirty-five cents ;

“ For the Fourth Book, fifty cents ;

And it is hereby expressly declared and agreed by and between the said parties  
hereto, that save and except as above set out, the said indenture and all the terms, pro-  
visoes and agreements and conditions, and all and singular every matter and thing therein  
contained shall remain in full force and effect just in the same way and to the same  
degree as if these presents had not been executed ; and that the said alterations in para-  
graph seven shall not be held to affect, alter or vary, add to, or diminish the terms, agree-  
ments and conditions in the said indenture contained, and that the said terms, agreements,  
conditions and all matters and things therein contained and relating or referring to  
paragraph seven of the said indenture, shall hereafter apply and be construed to apply to  
the said paragraph hereby substituted therefor.

And it is also understood and agreed by and between the said parties, that any extra  
expense up to the sum of twenty dollars, occasioned by said alterations in the said  
Readers, shall fall upon and be borne by the parties of the first, second and third parts  
hereto, their executors, administrators, successors and assigns, in an equal proportion.

In witness whereof the said parties have hereunto set their hands and seals.

Signed, sealed and delivered in the presence of	}	(Signed) W. J. GAGE, [L.S.]
		“ W. W. COPP, [L.S.]
		“ HENRY J. CLARK, [L.S.]
		“ CHARLES FULLER, [L.S.]
		For the Canada Publishing Co. (Limited).
(Signed) JOHN A. PATERSON.	“ ARTHUR B. LEE, [L.S.] President.	
	“ GEO. W. ROSS, [L.S.] Minister of Education.	

III. ESTABLISHMENT OF A HIGH SCHOOL IN THE VILLAGE OF ESSEX CENTRE (23rd June, 1885).

IV. VIENNA HIGH SCHOOL ABOLISHED 31st DECEMBER, 1885 (24th June, 1885).

V. APPOINTMENT OF MARY G. JOYCE, AS 1ST ASSISTANT, MARGARET A. MILLS, AS 2ND  
ASSISTANT, AND MARIA E. BUTTERWORTH, AS 3RD ASSISTANT IN THE PROVINCIAL  
MODEL SCHOOL, OTTAWA (24th June, 1885).



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VI. GRANT FOR COLONIAL EXHIBITION (1st October, 1885).

VII. DIRECTING VACCINATION OF CIVIL SERVICE EMPLOYÉS (4th November, 1885).

VIII. HIGH SCHOOLS AT GURLEPH AND OWEN SOUND TO RANK AS COLLEGIATE INSTITUTES, JANUARY, 1886 (22nd December, 1885.)

*2. MINUTES OF DEPARTMENT.*

I. APPOINTMENT OF FRANK L. MICHELL, M.A., AS PUBLIC SCHOOL INSPECTOR OF THE TOWNS OF ALMONTE AND SMITH'S FALLS (9th January, 1885).

II. APPOINTMENT OF WILLIAM FERGUSON, AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF DURHAM (15th January, 1885).

III. APPOINTMENT OF JAMES MCPRIEN, AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF WHITBY (24th January, 1885).

V. APPOINTMENT OF WILLIAM E. TILLEY, M.A., AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF BOWMANVILLE (23rd March, 1885).

VI. APPOINTMENT OF WILMOT M. NICHOLS, B.A., AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF BLENHEIM (11th June, 1885).

VII. REGULATIONS OF THE EDUCATION DEPARTMENT, AUGUST, 25TH, 1885.

*PUBLIC SCHOOLS.*

*ACCOMMODATION.*

1. By section 40 of the Public Schools Act, 1885, Trustees of rural schools are required to provide adequate accommodation for at least two-thirds of the actual residents between the ages of five and twenty-one years. In the case of cities, towns and incorporated villages, there is no limitation.

*School Site.*

2. Every school site should be on a well travelled road, as far removed as possible from a swamp or marsh, and so elevated as to admit of easy drainage.

3. The school grounds should be properly levelled and drained, planted with shade trees and enclosed by a substantial fence.

4. There should be a well or other means for procuring water, so placed and guarded as to be perfectly secure against pollution from surface drainage or filth of any kind.

5. The area of the school site should not be less than half an acre in extent, and if the school population of the section exceeds seventy-five the area should be one acre.

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6. The water-closets for the sexes should be several feet apart, and under different roofs. Their entrances should be screened from observation.

7. Proper care should be taken to secure cleanliness and to prevent unpleasant and unhealthy odors.

8. Suitable walks should be made from the school-house to the water-closets, so that the closets may be reached with comfort in all kinds of weather.

*School-house.*

9. The school-house should be placed at least thirty feet from the public highway.

10. Where the school population of the section exceeds one hundred, the school-house should contain two rooms; where it exceeds one hundred and fifty, three rooms—an additional room being required for each additional fifty pupils.

11. In each room the area should be at least twelve square feet on the floor, and there should be at least two hundred and fifty cubic feet of air space for each pupil.

12. There should be separate entrances with covered porches and suitable cloak-rooms for boys and girls.

13. The heating apparatus should be so placed as to keep a uniform temperature throughout the room, of at least sixty-seven degrees during the whole day.

14. The windows (both sashes) should be adjusted by weights and pulleys and provided with blinds.

15. Care should be taken to arrange for such ventilation as will secure a complete change of atmosphere three times every hour.

*School Furniture.*

16. The seats and desks should be so arranged that the pupils may sit facing the teacher. Not more than two pupils should be allowed to sit at one desk, but single-seated desks are preferred.

17. The height of the seats should be so graduated that pupils of different sizes may be seated with their feet resting firmly upon the floor. The backs should slope backwards two or three inches from the perpendicular.

18. The seats and desks should be fastened to the floor in rows, with aisles of suitable width between the rows; passages, at least three feet wide, should be left between the outside rows and the side and the rear walls of the room, and a space, from three to five feet wide, between the teacher's platform and the front desks.

19. Each desk should be so placed that its front edge may project slightly over the edge of the seat behind it. The desk should be provided with a shelf for pupils' books, and the seat should slope a little towards the back.

20. A sufficient number of seats and desks should be provided for the accommodation of all the pupils ordinarily in attendance at the school. There should be at least two ordinary chairs in addition to the teacher's chair.

**21.** The desks should be of three different sizes. The following dimensions are recommended :—

AGE OF PUPILS.	CHAIRS OR SEATS.			DESKS.			
	Height.		Slope of Back.	Length.		Width.	Height next Pupil.
	Front.	Rear.		Double.	Single.		
Five to Eight years .....	12 in.	11½ in.	2 in.	36 in.	18 in.	12 in.	22 in.
Eight to Ten years .....	13 "	12½ "	2 "	36 "	18 "	12 "	23 "
Ten to Thirteen years .....	14 "	13½ "	2½ "	36 "	20 "	13 "	24 "
Thirteen to Sixteen years .....	16 "	15½ "	3 "	40 "	22 "	13 "	26 "

*Blackboard, Globes and Maps.*

**22.** There should be one blackboard at least four feet wide, extending across the whole room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform, and, when possible, there should be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a shelf or trough five inches wide for holding crayons and brushes.

The following directions for making a blackboard may be found useful :—

(a) If the walls are brick the plaster should be laid upon the brick and not upon the laths as elsewhere ; if frame, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of color it should be thoroughly polished with fine sand paper.

(d) The coloring matter should be laid on with a wide, flat varnish brush.

(e) The liquid coloring should be made as follows :—Dissolve gum shellac in alcohol, four ounces to the quart ; the alcohol should be 95 per cent. strong ; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give color, should then be added until the mixture has the consistency of thin paint. It may then be applied, in long, even strokes, up and down, the liquid being kept constantly stirred.

**23.** Every school should have at least (a) one globe not less than nine inches in diameter, properly mounted ; (b) a map of Canada ; (c) a map of Ontario ; (d) maps of the World and of the different Continents ; (e) one or more sets of Tablet lessons of Part I. of the First Reader ; (f) a standard Dictionary and Gazetteer ; (g) a numeral frame ; and a suitable supply of crayons and blackboard brushes.

**PROGRAMME OF STUDIES.**

**24.** The programme of studies herein prescribed shall be followed by the teacher as far as the circumstances of his school permit. Any modifications deemed necessary should be made only with the concurrence of the Inspector and the Trustees. In French and German Schools the authorized Readers shall be used in addition to any text books in either of the languages aforesaid.

PROGRAMME OF STUDIES FOR PUBLIC SCHOOLS.

SUBJECT.	1st CLASS.	2nd CLASS.	3rd CLASS.	4th CLASS.
READING AND LITERATURE—	Tablet lessons and First Reader.	Second Reader.	Third Reader.	Fourth Reader.
SPELLING, ORTHOGRAPHY, AND ORTHOEPY—	Spelling from reading lessons, on slates and orally.	Spelling from reading lessons, on slates and orally.	Spelling with verbal distinctions, on copies, and orally.	Systematic orthography and orthoëpy.
WRITING—	Writing on slates and paper.	Writing on slates and paper.	Copy writing. Business forms.	Business forms & accounts.
ARITHMETIC—	Numeration and notation to 1,000; addition and subtraction; mental arithmetic.	Numeration and notation to 1,000,000; multiplication and division; mental arithmetic.	Greatest common measure and least common multiple. Elementary reduction. Compound rules. Mental arithmetic.	Vulgar and decimal fractions. Elementary percentage and interest. Mental arithmetic.
DRAWING—	The drawing exercises in parts I. and II. First Reader.	Drawing-book No. 1, authorized series.	Drawing-books Nos. 2 and 3.	Drawing books Nos. 4 and 5.
GEOGRAPHY—	Conversations concerning the earth.	Local geography and elementary definitions. Map of the world.	Definitions. Simple map geography, N. America and Ontario. Map drawing.	Geography of the Continents, Canada and Ontario. Map drawing.
MUSIC—	Rote Singing.	Rote singing. Elements of Musical Notation.	Simple songs. Elementary ideas of written music.	Song Singing. Sacred music. Musical notation.
GRAMMAR AND COMPOSITION—	Oral exercises in language.	Oral and written exercises in language.	Classes of words and their inflections. Simple descriptive writing.	Elements of formal Grammar and Composition.
HISTORY—			History, English and Canadian.	Leading features of English and Canadian History.
OBJECT LESSONS—	Form, size, color, weight, common objects (parts and qualities).	Subjects of Class I. continued.	Common objects (source, manufacture, uses, etc.). Animals, birds, plants.	

See details following.

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**GENERAL DIRECTIONS.***First Three Classes.*

*Reading.*—The First Part of the First Reader should be taught from Blackboard and Tablet Lessons. The pupil should practise reading by phrases with the first lesson, and such explanations should be given as may enable him to read intelligently, and in the easy natural manner which characterizes good ordinary conversation. Clearness, fluency, force and naturalness are essential to good reading. As pupils learn to read principally by imitation, the teacher's living voice alone can direct in the matter of accent, inflection, emphasis and pronunciation.

*Literature.*—It is important that the pupils in all the classes should be required regularly to commit to memory selected passages in prose and verse, to give the meaning of what they read, and to make, from time to time, a summary of the reading lessons, in their own language.

*Arithmetic.*—Systematic training in mental Arithmetic should prevail in all the classes. Accuracy and expertness in performing elementary operations are of the first importance. Problems based on the elementary rules should be given from the commencement. Great stress should be laid on the solution of questions by the Analytic Method.

*Writing.*—Neat and legible writing, and the proper formation of the small and capital letters, should be aimed at.

*Geography.*—The School House and its surroundings, with which the pupils are familiar, should be taken as the first subjects of lessons to give correct ideas of boundary and direction. Map drawing should be practised from the beginning. Definitions in Physical Geography should be fully illustrated in all cases by blackboard drawings or otherwise. The teacher should teach this subject in the first and second classes by means of familiar talks about the natural phenomena of different countries, the peculiarities of different races, the birds and animals of different zones, etc.

*Music.*—Kindergarten songs with their appropriate actions should be taught the junior classes; staff notation, rote songs, and easy exercises on the blackboard should be taught the other classes.

*Drawing.*—The drawing exercises in Parts I. and II. of the First Reader are sufficient for the First Class. In the junior Second Class the pupils should be encouraged to expand these exercises into original designs. In the other classes the authorized Drawing Course should be followed.

*Grammar.*—Grammar should be taught mainly as the basis of composition. The essential parts of the simple sentence; the functions and definitions of the parts of speech, and the rules for inflection, should be arrived at by induction; sentence building, and the correction of common mistakes in English.

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*Composition.*—Nearly every school exercise, whether oral or written, should be made an exercise in Composition. The teacher should use especial care in requiring good English from his pupils in all their answers in class or in conversation.

*History.*—The principal events in Canadian history, with their bearing upon the progress of Canada, should be discussed. Care should be taken to explain thoroughly our Municipal and Federal forms of Government, and the principal events of English history, without unnecessary details or unimportant dates. The teacher should remember that a comprehension of leading facts and general principles is more valuable than the most accurate knowledge of details, if unaccompanied by ability to distinguish what is important from what is not. Throughout the course the teacher should bear in mind the interesting and valuable lessons that may be deduced from the lives of the men and women who have played a prominent part in history.

#### *Fourth Class.*

*Reading.*—A general knowledge of the elements of vocal expression, with special reference to emphasis, inflection, and pause. The reading, with proper expression, of any selection in the Reader authorized for Fourth Book classes. The pupil should be taught to read *intelligently*, as well as *intelligibly*.

*Literature.*—The pupil should be taught to give for words or phrases, meanings which may be substituted therefor, without impairing the sense of the passage; to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connection of the thoughts in any selected passage; to explain allusions; to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension; and especially to show that he has entered into the spirit of the passage, by being able to read it with proper expression. He should be exercised in quoting passages of special beauty from the selections prescribed, and in reproducing in his own words, the substance of any of these selections, or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

*Orthography and Orthoëpy.*—The pronunciation, the syllabication, and the spelling from dictation, of words in common use. The correction of words improperly spelt or pronounced. The distinctions between words in common use in regard to spelling, pronunciation, and meaning.

*Writing.*—Besides writing the regular copy-book exercises, the pupil should be taught simple business forms, letter writing and how to keep simple accounts.

*Geography.*—The form and the motions of the earth. The chief definitions as contained in the authorized text-book: divisions of the land and the water; circles on the globe; political divisions; natural phenomena. Maps of America, Europe, Asia and Africa. Maps of Canada and Ontario, including the railway systems. The products and the commercial relations of Canada.

*Grammar.*—The sentence: its different forms. Words: their chief classes and inflections. Different grammatical values of the same word. The meanings of the chief grammatical terms. The grammatical values of phrases and of clauses. The nature of the clauses in easy compound and complex sentences. The government, the agreement, and the arrangement of words. The correction, with reasons therefor, of wrong forms of words and of false syntax. The parsing of easy sentences. The analysis of simple sentences.

*Composition.*—The nature and the construction of different kinds of sentences. The combination of separate statements into sentences. The nature and the construction of paragraphs. The combination of separate statements into paragraphs. Variety of expression, with the following classes of exercises:—Changing the voice of the verb; expanding a word or a phrase into a clause; contracting a clause into a word or a phrase; changing from direct into indirect narration, or the converse; transposition; changing the form of a sentence; expansion of given heads or hints into a composition; the contraction of passages; paraphrasing prose or easy poetry. The elements of punctuation. Short narratives or descriptions. Familiar letters.

*History.*—Outlines of English history; the outlines of Canadian history generally, with particular attention to the events subsequent to 1841. The municipal institutions of Ontario, and the Federal form of the Dominion government.\*

*Music.*—As in authorized Music Course for Public Schools.

#### *Fifth Class.*

The programme for the Fifth Class embraces the following subjects:—Reading, Literature, Orthography and Orthoëpy, Writing, Arithmetic, Drawing, Geography, Grammar, Composition, History, Music, Book-keeping, Algebra, Euclid, Physics, Botany, Hygiene, Drill, Calisthenics Moral and Religious Instruction. The course of study under each head is the same as that prescribed for Third Class Teachers. Trustees are recommended not to form a Fifth Class in the Public School in any city, town, or incorporated village, where a High School is situated.

\* The examination will be on the outlines of English History, as heretofore, until a suitable text-book, adapted to the present regulations, has been provided by the Department.

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*General.*

*Hygiene.*—This subject should be taught in the form of familiar lectures and should include temperance, the nature and effects of alcohol upon the system, the importance of cleanliness and a strict observance of the laws of health, dietetics, how to preserve the eyesight, teeth, etc., the dangers of exposure to cold and damp, how to play in order to promote physical culture, etc. At least one hour a week should be devoted to this subject.

*Drill and Calisthenics.*—The different extension movements prescribed in any text-book on the subject should be frequently practised, not only during recess but during school hours. Accuracy and promptness should characterize every movement. In addition, the boys should be formed into companies and taught the usual squad and company drill, and the girls should be exercised in calisthenics.

*Moral and Religious Instruction.*—No course of moral instruction is prescribed. The teacher is expected, however, by his personal example as well as by the exercise of his authority and by instruction, to imbue every pupil with respect for those moral obligations which underlie a well formed character. Respect for those in authority and for the aged, courtesy, true manliness, reverence, truthfulness, honesty, etc., can best be inculcated as the occasion arises for referring to them. The religious exercises of the school should be conducted without haste and with the utmost reverence and decorum.

*Reviews and Recitations.*—Every Friday forenoon should be devoted to a review of the week's work, and the afternoon to exercises tending to relieve the usual routine of the school-room, while promoting the mental and moral culture of the pupils. The teacher should encourage the pupils to prepare dialogues, readings, recitations and songs for the Friday afternoon school-sessions. He should also choose some topic for a familiar lecture, or read some literary selection, making such comments as are likely to promote a love of reading, and quicken the interest of the scholars in the work of the school. The girls should receive suitable instructions in plain sewing.

*Agriculture.*—In rural schools the subject of agriculture should occupy a prominent place, such points being considered as—the nature of the soil, how plants grow and what they feed upon, how farms are beautified and cultivated, the value of shade trees, what trees to plant and when to plant them, the relation of agriculture to other pursuits, the effect of climate on the pursuits of a people. Poetical selections on rural pursuits, talks on botany and natural history, should form part of the instruction of every Friday afternoon.

DUTIES OF PUPILS.

**25.** It shall be the duty of every pupil whose name is entered on the register of a Public School (1) to attend punctually and regularly



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every day in the school term in which his name is so entered ; (2) to be neat and cleanly in his person and habits ; (3) to be diligent, truthful, honest, kind, courteous, respectful, and obedient ; (4) to conform to all the rules of the school.

**26.** Any pupil not present at the time prescribed for opening the school may be required to furnish forthwith a written excuse from his parent or guardian, or be denied admittance to the school for the day or half-day, at the discretion of the Principal.

**27.** Any pupil absenting himself from school, except on account of sickness, shall forfeit his standing in his class, or shall be liable to such other punishment as the teacher may lawfully inflict.

**28.** No pupil shall be allowed to leave school before the hour appointed for closing, except in case of sickness, or on the request, either oral or written, of the parent or guardian.

**29.** Any pupil, once admitted to school and duly registered, shall attend at the commencement of each term and continue in attendance regularly until its close, or until he is withdrawn by notice to the teacher to that effect ; and any pupil violating this rule shall not be entitled to continue in such school, or be admitted to any other, until such violation is certified by the parent or guardian to have been necessary and unavoidable.

**30.** Any pupil guilty of any of the following offences, viz. :—(a) persistent truancy ; (b) violent opposition to authority ; (c) the repetition of any offence after being warned ; (d) habitual and wilful neglect of duty ; (e) the use of profane or improper language ; (f) general bad conduct, injurious to the moral tone of the school ; (g) cutting, marring, destroying or defacing any part of the school property ; (h) writing any obscene words on the fences, water-closets, or any part of the school premises, may be suspended by the teacher for one month, or until such suspension is removed by assurance of better conduct, or by order of the Trustees.

**31.** Whenever any teacher suspends a pupil for any of the causes herein named, he shall at once notify the parents or guardians, and the Trustees thereof, stating the reasons for such suspension.

**32.** The parent or guardian of any pupil suspended may appeal to the Trustees against the action of the teacher, and the decision of the Trustees, or of a majority of them, shall be final.

**33.** Any pupil who shall be adjudged so refractory by the Trustees or by a majority of them, and by the teacher, that his presence in the school is deemed injurious to the other pupils, may be expelled, and no such pupil shall be readmitted to any school without the written consent of the Public School Inspector.

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**34.** Pupils in cities, towns and villages shall attend such school or department as may be designated by the Trustees, and no transfer from one school or department to another shall be allowed without the consent of the Trustees and the Inspector.

**35.** No pupil who is affected with or exposed to any contagious disease, shall be permitted to attend school until he produces the certificate of a medical man that all danger from his mingling with the other pupils, or from his exposure to the disease, has passed away.

**36.** Any pupil absenting himself from an examination, or from any portion thereof, without permission of the teacher, shall not be admitted to any public school, except by authority of the Inspector, in writing; and the names of all such pupils shall be immediately reported by the teacher to their parents and the Trustees.

**37.** Pupils shall be responsible to the teacher for their conduct on the school premises, or in going to or returning from school, except when accompanied by their parents or guardians, or by some person appointed by them, or on their behalf.

**38.** No pupil shall be allowed to remain in school unless he is furnished with the books and requisites to be used by him in school, but it shall be lawful for the Trustees to supply him with such books and requisites.

**39.** No pupil shall have the right to attend school unless, and until, he has paid all the fees imposed by the Trustees for the current month or quarter, as the case may be, and for such books, stationery and other supplies as are authorized under the Public Schools Act.

**40.** Any school property or furniture injured or destroyed by a pupil, must be made good forthwith by the parent or guardian, under penalty of the suspension of the delinquent.

**41.** Every pupil entitled thereto shall, when he leaves or removes from a school, receive a certificate of good conduct and standing.

#### *School Hours.*

**42.** The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, unless the trustees by resolution prescribe a shorter period.

**43.** There shall be a recess of not less than ten minutes each forenoon and afternoon, and at least one hour shall be allowed for recreation during the middle of the school day.

#### **DUTIES OF TEACHERS.**

**44.** In every Public School in which more teachers than one are employed the head teacher shall be called the Principal and the other teachers Assistants.

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**45.** The Principal shall prescribe (with the concurrence of the trustees) the duties of the Assistants, and shall be responsible for the organization classification and discipline of the whole school.

**46.** It shall be the duty of every teacher in a Public School—

(1) To see that the school-house is ready for the reception of pupils at least fifteen minutes before the time prescribed for opening the school in the morning, and five minutes before the time for opening in the afternoon.

(2) To classify his pupils strictly according to the programme of studies prescribed by the Education Department, and to make no departure from such classification without the consent of the Trustees and the Inspector.

(3) To prepare a time-table to be posted in some conspicuous part of the room for the guidance of himself and pupils.

(4) To teach diligently and earnestly, according to the most approved methods, the various subjects set forth in the programme of studies prescribed from time to time by the Education Department.

(5) To prevent the use by the pupils of unauthorized text-books.

(6) To make at the end of each school term or at such other time as may be approved by the Inspector, and subject to revision by him, such promotions from one class to another as he may deem expedient.

(7) To practise such discipline in his school as would be exercised by a kind, firm, and judicious parent; to reprove with tenderness and becoming deliberation; to aim at governing his pupils through their affections and reason rather than by force; to encourage them to cultivate kindly and affectionate feelings towards one another, respect for one another's rights, politeness in and out of school, honesty, truthfulness, the practice of correct habits and obedience to all persons in authority over them; and to discountenance quarrelling, cruelty to animals, and the use of profane and improper language.

(8) To give strict attention to the proper ventilation and cleanliness of the school-house; to make and enforce such rules as will ensure the keeping of the school grounds and outbuildings in a neat and cleanly condition.

(9) To see that the school grounds, sheds, and water-closets are kept in proper order; that no damage is done to the furniture, fences, outbuildings, or other school property; to give notice in writing to the Trustees of any necessary repairs or supplies.

(10) To employ (unless otherwise provided for), at such compensation as may be fixed by the Trustees, a suitable person to make fires, sweep the rooms, dust the walls, seats, desks, and other furniture; but no assistant teacher or pupil shall be required to perform such duty unless regularly employed for that purpose as herein provided.

(11) To act as librarian of the school and keep such a record of the books as is prescribed by the regulations respecting libraries.

(12) To keep in the prescribed form a register of the daily attendance of the pupils.

(13) To make up all returns to the Inspector or the Education Department, as far as the information required can be supplied from the school register.

(14) To keep the visitors' book, and allow visitors free access to the same.

(15) To attend regularly the Teachers' Institutes held in his county, and to contribute from his experience and observation to their general usefulness.

(16) To give immediate notice to the Trustees of his absence from school through illness or other unavoidable cause.

*Collections—Presents—Lost Time.*

**47.** In no school shall collections be taken up or subscriptions received from the pupils, nor shall any bills or other advertisements be distributed by the teacher for any purpose whatever without the consent of the Trustees.

**48.** Except when severing his connection with the school, no teacher shall receive any presents from the pupils, nor shall he give any medal or prize to any pupil without the consent of the Trustees.

**49.** No teacher shall make up lost time by teaching on a holiday or during vacations, and any attendance during such time shall be disallowed by the Inspector.

INSPECTORS.

*Qualifications.*

**50.** Any person holding either (a) a first-class Provincial certificate, grade A, obtained at the Departmental Examinations, or (b) a degree in arts from any University in Ontario, with first-class honors in one or more of the recognized departments of examination in such University, and furnishing evidence of having taught successfully for five years, (of which at least three years must have been spent in a Public School) shall be eligible to be appointed a Public School Inspector.

*County Inspector's Duties.*

**51.** It shall be the duty of every County Inspector—

(1) *To visit each school* under his jurisdiction at least once in each term.

(2) *To spend half a day in each school.* Where a school has several departments, the Inspector should devote half a day to each department. When, however, from the character of the work done, an

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Inspector thinks it would be in the interest of the school to extend his visit over the whole day, he should do so. The half day limit is the average time required for each visit.

(3) *To satisfy himself as to the progress made by the pupils from time to time.* This cannot be done without many memoranda of the standing of each class. It will therefore be necessary for the Inspector to make copious notes in regard to each recitation, showing the condition of each class and the proficiency attained in the several subjects of the curriculum. This part of the work should be thorough and searching; and the conclusions arrived at should be based on the Inspector's own observation.

(4) *To examine into the methods of instruction pursued by the teacher.* To do this the Inspector should require the teacher of the school to teach several lessons in his presence. In this way the teacher's methods can be observed and hints given for improvement should he evince any faults of method or of manner. Great attention should be paid to methods: the proper and logical presentation of a subject is so important that success is impossible without it.

(5) *To teach a few model lessons himself.* The proper method of teaching subjects that are found to be neglected or badly taught by the teacher should be exemplified by the Inspector. Here all the qualities which go to form the model teacher should be exercised. His methods of questioning and of receiving answers, of rousing the enthusiasm of the class, of securing attention, of reaching by apt illustration the judgment of the pupils, are all eagerly watched by the teacher and should serve both as a model and as a stimulus to him in the future.

(6) *To ascertain the nature of the discipline exercised by the teacher.* This no doubt will appear from the attention and diligence of the pupils, without special enquiry. The *manner* of the teacher will very soon indicate the nature of the discipline. It would be well, nevertheless, to ascertain whether corporal punishment is frequently resorted to, and if not, what are the punishments (if any) usually inflicted.

(7) *To examine the registers, maps, seats, and all the internal and external equipments of the school-house* (a) registers: he should see that the register is properly and neatly kept, and ascertain whether or not entries are made therein daily; (b) that the maps are suitable and well preserved; (c) that blackboards are in proper repair, and that crayons and brushes are fully supplied; (d) that the furniture is generally adequate; that proper attention is paid to the heating (e) and ventilation of the rooms; (f) that the fences and out-houses are in proper repair; (g) that the School Library is suitably cared for.

(8) *To report to Trustees in regard to such matters as require their attention.* This duty the Inspector should never neglect. The Trustees of a school expect to be informed and directed as to many matters coming under the cognizance of the Inspector, who is, in a certain sense, their

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officer, and is appointed for the very purpose of aiding them in the discharge of their duties. His report, therefore, on the school should be full. Everything coming within the scope of the duties of the Trustees should be mentioned in detail, and in no case should the school grant be withheld, until they have had an opportunity of removing any defect to which their attention has been called.

(9) *To give such advice to teachers as may be deemed necessary.* This part of the Inspector's duty should be performed with tact and delicacy, and perfect frankness. Whatever defects in the teacher's manner, or in his discipline of the pupils, or methods of instruction are discovered during the inspection of the school, should be plainly pointed out. Wherever the Inspector has reason to believe that there is any defect in the organization of the school, or in its classification, or in attention on the part of the pupils, it should be referred to, and the proper remedy suggested. This, of course, should be done privately—not in the presence of the pupils.

(10) *To see that no unauthorized text-books are used in the school.* No books should be placed in the hands of the pupils, except those authorized for their use. Under the disguise of recommending certain works for "home study," many unauthorized text-books are introduced into the school. This should be prevented by the Inspector in the exercise of his authority as an officer of the Education Department.

(11) *To withhold the school grant in certain cases.* Before the school grant is withheld two things are necessary. (1) An opportunity should be afforded the Trustees to remedy the wrong complained of. (2) A full statement of the case should be sent to the Department, and the consent of the Minister of Education obtained. As the grant can be withheld for any violation of the School Act or Departmental Regulations, the power thus conferred should be exercised judiciously, and only when other remedies fail.

(12) *To divide the school grants.* Care should be taken to see that the semi-annual returns of the Trustees are properly added up, and if any doubt exists as to their accuracy they should be compared with the school register. When the division of the grant is made, as required by law, it will be sufficient for the Inspector to send a statement to the Township Treasurer of the amount due each school section, and at the same time to notify the Secretary-Treasurer of each Board of Trustees of the amount due their section. The Trustees can then give an order either to the teacher or to some other person to whom they desire to have the money paid, and on this order the Township Treasurer is authorized to pay the money.

(13) *To decide complaints made within twenty days* in regard to the election of Trustees and other matters. In discharging this duty the Inspector should remember that he is exercising judicial functions and should accordingly proceed with due deliberation. He has a right to withhold his decision until such evidence is produced as he may deem necessary in regard to the question at issue.

(14) *To grant, on examination, temporary certificates.* These certificates should only be granted (1) when petitioned for by a Board of Trustees, and only for the school over which such Board has jurisdiction; and (2) until the date of the next ensuing Departmental Examination; and (3) when it appears that a teacher holding a regular certificate is not available. The consent of the Minister is also necessary in every case.

(15) *To suspend a certificate* when he is fully satisfied that the teacher is incompetent or immoral, or has wilfully violated the school law or the regulations of the Education Department. In the final investigation by which such suspension is to be confirmed or set aside, the fullest opportunity should be afforded the teacher to vindicate himself. Judicial fairness should in this instance also characterize the conduct of the Inspector.

(16) *To visit the County Model School* at least twice in each term. It is very desirable that the Inspector should be present at the opening of the Model School and assist the Principal in its organization. He should also visit the school at least once during the term, and by his presence and counsel encourage the teachers in training in the pursuit of their studies.

#### *City Inspectors.*

52. The Inspector of every city or town shall, as far as circumstances admit, be governed by the regulations respecting County Inspectors, and shall, in addition thereto, perform such other duties as may be imposed upon him by the Board of Trustees.

#### *Powers of Inspector.*

53. The Inspector, while officially visiting a school, has supreme authority in the school, and has the right to direct teachers and pupils in regard to any or all of the exercises of the school-room. He may either examine the classes himself or direct the teacher to do so. He is at liberty to give such advice to pupils or to the teacher as he may deem necessary. All his counsels, however, should be given in a spirit of kindness, and his authority should be exercised, not with a view to over-awe or intimidate, but to reform abuses, correct mistakes, and inspire confidence and respect. He should be courteous and considerate, and when reproof is necessary it should be tempered with gentleness and sympathy.

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### HIGH SCHOOLS.

#### *Conditions of Establishment.*

54. Any County Council may by resolution recommend the establishment of one or more High schools within its jurisdiction, but such resolution shall take effect only when approved by the Education Department. In asking the concurrence of the Department, parties interested should furnish the Minister of Education with a statement, showing:—

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- (1) A certified copy of the resolution adopted by the County Council.
  - (2) The distances of the proposed High school from the nearest existing High schools.
  - (3) The population of the town or village municipality in which it is proposed to establish the High school.
  - (4) The value of taxable property in the High school district.
  - (5) The description of the proposed High school building, as regards—
    - (a) Its situation ; the extent of its site ; size of play-ground ; and extent of outside conveniences, etc.
    - (b) A simple plan of the building shewing the number of class-rooms ; rooms for teacher ; hat, cloak, map and book presses, etc.

**55.** A written guarantee must be given to the Department by the corporation in which the proposed High school is to be established :—

- (1) That a suitable building distinct from the Public school house will be provided ;
- (2) That at least two competent teachers will be employed in the proposed High school ;
- (3) That all sums necessary for the efficient support of such High school, not provided by the Legislative and county grants, will be raised by local assessment ;
- (4) That the expenses incurred by the Education Department in making the necessary inspection for the purpose of reporting to the Minister of Education will be paid.

**56.** On receipt of this statement and the report of the High school Inspector to whom the matter may have been referred, the Minister of Education will make such recommendations to the Lieutenant-Governor as he may deem expedient.

#### *Accommodation.*

**57.** In order to be entitled to any portion of the grant voted by the Legislature for High School purposes, the Trustees of every High School shall provide the following :—

- (a) A site of at least half an acre in extent, well fenced, well drained, planted with shade trees, and suitably provided with walks in front and rear.
- (b) A playground, and all other necessary provision for physical exercise.
- (c) A well, or other means for supplying pure drinking water.
- (d) Separate water-closets for the sexes, properly screened from observation.
- (e) A building large enough to provide ample accommodation for every pupil in attendance, with all necessary provision for light, heat, and ventilation, and two entrances with covered porches.



(f) Suitable separate cloak-rooms for boys and girls, furniture, desks, maps, apparatus, black-boards and Library of reference.

(g) A Headmaster, and at least one assistant.

**58.** In case the High School Inspectors report that the equipment of any High School is insufficient, or that the grounds are too limited in area, or that the school building is inadequate for the accommodation of the pupils, or that the staff or any member thereof is incompetent, the Minister of Education will forthwith notify the Chairman of the Board of Trustees, and on the neglect or refusal of the said Board to comply with the regulations herein contained within a reasonable time, then such High School shall forfeit all claims upon the legislative grant until such time as the regulations are complied with.

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### *COLLEGIATE INSTITUTES.*

**59.** Before any High school can be raised to the status of a Collegiate Institute, the Trustees thereof shall furnish the Minister of Education with a statement, showing :—

(1) The name and literary standing of each master employed, and the subject or subjects of the High school curriculum which he is specially appointed to teach.

(2) The names of the assistants and other teachers occasionally employed, the nature of their duties and the number of their teaching hours per day.

(3) The number of pupils on the school register for each of the two terms next preceding the date of application.

(4) The value of the school property devoted to High school purposes.

(5) The amount expended the previous year in teachers' salaries and maintenance of the school respectively.

(6) The area of the High school site and a simple plan of the building, showing the number of rooms available for school purposes.

(7) A list of the apparatus used in the laboratory, and the cost of the same, the number and names of the maps and the number and names of volumes in the library, and the amount expended for library purposes.

(8) The size and equipments of the gymnasium, and the extent of the outside conveniences.

**60.** No High School shall hereafter be raised to the status of a Collegiate Institute without such a minimum equipment in the way of library, scientific apparatus, gymnasium, maps, charts and globes, as the maximum required for three or more master schools (not institutes) under regulation 112.

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**61.** Any Collegiate Institute that fails to comply with the conditions prescribed herein for the status of a Collegiate Institute may, on the joint report of the High School Inspectors, be reduced to the rank of a High School, or deprived of the usual legislative grant, at the discretion of the Minister of Education.

#### ENTRANCE EXAMINATIONS TO HIGH SCHOOLS.

##### *Where Held—Notice to Inspector.*

**62.** At every High School and Collegiate Institute, and at such other places as may be approved by the Minister of Education, there shall be a semi-annual examination for the admission of pupils to High Schools and Collegiate Institutes, in the subjects prescribed for the 4th class of Public Schools, excepting Music and Business forms and Book-keeping.

**63.** Persons proposing to write at a town or city forming a separate inspectoral division must notify the Inspector of such town or city. In all other cases notice must be sent to the County Inspector, and if more examinations than one are held in the County, the place at which the candidate proposes to write should be named.

**64.** Applications shall not be received by any Inspector later than the 1st day of June for the summer examination, nor later than the 1st day of December for the winter examination. Where a fee is imposed by the Board of Examiners, all applications must be accompanied by the amount of such fee.

**65.** The Inspector shall notify the Department not later than the 3rd day of June or the 3rd day of December (as the case may be) in each year, of the number of persons proposing to write at any High school or other place within his jurisdiction.

##### *Presiding Examiner.*

**66.** In cities or towns forming a separate inspectoral division, the Inspector of such city or town shall conduct the examination, and, in conjunction with the Board of Examiners for such city or town, shall read the papers and report to the Department.

**67.** In counties in which more High schools than one are situated, the Inspector for the county shall elect at which High school he will preside, and shall notify the Department of the choice he makes. In each of the other High schools the Principal of the High school shall preside.

**68.** In the case of examinations being held where there is no High school, the Inspector shall appoint a presiding Examiner, notice of which appointment shall be sent to the Department; but all such examinations shall be considered as held in affiliation with a High School to be named in such notice, and the Inspector within whose jurisdiction such examination is held shall be a member of the Board of Examiners.

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**69.** Where, from the number of candidates or any other cause, additional presiding Examiners are required, the Inspector shall make such appointments as are necessary, but no person shall be eligible to be appointed presiding Examiner who has any pupils writing for admission at a High school where he is presiding.

**70.** Where more examinations than one are held in an Inspectoral division the papers will be sent by the Education Department to the Inspector, who shall be responsible for their delivery to the various presiding Examiners within his jurisdiction.

**71.** The parcel containing the examination papers shall not be opened till the morning of the examination day, nor shall any envelope containing the papers in any subject be opened until the time appointed in the timetable for the examination in such subject.

*Duties of Examiners.*

**72.** The presiding Examiner shall be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and shall see that the candidates are supplied with the necessary stationery, and seated so far apart as to afford reasonable security against copying.

**73.** He shall open the envelope containing the papers in each subject in full view of the candidates at the time prescribed, and shall place one paper on each candidate's desk.

**74.** He shall exercise proper vigilance over the candidates to prevent copying, and shall allow no candidate to communicate with another, nor permit any person, except a co-examiner, to enter the room during the examination.

**75.** He shall see that the candidates cease writing promptly at the proper time, fold and endorse their papers properly, and in every respect comply with the regulations herein contained.

*Duties of Candidates.*

**76.** Every candidate shall be in attendance at least fifteen minutes before the time fixed at which the examination is to begin, and shall occupy the seat allotted by the presiding Examiner. Any candidate desiring to move from his allotted place or to leave the room, shall first obtain permission from the presiding Examiner to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

**77.** Every candidate shall write his answers on one side only of the paper and shall number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them

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with his name, the name of the subject, and the name of the place at which he is examined. No paper shall be returned to a candidate after being placed in the hands of the Examiner.

**78.** Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note, or paper having any reference to the subject on which he is writing, shall be required by the presiding Examiner to leave the room, and his papers, and the papers of all parties concerned, shall be cancelled.

**79.** Candidates for examination in Drawing must place their drawing books in the hands of the presiding Examiner on the morning of the first day of the examination. Every exercise must be certified by the teacher as being the candidate's own work, and should shew his progress during, at least, three months. Examiners should inspect the books, and return them to the candidates on the evening of the second day.

*Reading and Valuing Papers.*

**80.** At the close of the examination the presiding Examiner shall submit the answers of the candidates to the Board of Examiners, whose duty it shall be to make such arrangements as may be deemed most convenient for reading and valuing the same, and for reporting the results to the Education Department.

**81.** The papers of the different candidates shall, in order to secure uniformity in valuation, be so distributed, that the same Examiner shall read and value the answers in the same subject throughout.

*Marks to be Assigned.*

**82.** In reading the papers the Examiners shall be guided by the following schedule of values :—

Reading, 50 marks ; Drawing, 50 ; Neatness, 35 ; Writing, 20 ; Orthography and Orthoëpy, 50 ; Literature, 100 ; Arithmetic, 100 ; Grammar, 100 ; Geography, 75 ; Composition, 100 ; History, 75.

**83.** The marks for Neatness shall be divided equally among the last seven subjects, and shall be added to the values herein assigned to those subjects. Of the marks for Drawing, 25 will be assigned to the paper on that subject, and a maximum of 25 may be awarded as the result of the inspection of the candidate's drawing book. In examining Reading special attention should be paid to Pronunciation, Emphasis, Inflection and Pause. One mark shall be deducted for each misspelt word wherever it occurs.

**84.** In every case, the marks shall be distinctly written on the face of each answer. The special marks for Neatness and the marks to be deducted for bad spelling are to be distinctly and separately marked on the candidates' papers in which such marks are allowable.

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**85.** Any candidate who obtains one-third of the marks in each subject (neatness included), and one half of the aggregate may be admitted to a High School by the Board of Examiners, subject to the approval of the Education Department. On receipt of such approval the Board of Examiners shall issue a certificate of admission to each successful candidate.

**86.** In the case of candidates who fail in reaching the standard above prescribed, but who, in the opinion of the Board of Examiners, should be recommended to the favourable consideration of the Education Department, the Report of the Board should show on what special grounds such recommendation is based.

**87.** The report of the Examiners, shewing the marks awarded and by whom each set of the papers was read, together with the answers of the candidates, shall be transmitted by the Inspector to the Education Department (charges prepaid) within ten days after the close of the examination.

**88.** Any candidate may, within one month after the result of the examination has been announced, appeal to the Education Department for a re-reading of his examination papers, providing the grounds of such appeal are specifically stated, and the sum of two dollars deposited with the Department.

*Fees of Examiners.*

**89.** Every Examiner presiding or reading and valuing papers shall be entitled to be paid the sum of four dollars for each day during which he is so engaged. Where, however, the County Council agrees to pay the sum of seventy-five cents per candidate, the Board of Examiners shall by resolution determine what sum shall be paid each Examiner.

**90.** All accounts for stationery, express charges, postage, attendance, presiding, reading and valuing papers, or for any other purpose connected with the examination, shall be certified by at least one Inspector, and shall be forthwith paid as provided in section 42 of the High Schools Act.

**91.** The Board of Examiners for each High School may at its discretion require each candidate to pay a fee not exceeding one dollar.

*School Hours in High Schools.*

**92.** Every High School and Collegiate Institute shall open each school day not later than nine o'clock in the forenoon, and shall close not later than four o'clock in the afternoon. Such intervals for recreation during the day shall be allowed as the Trustees may deem expedient.

*Courses of Study.*

**93.** Pupils, on entering the High School, shall pursue one or other of the following Courses:—(a) That prescribed for a High School Commercial

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Course. (b) That prescribed for Matriculation into any of the Universities of Ontario, or for the Preliminary Examination of any of the learned professions. (c) That prescribed for a Teacher's Non-professional Certificate. Special Classes for the study of Agricultural Chemistry may be established by the Trustees, with the concurrence of the Head Master.

94. Any High School pupil may take, in addition to the subjects in the course selected, such subjects in any of the other courses as may be agreed upon by his parent or guardian and the Head Master of the High School; but no subject not mentioned in the High School Course of Study shall be taken up by any pupil without the consent of the Education Department.

95. In classifying his pupils, the Head Master shall be guided by the capabilities of his pupils and the circumstances of the school. The Head Master is not restricted in the sub-division of Forms, but he shall make at least two sub-divisions in Form I.

96. It shall be the duty of the Head Master to prescribe the number of pupils in each Form, the division of subjects among his assistants, and the order in which each subject shall be taken up by the pupils—whether or not all the subjects in the Course of Study shall be taught concurrently; also, to make such promotions from one Form to another as he may deem expedient; and generally so to limit the sub-divisions of each Form as will best promote the interests of his pupils.

97. In every High School and Collegiate Institute, Vocal Music should be taught, as well as the theory thereof; Chemistry and Physics should be taught experimentally, and Botany practically; and it shall be the duty of the High School Inspectors to report specially those schools in which this recommendation is not observed. Gymnastics, Drill and Calisthenics shall also form part of the obligatory course.

98. The following subjects, as herein limited, shall constitute the Course of Study in the different Forms:—

*Form I.*

1. *Reading (oral) and Principles of.*—A general knowledge of the principles of elocution; reading with proper expression, emphasis, inflection, and force.

2. *Orthography and Orthöpy.*—The pronunciation the syllabication, and the spelling from dictation, of passages from any English author, and the spelling of all non-technical English words

3. *English Grammar.*—Etymology and Syntax; exercises.

4. *Composition.*—The framing of sentences and paragraphs; familiar and business letters; paraphrasing; synonyms; correction of errors; themes based on the prose literature prescribed for this Form.

5. *Literature*.—The critical reading of such works as may be prescribed by the Education Department from time to time.

6. *History*.—The leading events of Canadian and English History.

7. *Geography*.—Political, physical, and mathematical Geography. Map Geography generally; Canada and the British Empire more particularly.

8. *Arithmetic and Mensuration*.—Arithmetic in theory and practice; areas of rectilinear figures, and volumes of right parallelepipeds and prisms; the circle, sphere, cylinder, and cone; Mental Arithmetic.

9. *Algebra*.—Elementary rules; factoring; greatest common measure; least common multiple; fractions; simple equations of one, two, and three unknown quantities; simple problems.

10. *Euclid*.—Book I., with easy problems.

12. *Physics*.—The elements of Physics, as treated in Huxley's Introductory Science Primer and Balfour Stewart's Science Primer.

14. *Botany*.—The elements of structural Botany, including systematic examinations of common plants selected to show variety of structure in the different organs; true nature of the parts of the flower; various forms of roots, structure and uses, how distinguished from underground stems; various forms of stems, bulbs and tubers, herbs, shrubs and trees; nature and position of buds; forms and disposition of foliage leaves; kinds of inflorescence, special forms of flower-leaves, morphology of the calyx, corolla, stamens, and pistil; modifications of the flower due to adhesion, cohesion, and suppression of parts; classification of fruits; the seed and its parts; germination; the vegetable cell; protoplasm; chlorophyll; formation of new cells; various kinds of tissues; intercellular spaces; structure of leaves; exogenous and endogenous growth; food of plants; reproduction in flowering plants; nature of the pollen-grain; fertilization of the ovule; reproduction in ferns; the spore. Outlines of classification; examination and classification of common plants belonging to the following natural orders:—Ranunculaceæ, Cruciferæ, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferæ, Compositæ, Labiatæ, Coniferæ, Araceæ, Liliaceæ, Triliaceæ, Iridaceæ, Gramineæ; the characters and general properties of these orders.

15. *Latin*.—The Elementary Latin Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

16. *Greek*.—The Elementary Greek Book.

17. *French*.—The Elementary French Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

18. *German*.—The Elementary German Book, grammar, composition, and the texts prescribed from time to time by the Education Department.

19. *Writing*.

20. *Book-keeping*.—Single and double entry; commercial forms; general business transactions.

21. *Drawing*.—Freehand; practical Geometry; perspective; industrial designs.

22. *Music*.—Vocal and Theoretical.

### Form II.

1. *Reading*.—Course for Form I. continued.

2. *Orthography and Orthoëpy*.—Course for Form I. continued.

3. *English Grammar*.—Course for Form I. continued. (As prescribed for the Pass Matriculation Examination of the University of Toronto.)

4. *Composition*.—Course for Form I. continued.

5. *Literature*.—The critical study of the texts prescribed from time to time for the Pass Matriculation Examination of the University of Toronto.

6. *English History* (including Colonial History).—From William III. to George III., inclusive. Roman history from the commencement of the second Punic War to the death of Augustus. Greek history from the Persian to the Peloponnesian Wars, both inclusive (University Pass).

7. *Geography, Modern*.—North America and Europe. *Ancient*.—Greece, Italy, and Asia Minor (University Pass).

8. *Arithmetic*.—Course for Form I. continued (University Pass).

9. *Algebra*.—To the end of Quadratics (University Pass).

10. *Geometry*.—Euclid books I., II., III.; easy deductions (University Pass).

12. *Physics*.—Definitions of velocity, acceleration, mass, momentum, force, moment, couple, energy, work, centre of inertia, statement of Newton's Laws of Motion, composition and resolution of forces, condition for equilibrium of forces in one plane. Definition of a fluid, fluid pressure at a point, transmission of fluid pressure, resultant fluid pressure, specific gravity, Boyle's Law, the barometer, air-pump, water-pump, siphon (University Matriculation Examination).

13. *Chemistry*.—Reynolds' Experimental Chemistry (chaps. I to XVI, inclusive).\*

14. *Botany*.—Course in Form I. continued.

15. *Latin*.—Examination subjects as prescribed from time to time for Pass Matriculation into the University of Toronto.

16. *Greek* " " " " " " " " " " "

17. *French* " " " " " " " " " " "

18. *German* " " " " " " " " " " "

\* The text-book in Chemistry is intended to show teachers how the course is limited. It is not a text-book for pupils.



19. *Writing*.—Course for Form I. continued.

20. *Book-keeping and Commercial Transactions*.—Course for Form I. continued.

21. *Drawing*.—Course for Form I. continued.

22. *Music*.— “ “ “

23. *Precis-writing and Indexing*.

24. *Phonography* (optional).

### Form III.

3. *English Grammar*.—Course for Form II. continued.

4. *Composition*. “ “ “ “ “ “

5. *Literature*.—The critical study of the texts prescribed from time to time for Honor Matriculation into the University, Toronto.

6. *History*.—English history under the Houses of Tudor and Stuart.

7. *Geography*.—The British Empire, including the colonies (Honor Matriculation University).

9. *Algebra*.—To the end of Binomial Theorem (Honor Matriculation University).

10.—*Geometry*.—Euclid, Books I, to IV. inclusive, Book VI. and definition of Book V. (Honor Matriculation University).

11. *Trigonometry*.—(Honor Matriculation University) The solution of Triangles.

13. *Chemistry*.—Reynolds' Experimental Chemistry chaps. I. to XXVI. inclusive. (University Matriculation Examination.)

14. *Botany*.—The structure and classification of Canadian flowering plants. (University Matriculation Examination.)

15. *Latin*.—Examination subjects as prescribed from time to time for Honor Matriculation into the University of Toronto.

16. *Greek* “ “ “ “ “ “ “ “ “ “

17. *French* “ “ “ “ “ “ “ “ “ “

18. *German* “ “ “ “ “ “ “ “ “ “

### Form IV.

99. The subjects for study in Form IV. shall be those now prescribed by the University of Toronto for Senior Matriculation, Pass and Honors. As far as possible, the classes shall be the same as those in Forms II. and III.

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*Commercial Course.*

**100.** Candidates for a diploma in the Commercial Course will be examined at the same time and place, and on the same papers as candidates for second class non-professional certificates.

*Graduation Diploma.*

**101.** Any pupil who passes the Departmental or the University examination in any of the courses herein prescribed for Forms II., III. or IV., in High Schools, shall be entitled to a Graduation Diploma signed by the Minister of Education and the Head Master of the High School at which such course was completed.

*Certificates of Attendance and Character.*

**102.** In addition to passing the prescribed examination, each candidate for a Graduation Diploma shall submit to the Education Department, through the Head Master, the following documents:—(1) A certificate from the Head Master that the candidate is a High School pupil who has attended for at least one year. (2) A certificate of character signed by the Head Master.

*Presentation of Diplomas.*

**103.** Commencement Exercises should be held in each High School or Collegiate Institute, at a suitable time during the Autumn term of each year, at which the Graduation Diplomas may be presented to the successful candidates.

*Duties of Teachers and Pupils.*

**104.** The regulations respecting the duties of teachers and pupils in High Schools shall be the same as those affecting teachers and pupils in Public Schools, except as herein otherwise provided.

*Qualifications of Head Masters and Assistants.*

**105.** The qualifications for the Headmastership of a High School or Collegiate Institute shall be (a) a degree in Arts obtained after a regular course of study from any chartered university in the British Dominions; and (b) one year's successful teaching either as assistant master in a High School or in a College or a Private School.

**106.** After the first day of July, 1885, no one shall be deemed qualified for the position of High School Assistant unless he hold a First Class Professional Public School Certificate; or unless he be a Graduate in Arts (as above), or an Undergraduate in Arts of at least two years' standing, who has obtained a professional certificate at a Training Institute.

**107.** Any teacher who is not qualified as above, but who, on the first day of July, 1885, is employed as an Assistant in a High School or Collegiate Institute, shall be deemed a legally qualified Assistant for such High School, but for no other.

#### INSPECTION.

**108.** It shall be the duty of each High School Inspector to visit the High Schools or Collegiate Institutes in the section of the Province assigned to him, at least once in each year; to spend not less than one day in each school having two or three masters; and in schools with four or over four masters, to spend two or more days, as the interests of the school may require.

**109.** At each visit he shall ascertain by means of an oral or a written examination the standing of the pupils in the departments of English, Classics, Mathematics, Modern Languages and Science; and shall also make enquiry and examination, in such manner as he may think proper, into the efficiency of the staff, the equipment of the school, and all matters affecting the health and comfort of the pupils.

**110.** He shall report to the Department, one week after his inspection, the result of his observations and enquiry on a form prescribed for that purpose, and in the case of a Collegiate Institute he shall make a special report based on the regulations under which Collegiate Institutes are established, setting forth in detail any departure from the said regulations.

**111.** No High School Inspector shall, during his incumbency, hold any other office or perform any other duties than those assigned to or prescribed for him, without the permission of the Department.

#### DISTRIBUTION OF GRANT.

**112.** On and after the first of July, 1886, the Annual Legislative Grants to High Schools and Collegiate Institutes shall be distributed on the following basis, so far as the annual appropriation made by the Legislature will admit thereof, namely:—

##### *I.—Two Masters' Schools.*

(a) Fixed grant .....	\$400 00
(b) Grant on annual expenditure for teachers' salaries:—20% on salaries over \$1,500 00, <i>max.</i> .....	100 00
(c) Grant on total amount invested in equipment:—10% of expenditure [detailed by the High School Boards to the Education Department (in a form to be provided) and <i>annually</i> certified and approved by the High School Inspectors] on the following bases, the maximum recognized expenditure on each being also as follows:—	

(1) Library of reference .....	\$275 00	
(2) Scientific apparatus, physical and chemical (not including chemicals) .....	275 00	
(3) Gymnasium and equipment ..	250 <sup>o</sup> 00	
(4) Charts, maps, and globes .....	100 00	
	<i>max.</i>	90 00
(d) Grant on condition and suitability of school premises:—		
(1) Water-closets, water supply, school grounds, and external appearance of school- building.*		
(2) Class-rooms, halls, waiting-rooms, cap- rooms, teachers' private rooms, desks, blackboards, lighting, heating, and ventilation.*		
	<i>max.</i>	90 00
(e) Grant on average attendance, being 50c. per unit.		

II.—Three or more Masters' Schools (not Institutes). .

(a) Fixed grant .....	\$400 00	
(b) Grant on annual expenditure for teachers' salaries:—		
(1) Twenty % on salaries over \$1,500 00 <i>max.</i>	100 00	
(2) Twenty-five % " " \$2,000 00 "	500 00	
(c) Grant on total amount invested in equip- ment:—10% of expenditure [detailed by the High Boards to the Education Depart- ment (in a form to be provided) and <i>annually</i> certified and approved by the High School Inspectors] on the following bases, the maximum recognized expendi- ture in each being also as follows:—		
(1) Library of reference .....	\$450 00	
(2) Scientific apparatus, physical and chemical (not including chemicals) .....	450 00	
(3) Gymnasium and equipment ..	325 00	
(4) Charts, maps, and globes .....	125 00	
	<i>max.</i>	135 00
(d) Grant on condition and suitability of school premises:—		

\* A maximum will be determined, and classes recognized, under each sub-head.

- (1) Water-closets, water supply, school grounds, and external appearance of school-building.\*
  - (2) Class-rooms, halls, waiting-rooms, cap-rooms, teachers' private rooms, desks, blackboards, lighting, heating, and ventilation.\*
- max.* 135 00
- (e) Grant on average attendance, being 50c. per unit.

*III.—Collegiate Institutes.*

- (a) Fixed grant..... \$400 00
- (b) Grant on expenditure for teachers' salaries:—
  - (1) Twenty % on salaries over \$1,500 00 *max.* 100 00
  - (2) Twenty-five % “ “ 2,000 00 “ 500 00
  - (3) Twenty % “ “ 4,000 00 “ 500 00
- (c)\* Grant on condition and suitability of school-premises :—
  - (1) Water-closets, water supply, school grounds, and external appearance of school-building.\*
  - (2) Class-rooms, halls, waiting-rooms, cap-rooms, teachers' private-rooms, desks, blackboards, lighting, heating, and ventilation.\*

*max.* 180 00
- (d) Grant on average attendance, being 50c. per unit.
- (e) Special grant, based partly on equipment and partly on qualifications of staff ..... 250 00

*COUNTY MODEL SCHOOLS.*

GENERAL CONDITIONS.

**113.** The County Board of Examiners for each county or group counties shall set apart at least one Public School as a Model School f

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\* A maximum will be determined, and classes recognized, under each sub-head.

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the professional training of Third Class Teachers, subject to the approval of the Education Department.

**114.** In order to entitle a Public School to be ranked and used for Model School purposes, the following conditions must be complied with:—

(1) The Principal must hold a First Class Provincial Certificate and have at least three years' experience as a Public School teacher.

(2) There must be at least three assistants holding Second Class Provincial Certificates.

(3) The equipment of the school must be equal to that required by the regulations for the fourth class of a Public School.

(4) A room for Model School purposes, in addition to the accommodation required for the Public School, must be provided, either in the same building or elsewhere.

(5) An assistant must be employed to relieve the Principal of Public School work during at least half the day while the Model School is in session.

**115.** The teachers in training shall attend regularly and punctually during the whole Model School term, and shall be subject to the discipline of the Principal, with an appeal, in case of dispute, to the Chairman of the County Board of Examiners.

**116.** The Principal shall report at the close of the session the status of each teacher in training, as shown by the daily register.

**117.** The teachers in training shall be subjected to an examination in practical teaching at the close of the session, and also to a written examination on papers prepared by the Department.

**118.** In any county where there are two or more Model Schools the County Board shall distribute the students equally among the different schools, and in cases where there may be a deficiency of room in any Model School to accommodate all the students, the County Board may give the preference of admission to such as have gained the highest number of marks at the non-professional examination.

**119.** Boards of Trustees may impose a fee of not more than five dollars on each teacher in training, and in addition thereto the County Board of Examiners may impose a fee not exceeding two dollars per student as an examination fee in lieu of the amount chargeable against the county for conducting the professional examination.

**120.** There shall be one session of thirteen weeks in each Model School during the year, beginning on the second Tuesday in September.

**121.** Each Model School shall be visited at least once during the session by the Departmental Inspector.

*Course of Study.*

**122.** The course of study in County Model Schools shall embrace the following:—

(1) *Principles of Education.*—School organization, management, discipline, methods of instruction, and practice in teaching.

(2) *Practical Teaching.*—Such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the art of school government.

(3) *Physiology and Hygiene.*—(a)—Laws of health, temperance, cleanliness, hours for study, rest, recreation, and sleep. (b)—Heating and ventilation of the school-room. (c)—Functions of the brain, eye, stomach, heart and lungs.

(4) *Music, Drawing and Calisthenics.*—As prescribed for the Fourth Class of Public Schools.

(5) *Review of Non-Professional Work.*—A review of the principal subjects in the Public School curriculum, such as composition, grammar, arithmetic and literature.

(6) *School Law.*—A knowledge of school law, so far as it relates to the duties of teachers and pupils.

*Text Books.*

**123.** Every teacher in training shall supply himself with the following text books:—1. A complete set of all the text books prescribed for use in the first four classes of a Public School. 2. Baldwin's Art of School Management. 3. Oscar Browning's Educational Theories.

*Final Examination.*

**124.** At the close of the term an examination shall be held by the County Board of Examiners, who shall also determine the minimum marks of each candidate, subject to an appeal to the Education Department. The results of this examination, together with the report of the Principal, will determine the final standing of each student. Although music and drill are optional the Board of Examiners should see that due credit is given for attainments in these subjects. The final examination shall be conducted on the following subjects:

	Marks.
Education (theory) .....	100
Education (methods) .....	100
Practical teaching .....	100
Physiology and Hygiene .....	100
School Law and Regulations .....	50
Drawing .....	50
Music (optional) .....	50
Drill and Calisthenics (optional) .....	50

### *TEACHERS' INSTITUTES.*

**125.** In each county or inspectoral division, a Teachers' Institute shall be formed, the object of which shall be to read papers and discuss matters having a practical bearing on the daily work of the schoolroom.

**126.** The officers of the Institute shall be a president, vice-president, and secretary-treasurer. There shall also be a management committee of five. The officers of the Institute and the management committee shall be elected annually.

**127.** There shall be at least one meeting of the Institute each year, extending over two or more days, to be called the annual meeting, for the election of officers and the discussion of such matters as may be submitted by the management committee.

**128.** The session of the annual meeting on the first day shall be from 10 a.m. to 12 m., and from 2 p.m. to 5 p.m.; on the second day from 9 a.m. to 12 m., and from 2 p.m. to 4 p.m.

**129.** The time and place for holding the annual meeting and the programme for the same, will be arranged by the Education Department on consultation with the Inspector or Inspectors of the county or divisional Institute. A copy of the programme should be sent to every teacher in the county or inspectoral division, at least one month before the time of the meeting. All questions and discussions foreign to the Teachers' work should be avoided.

**130.** A portion of the afternoon of the second day should be set apart for discussing such matters as affect the relations between the Teacher and the Trustees, of which special notice should be given to every Board of Trustees in the county or inspectoral division.

**131.** Another meeting, arrangements for which should be made at the annual meeting of the Institute, for the county or inspectoral division, may be held during the year; or in lieu thereof a series of Township Institutes may be held in the townships or union of townships in the county.

**132.** It shall be the duty of every teacher to attend continuously all the meetings of the Institute held in his county or inspectoral division



(two days in each half year so spent to be counted as visiting days), and in the event of his inability so to attend, he shall report to his Inspector, giving reasons for his absence.

**133.** It shall be the duty of the Inspector to furnish the secretary of the Institute with a list of the teachers in his county or inspectoral division. From this list the roll shall be called at the opening of each session. He shall also report to the Department on the form prescribed.

**134.** The following order of business is recommended.

*First Day.*

1. Opening.
2. Appointment of committees.
3. Business.
4. Reading and discussion of papers.
5. Lecture in the evening by the Departmental Director of Teachers' Institutes.

*Second Day.*

1. Opening.
2. Receiving report of Committees.
3. Business.
4. Reading and discussion of papers.
5. Election of Officers.
6. Closing.

**135.** The Departmental Director of Teachers' Institutes shall attend the annual meeting of each Institute, and shall discuss at least three subjects on the programme, and deliver a public lecture on the evening of the first day.

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**PROVINCIAL NORMAL AND MODEL SCHOOLS.**

*General.*

**136.** There shall be two sessions of the Provincial Normal Schools in each year:—The first, opening on the third Tuesday in January, and closing on the third Friday in June; the second, opening on the third Tuesday in August, and closing not later than the twenty-second of December.

**137.** The hours of daily work shall be from 9 a.m. to 12, and from 1.30 p.m. to 4 p.m. The daily sessions shall be opened and closed as prescribed in the Regulations for Public Schools.

**138.** The students shall lodge and board at such houses only as are approved by the Principal; and shall not be out of their boarding-house

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after 9.30 p.m. Ladies and gentlemen shall not board at the same house. Communication of every kind between the sexes is strictly prohibited.

*Duties of the Principal.*

**139.** The Principal shall be responsible for the discipline, classification and organization of the Normal Schoolstudents; he shall prescribe the duties of the Masters, subject to the approval of the Minister of Education; he shall cause such examinations to be held from time to time as may be deemed necessary, and keep a record of the same; he shall give such directions to the officers of the Normal School as will secure the efficiency of the service.

*Duties of the Masters.*

**140.** The Masters shall be responsible to the Principal for the order, discipline, and general progress of their classes; they shall report monthly to the Principal the standing of each student in the subjects of their departments, and, daily, the absence of any student from their classes.

*Duties of Students.*

**141.** Every student shall attend regularly and punctually all the classes during the term; he shall conduct himself with becoming courtesy towards his teachers and fellow-students; he shall make reparation for all damage caused by him to furniture or other property belonging to the school, and he shall submit to such discipline as may be required by the Principal or Masters of the Normal School.

*Course of Study.*

**142.** The course of study in the Normal Schools shall embrace the history, science and art of education, school organization and management, school hygiene, practical English and English literature, natural science, mathematics, drawing and writing, music, drill and calisthenics, as defined in the Syllabus of Lectures prescribed by the Education Department.

*Practical Teaching.*

**143.** Every student shall be required to conduct classes in the Model School, and to teach such subjects as he may be directed, under the supervision of the teachers of the Normal and Model School.

*Examinations.*

**144.** At the close of each term an Examination shall be held by Examiners appointed by the Minister of Education. The results of this Examination and of the Examinations held during the term, together with the Reports of the Principal and Masters of the Normal School, and the Teachers of the Model School, shall determine the final standing of each student. A minimum of forty per cent. of the marks obtainable in each

subject and 60 per cent. of the aggregate marks shall be required to entitle the student to a certificate.

*Subjects for Final Examination.*

SUBJECT.	TIME.	MARKS Allowed.
History of Education .....	1 hour.	100
Science of Education.....	"	150
Principles and Practice of Education.....	"	150
School Organization and School Management .....	"	150
English Literature.....	"	100
Practical English.....	"	100
Hygiene .....	"	100
Chemistry.....	"	100
Physics .....	"	100
Botany .....	"	100
Zoology.....	"	100
Drawing .....	"	100
Writing.....	"	100
Music.....	"	100
Calisthenics.....	"	100
Drill.....	"	100
Language Lessons, Grammar, etc.....	"	150
Reading .....	"	100
Arithmetic.....	"	150
Algebra.....	"	100
Practical Teaching in Model School .....	"	500

*Model School.*

145. The Masters of the Model School, shall act under the direction of the Principal of the Normal School, and shall be responsible to him for the order, discipline and progress of the pupils attending the Model School.

146. The terms of the Model Schools shall correspond to those in High Schools, and, except to fill up vacancies, pupils shall be admitted only at the beginning of a term.

147. The Regulations respecting pupils in Public and High Schools shall apply to the pupils of the Model School, subject to such variations as may be approved by the Minister of Education on the report of the Principal.

*COUNTY BOARD OF EXAMINERS.*

148. In every county there shall be a Board of Examiners for examining candidates for Third Class Professional Certificates, and for such other purposes as are prescribed in the Public School Act, consisting of the Inspector or Inspectors of the County, and the Inspector of any city or

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town within the territorial limits of the county, and two other persons appointed by the County Council.

**149.** Any person having three years' experience as a teacher in a Public or High School, and who holds (a) a First Class Provincial Certificate, or (b) a Degree in Arts from any chartered University in the Province of Ontario, or (c) a Certificate as Head Master of a High School, shall be eligible to be appointed a member of a County Board of Examiners.

**150.** The Board shall be organized by the appointment of a Chairman and Secretary, and accurate minutes of the proceedings of every meeting shall be entered in a book provided for that purpose.

**151.** The Chairman shall call meetings of the Board for the transaction of such business as may lawfully be brought before it; he shall preside at all meetings of the Board, but in his absence the other members of the Board may elect a Chairman.

**152.** The County board of Examiners shall—

(a) Investigate all appeals against the action of any Inspector within their jurisdiction who suspends a teacher's certificate, and, where such suspension refers to a Third Class certificate, they shall confirm or set aside such appeal, but in the case of a First or Second Class certificate, they shall report to the Minister of Education

(b) Conduct the professional examination of the Third Class teachers at the close of the Model School term, and award certificates valid for three years, and report the result to the Education Department;

(c) Exercise a general supervision over the County Model School and make recommendations in regard to its location, continuance or improvement, as they may deem expedient.

**153.** Where the County Council appoints two members to conduct examinations in French or German, as provided in section 170 of the Public School Act, such additional persons shall be members of the Board for all purposes prescribed in the said School Act and in the regulations herein set forth.

**154.** In preparing examination papers for candidates who write in the French or German language, the standard prescribed for entrance to High Schools shall, as near as possible, be adopted by the examiners.

**155.** In addition to the examination conducted in the French or German language every candidate for a teacher's certificate shall be required to pass such examinations in English Grammar and in translation from French or German into English as may be required by the Board of Examiners.

**156.** A fee not exceeding two dollars may be imposed by the County Board of Examiners on each candidate at the professional examination, in lieu of the allowance prescribed in section 171 of the Public School Act.

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*TEACHERS' CERTIFICATES.*

**157.** Certificates to teach a Public School shall rank as of the First, Second or Third Class; those of the First Class shall be sub-divided into grades A, B and C; those of the Second and Third Class shall be each of one grade only. Third Class Certificates shall be valid for three years.

**158.** There shall be two examinations for granting certificates, one for testing the literary attainments of the candidates, to be known as the non-professional examination; the other at a County Model School for Third Class teachers;—at a Provincial Normal School for Second Class teachers;—and at a Training Institute for First Class Teachers, to be known as the Professional Examination for each class respectively.

**159.** The holder of the Ontario Art School Certificate, grade B, will be exempted from the examination herein prescribed in Drawing for Non-Professional Certificates of every class and grade.

*Third Class Non-Professional Certificates.*

**160.** Candidates for a Third Class Non-Professional Teachers' Certificate will be examined in the following subjects as prescribed for Form I. of the High School Course of Study, viz. :—Nos. 1-10, 19, 20 and 21, with an option between 15, 17, 18, and group 12 and 14.

**161.** When a Third Class certificate has expired, the holder thereof may, on passing the Departmental examination, obtain a renewal of the same for a period of three years, subject to attendance at a County Model School, at the discretion of the County Board of Examiners.

**162.** In the case of such applicants for a renewal of Third Class Certificates as take the minimum number of marks in each subject, but fail in the aggregate, a bonus not exceeding 200 marks for efficiency and aptitude in teaching may be allowed on the report and at the discretion of the County Inspector.

**163.** A holder of a Third Class Certificate who passes the Non-Professional examination for any certificate of a higher grade shall, on application to the County Board of Examiners, and on proof of his efficiency as a teacher, be entitled to have such Third Class Certificate extended, by endorsement, for a period not exceeding three years from the date of such examination, but no certificate shall be extended for a longer period than three years without re-examination.

**164.** In case of an emergency, such as a scarcity of teachers, or for any other special cause, Third Class Certificates may be extended by the Minister of Education, on the joint request of any Board of Trustees and the County Inspector; but all such extensions shall be limited to the school on whose behalf the request is made.

**165.** A temporary certificate may be given by the County Inspector under the conditions stated in regulation 51 (14).

*Second Class Non-Professional Certificates.*

**166.** Candidates for a Second Class Non-Professional Teachers' Certificate will be examined in the following subjects as prescribed for Form II. of the High School Course of Study, excepting Ancient History and Geography, viz.:—Nos. 1-10, 13, 21, with an option between 15, 17, 18, group 12 and 14, and group 19, 20, and 23. Candidates who do not take the commercial option for Second Class, shall pass the Third Class Non-Professional examination in Nos. 19 and 20.

*First Class Non-Professional Certificates—Grade C.*

**167.** Candidates for a First Class Non-Professional Certificate Grade C will be examined in the following subjects as prescribed for Form III. of the High School Course, viz.:—Nos. 3, 4, 5, 6, 7, 9, 10, 11, 13 and 14 of Form III., and also 12 of Form II. At the examination in Botany, candidates will be expected to describe and classify a submitted specimen of a Canadian flowering plant. Only such candidates as pass the Second Class Non-Professional examination will be eligible to write for First "C," but both examinations may be taken the same year.

**168.** Candidates who, in addition to the Departmental Second Class Non-professional examination, have passed the junior matriculation examination of Toronto University with first class honors in Mathematics, English, and History and Geography, or an equivalent examination in any of the chartered Universities of Ontario, shall be awarded a First C Non-professional certificate without further examination.

*Grades A and B.—Non-Professional.*

**169.** Candidates for a Departmental Certificate, Grade A or B, taking the Departmental examinations, shall not be eligible to write for this grade until they have first passed the examination required for Grade C, but nothing herein contained shall prevent a candidate from writing at both examinations the same year. A candidate for Grade A or B will be allowed an option between English and Mathematics.

**170.** Graduates in Arts who have proceeded regularly to their degree, and who, at their final examination, have taken First or Second Class Honors in one of the departments of Science, Classics, Mathematics or Modern Languages, or in the department of Mental and Moral Science and Civil

Polity, shall, on application to the Education Department, receive a First Class Non-Professional Certificate, grade A or B, according as the Honors were First or Second Class.

**171.** Non-Professional examinations for First Class Certificates, Grade A or B, shall be limited as follows:—

*Department of English.*

*Composition.*—History and Etymology of the English Language; Rhetorical Forms; Prosody.

Books of Reference; Earle's Philology of the English Tongue; Abbot and Seeley's English for English People; Bain's Composition and Rhetoric, or Hill's Rhetoric; Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

*Literature:*

1. History of English Literature, from Chaucer to the end of the reign of James I. Books of Reference: Craik's History of the English Literature and Language, or Arnold's Literature, English Edition; Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

2. Specified works of standard authors as prescribed from time to time by the Department.

*History:*

Greece.—The Persian to the Peloponnesian War inclusive.—Cox's History of Greece (unabridged).

Rome.—From the beginning of the Second Punic War to the death of Julius Cæsar.—Mommson's History of Rome.

England.—The Tudor and Stuart Periods, as presented in Green's Short History of the English People, Macaulay's History of England (or Franck Bright's History of England, Second Volume), and Hallam's Constitutional History.

Canada—Parkman's Old Regime in Canada and Wolfe and Montcalm

*Geography:*

So much Ancient Geography as is necessary for the proper understanding of the portions of the Histories of Greece and Rome prescribed.

*Department of Mathematics.*

*Algebra.*—Symmetry, Binomial Theorem, Multinomial Theorem, Exponential and Logarithmic Series, Interest and Annuities, Indeterminate Coefficients; Partial Fractions, Series (Convergency and Divergency,

Reversion, Summation), Inequalities, Determinants as far as in Gross, Reduction and Resolution of Equations of first four Degrees and of Binomial Equations, Relations between Roots and Coefficients of Equations, Indeterminate Equations, Problems.

*Analytical Plane Geometry.*—The Point (including Transformation of Co-ordinates), the Right Line, the Circle, the Parabola, the Ellipse, the Hyperbola, the General Equation of the Second Degree, Abridged Notation.

*Trigonometry.*—Trigonometrical Equations, Solution of Triangles, Measurement of Heights and Distances; Inscribed, Circumscribed, and Escribed Circles of a Triangle; Quadrilaterals, Description of Vernier and Theodolite, Trigonometrical and Logarithmic Tables, Demoiivre's Theorem.

*Statics.*—Equilibrium of Forces acting in one plane; Parallelogram of Forces, Parallel Forces, Moments, Couples, Centre of Gravity, Virtual Work, Machines, Friction, Experimental Verifications.

*Dynamics.*—Measurement of Velocities and of Acceleration, Laws of Motion, Energy, Momentum, Uniform and Uniformly Accelerated Motion, Falling Bodies, Moments of Inertia, Uniform Circular Motion, Projectiles in Vacuo, Collisions; Simple Pendulum, Experimental Verifications.

*Elementary Geometrical Optics.*—Reflection and Refraction of Light at Plane and Spherical Surfaces, including Prisms and Lenses (aberration not considered); the Eye; Construction and use of the more simple Instruments.

The following books are recommended for reference in addition to those prescribed for grade C:—

Algebra.—Gross & Todhunter.

Analytical Geometry.—Vyvyan and C. Smith. Refer to Salmon.

Trigonometry.—Hamblin Smith; Refer to Coleenso or Todhunter.

Dynamics.—Garnet, or Gross's Kinematics and Kinetics.

Geometrical Optics.—Aldis.

*Valuation of Subjects for First, C, Second and Third Class Non-Professional Certificates.*

**172.** The values of the different subjects in which candidates for Non-Professional Certificates will be examined, shall be as follows:—Reading (oral), 50 marks; Reading, Principles of, 50; Orthography and Orthoëpy, 50; English Grammar 150; Composition, 100; Literature, Poetry and



Prose, 200; History, 100; Geography, 75; Arithmetic, written and Mental, 200; Algebra, 100; Geometry, 100; Trigonometry, 100; Physics, Chemistry and Botany, each, 100; Latin, French, and German, each, 200; Writing, Book-Keeping and Commercial transactions, Precising and Indexing, 200; Drawing, 75.

**173.** Any candidate who obtains one-third of the marks in each subject, and one-half of the aggregate marks obtainable, shall be entitled to rank as the holder of a non-professional certificate of the class for which he is such candidate.

*Professional Certificates.*

**174.** The holder of a Third Class Non-Professional Certificate, who takes the course and passes the examination prescribed for County Model Schools, shall be entitled to rank as a Third Class Teacher of Public Schools.

**175.** The holder of a Second Class Non-Professional Certificate, who has taught a Public School successfully for one year, and who attends a Provincial Normal School one session, and passes the prescribed examination, shall be entitled to rank as a Second Class Teacher of Public Schools

**176.** Any Graduate in Arts with Honors as prescribed in Regulation 170, or the holder of a First Class Non-Professional Certificate, who has passed an examination at a Provincial Normal School, and who attends a Training Institute one Session and passes the prescribed examination thereat, shall be entitled to rank as a First Class Teacher of Public Schools or an Assistant Master of High Schools.

**177.** Any teacher who holds a First Class Non-Professional Certificate and a Second Class Professional Certificate, and who has taught successfully for at least two years in a Public School, High School, or Collegiate Institute, shall be entitled to rank as a First Class Teacher or Assistant Master of a High School, on passing the final examination prescribed for a Training Institute, without attendance thereat.

DISTRICT CERTIFICATES.

**178.** The Boards of Examiners, constituted under section 163 of the Public Schools' Act of 1885, may issue Certificates, valid only in such portions of their respective district or districts as they may deem expedient, for a period not exceeding three years.

**179.** The Board of Examiners shall prepare the examination papers, fix the time and place for holding the examinations, read and value the answers, determine the fees to be paid by candidates, and generally exercise all the powers of County Boards of Examiners.

**180.** Each Board of Examiners shall, as soon after the examination as possible, report to the Minister the names and residences of the Candidates examined, the number of Certificates granted, and enclose therewith a full set of the examination papers.

**181.** The District Board is authorized to require attendance at a County Model School, or such other professional training as may be deemed expedient.

**182.** The members of District Boards of Examiners shall be entitled to the same remuneration as the members of County Boards. Where county organization exists, all the expenses of the examinations, so far as they may not be covered by fees, shall be paid by the County Council.

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### *ANNUAL DEPARTMENTAL EXAMINATIONS.*

#### *General.*

**183.** The examination papers for the Departmental Examinations shall be prepared by the Central Committee of Examiners.

**184.** Each paper shall be approved by the whole Committee at a regular meeting called for that purpose, and shall bear the name of an examiner.

**185.** The papers on each subject shall be limited strictly to the Course of Study prescribed in the regulations, and shall be placed in the Minister's hands not later than the first day of March in each year.

**186.** The Minister of Education shall appoint such sub-examiners as may be deemed necessary to read and value the answers of candidates—such sub-examiners to work under the direction of, and to report to, the Central Committee.

Prose, 200; History, 100; Geography, 75; Arithmetic, written and Mental, 200; Algebra, 100; Geometry, 100; Trigonometry, 100; Physics, Chemistry and Botany, each, 100; Latin, French, and German, each, 200; Writing, Book-Keeping and Commercial transactions, Precising and Indexing, 200; Drawing, 75.

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**186.** The Minister of Education shall appoint such sub-examiners as may be deemed necessary to read and value the answers of candidates—such sub-examiners to work under the direction of, and to report to, the Central Committee.

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**187.** Except when special qualifications are required, no person will be considered eligible for the position of sub-examiner unless he possess the qualifications at least of a member of a County Board of Examiners. No person shall serve as sub-examiner for more than three years continuously.

**188.** Each sub-examiner shall be paid the sum of six dollars per day under the restriction that the whole amount paid for the examination shall not exceed the sum of one dollar for each candidate.

**189.** The hours for work shall be from 8:30 a.m. to 12, noon, and from 2 p.m. to 5.30 p.m., and no sub-examiner shall make up lost time or read examination papers at any other hours.

*Time and Place of Examination.*

**190.** The examination of candidates for Departmental Certificates shall be held in the month of July, in each year, on the days appointed by the Minister of Education.

**191.** Candidates for First Class Certificates of all grades, will be examined at the Normal School, Toronto; candidates for Second and Third Class Certificates will be examined at their respective High Schools, or at such other places as may be appointed by the Minister of Education.

**192.** Where a High School is situated in a town or city constituting a separate Inspectoral division, the Inspector of such city or town shall be responsible for the conduct of the examination held thereat, and shall receive applications from intending candidates, and report to the Department, but in all other cases the County Inspector shall be responsible and receive the necessary applications.

*Notice to be given by Candidates, etc.*

**193.** Every person who purposes to present himself at any examination for a Second or a Third Class Certificate shall send to the Inspector within whose inspectoral division he intends to write, not later than the 1st of June preceding, a notice stating the class of certificate for which he is a candidate, and what optional subject or subjects he has selected.

**194.** Such notice shall be accompanied by a fee of \$2 for each certificate for which the candidate proposes to write, one half of which shall be forwarded, by the Inspector, with the list of candidates, to the Education Department, and the other half to the Treasurer of the High School Board.

**195.** Every person intending to write for a First Class Certificate shall notify the Education Department, such notice to be accompanied by a fee of \$2.

**196.** The Inspector shall preside at and be responsible for the proper conduct of the examination, but in case of his inability to attend he shall send to the Education Department for the approval of the Minister, one month before the examination, the name of the person whom he intends to appoint as his substitute, otherwise the Department will make the appointment. When more rooms than one are required for the candidates, a presiding Examiner, approved by the Minister, must be appointed for each room, and the Examiner, in his report to the Department, shall indicate the candidates who were placed in the several rooms respectively.

**197.** The Inspector shall not nominate as his substitute any teacher employed in a school from which there is any candidate at such examination, or any person who has taken part in the instruction of any of the candidates; nor shall any such person be appointed as presiding Examiner, or be present with the candidates, in any room at such examination; and at least one Examiner shall be present during the whole time of the examination, in each room occupied by the candidates.

**198.** Every Inspector shall send to the Education Department, not later than the 2nd of June, a list of the names, with the fees, of those who intend to present themselves for examination. To each name the Department will affix a number, which must be employed by the candidate instead of his usual signature, throughout the entire examination.

**199.** Each Inspector, or such other person as may be appointed by the Minister, shall himself in person receive from the Department, or Inspector, the examination papers, and shall thereupon be responsible for the safe-keeping of the parcel containing the same, unopened, until the morning of the first day of the examination.

**200.** No presiding Examiner shall admit any candidate, either as an additional candidate, or in the place of any absent one, whose notice has not been duly given to the Department; no candidate who, in his notice to the Department, elects to take any specific optional subject, will be allowed to substitute any other; no candidate who has given notice to the Department of his intention to be examined at a specified place, will be allowed to appear for examination elsewhere.

**201.** Each candidate shall satisfy the presiding Examiner as to his personal identity before the commencement of the second day's examination, and any person detected in attempting to personate a candidate should be reported to the Department.

**202.** The Inspector or presiding Examiner shall transmit to the Education Department on the first day of the examination, a copy of the following

declaration, signed by himself and the other Examiners (but such declaration shall not be required more than once from any Examiner):

“I solemnly declare that I will perform my duty of Examiner without fear, favour, affection or partiality towards any candidate.”

*Mode of Conducting Examinations.*

**203.** Places should be allotted to the candidates for certificates so that they may be at least five feet apart. All diagrams or maps having reference to the subjects of examination shall be removed from the room; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen* minutes before the time appointed for the commencement of the examination.

**204.** Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination.

**205.** No candidate shall be allowed to leave the room within *one hour* after the issue of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on the subject in hand.

**206.** Punctually at the time appointed for the commencement of the examination, the presiding Examiner shall, in the examination room, and in the presence of the candidates, break the seal of the envelope containing the examination papers for the first subject, and give them to the candidates. The papers of only one subject shall be opened at one time.

**207.** Every candidate shall conduct himself in strict accordance with the regulations, and should he give or receive any aid, or extraneous assistance of any kind, in answering the examination questions, he will be liable not only to the loss of the whole examination, but to the forfeiture or withdrawal of his certificate at any time afterward when the discovery is made that such aid or assistance has been given or received.

**208.** Should any candidate be detected in copying from another or allowing another to copy from him, or in taking into the room any book, notes, or anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Examiner shall report the case to the Department.

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**209.** Every candidate shall write his NUMBER (not his name) very distinctly at the top of each page of his answer papers, in the middle; and is warned that for every page not bearing his number he is liable to receive no credit from the Examiners. If a candidate write his name or initials, or any distinguishing sign or mark on his paper other than the number assigned him by the Department, his paper will be cancelled.

**210.** Candidates, in preparing their answers, shall write on one side only of each sheet, and shall mark the sheets in each subject, as 1st, 2nd, 3rd, etc.; and on the last sheet shall write distinctly the total number of sheets enclosed in the envelope, and thus prevent any question arising as to the number of sheets actually put into each envelope. Having written the distinguishing NUMBER on each page, and having arranged the answer papers in the order of the questions, they shall fold them once across, place them in the envelopes provided by the Department, and write on the outside of the envelopes their numbers and the subjects of Examination. They shall then securely fasten the envelopes and hand them to the presiding Examiner.

**211.** Punctually at the expiration of the time allowed, the Examiner shall direct the candidates to stop writing, and cause them to hand in their answer papers immediately, duly fastened in the envelopes.

**212.** The Presiding Examiner shall keep upon his desk the certified list of the candidates and as each paper in any subject is handed in he shall check the same by entering the figure "1" opposite the name of the candidate on the form provided.

**213.** After the papers are handed in, the Examiner shall not allow any alterations to be made in them, and he shall be responsible for their safe keeping until he has transmitted them, with all surplus examination papers, to the Education Department.

**214.** The presiding Examiner, at the close of the examination on the last day, shall secure in a separate parcel the fastened envelopes of the candidates, and on the same day shall forward by express (pre-paid), or deliver to the Education Department, the package containing all the parcels thus separately secured. The papers are to be arranged by subjects and in numerical order. The Inspector or presiding Examiner shall, at the same time, sign and forward a solemn declaration that the examinations have been held and conducted in strict conformity with the regulations, and fairly and properly in every respect; and also a certificate, that he has been satisfied as to the personal identity of each candidate.

**215.** The Inspector or presiding Examiner (as the case may be), shall appoint an Examiner in Reading who shall hear each candidate read, from an authorized Reader, one passage selected by the Examiner, and another from any book, chosen by the candidate. The result, on the form provided, shall be transmitted to the Department.



**216.** The Treasurer of the High School Board, on the Certificate of the County Inspector, shall pay all the expenses of the Examination, including the sum of three dollars per day and actual travelling expenses, for the Inspector and presiding Examiners.

**217.** If an examination is held at a Public School then such fees as are herein mentioned shall be paid to the Treasurer of the Public School Board, who shall also upon the order of the Inspector pay all the expenses of the Examination.

#### *Appeals.*

**218.** A candidate for a non-professional certificate of the *Second* or the *Third Class*, may claim to have his papers re-read, upon the following conditions:—

(1) Such appeal or claim must be in the hands of the Minister on or before the 15th day of September; and the ground of the appeal or claim must be specifically stated.

(2) A deposit of two dollars must be made with the Department, which deposit will be returned to the candidate if his appeal or claim is sustained, but otherwise it will be forfeited.

(3) The Central Committee of Examiners shall meet on the earliest possible day after the 15th of September, and shall dispose of all the appeals without delay; and no appeal shall subsequently be entertained on any ground whatever.

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### *TRAINING INSTITUTES.*

#### *Requisites of a Training Institute.*

**219.** The requisites of a Training Institute shall be as follows:—

(a) Such equipment and accommodation as may be required for a Collegiate Institute.

(b) A staff of thoroughly competent specialists in the Modern Languages, Mathematics, Classics, and Science; and, in addition, teachers competent to give instruction in Music, Drawing, and Drill and Calisthenics.

#### *General.*

**220.** Application for admission to a Training Institute shall be made, on or before the first Monday in September, to the Minister of Education, who will assign to each Training Institute its quota of teachers-in-training.

**221.** There shall be each year in every Training Institute one session of fourteen weeks, beginning on the second Monday of September, and ending on the second Friday of December.

**222.** The hours of daily attendance for each teacher-in-training shall in each case be determined by the Principal of the Training Institute, who shall make such arrangements as may best suit the requirements of his school, subject, however, to the regulations hereinafter provided.

**223.** Each Training Institute shall be inspected by one of the High School Inspectors at least once during the session. It shall be the Inspector's duty to report to the Minister of Education on the condition of the Training Institute, and to make such recommendations as he may consider necessary to secure its efficiency.

**224.** The term Department Master, as used in these regulations, shall be held to mean the Master of the department of English, Mathematics, Science, Modern Languages, or Classics, or of any sub-department thereof.

*Course of Study and Training.*

**225** The course of study and training to be followed in each Training Institute shall be as follows:—

- (a) The History of Education.
- (b) The Science of Education.
- (c) The Principles and Practice of Teaching with especial reference to High School work.
- (d) The organization and management of schools with especial reference to the different grades of High Schools.
- (e) Systematic observation of the mode of conducting a High School.
- (f) Practice in managing classes and in teaching the High School course under the supervision of the Principal and his staff.
- (g) Special instruction by the Principal and the Department Masters.
- (h) Hygiene; School-law in reference to the duties of teachers and pupils.

*Duties of the Principal.*

**226.** The duties of the Principal, (who shall be responsible to the Minister of Education for the proper conduct of the Training Institute), shall be as follows:—

- (a) Throughout the session he shall take general charge of the teachers-in-training.

(b) During the first two weeks of the session he shall take especial charge of the teachers-in-training, and shall give them such preliminary instruction as is herein provided.

(c) If himself a Department Master, he shall perform in addition such duties towards the teachers-in-training as are required from a Department Master.

(d) He shall arrange the division of duties among the members of his staff.

(e) He shall from time to time visit the class-rooms of the different members of his staff while they are in charge of the teachers-in-training, and shall satisfy himself that the design of the Training Institute is being properly carried out.

(f) At the close of the session he shall furnish the Examining Inspector, for transmission to the Minister of Education, a statement in a form to be provided, of the standing of each teacher-in-training, as shown by the Training Registers of the Department Masters and by the record of such examinations as may have been held with a view to determine the progress and qualifications of the teacher-in-training.

#### *Duties of a Department Master.*

**227.** Each Department Master shall be responsible to the Principal for the discharge of his duties in connection with the training of teachers, and shall be subject to his control in all matters pertaining thereto, with the right of appeal to the Minister of Education in case of dispute. He shall have charge of the teachers-in-training while taking up the subjects of his department, and shall give them such instruction as is herein provided. He shall keep a Training Register, to be provided by the Minister of Education, in which he shall record from time to time his estimate of the capacity of the teachers-in-training as evidenced by them while under his charge.

#### *Duties of a Teacher-in-Training.*

**228.** The teacher-in-training shall attend regularly and punctually during the whole session of the Training Institute, and shall be subject to the discipline of the Principal, with an appeal, in case of dispute, to the Minister of Education. Before attending the Training Institute, he shall make himself acquainted with the following professional text-books, as a preparation for his course of training:

(a) An Introduction to the History of Educational Theories. By Oscar Browning.

(b) School Management. By Joseph Landon.

(c) The Culture demanded by Modern Life. By E. L. Youmans.

(d) Education. By Herbert Spencer.

*General Directions as to Management.*

**229.** The session of each Training Institute shall consist of four sections:—

(a) During the first week, the Principal shall take especial charge of the teachers-in-training, as herein prescribed.

(b) During the next six weeks, the Department Masters shall, each in succession as follows, take especial charge of the teachers-in-training as herein prescribed:—

- |     |   |                |                             |
|-----|---|----------------|-----------------------------|
| (1) | The first two weeks shall be devoted to the | <i>English</i> | Department                  |
| (2) | “ third week                                | “              | “ <i>Science</i> “          |
| (3) | “ fourth “                                  | “              | “ <i>Mathematical</i> “     |
| (4) | “ fifth “                                   | “              | “ <i>Classical</i> “        |
| (5) | “ sixth “                                   | “              | “ <i>Modern Languages</i> “ |

(c) The next six weeks shall be devoted by the teachers-in-training to systematic observation and practice of teaching in the different departments, under the supervision of the members of the staff, according to a weekly programme to be prepared by the Principal for each member of the staff and for each teacher-in-training.

(d) During the last week, the teachers-in-training shall not be required to teach, but shall review their work in preparation for the coming Examinations, with such assistance from the Training Institute staff as may be necessary.

**230.** When the special instruction in a department has been discontinued, illustrative teaching by the Department Master and practice in teaching by the teachers-in-training shall be continued in that department, according to the weekly programme prepared by the Principal, who shall make due allowance for the special requirements of each teacher-in-training and for the time required, during the second section of the session, for new subjects.

**231.** During the first week of the session the Principal shall discuss with the teachers-in-training the organization, classification, and management of a High School, with especial reference to the Collegiate Institute with which the Training Institute is connected. He shall also give them directions as to the best methods of deriving benefit from observation and criticism of the teaching, explaining to them the course and their duties therewith. He shall accompany them to the class-rooms on their visits of observation, and shall there illustrate the principles he has laid down. During this period the other members of the staff shall cooperate with the Principal as he may direct.

**232.** During the period specially devoted to his department, the Department Master shall develop systematically the best modes of dealing with each subject in his department at each stage of a pupil's progress, using as the basis of his discussions the text-books prescribed, and illustrating his explanations by subsequent teaching.

**233.** Before teaching a class in presence of the teachers-in-training, the Department Master shall lay before them the purpose and plan of the lesson. He shall require them to take notes of the lesson, and shall discuss with them afterwards the observations they have made.

**234.** After consultation with the Principal, the Department Master shall assign to the teachers-in-training the lessons in his own department; and, when doing so, he shall keep in view the interests of his ordinary pupils, arranging the work so as to secure both variety and progress.

**235.** When the teacher-in-training himself takes charge of a class, the Department Master shall leave him as much as possible to his own resources, and shall, during the progress of the lesson, take notes for subsequent entry in his Training Register. At some suitable time he shall criticise fully and freely the lesson as given by the teacher-in-training.

**236.** The teacher-in-training shall devote the first week of the session wholly to the preparatory course herein prescribed. During the rest of the session, besides continuing, under supervision, his daily observations, he shall each day teach, under the direction of one of the staff, at least one of the regular classes of the school, taking the different subjects and forms in rotation, and making himself especially familiar with the work of the lower forms.

**237.** A teacher-in-training shall not attempt to teach a lesson before the mode of dealing with the subject has been illustrated for him by the Department Master. The lesson to be taught shall be assigned to him in time to allow sufficient preparation on the part of all who are to be present, to teach it themselves or to criticise the teaching of others.

**238.** Before attempting to teach a lesson, the teacher-in-training shall hand to the Department Master in charge a scheme of the lesson, setting forth its purpose and plan. If necessary, this scheme shall be criticised by the Master before the teacher-in-training attempts to teach the lesson.

**239.** Under the supervision of the Department Master, the teachers-in-training shall teach before one another, and shall at some suitable time thereafter criticise one another's teaching in presence of the Department Master who shall direct the discussion.

**240.** When the teacher-in-training has acquired some skill in the management of classes, he shall occasionally be entrusted with a class, or a subdivision of a class, in a room in which no member of the staff is present. With him shall be associated another teacher-in-training, who

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shall afterwards, in the presence of the Department Master, criticise the method and management of his associate.

**241.** Teachers-in-training who desire to become teachers of special departments shall devote themselves chiefly to these departments, but every teacher-in-training shall teach all the subjects covered by his non-professional certificate as often as may be considered advisable by the Principal.

**242.** Candidates for First Class Public School Certificates shall take only such parts of the course as are suitable for them ; and, as far as may be necessary, they shall receive special training, subject, however, to the conditions imposed on all teachers-in-training.

**243.** Teachers-in-training who have no knowledge of Music, Drawing, Drill and Calisthenics, and who desire to obtain a certificate of competency in these subjects, shall study them under the Institute Masters who shall also instruct them in the best modes of teaching these subjects. As soon as they are adjudged able to do so, they shall teach these subjects in the lower forms of the Collegiate Institute.

#### *Examinations.*

**244.** During the session, the teachers-in-training shall be subjected to such oral and written examinations on the course of study as the Principal may deem expedient.

**245.** At the close of the session, the teacher-in-training shall be subjected to an examination in Practical Teaching by one of the High School Inspectors, at the Training Institute at which he has been trained ; and also to a written examination on papers prepared by the Departmental Examiners, on the subjects hereinafter detailed.

**246.** At the Examination in Practical Teaching, each candidate shall be allowed to teach lessons which he has prepared for the occasion, and a scheme of which he shall hand to the examiner ; but he shall also teach lessons the subjects of which shall be selected by the examiner, sufficient time, however, being allowed for preparation in this case also. The results of these examinations, together with the report of the Principal, based on the record in the Training Register, shall determine the final standing of each candidate.

**247.** No certificate shall be awarded to a candidate who fails to satisfy the examiners that he has made himself acquainted both theoretically and practically with the best methods of teaching at least the elements of all the subjects covered by his non-professional certificate. The professional certificate of each passed candidate shall show in detail those departments or subjects which he is most competent to teach. The Departmental Examiners shall have power to reject any candidate who may show himself deficient in scholarship.

*Subjects for Final Examination.*

**248.** The written examination at the close of each term of a Training Institute shall embrace the following subjects and text-books:—

(a) Mental and Moral Science in their relation to the work of teaching Observation, and the training of the Senses; Association; Memory; Reasoning; Imagination; The Conduct of the Understanding; The Will, and how to train it; Habit and Character Authority and Discipline; Rewards and Punishment.

(b) The History of Education.

(c) The practical application of the principles of Education:—School Organization and Management; Special Methods in the Departments of *English, Mathematics, Science, Classics, French and German.*

(d) Hygiene; School-law in reference to the duties of teachers and pupils.

*Text-books.*

1. The History of Education.

(a) Introduction to the History of Educational Theories. By O. Browning.

(b) Systems of Education. By J. Gill.

(c) Lectures on the History of Education. By Jos. Payne. Or,  
Essays on Educational Reformers. By R. H. Quick, M.A.

2. The Science of Education.

(a) Education as a Science. By Alex. Bain, LL.D.

(b) The Action of Examinations. By H. Latham.

3. The Principles and Practice of Teaching.

(a) School Management. By Joseph Landon.

(b) Lectures on Teaching. By J. G. Fitch, M.A.

(c) Teacher's Manual of Method and Organization. By Robert Robinson.

(d) Education. By Herbert Spencer.

(e) The Culture demanded by Modern Life. By E. L. Youmans.

4. Hygiene. (See Syllabus for Normal Schools.)

5. School Law. (Public and High Schools Act, 1885, and Regulations.)

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**MISCELLANEOUS.***Religious Instruction.*

**249.** Every Public and High School shall be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer sanctioned by the Department of Education.

**250.** The portions of Scripture used shall be taken from selections authorized for that purpose, by the Department of Education, and shall be read without comment or explanation.

**251.** Where a teacher claims to have conscientious scruples against opening and closing the school as herein provided, he shall notify the Trustees to that effect in writing.

**252.** No pupil shall be required to take part in the exercises above referred to against the wish of his parent or guardian, expressed in writing to the master of the school.

**253.** When required by the Trustees, the Ten Commandments shall be repeated at least once a week.

**254.** The Trustees shall place a copy of the authorized Readings in each department of the Public and High Schools under their jurisdiction, within one year from the date hereof.

**255.** The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school-house at least once a week, after the hour of closing of the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school-house, the School Board or Trustees shall decide on what day of the week the school-house shall be at the disposal of the clergyman of each denomination, at the time above stated. But it shall be lawful for the School Board or Trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.\*

**GRANTS TO SCHOOLS IN NEW AND POOR TOWNSHIPS.**

**256.** All sums of money appropriated by the Legislative Assembly in aid of schools in new and poor townships, will be distributed by the Education Department, subject to the following conditions:—

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\* The Regulations prescribing the "Hours of Daily Teaching" provide that they shall not exceed six hours in duration, but "a less number of hours of daily teaching may be determined upon in any Public School, at the option of the Trustees." Arrangement may, therefore, be made by the Trustees for closing the ordinary school work earlier than the usual hour, on certain days, so that time may be given for Religious Instruction.



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(1) That a School Section with definite boundaries has been set apart by the Township Council, having jurisdiction, or, where no municipal organization exists, by the Stipendiary Magistrate, or by him and the Public School Inspector, if any, under the authority of the forty-first section of the Public Schools Act, 1885.

(2) That Trustees have been duly elected for such section.

(3) That a building and other suitable accommodation for the school, have been provided by the Trustees.

(4) That a teacher holding a valid certificate has been employed by the Trustees for at least six months of the year.

(5) That the half-yearly and yearly reports in the prescribed forms have been sent in to the Inspector, at the times specified, and certified by him as satisfactory.

(6) That the assessed value of the section and the financial condition of the ratepayers are such as to render additional aid absolutely necessary.

**257.** In townships with municipal organization the grant made by the Education Department shall not exceed the special grant made by the township or county, except in such cases as are reported exceptional by the Inspector.

**258.** Nothing in these regulations shall be construed as establishing the claim of any school upon the Poor School Fund beyond the discretion of the Education Department.

**259.** On the receipt of the report of the Inspector, the Minister of Education will make such recommendations to the Lieutenant-Governor, as he may deem expedient.

#### INDIAN SCHOOLS AND THEIR INSPECTION.

**260.** Every teacher in an Indian school shall have a speaking acquaintance with the Indian language, and shall, as far as possible, give his instructions in English.

**261.** The qualifications of teachers shall be regulated by the County or District Board of Examiners. A certificate of having passed the entrance examination prescribed for High Schools and Collegiate Institutes may be accepted in lieu of any other certificate.

**262.** The subjects of study in these schools shall be as follows, viz. :—  
Reading, Writing, Object Lessons, Elementary Drawing, Elementary Arithmetic, (the four simple rules), Elementary Geography, (the maps of the World and Dominion of Canada), Spelling and Grammar, (formation and analysis of simple sentences).

**263.** The County Inspector, in conjunction with the Indian Agent, shall have a controlling influence in the selection of teachers, except in the case of such schools as are established by any religious denomination under the Regulations of the Department of Indian Affairs. The Inspectors shall report upon the competency of the teacher of each Indian school inspected by him, and such other matters as may, in his opinion, affect the interests of the school.

**264.** A fee of six dollars (\$6) per visit and legitimate travelling expenses will be paid the Inspector by the Indian Department for two visits per annum.

#### LIBRARIES.

**265.** In case of the establishment of a Township Library, the Township Council may either cause the books to be deposited in one place, or recognise each School Section within its jurisdiction as a branch of the Township Library Corporation, and cause the Library to be divided into parts or sections and allow each of these parts or sections of the Library to be circulated in succession in each School Section.

**266.** Each Township Library shall be under the management of the Township Corporation ; and each Branch or School Section Library shall be under the management of the Board of School Trustees. The Township Council shall appoint or remove the Librarian for the Township ; and each Board of Trustees shall appoint or remove the Librarian for the School Section. In default of such appointment, the teacher shall act as Librarian.

**267.** Each Township Council and each Board of School Trustees receiving Library Books must provide a proper case for the books, with a lock and key ; and shall cause the case and books to be kept in some safe place and repaired when injured ; and shall also provide sufficient wrapping paper to cover the books, and writing paper to enable the Librarian to keep minutes of the delivery and return of books, and write the needful notes or letters. The Township Council and School Trustees are responsible for the security and preservation of the books in their charge.

**268.** When any books are taken in charge by the Librarian, he shall make out a full and complete catalogue of them ; and at the foot of each catalogue the Librarian shall sign a receipt to the following effect :

“ I, A. B., do hereby acknowledge that the books specified in the preceding catalogue have been delivered to me by the Municipal Council of the Township of \_\_\_\_\_, (*or, as the case may be,*) by the Trustees of the School Section No. \_\_\_\_\_, in the Township of \_\_\_\_\_, to be carefully kept by me as their Librarian, for the use of the inhabitants within their jurisdiction, according to the regulations prescribed by the authority of the Statute for the management of Public School Libraries, to be accounted for by me according to said regulations, to said Council (*or Trustees as the case may be*), and to be delivered to my successors in office. Dated,”

(8) *Withdrawal of a motion.*—After a motion has been announced or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.

(9) *Kind of motions to be received.*—When a motion is under debate no other motion shall be received, unless to amend it, or to postpone it, or for adjournment.

(10) *Order of putting motion.*—All questions shall be put in the order in which they move. Amendments shall all be put before the main motion; the last amendment first, and so on.

(11) *Reconsidering motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

**296.** At the end of every annual or special meeting the Chairman should sign the minutes, and send forthwith to the Inspector a copy of the same signed by himself and the Secretary.

**297.** Every Trustee declared elected by the Chairman of the School Meeting is a legal Trustee until his election is set aside by proper authority.

**298.** The seal of the School Corporation should not be affixed to letters or notices, but only to contracts, agreements, deeds, or other papers, which are designed to bind the Trustees as a corporation for the payment of money, or the performance of any specified act, duty or thing.

#### *Care of School Property.*

**299.** Trustees should appoint one of their own number or some responsible person to look after petty repairs, such as fixing fences, outhouses, walks, windows, seats, blackboards, and stoves.

**300.** No public school house or school plot (unless otherwise provided for in the deed), or any building, furniture, or other thing pertaining thereto, shall be used or occupied for any other than Public School purposes, without the express permission of the Trustees acting as a corporation.

**301.** Provision should be made by every school corporation for scrubbing and sweeping the school house regularly, for whitewashing walls and ceilings at least annually during the summer holidays, and for making fires one hour before the time for opening school, from the first of November until the first of April in each year.

#### *Arbor Day.*

**302.** The first Friday in May should be set apart by the Trustees of every rural school and incorporated village for the purpose of planting shade trees, making flower beds and otherwise improving and beautifying the school grounds

#### *Fire Drill.*

**303.** In every school house consisting of more than one story the pupils should be regularly trained in the fire drill, in order to prevent accidents from the alarm of fire.

### 3.—CIRCULARS FROM THE MINISTER.

#### CIRCULAR TO THE RETAIL BOOK TRADE.

GENTLEMEN,—With the view of assisting the retail book-trade to exchange surplus books of the old Readers, which may be wanted elsewhere for schools that will continue use them during the present year, the Minister has requested the publishers to facilitate such exchanges so far as may be in their power, and desires me to inform you that—

The Canada Publishing Company reply as follows:—

“We beg to assure you that we are doing all we can to assist those retail dealers who are overstocked with old Readers in disposing of them. We keep a list of those who report to us that they have old Readers for sale, and direct any orders that come in to us to them.”

Messrs. Copp, Clark & Co. reply as follows:—

“Respecting the exchange of the former series of Readers for the Ontario Readers we beg to say that we have been doing that, and have in several instances exchanged the old series and Gage’s Canadian Readers for other books. So far as regards the Royal Readers we have, unfortunately, a very large lot of those, and have been compelled to decline to change those, but we have only had one request. We are very desirous of making the change as little burdensome to the retail booksellers as possible, and will in every way at we consistently can ease them in the way indicated.”

Messrs. J. W. Gage & Co. have also intimated their readiness to assist in the change of books.

It is hoped this information may be of some service if you have stocks of the old Readers on hand.

Your obedient servant,

ALEX. MARLING,  
Secretary.

EDUCATION DEPARTMENT,  
TORONTO, February, 1885.

#### CIRCULAR RESPECTING AMENDMENTS TO THE PUBLIC SCHOOLS ACT.

SIR,—I have the honor of calling your attention to the following amendments to the school law by the Public Schools Act of the recent Session of the Ontario Legislative Assembly:—

1. By sub-section 7 of section 2 it is made quite clear that a farmer’s son or any person assessed for income may be elected public school trustee.

2. By section 9 it is provided that no territory distant more than three miles in a direct line from the school house can be included in forming any new school section.

3. By section 23 a newly-elected trustee may make the declaration of office before a justice of the peace.

4. When trustees exempt indigent persons from school rates, they must notify the clerk of the municipality to that effect before the first day of August.

5. The trustees of townships (in which there are township boards), cities, towns and incorporated villages, must submit their accounts for audit to the municipal auditors.

6. The qualification of the trustee of a township board is the same as that of a rural school trustee.

7. Arbitrators appointed by a county council to consider an appeal from a township council may, under certain circumstances, reconsider their decision.

8. Union school sections can only be formed, altered or dissolved by arbitrators appointed by the municipalities interested and the county inspector.

9. An appeal is allowed from the decision of the arbitrators to the county council when the union school sections lie wholly within the county, or to the Minister of Education when they lie between two or more counties.

10. The assessment of union school sections is to be equalized once in three years by the assessors of the municipalities concerned, and such person as may be named by the Inspector of public schools.

11. The portion of a township united to a village or town can only be withdrawn in the same way as union school sections are altered.

12. Trustees in townships, cities, towns and incorporated villages may be elected by ballot or the same time as municipal councillors are elected, if required by resolution of the Board, passed before the 1st of October in any year, and such resolution, when once adopted, need not be repeated.

13. The chairman of a board of school trustees (sec. 115) has only a casting vote in case of an equality of votes on any question. He has no second vote.

14. Trustees of cities, towns and incorporated villages may require the assessor to furnish them with the names of all children between the ages of 7 and 13.

15. Township councils may levy the sum of \$100 for every school section by uniform rate over the whole township, and the balance required by the trustees over the section requiring the same.

16. Parts of undivided lots are to be assessed in the section in which they are situated irrespective of the residence of the occupant.

17. Pupils attending rural schools shall be reported for the purpose of dividing the school grant as belonging to the school they attend. This does not apply to non-resident attending city, town or village schools.

18. First class county board certificates are made Provincial.

19. Teachers who violate an agreement at common law are liable to the suspension of their certificates.

20. It is obligatory in county councils to pay the sum of \$150 to each County Model School, and \$25 to each Teachers' Institute, and also the reasonable travelling expenses of the Inspector.

21. Any teacher who does not wish to continue his contributions to the Superannuated Teachers' Fund may withdraw one-half his contributions even if he does not retire from the profession. Contributions hereafter will be optional, but no teacher whose name has not been already entered on the books of the Department will be allowed to contribute, and all subscribers are required to pay arrears of subscription by 1st July 1886, in order that their names may be retained on the list.

22. In rural districts the schools will close for the summer holidays on the first Friday in July, and re-open on the third Monday in August. The other holidays remain as before. In cities, towns and incorporated villages, public and high schools also close on the first Friday of July and re-open on the last Monday in August. Trustees cannot reduce the holidays as heretofore.

23. Where a separate school is established in the same municipality as a high school, the separate school trustees may appoint a member of the high school board.

24. Every member of the board of examiners for the entrance examination to high schools is entitled to be paid for his services as the board may by resolution determine. The remuneration is fixed at \$4 per day, or 75 cents for each candidate, in lieu of a per diem allowance, as may be decided by the county council.

It is intended to issue immediately a compendium of the Public and High Schools Acts, and the regulations governing Normal, Model, Public and High Schools.

This brief summary is merely intended to point out the more important amendments

Yours truly,

GEO. W. ROSS,  
Minister of Education.

EDUCATION DEPARTMENT,  
TORONTO, March, 1885.

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 CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

**SIR,**—From reports made to me from time to time, as well as from personal observation, it appears that in the majority of cases very little attention is paid to the improvement of school grounds and premises. Notably there appears to be an almost utter absence of shade and ornamental trees, very few walks and flower beds, and only here and there a well-kept lawn or shrubbery. I need not point out that the effect of such a state of things is necessarily injurious, not only from a sanitary point of view, but educationally. From a sanitary point of view it is well known that shrubbery absorbs the poisonous gases and fluvia too often prevalent around school houses. Educationally, it needs no argument to show that the more attractive you make the school house and its surroundings, the more interest will you arouse in both parents and pupils.

Order, neatness, cleanliness and system, should form part of every child's education, both inside and outside of the school room. The education of the school yard is in many respects quite as important as the education of the school room. Refinement can be cultivated in the arrangement of the school grounds just as well as through books and problems.

In order thus to furnish an occasion for making a special effort for improving the school premises, and planting suitable shade and ornamental trees and shrubbery, I hereby proclaim Friday, the 8th day of May, a holiday in every rural and village school, to be known as Arbor Day, subject to the approval of the Trustees. The programme for the day should be somewhat as follows:—

1. Arrangements should be made during the forenoon for levelling the school grounds properly, laying out walks to the rear and front, and making such walks passable by means of gravel or plank.

2. Where the soil is suitable, a few flower beds might be laid out, or a part of the ground sodded, or seeded down with lawn grass seed.

3. In the afternoon the trees selected for ornament or shade should be carefully planted in the presence of the pupils. Soft and hard maples, elms, basswoods, walnuts, hickories, birches, chestnuts, or other deciduous trees, are preferable for purposes of shade. Spaces might be left for the evergreens, which should not be planted before the first week in June.

4. On the following Friday afternoon the teacher might spend an hour with his pupils discussing Canadian forestry and the different species of trees and shrubs to be found in Ontario, their uses, commercial value, characteristics, etc. Many excellent literary allusions might also be made in connection with this lesson. After the grounds are laid out, and the trees planted, the teacher should see that some care is exercised in preserving them from injury. If the pupils are made partners in the improvements, and their cooperation secured in every part of the work of the day, there need be little fear they will wantonly destroy that which their own labour created.

Will you kindly communicate with trustees and teachers, and urge upon them the propriety of carrying out as far as possible the views of the Department. I shall be glad also to have a report from you as to the number of trees planted, and the general result of local efforts on this our first Arbor Day.

Yours truly,

GEORGE W. ROSS,

Minister of Education.

EDUCATION DEPARTMENT,  
TORONTO, April, 1885.

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 CIRCULAR TO MUNICIPAL TREASURERS.

**SIR,**—In order to simplify the mode of paying the Municipal and Legislative grants, inspectors are instructed to make out a tabulated statement of the amount apportioned each school section in the Municipality, and to send the same, duly certified, to the Township Treasurer, as soon after the receipts of the semi-annual returns as convenient. All sums apportioned are payable to the order of the public school Trustees, but such order must

be attested by the corporate seal of the section. On the presentation of such an order by any person, the Township Treasurer is required to pay the amount set opposite the No. of any school section in the tabulated list supplied by the Inspector—the order of the Trustees being his voucher for the payment of the money, and the tabulated list supplied by the Inspector being his authority for such payment. Vouchers should be endorsed and numbered according to the sections which they severally represent.

Yours truly,

GEO. W. ROSS,  
Minister of Education.

EDUCATION DEPARTMENT,  
TORONTO, April, 1885.

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CIRCULAR TO SECRETARIES OF CERTAIN PUBLIC SCHOOL BOARDS.

SIR,—Last year I called the attention of school boards to the condition of our Model Schools, and pointed out the importance of :—

1. Employing an assistant for the Principal during the whole of the Model School term.

2. Procuring a separate room for Model School purposes.

The importance of these two provisions must be apparent to any person who has paid the least attention to school organization. As all the Model Schools of the Province, with only a few exceptions, have complied with the regulations, and have found them conducive to their own prosperity, I am anxious that those in which there still linger some defects should make such changes as would perfect this necessary part of our school system.

I trust your Board will make an effort to carry out the wishes of the Department, and that it is only necessary to point out defects in order to have them remedied. You will find herewith, a brief report from the Inspector of Model Schools.

Yours truly,

GEO. W. ROSS,  
Minister of Education.

EDUCATION DEPARTMENT,  
TORONTO, July, 1885.

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CIRCULAR TO PUBLIC SCHOOL INSPECTORS.

SIR,—I forwarded to you, a few weeks ago, a parcel containing a copy of the authorized Scripture Readings, for each school and Department in your Inspectoral Division. While conducting your usual visit next term, I trust you will be able, without much inconvenience, to distribute them among your teachers. Before doing so, however, I desire to call your attention to the regulations respecting religious instruction recently issued.

By paragraph three, "Any teacher having conscientious scruples against opening and closing his school, as provided by the regulations, is required to notify the Trustees in writing to that effect." In carrying out the intention of this regulation, every precaution should be taken that the liberty which may be rightfully exercised, as therein provided, should not be used as a means of ostracising the teacher of any denomination or creed, nor should his conscientious scruples be a reason for official censure, much less for his dismissal, by any Board of Trustees.

The right conceded to the pupil of absenting himself from the religious exercises of the school, as provided in paragraph four of the regulations, requires the most careful attention of every teacher. In order that the parents and guardians of Roman Catholic pupils may be saved unnecessary trouble in giving notice to teachers under this regulation,

it is to be assumed that the parent or guardian of a Roman Catholic pupil has notified his wish to the teacher, as by this rule required, unless such parent expressly notifies such teacher, in writing, that he desires the pupil of which he is such parent or guardian to attend and be present at the religious exercises prescribed. Before entering upon the closing exercises of the school, the teacher should therefore allow a short interval to elapse, during which such pupils might retire, and in this way remove all doubts as to the faithful observance of the regulations.

While the Education Department is most anxious to promote the moral welfare of the pupils attending the Public and High Schools of the Province, it is equally anxious that the rights guaranteed to all by the Public Schools' Act should not be interfered with. You will, I trust, in the discharge of your public duties, endeavour to impress these views upon every teacher and trustee within your jurisdiction.

Yours truly,

GEO. W. ROSS,  
Minister of Education.

EDUCATION DEPARTMENT,  
TORONTO, July, 1885.

#### 4.—CONFIRMATION OF BY-LAWS.

The following is a list of the By-laws confirmed during 1885.

Municipality passing By-law.	Date of Application to confirm.	School Corporation affected.	Other Municipalities concerned.	How disposed of.
Township of Albion...	Dec. 12th, 1884.	2 Albion .....	3 Albion and Bolton ..	By-law No. 260, Confirmed 3rd Feb. '85.
Township of East Luther .....	May 19th, 1885.	Section No. 1 .....	None.....	By-law No. 72, Confirmed 27th June '85.



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**APPENDIX B.—PROVINCIAL NORMAL AND MODEL SCHOOLS.**
**1.—THE TORONTO NORMAL SCHOOL.***1. Staff of the Toronto Normal School, 1885.*

Thomas Kirkland, M.A. ....	Principal.		
James Carlyle, M.D. ....	Mathematical Master.		
J. H. McFaul. ....	Drawing Master, and in Model School.		
S. H. Preston .....	Music	“	“
Richard Lewis. ....	Elocution	“	“
Sergt. T. Parr. ....	Drill and Calisthenics	“	“

*2. Students in the Toronto Normal School, 1885.*

	ADMITTED.	
	Male.	Female.
First Session .....	31	83
Second Session .....	40	80
<b>Total</b> .....	<b>71</b>	<b>173</b>

**2.—THE OTTAWA NORMAL SCHOOL.***1. Staff of the Ottawa Normal School, 1885.*

John A. MacCabe, M.A. ....	Principal.
Geo. Baptie, M.A., M.B. ....	Science Master.
Wm. Scott, B.A. ....	Mathematical Master.
R. H. Whale. ....	Drawing Master, and in Model School.
W. G. Workman .....	Music “ “ “
R. B. Cope. ....	Drill and Calisthenics Master, and in Model School.

2. *Students in the Ottawa Normal School, 1885.*

	ADMITTED.	
	Male.	Female.
First Session .....	40	54
Second Session .....	34	33
Total .....	74	87

## 3.—THE TORONTO MODEL SCHOOL.

1. *Staff of the Toronto Model School, 1885.*

Charles Clarkson, B.A. ....	Head Master, Boys' Model School.		
Angus McIntosh .....	First Assistant, " "		
James McLurg .....	Second " " "		
Miss Hattie McLellan .....	Third " " "		
" Margaret T. Scott .....	Head Mistress, Girls' Model School.		
" K. F. Hagarty .....	First Assistant, " "		
" M. Meehan .....	Second " " "		
" J. Meneilley .....	Third " " "		
" B. E. Hailman .....	Kindergarten Teacher.		

2. *Number of Pupils in 1885.*

Boys, 150. .... Girls, 156. .... Total, 306.

## 4.—THE OTTAWA MODEL SCHOOL.

1. *Staff of the Ottawa Model School, 1885.*

Edwin D. Parlow .....	Head Master, Boys' Model School.		
Thomas Swift .....	First Assistant, " "		
R. H. Cowley .....	Second " " "		
Miss Eliza Bolton .....	Third " " "		
" Adeline Shenick .....	Head Mistress, Girls' Model School.		
" Mary G. Joyce .....	First Assistant, " "		
" Margaret A. Mills .....	Second " " "		
" M. E. Butterworth .....	Third " " "		

2. *Number of Pupils in 1885.*

Boys, 172 .... Girls, 180 .... Total, 352.

## 5.—REPORT OF JAMES A. McLELLAN, ESQ., LL.D., INSPECTOR.

Since my official examination into the working of some of the best Normal Schools in the United States, in the year 1882, I have had them frequently in mind during my visits to our own Normal Schools, and have on each occasion compared or contrasted our own system and its results with those of the most successful schools in New York, Massachusetts and Connecticut. The more closely our own system is examined the more reason is there, in my opinion, to be justly proud of it, and the greater cause have we to congratulate ourselves on having at least approached, if we have not yet quite reached, an ideal Normal School.

There is not the least doubt that the system of professional training adopted by the Education Department is the soundest, most practical, and most economical that has been hitherto devised by any State; and the excellent results which have been attained during the short time it has been in operation justify the expectation of pre-eminent success in the not distant future.

Under what may be called the *old regime*, the attention of our Normal School masters was so much directed to the mere literary education of the students, (as is still the case in nearly all the United States schools) and the purely *professional* training of the students was, as a necessary consequence, so far neglected, that the results could not be entirely satisfactory. The students may, indeed, have had the benefit of excellent literary instruction—more than that, this instruction may have been imparted to them in manner illustrative of the soundest principles of the philosophy of education; but in too many instances the student was so very backward at the commencement of his course that all his time was required for the mere preparation of his class-work, and he was necessarily too anxious about the *matter* of his daily lesson to pay much attention to the *manner* in which it was taught. Hence it not unfrequently followed that the average Normal School student went out of the institution very little better, so far as professional training was concerned, than he was when he entered it.

But now "we have changed all that," and by insisting on adequate preparation in literary subjects before the student is admitted to the Normal School, we have relieved the masters of responsibility for the general education of their student-teachers, and so have enabled them to devote nearly all their time and energy and zeal to the work of professional training in pedagogy—the art and science of teaching. The students, too, being already "brought past the wearisome bitterness of their learning," are able to devote themselves with energy and pleasure to the work of methodizing their knowledge, and learning the noblest of all merely human lessons—the best, easiest and most pleasant method of imparting instruction to others, and so contributing to form that intellectual and moral manhood which is the very essence of national life.

They are now able to devote the necessary time to acquiring a knowledge of the psychological principles that underlie intellectual and moral education,—of the hygienic principles that form the foundation, and no inconsiderable portion of the superstructure of physical education,—and of the deeper and too much neglected elements which form the basis of æsthetic culture, and constitute so large a part of the worth and strength of man. The acquisition of clear ideas and sound principles on these all-important subjects are of such vital importance in the qualifications of the teacher, that no one at all worthy of the name now dreams of neglecting them, and no one unworthy of the name should be permitted to practise his hireling hand in even the humblest school-room in the land. The Normal School student of to-day has good reason to be thankful for the opportunities he enjoys of obtaining the most useful information so pleasantly in the lecture-room, instead of being forced, as were his less fortunate predecessors, either to enter their profession in a state of eyeless ignorance of its first principles, or to acquire them by plodding through the dreary volumes of "professional literature," many of which have been compiled by mere book-makers, or written by education theorists, ignorant, perhaps, of the very subjects that they profess to show "how to teach." It is, therefore, no small advantage to our Normal students that they have able practical educators to expound the true principles of education, and to illustrate their application in the practical work of

the school-room ; to methodize the "methods," and to systemize the "systems" with which educational literature teems in bewildering confusion.

It is worth while to call attention to the important fact, which is too often ignored by disclaimers against the expense of our High School system, that were it not for these COLLEGES OF THE PEOPLE, it would be impossible for us to accomplish all that we are now doing in preparing teachers for the public schools of this country. Were it not for the high degree of efficiency which now distinguishes our Collegiate Institutes and High Schools, the Normal Schools would be quite unable to discharge their true functions as institutions for the professional training of teachers. So that, once more we are face to face with the indisputable fact that the thoroughness of our public school education depends essentially on the thoroughness of our High School education. I am not aware that there is a single State in the Union that has solved the problem of "the separation of the *academic* from the *professional* training of teachers." It has been solved for the first time in Ontario ; and I am of opinion that if some of our American friends, who have advanced theoretic reasons against the separation of the academic instruction of the student-teacher from his professional training, could witness the degree of success which we have already attained, they would, perhaps, acknowledge that the facts are too strong for them, and that in the professional training of teachers, as well as in her system of school inspection, Ontario stands without a rival among the States of the Union.

Another advantage of our present system is that it enables both the masters and students to pay more attention to criticism in practical work than could be devoted to it under the old plan. There is more time for the cultivation of the powers of attention and observation, and a consequent quickening of the faculties called into play in the development of the powers of perception and reflection. And here it may be well to note that there is a possibility, nay, a danger, of giving misdirection to the critical faculty, a danger against which the student alone can guard himself by examining himself as well as others, and by a candid criticism of his own mental processes as well as of the mental manifestations of others. He must guard himself against the error of supposing that fault-finding is criticism. He must, it is true, be ever ready to note and correct whatever is improper in the language, statement, method or manner of his teacher or pupil ; but, if he aims at the cultivation of the true critical spirit, he must be even more ready to note and applaud whatever is excellent, than to condemn what falls short of his ideal. He must bear in mind that to be forever on the alert, pencil in hand, to jot down every little *lapsus linguæ* that may fall from the lips of lecturer or fellow-student, is to be very far indeed from exercising the true function of a critic, and will be utterly inadequate to secure him either the reputation of an exemplary student now, or that of an efficient teacher in the future.

The literary preparation of the students in the High Schools and Collegiate Institutes is on the whole satisfactory, and no doubt will be still more so in the future, as, under the new regulations for professional training, the teachers in these schools will be still better qualified for what is required of them in educating the teachers for the 6,000 schools of the province. At present very little time can be given in the Normal Schools to mere academic work ; still, something is done to improve the scholarship and literary culture of the students, and I think with excellent effect. It is a matter of common observation among the students, no less than the masters, that the best prepared students—those having the least need for literary instruction—are the most ready to acknowledge the necessity for the *review* of their academic work, which is still required as an essential part of the professional course. It is only just to say that we now hear very few complaints of the "unfairness" of being re-examined in such work after having passed the previous non-professional examination. I am satisfied that if there are now to be heard any such complaints they come from those who have the least right to complain. If a student, after obtaining his non-professional certificate, spends from one to three years in teaching—so bereft of the spirit of the true teacher that he spends scarcely a single studious hour in improving his knowledge of mathematics, science and literature,—in fact, disposes of his books and makes haste to forget the elements of scholarship which he had acquired—how can he justly complain when it is forcibly revealed to him that professional knowledge cannot be based on ignorance,—that ignorance of a subject means

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ignorance of the method of teaching it? I have a strong conviction that the course of teaching, recently recommended by the department, will do much to foster studious habits amongst our young teachers, and that, as a consequence, their subsequent course at the Normal Schools will prove, not only a pleasant experience, but pre-eminently an educational power for the discharge of the high duties of the teacher. As to the general conduct of the students in attendance, the system of discipline adopted in both our Normal Schools, and the constant daily and hourly attendance by the principals, who never are and never ought to be absent from their charges, are productive of the most salutary effects. Both principals have been able to make highly gratifying reports of the gentlemanly and lady-like behavior and deportment of those placed under their control.

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APPENDIX C.—*COUNTY MODEL SCHOOLS.*

## 1.—REPORT OF J. J. TILLEY, Esq., INSPECTOR.

All the County Model Schools were open during the term, and one was opened for the first time in the Village of Bracebridge for the District of Muskoka. This school is well equipped, and should be of very great service. Fifteen students were in attendance. Model Schools should be established in Algoma and Parry Sound Districts, and in the County of Haliburton, if schools possessing the necessary requirements can be provided. There is no school in Haliburton sufficiently large for this purpose, but arrangements might possibly be made for utilizing the Fenelon Falls Public School. The attendance for 1885 was 1305, which was considerably larger than that in any previous year. Very good work was done in the schools, especially in those in which provision was made for allowing the principal to give all his time to the Model School. After carefully observing the work done in our Model Schools, and after comparing one school with another, I cannot but come to the conclusion that the best results can be achieved only when the principal is relieved of all public school teaching during the Model School session. In 26 schools the principals were relieved during the whole of each day; in 18 schools they were relieved during half of the day, which is all the regulations require, and in 8 schools no relief whatever was afforded them. In the last mentioned schools the principals were required to teach their own divisions from 9 a.m. until 4 p.m. The students in these schools received instruction from the principal before and after the regular school hours, and were left during the day almost entirely in the hands of the assistants. As I said in my last report, to expect satisfactory results under such circumstances is most unreasonable; it is unfair to the principal, and unjust to the students. Schools which still neglect to comply with the regulations should no longer be recognized as Model Schools.

Separate rooms for the training of students were provided in 49 schools; 3 are yet required.

Too much credit cannot be given to the teachers in the Model Schools for the faithful manner in which they discharge their duties. These duties are often surrounded by considerable difficulties, and in many cases add more to the teacher's labor than to his salary. In small schools some difficulty is experienced in providing for the thirty lessons to be taught by each student, especially when the number of students is large. The assistants in these schools complain of their work being too much disturbed. I would advise that in such cases the number of lessons be reduced to twenty-five or even to twenty if necessary. Little was done during the year in furnishing works of reference for the students. The syllabus furnished to the schools, lightened the labor of the principals, and was of considerable service to the students. The number of copies required for the students should, in future, be sent to each school at the beginning of the session. "Browning's Educational Theories" was not well received. The general opinion is that there is not sufficient time at the disposal of the principal during the short Model School term to do anything like justice to this work, which, though excellent in itself, is felt not to be in the line of the introductory work which should be done in County Model Schools. The principals spoke very highly of the attention and diligence of the students during the session, and, judging from what I saw at the annual inspection, the commendation was merited. The students in attendance were certainly a superior class, and should hereafter give a good account of themselves in the school-room.

Our present Model School system, when established in 1877, was undoubtedly a tentative measure with considerable uncertainty surrounding its introduction. After a fair trial, extending over nine years, I think it can no longer be regarded as an experiment, but it may justly claim to be considered a satisfactory and economical means of providing a fair amount of professional training for all who wish to enter the teaching profession. There may possibly be those who do not look with favor upon the Model School system

but it is very doubtful if any intelligent person would be willing to return to the system which existed prior to 1877, under which any one, by passing a literary examination, and without receiving any professional training, or furnishing any evidence whatever of his aptitude to impart instruction, or to govern a school, could at once enter upon the important work of teaching the youth of our country. Assuming that the value of preparatory professional training for all teachers is recognized by every one, we may properly conclude that the work must go on, and that it must be done either in Model Schools or in provincial Normal Schools. The accommodation afforded by each of the two Normal Schools now established, provides for about 240 students per year, and as this accommodation is fully taxed for the training of second-class teachers, it necessarily follows that four or five Normal Schools, equal in capacity to those now established, would have to be built to furnish the requisite accommodation for the 1,100 or 1,200 students that enter our Model Schools year by year. If these were provided, the annual cost of maintenance, added to the interest on capital account, could not be less than \$60,000 a year—a very large amount, and one which the Province is, probably, not prepared to assume. The Government pays \$7,500 yearly to County Model Schools, and an equal amount is contributed by the counties. The total cost is, therefore, about \$15,000, or not more than one-fourth of the amount that would be required if Normal Schools were provided to do the work which is now done in Model Schools. If, then, all teachers are to be trained, the retention of the system of County Model Schools is certainly justifiable on the basis of economy. This conceded, the question of their efficiency should be fully considered, their defects should be candidly discussed and remedied, if possible, and all necessary provision made to render them still more efficient.

#### DEFECTS.

One of the most serious defects is the too frequent change of teachers. During the past nine years the average number of Model Schools in operation per year was about 44, and there were no fewer than 78 changes among principals. During that time the schools were under the charge of 112 different persons. 4 schools had 6 different principals; 6 had 5; 2 had 4; 22 had 3 or 2, and 18 schools retained the same principal during the nine years. As there are from 5 to 10 assistants in nearly every Model School we may safely assume that the number of changes among the assistants was five times greater than it was among the principals. This would give us 112 principals and 560 assistants for 44 schools in nine years. It is unnecessary to speak at length of this defect, as the injury occasioned thereby must be apparent to every one. If Normal School masters were changed with the same frequency, public attention would very soon be called to the subject. One cause of change is the large number of Model Schools scattered over the province. Another is the close connection between the Model School and the Public School, and the dependence of the former upon the latter. The principal of the Model School being responsible for a division in the Public School, various complications arise in connection with the latter; the principal retires, and the Model School work passes into the hands of an inexperienced man. Another cause, and perhaps the most fruitful one, is that the remuneration for doing what is, in many cases, really double work, is not sufficient to retain the services of many good men. Each Model School receives \$300 a year from government and municipal grants, and about \$100 as fees from students. About one-half of these receipts is usually applied to supplementing the principal's salary; in some cases not more than a third is used in this way, and in other cases the whole amount is appropriated by the trustees, and used for current expenses. If trustees place their school at the disposal of the students, and furnish a separate room, properly seated and heated, they are entitled to some suitable remuneration for doing so. Another defect is the too great dependence of the Model Schools in many places upon the regular staff of teachers in the Public School. When the principal is enabled to give all his time to the Model School work, little difficulty arises, but when he is relieved for only a portion of the time, the training of the students must be either neglected or assigned to the assistants. I know, from frequent visits to Model Schools, that many assistants do not regard this work with favor; they are disposed to look upon

it as a disturbing element, and as an additional duty which brings them neither remuneration nor credit. Under such circumstances it may be fairly questioned if the students receive that attention and assistance which they need and to which they are justly entitled. Another serious defect is the comparatively short time during which the work is carried on. The time and attention of the principal having been given exclusively to Public School work during two-thirds of the school year, it necessarily follows that there will be a considerable waste of both time and energy before the Model School can be properly organized. As the session is but short every loss is serious. Continuous work along one line is necessary to produce the best results.

#### SUGGESTIONS.

If the number of Model Schools were reduced, and the efficiency of those retained, increased, I believe much better results would be achieved than can be produced under the present arrangement.

To this end I would recommend :—

I. That the Province be divided into about 20 Model School districts, each containing an important Public School which can readily furnish all the requirements for a well equipped Model School.

II. That there be two sessions in the year, the first beginning about the 1st of September and ending in December ; the second beginning about the 1st of February and ending in May.

III. That the Model School master be principal of the Public School in which the Model School is established, and that his whole time be given to the training of the students and to the general supervision of the Public School.

IV. That the income of a Model School from grants and fees be not less than \$1,000 a year, and that this sum, at least, be the salary of the principal.

V. That the Public School Inspectors in a Model School district and the principal of the Model School constitute the Board of Examiners for that district.

VI. That the expenses of the examinations be divided equally among the counties forming a Model School district.

#### OBJECTIONS MET.

It is but natural to suppose that difficulties stand in the way. I do not, however, consider them either insuperable or very serious, nor do I consider them of sufficient importance to weigh in the scale against the advantages of the scheme outlined above; they are certainly not greater than those which presented themselves at the introduction of the present system, and which have been largely overcome. The following objections would probably be offered :—

I. County Councils would be unwilling to grant money for the support of a school not within their own municipality ; but County Councils have been contributing for years to the support of Model Schools, situated in separate municipalities, without raising any objection thereto. The County of Frontenac contributes to the support of the Model School in the City of Kingston, Wentworth, to the school in Hamilton, Middlesex, to the school in London, and in many other instances the Model School for a county is situated in a town separated from the county for municipal purposes. The proposed union of counties is, of course, somewhat different from these cases, but if the advantages to be gained were properly understood I do not believe any serious objection would be raised.



II. Trustees would object to the closing of the Model School established in connection with their Public School. Model Schools were not established for the benefit of any particular Public School, but for the training of students and for advancing the general interests of education. The facilities which large graded schools afforded were utilized, and equivalents by way of fees and grants were given to the trustees of these schools. The amount received in every case has been sufficient to pay for the services of an assistant, and also to pay a considerable portion of the principal's salary. The Model Schools cannot, therefore, be charged with any pecuniary indebtedness.

As Model Schools were generally established in thriving towns, the separate room provided for the use of the students will doubtless soon be required to meet the increasing demand for additional Public School accommodation, and as the Model Schools under the proposed arrangements would undoubtedly be selected from among those now established, this difficulty would scarcely be felt.

III. Objection might be raised to the re-organizing of the County Boards, but it cannot be denied that the Inspectors of Public Schools and the Principals of Model Schools are, from the nature of the work in which they are constantly engaged, the best qualified to judge of the fitness of students to take charge of Public Schools.

IV. The inconvenience to those students who could not attend during the fall term would probably be the most serious difficulty. If 20 Model Schools were established, there would be about 60 students for each school, or 30 per session; 600 students would therefore have to wait for the second term. Of these, about 100 would be below the age at which certificates can be obtained, and could not, therefore, engage schools until some time during the following year at least. Again, if only those who had obtained third-class non-professional certificates were detained for the second term, many of them would avail themselves of the further opportunity afforded for attending some High School, and would thereby be farther advanced toward the standard for second-class certificates. The plan proposed would cause a considerable reduction in the supply of teachers for the first half of the year following its introduction, but special arrangements could be made for carrying the supply forward until midsummer, where necessary. Many young teachers would then begin their work after the summer vacation, which is certainly a more suitable time than the first of the year.

#### ADVANTAGES.

I. If the government and municipal grants and fees now paid to the 52 Model Schools in operation, were divided equally among 20, there would be a yearly income of at least \$1,000 for each. This sum would be sufficient to secure and retain the services of first-rate men, and the loss now sustained by the frequent change of teachers would be very much reduced.

II. The Principal, by being relieved of all class teaching, and by giving his attention continuously to Model School work, would be able to do far better work than he can possibly do under the present system. He would also have sufficient time at his disposal to enable him to attend to the organization and general supervision of the school, and to conduct the half-yearly promotion examinations. The benefit thus conferred upon the Public Schools, in which Model Schools were established, would be very great.

III. The Principal, having all his time at his disposal, could do all the marking of the students, and thus not only relieve the assistants very much, but also reduce to a minimum the friction which sometimes exists between Model and Public School work, and of which teachers and trustees often complain.

IV. A Model School can now be regarded only as an appendix to a school, and it cannot be denied that in some cases it is merely tolerated by trustees, but if Model

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Schools were established at important centres, as I have suggested, they would at once take rank as important permanent institutions, and would be relieved of many difficulties and contingencies which now surround them.

V. If there were but 20 Model Schools, the Principals of these could come together from time to time, without much inconvenience, exchange opinions and discuss their common work. By this means all would be benefited and a greater degree of uniformity would be secured than is possible under present circumstances. The training of third-class teachers would then become a distinct and most important branch of our educational system, a prize to be sought for by all teachers, and a reward to the most successful.

If the plan which I have outlined were adopted, I believe our Model Schools would be placed upon a more satisfactory and permanent basis, and would at once enter upon a career of increased usefulness.

The statistics for the year are given in the annexed table :—

## SCHEDULE A.—2. STATISTICS OF

NAME OF MODEL SCHOOL.	No. of Student Teachers on Roll.		Increase over last year.	No. who withdrew during the term.	No. who passed Final Examination.		No. that failed.	No. of Lectures on Education.	No. of Lectures on School Law.	No. of Lectures on Hygiene.	No. of Lessons taught by each Student.	No. of Departments used.	No. of Assistants with the required qualifications.		
	Males.	Females.			Males.	Females.									
1 Barrie	33	16	17	13	33	16	17	35	10	10	28	11	6		
2 Beamsville	13	7	6		13	7	6	40	10	20	30	3	3		
3 Berlin	12	7	5		11	7	4	1	90	6	10	50	6		
4 Bracebridge	15	4	11		15	4	11		60	30	40	18	1		
5 Bradford	18	12	6	6	18	12	6		24	12	22	30	4		
6 Brampton	22	10	12	9	1	18	8	10	3	46	5	10	30	5	
7 Brantford	29	13	16	9	1	28	13	15		52	14	34	40	8	
8 Caledonia	22	14	8		22	14	8		30	5	19	20	4		
9 Chatham	56	9	27		36	9	27		85	13	60	24	14		
10 Clinton	28	19	9		24	15	9	4	48	7	15	33	8		
11 Cobourg	28	12	16		22	7	15	6	12	6	5	36	10		
12 Cornwall	24	6	18	13	24	6	18		30	5	10	30	6		
13 Durham	15	10	5	4	14	10	4	1	35	12	18	36	4		
14 Farmersville	39	13	26	4	1	38	13	25		74	10	14	15	3	
15 Forest	18	8	10	2	13	4	9	5	124	22	42	32	3	3	
16 Galt	12	6	6		12	6	6		62	6	13	36	9	8	
17 Goderich	27	12	15		19	8	11	8	40	3	6	28	8	8	
18 Hamilton	17	5	12		17	5	12					35	3	3	
19 Ingersoll	15	1	14	1	13	1	12	2	24	4	6	30	12	8	
20 Kincardine	29	13	16	8	4	25	10	15		32	4	11	40	7	
21 Kingston*	19	5	14		19	5	14		53	18	25	32	6	6	
22 Lindsay	23	6	17		22	6	16	1	45	7	12	20	9	6	
23 London	37	7	30	9	2	25	5	20	10	88	5	10	30	4	
24 Madoc	37	8	29	18	2	35	8	27		40	10	20	15	5	
25 Martintown	22	3	19	7	1	21	3	18		40	10	15	30	3	
26 Milton	19	12	7	2	19	12	7		65	11	15	27	5	3	
27 Morrisburg	16	8	8		16	8	8		70	5	20	25	3	3	
28 Mount Forest	41	17	24		2	35	14	21	4	36	6	8	16	7	
29 Napanee	27	6	21		+27	6	21		20	5	8	12	6	5	
30 New Edinburg	15	8	7		15	8	7		40	5	15	30	4	2	
31 Newmarket	23	16	7	13	23	16	7		60	10	10	30	5	3	
32 Norwood	9	4	5		8	3	5	1	55	10	15	30	4	2	
33 Orangeville	19	12	7	3	19	12	7		35	10	15	30	10	7	
34 Owen Sound	22	8	14	7	18	5	13	4	43	12	15	40	5	4	
35 Parkdale	27	11	16		24	9	15	3	65	30	32	30	10	7	
36 Perth	33	14	19	12	1	31	14	17	1	38	15	13	30	7	
37 Picton	19	5	14		19	5	14		62	4	44	33	8	5	
38 Port Hope	24	9	15		1	23	9	14		60	8	16	30	15	
39 Port Perry	16	9	7		16	9	7		65	13	26	30	5	3	
40 Prescott	17	4	13	2	17	4	13		42	7	24	37	6	5	
41 Renfrew	49	16	33	28	49	16	33		64	10	16	35	5	2	
42 St. Thomas	52	22	30	15	1	43	17	26	8	32	8	10	22	8	5
43 Sarnia	25	9	16		1	22	7	15	2	56	10	25	30	9	5
44 Simcoe	16	5	11		16	5	11		38	6	17	32	7	7	
45 Stratford	78	36	42	16	1	76	34	42	1	50	10	20	30	19	15
46 Strathroy	34	17	17	5	1	23	9	14	10	46	9	8	34	8	7
47 Vankleekhill	24	5	19	16	1	22	4	18	1	61	26	53	31	4	4
48 Welland	21	3	18	7	19	2	17	2	30	6	12	30	4	4	
49 Whitby	16	8	8		16	8	8		42	15	25	32	4	3	
50 Windsor	17	7	10	5	16	7	9	1	20	10	10	45	7	6	
51 Woodstock	20	6	14		20	6	14		20	6	12	30	6	6	
52 Walkerton	36	17			34	16	18	2	43	8	14	30	7	3	
Total	1305	520	785	234	21	1203	467	736	81	1467	509	936	1559	340	253

\* In 1884, 13 Candidates were awarded District Certificates.

## COUNTY MODEL SCHOOLS, 1885.

	Time given daily by Principal to Lectures, Criticisms, etc.	Was an Assistant provided?	To what extent was Principal relieved each day?	Is separate room for Model School purposes provided?	Is this room in the school buildings?	Was Vocal Music taught?	Was Drill taught?	Allowance to Assistants for Model School work.	Allowance to Principal for Model School work.
								\$ c.	\$ c.
1	2½ hrs.	yes	2½ hours	yes	yes	no	no	40 00	
2	all day	"	all day	yes	yes	yes	yes		200 00
3	"	"	"	"	"	"	"		150 00
4	"	"	"	"	"	"	"	125 00	100 00
5	3 hrs.	"	2½ hours	"	"	"	"	90 00	700 00
6	all day	"	all day	"	"	no	"	125 00	100 00
7	5 hrs.	"	3 hours	"	"	yes	"		175 00
8	all day	"	all day	"	"	no	no	125 00	
9	3 hrs.	"	3 hours	"	no	yes	yes	200 00	
10	4 hrs.	"	2½ hours	no	no	no	"		
11	2½ hrs.	"	2½ hours	yes	yes	"	"		200 00
12	3 hrs.	"	2½ hours	"	"	"	"	50 00	
13	3 hrs.	"	3 hours	"	"	"	no	150 00	
14	all day	"	all day	"	"	"	"	120 00	
15	"	"	"	"	no	"	"	160 00	
16	2½ hrs.	no		no	no	"	"		150 00
17	2½ hrs.	"		yes	yes	"	"		
18	2 hrs.	"		"	"	some	"		190 00
19	all day	yes	all day	"	no	no	a few lessons	130 00	
20	"	"	"	"	yes	"	no	130 00	
21	4 hrs.	"	3 hours	"	"	"	yes	120 00	
22	2½ hrs.	"	2½ hours	"	"	"	no		
23	2½ hrs.	"	2½ hours	"	"	"	"	80 00	120 00
24	4 hrs.	"	all day	"	"	Kinderg'n sgs.	yes	160 00	
25	3 hrs.	no	"	"	"	yes	no	25 00	100 00
26	all day	yes	all day	"	"	"	yes	120 00	50 00
27	"	"	"	"	"	no	Calisthenics	150 00	
28	2½ hrs.	"	"	"	"	yes	yes	120 00	100 00
29	all day	"	"	"	"	yes	"	75 00	
30	2 hrs.	no	"	no	no	yes	no		300 00
31	3 hrs.	yes	3 hours	yes	yes	no	yes	78 00	115 00
32	3 hrs.	no	"	"	"	"	"		100 00
33	all day	yes	all day	"	no	"	"	100 00	
34	"	"	"	"	yes	"	Calisthenics	500 00	
35	"	"	"	"	"	yes	yes	250 00	100 00
36	"	"	"	"	"	no	"	100 00	
37	"	"	"	"	"	yes	"	160 00	
38	"	"	"	"	"	no	no		
39	2½ hrs.	"	2½ hours	"	"	yes	"	100 00	100 00
40	3 hrs.	"	3 hours	"	"	"	"	90 00	150 00
41	2 hrs.	no	"	"	"	no	"		50 00
42	all day	yes	all day	"	"	yes	yes	125 00	
43	3½ hrs.	"	3 hours	"	"	"	"	80 00	70 00
44	all day	"	all day	"	no	"	"		156 00
45	"	"	"	"	yes	no	no	75 00	
46	3 hrs.	"	3 hours	"	no	"	yes	100 00	
47	3 hrs.	no	"	yes	yes	yes	no		120 00
48	3 hrs.	yes	3 hours	"	no	no	yes	\$6 per week	
49	4 hrs.	"	3 hours	"	yes	yes	"	125 00	100 00
50	all day	"	all day	"	"	no	no	150 00	100 00
51	3 hrs.	"	"	"	"	"	"	125 00	
52	all day	"	"	"	"	"	"		25 00

† 1 male and 4 females were awarded District Certificates.

## SCHEDULE B.

NAME OF MODEL SCHOOL.	NAME OF PRINCIPAL.	CLASS OF CERTIFICATE.
• Barrie	T. O. Steele	1st Class A.
Beamsville	W. H. Harlton	1st " "
Berlin	J. Suddaby	1st " C.
Bracebridge	R. F. Greenless	1st " A.
Bradford	Isaac Day	1st " "
Brampton	A. Martin	1st "
Brantford	William Wilkinson, M.A.	M.A.
Caledonia	Isaac Rowat	1st Class A.
Chatham	George B. Kirk	1st " "
Clinton	William R. Lough	1st " C.
Cobourg	W. S. Ellis	B.A., B. Sc.
Cornwall	P. Talbot	1st Class C.
Durham	James Winterborn	1st " A.
Farmersville	Thomas M. Porter	1st " C.
Forest	John R. Brown	1st " "
Galt	Robert Alexander	1st " B.
Goderich	Allan Embury	1st " A.
Hamilton	George W. Johnson	1st " "
Ingersoll	H. F. McDiarmid	1st " "
Kincardine	F. C. Powell	1st " B.
Kingston	R. K. Row	1st " "
Lindsay	Richard Lees	1st " C.
London	W. J. Carson	1st " A.
Madoc	Donald Marshall	1st " B.
Martintown	Alex. Kennedy	1st "
Milton	Henry Gray	1st " "
Morrisburg	G. E. Broderick	1st " C.
Mount Forest	Samuel B. Westervelt	1st " "
Napanee	James Bowerman	2nd "
New Edinburg	John McJanet	1st " C.
New Market	William Rannie	1st " "
Norwood	A. Hutchinson	1st " "
Orangeville	M. N. Armstrong	1st " "
Owen Sound	T. Frazer	1st " "
Parkdale	J. A. Wismer	1st " "
Perth	M. M. Jaques	1st " C.
Picton	R. W. Murray	1st " B.
Port Hope	F. Wood	1st " "
Port Perry	Alex. M. Rae	1st " C.
Prescott	Crawford Macpherson	1st " B.
Renfrew	J. Boag	1st " C.
St. Thomas	N. M. Campbell	1st " "
Sarnia	Alex. Wark	1st " B.
Simcoe	George Sharman	1st " C.
Stratford	Chas. Wm. Chadwick	1st " A.
Strathroy	Thos. Dinsmore	1st " C.
Vankleekhill	R. J. Sangster	1st " "
Welland	Robert Grant	1st " "
Whitby	James Brown	1st " "
Windsor	James Duncan	1st " "
Woodstock	G. W. Vanslyke	1st " A.
Walkerton	W. R. Telford	1st " B.

## APPENDIX D.—TEACHERS' INSTITUTES.

## 1. ONTARIO TEACHERS' ASSOCIATION, 1885.

*Extract from the proceedings of Convention held on the 11th, 12th and 13th days of August, 1885.*

The Convention met on Tuesday, August 11th, 1885.

The 1st Vice-President, Dr. Purslow, in the chair.

Reports respecting County Associations were received from—

J. E. Elliott.....	West Gray.....	Representing	100	Members.
John Spence.....	Ontario.....	"	125	"
James Birch.....	West Kent.....	"	90	"
John Munro.....	Ottawa.....	"	50	"
John C. Linklater.....	North Huron....	"	36	"
R. H. McMaster.....	Dufferin.....	"	70	"
Neil D. McKinnon.....	W. Bruce.....	"	80	"
William Linton.....	Waterloo.....	"	80	"
E. H. Anderson....	S. Hastings and Belleville	"	105	"
James Duncan.....	N. Essex.....	"	102	"
T. O. Steele.....	N. Simcoe.....	"	75	"
W. J. Osborne.....	P. E. County.....	"	90	"
J. W. Henstridge.....	Frontenac.....	"	140	"
S. McAllister.....	Toronto.....	"	250	"
James McElroy.....	Carleton.....	"	120	"
Charles Ramage.....	S. Grey.....	"	100	"
C. H. Fuller.....	S. Essex.....	"	64	"
John R. Brown	} ..... East Lambton.....	"	100	"
Thomas White				
R. E. Brown.....	Centre Huron....	"	50	"
Thomas McKee.....	South Simcoe.....	"	70	"

## RESOLUTIONS ADOPTED.

*High School Section.*

*Resolved*, That the Senate of Toronto University be urged, as soon as practicable, to make such arrangements regarding the Local Examinations as will enable it to allow to candidates writing at such Examinations all the privileges allowed to candidates writing at Toronto.

*Resolved*, 1st, that Chaucer should be removed from the First Year's Examination to a later stage in the curriculum, and be replaced by some modern author; 2nd, that English prose should receive due recognition in the English course of the University; 3rd, that the study of the earlier forms of the language should be provided for in the later years of the curriculum.

*Resolved*, That equal recognition should be given in the Junior Matriculation in the matter of Scholarships, to Modern Languages and to Classics; and that Ancient History and Geography should be annexed to Classics, and Modern History and Geography to Modern Languages.

*Resolved*, That such a value should be assigned to the department of science, in awarding the General Proficiency Scholarship at Junior Matriculation, as to encourage the teaching of science in the High Schools.

*Resolved*, That this Section call the attention of the University Senate to the objectionable character of the honor paper in English and the pass paper in History and Geography at Junior Matriculation.

*Resolved*, That the University Senate be requested to allow all candidates at Junior Matriculation to take more than one sub-department of Natural Science, and that the course in Botany be more accurately defined.

*Resolved*, That the Section appoint a Committee to wait upon the Hon. the Minister of Education, and explain to him the objectionable nature of some of the Second and Third class papers set at the recent Departmental Examinations.

*Report of the Committee on High School Graduation :—*

“The committee appointed by the High School Section in August, 1884, to bring in a scheme for High School Graduation, in accordance with the general resolution then passed by this Section in favour of such a provision being made, begs leave to report as follows :—

“I. That the committee met on the 4th of April last, and after carefully examining a draft of scheme submitted for consideration by the Hon. the Minister of Education, decided to recommend its adoption with a few amendments as to certain subjects in several courses.

“II. Your committee find that, subsequently to its meeting, the Minister has recast the scheme for High School Graduation in harmony with the new course of study proposed for High Schools and Collegiate Institutes, embodying at the same time the minor changes we suggested regarding subjects.

“III. As thus simplified the scheme may be outlined as follows :—

“(a) Any pupil who passes the Departmental or the University examination in any of the courses prescribed for Form II., III., or IV., in a High School or Collegiate Institute, shall be entitled to a Graduation Diploma signed by the Minister of Education and the Head Master of the High School at which such course was completed.

(b) The courses above referred to are as now arranged :

1. Course of Form II., H.S., being that of Junior Matriculation at the University of Toronto. (Pass.)
2. Course of Form III., H.S., being that of Junior Matriculation with Honors.
3. Course of Form IV., H.S., being that of Senior Matriculation.
4. A Commercial Course, being that required of candidates for Second Class Certificates.

“(c) These four courses, covering the ordinary work of the High Schools, provide for four distinct forms of Graduation Diploma, viz : 1, Commercial Course; 2, Junior Matriculation (Pass); 3, Junior Matriculation with Honors; 4, Senior Matriculation; the highest of these also reaching the upper limit of the High School Course.

“(d) In addition to passing the prescribed examination, each candidate shall submit to the Education Department through the Head Master, the following documents: 1, a certificate of having attended at least one year; 2, a certificate of character.

(e) Commencement exercises should be held in each High School or Collegiate Institute at a suitable time during the autumn term of each year, at which the Graduation Diplomas may be presented to the successful candidates.

“The committee believe that by this simple scheme all the more serious objections urged last year are removed. It will be observed that no separate examination is required, no extra work is imposed, nor is the ordinary course of our teaching interfered with in any manner.

“The scheme, we think, possesses all the advantages of the more elaborate one at first proposed, without any of its incumbrances.

" We therefore recommend its adoption and, since its acceptance by individual schools is entirely optional, we trust that members of the Section will use their influence to make High School Graduation generally acceptable throughout the country." *Report adopted.*

D. C. MCHENRY, *Chairman of Committee.*

The Hon. the Minister of Education addressed the Section on the Proposed Regulations for the Distribution of the High School Grant and it was resolved :—That a hearty vote of thanks be presented to the Hon. the Minister of Education for his kindness, and still more for his consideration in inviting the teachers of the Province to make suggestions touching the proposed regulations.

*Report of the Committee appointed to take into consideration the status of Upper Canada College and its relation to the Provincial system of Education.*

" The High School Section of the Ontario Teachers' Association would respectfully submit to the Hon. the Minister of Education, that although at one time Upper Canada College was a necessary adjunct of the Provincial University, it is no longer in the interests of secondary education that a school of this character should be maintained from Provincial funds. In support of their contention they submit—

" 1. That the records of the matriculation examination at the Toronto and other Universities of Ontario clearly prove that the work of preparing candidates for this examination is quite as well done at the County and City High Schools as at Upper Canada College.

" 2. That in the training of Public School teachers the High Schools do an important work in which Upper Canada College has no part.

" 3. That the Education Department has found it necessary to select Training Institutes from the High Schools, which depend largely on local support.

" They submit further that the funds that have been diverted to the support of Upper Canada College are urgently needed for the purposes of higher education.

" It is, therefore, the opinion of this Section that, in the general interests of education in the Province, Upper Canada College should be closed, and its revenues appropriated for other purposes."

*The report of the Committee on Mr. Wetherell's paper on the present and possible influence of the High School Section was read and considered seriatim. The following clauses were adopted :—*

1. " That the Executive Committee of the High School Section be requested (1) to draw up a Constitution, By-laws and Rules of Order for the Section, and to report at our next annual meeting ; (2) to send at a suitable time to all High School teachers a circular, pointing out the special objects of the annual meeting, and urging the attendance of the masters ; (3) to refer the question of a change of time of the annual meeting to the general Executive.

*Resolved,* That the High School Section of the Executive Committee be recommended to make such changes in the constitution and duties of the Legislative Committee, that it may take the place of an advisory committee to be consulted by the Minister on all questions on which he may wish to consult the High School masters.

*Resolved,* That the High School Entrance Examination be placed at the end of the Fourth Class, and that the examination be held only once a year.

*Resolved,* That the questions set in History for the late High School Entrance examination were too abstract and comprehensive to be properly understood and intelligently answered by boys and girls under fifteen years of age ; and that the attention of the Minister of Education be respectfully called to this fact."



*Report of the committee on the retention of the Fifth Class in our Public Schools:—*

“That while we approve of making the Public School course of studies fit into that pursued in our High Schools, we think that, to have the Public School course end with the Fourth Class, or to enforce any regulations tending to discourage the retention of the Fifth Class in our Public Schools, would be disastrous to the interests of Public School education.” *Report adopted.*

INSPECTORS' SECTION.

*The School Programme.*

*Resolved,* That supplementary reading be recommended for use in all classes.

*Resolved,* That writing on paper be added to programme for First Class work.

*Resolved,* That easy Vulgar Fractions be added to Arithmetic (Third Class).

It was recommended that Book-keeping by Single Entry form a subject of study in all Schools, and that the title “Writing” on the margin be changed to “Writing and Book-keeping.”

*Resolved,* That the Geography for Third Class be “Definitions, Map of the World, North and South America, Dominion generally and Ontario minutely,” and that for Fourth Class the following be added to proposed standard, “Dominion, British Isles and United States to be thoroughly taught.”

*Resolved,* That the tonic Sol-Fa System, possessing, as it does, advantages as to ease of acquisition and simplicity, be recommended for use at the option of the Teacher.

*Resolved* That *Classification of Words and Correction of Common Errors* be added to Third Class Grammar.

*Resolved,* That the Minister be requested to change the Regulation respecting School accommodation to read that “where the school population exceeds one hundred, or the average attendance exceeds forty, there shall be two rooms.”

*Resolved,* That the Hon. the Minister of Education be requested to prepare a circular to County Councils respecting reasonable travelling expenses.

*Resolved,* That at least *three* of the *five* years required for an Inspector's Certificate under (6) should be in Public School work while holding a Provincial certificate of qualification.

*Resolved,* That it is inexpedient to abolish the Departmental Examination for First Class Non-professional Examinations as the qualification for Inspector's Certificates.

*Resolved,* That the first clause of Clause 2 (page 14, Regulations) be amended to read “To spend on an average one half-day in the visitation of each school.”

*Resolved,* That a committee, consisting of Messrs. Morgan, Brebner and Dearness, be appointed to prepare an improved form for Inspector's Reports to Trustees at the close of each visit, and to submit the same to the Minister of Education for his consideration; also to bring in a report respecting this matter to the meeting of Public School Inspectors at next session.

*Resolved,* That the words “not longer than” be inserted after (2) in Clause 14, page 16.

*Resolved,* That this Section considers a minimum of 350 cubic feet of air capacity per pupil should be made obligatory in all schools erected after 1885.

*Resolved,* That Book-keeping by single entry should form one of the subjects of *Examination for Entrance to High Schools.*

*Resolved*, That in the opinion of this Section a County Board of Examiners, composed of the Public School Inspectors and Head-masters of High Schools, should read the answers of Candidates for admission, and that the subjects should be so divided that all the answer papers in any subject may be valued by the same examiner.

*During the Sessions of the Association the following papers were read, viz.:*—

- The Historical Development of Education. David Allison, LL.D.  
 Education in Reference to Character. , Very Rev. C. W. E. Body, M.A.  
 A Plea for Science in Schools. J. C. Glashan.  
 The Study and Teaching of English. William Houston, M.A.  
 Permanency of the Teaching Profession. D. Fotheringham.  
 Reading as part of Elocution. Thomas Swift.

## 2.—REPORT OF JAMES A. McLELLAN, ESQ., LL.D., DIRECTOR.

Since the Fall of 1884 the Teachers' Institutes have been somewhat more directly under the guidance and control of the Education Department than they had previously been, that is to say, the Department has more directly helped to secure the efficiency of these highly important local associations of the teachers; and as the new system of conducting them has been in operation now for a little more than a year, the present is a fitting opportunity to say something of the success that has attended the new departure.

### PRIOR TO 1884.

In some form or other teachers' associations or institutes had been held in a few of the counties of Ontario for many years before the practice had become general, much less universal, as is the case at present; and so much good had resulted from them, whenever established, that it was thought advisable by the Education Department to increase their efficiency by giving them distinct, official sanction and countenance. Accordingly, the regulations of 1877 for the first time recognized teachers' institutes as forming an integral part of the educational system of the Province, and, subsequently, they received pecuniary assistance also in the shape of an annual grant of money from such funds as might be available for that purpose by the Minister of Education. Aided by this official recognition, and ably supported by the zeal and energy of the great bulk of the profession, as well as of the Inspectors, they quickly acquired an influence and importance much greater than had yet attended them, and soon came to be considered throughout the Province, as they had for many years been regarded in several of the counties, as a most useful adjunct to the Model and Normal Schools, and an essential element in our educational machinery. It was thought, however, that their usefulness might be promoted still further, and their popularity both with the teachers and the public might be enhanced by the appointment of one or more officers by the Department, whose duty it should to be present at the annual meeting of each association, and aid the local authorities by taking an active part in the discussions, and by such other means as might be considered desirable. Many of the Inspectors and other leading educators in the Province made representatives to that effect to the Minister of Education. They pointed out that in some places there has been considerable difficulty in filling good and useful programmes, and that occasional disappointments, from this and other causes, had occurred and were likely to be still more frequent in the future. It was represented, too, that in a considerable number of districts the labor of getting up the necessary number of topics constantly fell on the almost unaided efforts of the Inspectors, assisted by a very few teachers who could be induced to undertake the trouble of preparing a suitable paper or subject for discussion. In several places the experiment had been tried of procuring the services of some outside educator, and this plan had been found to work tolerably well, but it was difficult to obtain lecturers of experience and ability, and besides, the

expenses which had to be incurred in securing efficient lectures were necessarily heavy and proved to be quite a burdensome tax on the somewhat limited funds at the disposal of the association.

THE PRESENT SYSTEM.

Under these circumstances the Department deemed it advisable to act upon the well-considered representations of the Inspectors and teachers, and to relieve the local associations of the expense necessarily incurred in securing "outside" assistance. The Minister, therefore, appointed me to the position of "Director of Teachers' Institutes," and late in the year 1884 I entered on my official duties in this capacity with pleasure and with diffidence about equally divided. With pleasure, because it is a work in which I take the deepest interest, and with diffidence, because my previous experience had abundantly shown me how difficult it would be for me, or, indeed, for any man, to attain to the high standard of excellence expected, or at least desired, by the teachers. The comparative shortness of the season during which it is possible for the Institutes to be held, places it entirely out of the power of any man to be present at them all; but my colleague, Mr. Tilley, divided the duty with me during the past year, and gave unqualified satisfaction at all the institutes attended by him. The subjoined list will show the dates and places of meeting of the several Institutes visited by Mr. Tilley and myself, respectively, from the inauguration of the present method of conducting them in October, 1884, down to the close of the year 1885.

DATES OF ANNUAL MEETINGS.—1884-1885.

1884.			
<i>Counties.</i>	<i>Counties.</i>		
Lambton.....	Oct. 9th and 10th.	Renfrew.....	Sep. 26th and 27th
Kent.....	" 16th and 17th.	Prescott and Russell.....	Oct. 3rd and 4th.
Huron.....	" 23rd and 24th.	Dundas.....	" 10th and 11th.
Halton.....	" 30th and 31st.	Prince Edward.....	" 17th and 24th.
Wentworth.....	Nov. 6th and 7th.		
1885.			
JANUARY.			
<i>Counties.</i>	<i>Counties.</i>		
South York.....	15th and 16th		
North York.....	22nd and 23rd	Peel.....	
Simcoe.....	29th and 30th		
FEBRUARY.			
Peterboro'.....	5th and 6th		
Durham.....	12th and 13th		
	19th and 20th	Leeds.....	
Waterloo.....	26th and 27th	Grenville.....	
MARCH.			
East Victoria.....	2nd and 3rd	Stormont.....	
	5th and 6th	Lanark.....	
Brant.....	APRIL 30th and MAY 1st	Welland.....	
MAY.			
Hastings.....	7th and 8th	East Bruce.....	
Lennox and Addington.....	14th and 15th	West Bruce.....	
Prince Edward.....	18th and 19th		
Frontenac.....	21st and 22nd	North Grey.....	
Renfrew.....	28th and 29th	South Grey.....	
JUNE.			
Northumberland.....	5th and 6th	Haliburton.....	
Haldimand.....	12th and 13th		
Wellington.....	19th and 20th	Huron.....	
Dufferin.....	26th and 27th	Halton.....	

<i>Counties.</i>	SEPTEMBER.	<i>Counties.</i>
Glengarry .....	17th and 18th .....	Norfolk
Prescott and Russell.....	24th and 25th .....	Kent
OCTOBER.		
Lincoln .....	1st and 2nd .....	Wentworth
Elgin .....	8th and 9th .....	Oxford
Middlesex .....	15th and 16th .....	Lambton
Perth .....	22nd and 23rd .....	Essex
Dundas .....	29th and 30th .....	
NOVEMBER.		
Carleton .....	5th and 6th.	

### SUCCESS AND VALUE OF THE TEACHERS' INSTITUTES.

It would be impossible, within the limits I have allowed myself, to give a detailed or circumstantial report of each of the Institutes separately; but a few words may be said in a general way of the success attending them as a whole, and of their general effect and value to the teachers themselves, the public at large, and the Education Department.

#### *a.—Success and General Effect of the Teachers' Institutes.*

It will readily be conceded that the action of the Education Department, in appointing officers to attend the annual meetings of the Institutes, has been highly acceptable to the vast majority of the teachers in the Province, and the hearty manner in which the efforts of the Department were sustained reflects very great credit on the Inspectors and teachers in the several counties. In almost every instance the Inspectors and other working members of the associations threw themselves heart and soul into the work of the meetings, and most ably seconded the Departmental officers in their efforts, in increasing the efficiency of the Institutes. As a natural consequence we had unusually good and stirring conventions: programmes carefully selected and carried out with thoroughness and ability, debates and discussions conducted with the greatest energy and complete good feeling, attendance far above the average in most places, and a much greater proportion of the teachers than formerly taking part in the actual business of the meetings. The interest taken in these meetings is shown by the fact that many of them walk from 10 to 20 miles to be present at the discussions. I know of one who walked 30 miles mainly to get information on a single difficult point, which he wanted to handle well for an advanced class. Too much praise can hardly be awarded to the Inspectors, for it is abundantly evident that the success of these and all similar gatherings of teachers must depend very greatly on these officers. A good Inspector will invariably have good wide-awake, zealous teachers, and good teachers will have good conventions; so that these meetings form an almost infallible test of the great energy and ability of the Inspectors first, and then of the teachers. Applying this test to our own Province, it is not much to say that it would be extremely difficult to find a body of educators equal to those of Ontario and impossible to find their superiors. In a very few of the Institutes it appears that the members had fallen into the error of supposing that the appointment of a Director had relieved them of all responsibility for the success or failure of the Institute. The error was perhaps an excusable one, and, indeed, I had expected to find traces of it in a much greater number of instances, notwithstanding the precautions taken by the Department to guard against it. But as every Institute has now been visited, it is only reasonable to expect that on the occasion of our second and all subsequent visits, the teachers, in the few Institutes I have referred to, will take the same warm and active interest in its success as was exhibited with such gratifying results in the great majority of Institutes last year. Lest there should still be any lingering misconception in the mind of any teacher as to the object of appointing a Director, it will not be out of place to repeat here the outline of his duties indicated in the Depart-

ment circular on Teachers' Institutes, issued in Department 1884 : The circular sets forth, that the duties of the Director of Teachers' Institutes briefly are : (a) To visit each Institute annually ; (b) to deliver at least three lectures to the Institute, and one public address at each visit ; (c) to form the teachers into classes for instruction in methods of teaching ; (d) to direct the profession either by examination, or otherwise, as to the literature that should occupy their attention during their spare hours ; (e) to arouse their professional enthusiasm by personal intercourse and advice ; (f) to meet trustees and other school officers and give such information in regard to school matters as may be required ; (g) to report annually to the Department the attendance at each meeting, the nature of the work done, etc.

It further goes on to point out to all concerned that, it is not to be forgotten that while assistance is being rendered, as above indicated, much will still depend upon local effort. The object of the Department in providing official assistance is not to supersede but to supplement home talent.

(b) *Value of the Institutes to the Teachers.*

1. It has frequently been observed that the general tendency of all gatherings, or conventions of any body of people of the same calling or profession is to promote an *esprit de corps* among the members ; and this tendency may be very distinctly observed as one of the consequences immediately resulting from these Institutes. Association, for a common object, engenders in teachers as in others, a fellow feeling that would never arise if they remained constantly isolated, and with little or no sympathy with their fellow-workers. They form a higher estimate of the dignity of their profession and become more deeply imbued with a feeling of determination never to allow it to be degraded by any word or deed of theirs. Seeing of what a large and influential body they form a part, they readily rise to the exigencies of the position, and resolve by their individual conduct and by their kindly help to each other to maintain the honour of their profession, and to merit the deference due to it from the outside world.

2. These meetings greatly increase the zeal of the members in most cases, and have a tendency to do so in all. Enthusiasm, begets enthusiasm, and many a student, in whom long isolation had begotten a feeling of apathy, has found his flagging courage reanimated, and his zeal and energy quickened into new life by the contagious enthusiasm that develops so quickly in a band of co-workers assembled for a common purpose. Hearing his fellow-workers tell of trials, overcome and difficulties vanquished, he begins to hope that he too may triumph, and he returns to his daily work after the meeting with a heart warmed towards his profession, and buoyed up with a fresh resolve to do with all fidelity and zeal the high work that has been entrusted to his hands.

3. In these meetings the teachers find their best opportunity for the discussion of what they may consider defects in the practical working of our educational system. Here they may bring before the notice of their fellows whatever ideas have suggested themselves to them regarding the working of the School Law and Regulations, and whatever changes and modifications they think might be of service to the teaching profession, or to the country at large. They are sure at least of a respectful hearing, and if, their ideas appear to be feasible and good, they will no doubt receive the approval and endorsement of the Institute ; and, in this way, finally produce an effect in the legislation of the Province that, they would otherwise be very unlikely to have.

4. These Institutes tend to render the teacher's position more secure. For they not only promote that *esprit de corps* in a general sense, of which I have already spoken, but they develop and strengthen the bond of union and brotherhood in a very special and personal sense as well. How often has it not happened that a good teacher, secure in the knowledge of a careful, painstaking, efficient discharge of his duties, has been startled at the close of perhaps an unusually successful session, by the curt information that the trustees no longer require his services ; that some other, some hireling, a disgrace to his profession, had offered his services at a "lower figure," and had been "hired" accordingly (the word suits such a one exactly) by the trustees in their zeal for economy : the thing has happened with too great frequency in the past ; it happens occasionally every now

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and then, because the members of the profession have not been imbued with that feeling of brotherhood, of personal loyalty, that ought to exist among members of the same body. The necessity for meeting in these conventions will assuredly do a great deal towards stamping out this most pernicious practice. Nor, is the time far distant, when it will be impossible for any teacher to be guilty of such a shameful thing. Under the comparative laxity of the former mode, it would always be possible for such "an underminer" to remain away from the Institute altogether; but all this is changed, and the mere dread of the consequences of improper professional conduct will exercise a powerful influence in promoting honourable conduct among teachers in their dealings with one another. It is difficult to act meanly towards one with whom we have to meet on friendly terms, and he who might otherwise stoop to such degradation will surely be deterred from it by the consciousness that, at the annual meeting at least, he must stand face to face with the fellow teachers whom he has wronged; and by the knowledge that such conduct would certainly entail on him the bitter and not silent scorn of the whole Association, and subject him to the keen torture of being sent to Coventry by the profession.

5. In their relations with the untried world the position of the teachers will be strengthened and improved by regular attendance at the meetings annual and occasional. The public is, on the whole, a kindly entity, needing only some special excitement to evoke its sympathy; and latterly the people have been manifesting an interest in the teachers' associations at once gratifying and commendable. At these meetings they are brought into direct contrast with the teachers in their collective capacity, and they are inspired with that feeling of respect that is nearly always felt for numbers. Seeing that their own teacher is one of the numerous and highly-respectable class, they begin to feel a deeper interest in him and in his work. And it must be the teacher's own fault if he cannot turn that interest to good account in promoting the good of his school and improving his own social position in his community. He can stimulate their interest into kindness and respect by letting them see with what courtesy and respect his opinions are received by his fellow-teachers; for modestly expressed opinions are invariably received with the utmost respect in every well-conducted teachers' institute.

6. And here the principle of associations of contrary ideas suggests that another advantage of the teachers' conventions is that they constitute a most powerful machinery for the annihilation of "prigs." For just as modest merit is almost certain to be discovered, no matter how bashfully it may seek to hide itself from the convention, so surely are the loud-mouthed vaporings of pretentious ignorance recognized; and with just as much heartiness as they award the meed of deference and praise to quiet usefulness, with just as much, or even greater zest, do they unmask the false pretences of the charlatan and overwhelm him with confusion by remorseless ridicule.

7. Of the more strictly personal advantages conferred on the teachers by these meetings it may be noticed that they bring the teacher and the Inspector together under the best possible conditions for their mutual benefit. The teacher may, without the smallest hurt to his self-respect, receive a lesson, or even an admonition, from the Inspector that could scarcely be given in a private conversation. The Inspector may, under this guise of a public recommendation of general application, convey a hint, or even a rebuke, calculated to remove some abuse or neglect of duty, whereas if he attempted to correct the evil by private counsel or remonstrance his well-meant interference might be misconstrued and utterly fail to accomplish the desired object. Many a teacher has had a necessary hint for his special benefit conveyed in this very manner, and has been deeply grateful for the kindly forbearance that prompted his Inspector to convey in the shape of general advice and criticism what in his particular case he felt might well have merited a rebuke. The relations between teachers and Inspectors are peculiarly liable to friction, and it is not the least of the advantages of the institutes that they have a tendency to remove all possible feelings of antagonism.

8. The best teachers in the Province are the readiest to admit the benefits conferred on the members of the profession and the keen pleasure excited in their minds by the discussion of various methods of teaching the several subjects on the curriculum and

securing the general and particular improvement of their schools. Whatever other benefits result from these associations are to a large extent merely incidental. *This* is their real object and their special *raison d'être*; and to promote this one object all others should give way. This must always take precedence as it does now; and indeed, the more closely and directly this primary object is kept in view the more surely all the other advantages will be gained as well. It is highly gratifying to be able to report that in this respect the institutes held last year were all that could be expected or even desired. In every institute this object was kept steadily in view and was regarded as the paramount consideration by the inspectors and their coadjutors. During the year we have joined in the discussion of every subject in the public school programme again and again, and in hardly an instance did we fail to observe some point of novelty and interest brought to light by some one or other of those who took part in the discussion. The pleasure of communicating knowledge lies very close to the pleasure of acquiring it; which should be placed highest in the roll of pleasure, it would be difficult to say; but in this, too, as in all else that pertains to things of human sympathy, "it blesseth him that gives and him that takes." It is undoubtedly not only a great benefit, but a great enjoyment as well, to point out the success that has attended their own methods, and to listen to the experience of others who may have employed the same general principles, but adopted a different mode of applying them. And this is a pleasure and an advantage that can be derived to a greater or less degree by every teacher who chooses to listen heedfully, even though his want of experience may not allow him to contribute to the discussion—he must be an attentive, if a silent, listener, for attendance without attention is of very little use. Some of the teachers have not had the advantage of professional training at the Normal School, nor even at the county Model School, and to these the Teachers' Institute should be especially fruitful of benefits. There they hear and see the best and most approved methods of instruction exemplified before them, and they hear the most experienced teachers in their association discuss these methods freely, with frequent specific illustrations of their usefulness. The Inspector brings to the discussion the wider experience he has at command as the result of his observation in all the schools of the county, and the director contributes his share to an elucidation of the matter in hand by describing what he has observed during his official visits to the various institutes throughout the entire Province. Nor are such discussions profitable to those only who have not received special professional training. The "old students" of the Normal Schools, as might be expected, take the keenest delight in such debates, and many an excellent graduate of earlier days has expressed his pleasure, at having his memory refreshed and his technical training recalled forcibly to his mind by the admirable review of his professional education, afforded by a well-sustained discussion of some good paper at an institute. In fact, the time and proper light in which to regard the institutes is to look upon them as the supplements of the Normal Schools and county Model Schools. A well-selected programme of sufficient variety, in a professional view, carefully prepared and fully discussed, is almost an entire Normal School course condensed into the space of a two days' convention.

9. Such a meeting gives an additional value to the institutes in its effect on the teacher, for it not only awakens his half-forgotten knowledge of principles and methods, but it invites him subsequently to reflect on the manifold duties devolving on him. It is not necessary to specify them in detail; but, most certainly, after these institutes the conscientious teacher will more carefully consider, and more faithfully try to discharge his duties to his pupils and their parents in the first place, to his Inspector and the trustees and other education authorities in the second place, and lastly, but by no means of least importance, to his fellow-teachers and to himself.

10. It will enable him to make his school much better as a general rule, and more easily managed in every case, by bringing it into harmony with the other schools in the County. A good deal has been done in this direction already by the system of uniform examinations, directly the product of the institutes. A good deal more remains to be done. Absolute uniformity is of course absolutely unattainable—it would not be desirable even if it could be attained—but the schools may be brought more into harmony with each other to the improvement of all, and the opportunities for comparing notes and

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interchanging ideas and suggestions afforded by the Institute's meetings, will do more than any other agency could do to secure, not a minute uniformity of methods, but, what all desire, a uniformity of excellence.

11. The meetings of the teachers give them an easy opportunity of helping themselves and each other to situations by enabling them to learn of probable vacancies in time to take the necessary steps to secure them. This may, at first sight, seem such a trifling matter as not to be worthy of mention; but to young and inexperienced teachers, and in the case of remote schools in country districts, it is certainly a consideration of no slight moment.

(c) *Value of the Institutes to the People.*

I am glad to be able to say that the public interest in these gatherings of teachers is constantly increasing. I have known intelligent farmers to drive twenty miles to be present at the daily meetings and the evening lecture. In general the public meetings held in connection with the conventions have been exceedingly well attended. I suppose that during the past year not less than 20,000 people have attended these educational meetings, and I believe that in 1886 will be witnessed results still more gratifying. There has been, too, a deep interest shown in even the professional meetings of the conventions. This is a source of great encouragement to the teachers, and is of great importance to the cause of education generally. Where there is little or no public interest in the teacher and his work, there one may expect to find a half-hearted teacher and a feeble school; where public interest is strong and intelligent, one will find a zealous teacher and a vigorous school. The teacher makes the school, it is often said; so, to be sure, he does; but it may be pertinently asked, what makes the *teacher*? Is it scholarship, or professional training, or legal certificates, or contracts for work and wages—any or *all* of these? Doubtless these are necessary elements, but there are some other things of not less worth in preparing the true teacher for his work; is public appreciation of his high calling nothing? Is warm sympathy for his self-sacrificing labours nothing? Is co-operation of parents and trustees nothing? Is a "fair day's work for a fair day's pay" nothing? These and other things like them are with the people; they have a mighty influence in making the teacher "what he is, or in preventing him from being what he is *not*." Communities are beginning at last to understand that while it is true that "as is the teacher, so is the school," it is all but equally true that "*as are trustees, so will be the teacher, and that as are the people, so will be the trustees*"—in a word, that the people are *co-factors* (if I may use the word) with the teacher in making the school what it ought to be. When this is fully realized—when, instead of the ignorance, indifference and illiberality that are all too prevalent, there shall be an intelligent appreciation of the work of education, a sympathetic co-operation with the teacher and a liberal reward for a work that demands all the energies of life, it will be clearly seen how powerful are these influences in the TRAINING of the TEACHER, and we shall witness the beginning of a brighter era in national education.

(d) It will, I think, be generally conceded that it will be of no small advantage to the Department of Education to be placed, through the medium of these institutes, in more direct contact with the best "educational thought" of the country. In earlier days the complaint was general—whether well-founded or not, I shall not now take upon me to decide—that the teachers of the country had little or no influence in shaping its educational policy. Teachers may not always have known what was best to be done in every complex question of educational policy, but with the higher standing in education and professional skill which has been now attained—with a body of inspectors such as cannot be equalled on this continent for education, professional experience, and practical ability—it would be strange, indeed, if the professional thought of the country were of no worth in contributing to the solution of the great question of national education—"the hardest and most difficult problem ever proposed to man."



3. TEACHERS' INSTITUTES—FINANCIAL STATEMENT, 1884.

NAME OF INSTITUTE.	No. of Institutes.	Total Number of Members.	Government Grants.	Municipal Grants.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing and Postage.	Libraries, Educational Journals, etc.	Miscellaneous.	Total Expenditure.	Balances.
1 Brant .....	1	110	25 00		17 00	49 98	91 98	5 30	40 00	11 65	56 95	35 03
2 Bruce, East .....	1	110	25 00			120 41	145 41	11 94		44 45	56 39	89 02
3 Bruce, West .....	1	40	25 00		11 00	92 40	128 40	20 19	4 00	59 97	84 16	44 24
4 Carleton .....	1	80	25 00			143 85	168 85	24 74		41 00	65 74	103 11
5 Dufferin .....	1	74	25 00	50 00	30 90	1 74	107 84	6 72	84 70	10 00	101 42	6 22
6 Dundas .....	1	67	25 00		12 50	54 13	91 63	15 87	22 10	47 10	85 07	6 56
7 Durham .....	1	130	25 00		8 75	39 30	73 05	11 88		26 06	37 93	35 12
8 Elgin .....	1	162	25 00			56 08	80 08	8 00		35 00	43 00	37 08
9 Essex, North .....	1	80	25 00	50 00		53 94	128 94	35 50		42 20	77 70	51 24
10 Essex, South .....	1	65	25 00	100 00		69 19	194 19	29 50	30 00	43 50	103 00	91 19
11 Frontenac .....	1	22	25 00		5 50	44 79	75 23	21 91		27 00	48 91	26 38
12 Glengarry .....	1	75	75 00			15 84	90 84	7 00	16 60	3 69	27 29	63 55
13 Grey, East .....	1	60	25 00			194 91	219 91	15 60	39 00	41 00	95 60	124 31
14 Grey, South .....	1	96	25 00		7 00	53 38	85 38	14 35	11 05	32 48	57 88	27 50
15 Grey, West .....	1	70	25 00		20 00	188 70	233 70	33 75	79 72	43 20	156 67	77 03
16 Haldimand .....	1	110	25 08		6 50	119 98	151 48	4 10	8 45	19 35	31 90	119 59
17 Haliburton .....	1	49				84 40	84 40			3 45	3 45	80 95
18 Halton .....	1	66	35 00	25 00	11 00	30 14	101 14	22 25		51 95	74 20	26 94
19 Hastings, North .....	1	60	25 00			108 27	133 27	7 39	4 35	59 60	71 84	61 98
20 Hastings, South .....	1	116	25 00			25 20	25 20	11 80		13 40	25 20	
21 Huron, North .....	1	25	25 00		12 50	141 29	178 79	4 31		99 67	103 98	74 81
22 Huron, West .....	1	85	25 00		8 25	179 03	212 28	23 23	9 85	41 45	74 53	137 75
23 Kent, East .....	1	80	25 00			192 55	217 55	2 17		74 00	76 17	141 38
24 Kent, West .....	1	60	50 00		9 50	160 98	220 43	36 02	1 95	105 84	143 81	76 62
25 Lambton, East .....	1	97	25 00		27 10	35 24	87 34	15 39		41 75	57 14	30 20
26 Lambton, South .....	1		42 06				42 06			42 06	42 06	
27 Lambton, West .....	1	110	25 00			162 30	187 30	20 80	9 00	23 50	53 30	134 00
28 Lanark .....	1	160	25 00		25 30	210 29	260 59	7 89	62 55	30 00	100 44	160 15
29 Leeds .....	1	110	50 00		0 50	211 80	262 30	15 00			15 00	247 30
30 Lennox and Addington .....	1	109	25 00			42 30	67 90	9 50		0 50	10 00	57 90
31 Lincoln .....	1	109	25 00			59 47	84 47	25 95		1 00	26 95	57 52
32 Middlesex, East .....	1	138	25 00		7 00	43 92	75 92	31 15		10 25	41 41	34 51
34 Middlesex, West .....	1	110	25 00	160 00	55 75	107 50	348 25	44 55	251 75		296 30	51 95

35 Norfolk	1	36	25 00	36 00	22 39	83 39	12 55	28 05	24 40	65 00	16 39
36 Northumberland	1	120	25 00	15 25	63 64	103 89	14 60	7 50	15 70	37 70	68 19
37 Ontario	1	62	25 00	11 00	102 88	136 86	13 94	84 75	20 20	118 89	19 89
38 Oxford	1	100	25 00		44 63	69 63	14 86		37 30	52 19	17 44
39 Peel	1	72	25 00	29 00	85 80	139 80	8 75	29 85	13 75	52 45	87 30
40 Perth	1	170	25 00		74 67	99 67	16 12		61 50	77 62	23 05
41 Peterborough	1	50	25 00		118 30	118 30	18 25	37 10	7 30	52 65	65 65
42 Prescott	1	138	25 00	4 05	91 42	91 71	7 57	14 60	21 63	43 80	47 91
43 Prince Edward	1	72	25 00		62 06	116 42	5 90		30 75	36 65	79 77
44 Renfrew	1	72	25 00		34 80	59 80	9 54		24 75	34 29	25 51
45 Russell	1	49	25 00	3 25	28 14	56 89	6 28		40 52	46 80	9 59
46 Simcoe, North	1	109	25 00	19 00	149 31	243 31	30 84	86 82	44 93	164 59	78 72
47 Simcoe, South	1	25	25 00	50 00	74 14	149 14	8 82	6 85	5 20	20 87	128 27
48 Stormont	1	52	25 00	50 00	76 58	113 58	4 06	38 35	25 09	67 50	46 06
49 Victoria, East	1	60	25 00	12 00	249 79	284 04	36 21	158 25	19 50	213 96	70 06
50 Victoria, West	1	67	25 00	9 25	101 20	196 20	5 50		27 25	32 75	93 45
51 Waterloo	1	40	25 00	49 80	72 31	147 11	23 45	34 20	58 03	115 68	31 43
52 Welland	1	109	25 00		29 00	54 00	15 25		23 75	39 00	15 00
53 Wellington, North	1	107	50 00	20 50	37 45	107 95		37 90	36 96	85 16	22 79
54 Wellington, South	1	100	25 00	20 05	90 29	144 34	30 90	48 85	15 67	90 42	63 82
55 Wentworth	1	100	25 00		118 88	143 88	24 75	2 10	61 00	77 85	66 03
56 York, North	1	83	25 00	30 00	114 20	169 20	25 92	50 05	10 80	86 77	82 43
57 Algoma District	1	53	25 00		25 00	50 00	3 53		7 50	11 03	38 97
58 Muskoka District	1	50	25 00	25 00	84 66	134 66	17 90		55 47	72 97	61 69
59 Parry Sound District	1	48	25 00	1 75	37 96	64 71	2 51	32 50	10 00	46 01	19 70
60 City of Hamilton	1	97	25 00		77 29	102 29	0 25	21 60	10 25	32 10	70 19
61 City of Kingston	1	33	25 00		64 91	89 91	11 20	22 60	5 70	39 50	50 41
62 City of London	1	48	25 00	14 00	213 83	252 83	4 75	21 00	40 00	65 75	187 06
63 City of Ottawa	1	60	25 00		10 87	35 87	1 85	3 75	10 30	15 90	19 97
64 City of Toronto	1	200	25 00	50 00	186 70	231 70	12 55	61 25	31 00	104 80	126 90
65 Ontario Teachers' Association, 1883-4	1		350 00	65 50	629 40	1,044 90	153 54		375 35	550 89	514 01
Total, 1884	65	5189	2037 06	510 00	6210 36	9423 47	1088 74	1500 09	2286 60	4875 43	4548 04
Total, 1883	62	4821	4025 00	483 00	5120 08	10372 91	1186 80	1274 32	3409 67	5870 79	4502 12
Increase	3	368	1997 94	75 00	1090 28	949 44	88 06	225 77	1123 07	945 36	45 92
Decrease											

10 (F)

APPENDIX E.—DEPARTMENTAL EXAMINATIONS.

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1884.					JULY, 1885.				
	CANDIDATES.					CANDIDATES.				
	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.	From Private Schools.	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.	From Private Schools.
Alexandria.....	48	7		32	16	31	10		23	8
Almonte.....	37	25		34	3	44	36		40	4
Arnrior.....	19	13		16	3	28	16		28	
Aylmer.....	36	14		36		49	21		49	
Barrie, C. I.....	67	28		57	10	110	28		103	6
Beausville.....	11	6		11		32	21		32	
Belleville.....	113	60		104	8	116	58		105	10
Berlin.....	28	13		28		63	32		53	
Bowmanville.....	22	16		22		48	39		48	
Bradford.....	48	22		48		66	36		66	
Brampton.....	62	24		62		55	31		55	
Brantford, C. I.....	76	69	1	65	10	123	106	1	112	10
Brighton.....	26	9	1	27		32	10		32	
Brockville.....	52	15		52		51	36		49	2
Caledonia.....	46	30		46		72	33			
Campbellford.....	46	23		46		53	35		51	2
Carleton Place.....	17	5		17		32	21		32	
Cayuga.....	29	14		29		27	10		27	
Chatham.....	83	33		76	5	120	49		98	14
Clinton.....	62	45		61	1	64	26		64	
Cobourg, C. I.....	45	20	9	36		38	26	11	27	
Collborne.....	29	14		29		26	19		26	
Collingwood, C. I.....	56	25		56		93	54		93	6
Corwall.....	83	20		32	6	75	31		69	
Drummondville or Niagara Falls, South.....	26	13		24		37	22		35	2
Dundas.....	25	23		24	1	30	30		30	
Dunnville.....	38	22		38		28	13		28	



APPENDIX E. DEPARTMENTAL EXAMINATIONS.

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1884.				JULY, 1885.			
	CANDIDATES.				CANDIDATES.			
	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.
			Pub.	Sep.			Pub.	Sep.
Perth, C. I.	37	32	37		61	40		3
Peterborough, C. I.	32	35	32		94	36	58	
Petrolia	56	38	56		48	29	48	
Pictou	74	19	71	3	83	58		
Port Dover	24	12	24		19	8	19	
Port Hope	52	30	52		44	29	44	
Port Perry	55	25	55		43	24	43	
Port Rowan	14	11	3	*	35	22	35	
Prescott	29	15	29		45	34	33	12
Renfrew	48	24	48		57	22	50	1
Richmond Hill	33	23	33		39	26	39	
Ridgetown	38	30	38		55	24	55	
Sarnia	77	47	71	5	80	58	76	4
Seaford	48	30	48		92	58	92	
Simcoe	58	31	58		62	34	61	1
Smith's Falls	34	9	34		48	33	48	
Smithville	35	18	35		22	13	22	
Stratford, C. I.	89	37	78	11	114	53	110	4
Strathroy, C. I.	123	53	123		139	67	139	
Streetsville	20	6	20		46	23	46	
St. Catharines, C. I.	44	15	44		65	37	64	1
St. Marys, C. I.	59	25	58		66	28	61	5
St. Thomas, C. I.	123	57	114	1	200	106	196	4
Sydenham	30	14	30		50	11	50	
Thorold	46	14	38	8	33	15	33	
Toronto C. I.	125	72	61	2	166	122	89	2
Trenton	33	18	21	9	32	18	30	6
			57		71		71	



APPENDIX E.—DEPARTMENTAL EXAMINATIONS.

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD	DECEMBER, 1884.					JULY, 1885.				
	CANDIDATES.					CANDIDATES.				
	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.	From Private Schools.	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.	From Private Schools.
Tweed						14	6		14	
Wallaceburg	11	8		11		5	5		5	
Watford						76	40		76	
West Winchester	22	11		22		39	11		39	
Wingham						62	41		62	
<i>Summary of the foregoing:</i>										
Collegiate Institutes	1372	745	81	1213	29	1767	1040	100	1508	14
High Schools	3481	1902	37	3705	17	4715	2447	7	4267	41
Other places	497	243		494	1	942	495		938	
Grand Total	5750	2890	118	5412	47	7424	3982	107	6713	55
<i>Comparison with December, 1884, and July, 1884.</i>										
Increase	750	1081	13	724	21	1188	985	13	812	
Decrease										2

\* 11 Pupils not reported in December, 1884.

\* 341 Pupils not reported in July, 1885.

## APPENDIX F.—CERTIFICATES.

(Continued from Report of 1884.)

## 1.—NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

NOTE.—All Inspectors will be *ex-officio* members of the Board of Examiners for their respective Counties.

Baptie, George, M.A., M.B. Burns, William. Bellamy, J. S., B.A. Cowley, Robert Henry.	Davidson, Alexander Bruce. Elliott, Wm., B.A. Hunter, James M., M.A.	Stevens, W. H., B.A. Smith, Lyman C., B.A. Weir, Archibald, B.A.
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## 2.—NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL MASTERS' CERTIFICATES.

Ames, A. F., B.A. Baptie, George, M.A., M.B. Bissonnette, J. D., B.A. Bald, Miss May B., B.A. Crichton, A., B.A. Cochrane, R. R., B.A. Campbell, P. S., B.A. Christie, J. Douglas, B.A. Fitzgerald, Miss Lizzie S., B.A.	Hunter, James M., M.A. Huston, William Henry, B.A. Lennox, Thos. H., B.A. McCormack, Joseph, B.A. McIntyre, E. J., B.A. O'Hagan, Thomas, B.A. Quance, Noah, B.A. Robertson, N., B.A.	Sherin, Fred, B.A. Sparling, George Betton, B.A. Sanderson, James Herbert, B.A. Stevens, W. H., B.A. Street, Jacob Richard, B.A. Scott, Colin A., B.A. Weir, Archibald, B.A. Williams, Nelson, B.A.
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## 3.—NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

Briden, William. Clark, William.	Johnston, W. D. Perry, S. W., B.A.
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## 4.—NAMES OF PERSONS WHO HAVE QUALIFIED AS HIGH SCHOOL ASSISTANTS.

Bell, John Johnstone, B.A. Chisholm, William James, B.A. Clyde, William, B.A. Fair, Robert Elliott, B.A. Fowler, Richard Victor, B.A. Follick, Thomas Henry, B.A. Hogarth, George Henry. Lochhead, William, B.A. Logan, William M., B.A.	McColl, Allan Evan, B.A. MacKay, Donald, B.A. MacLean, Goodwin V. McDougall, Alexander H., B.A. McPherson, Wallace Alexander. Martin, Stephen, B.A. Morrow, Archibald Elston. Riddell, Frank P., B.A. Ross, Ralph.	Sanderson, Wm., B.A. Stork, Jennie. Sykes, Frederick Henry, B.A. Thompson, Robert Allen, B.A. Watson, Rev. Geo. Robinson, B.A. * Snell, Joseph A. * Sinclair, Arthur H.
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\* Will receive First Class Certificates on furnishing proof of having taught two years.



## 5.—CERTIFICATES GRANTED.

THIRD, SECOND AND FIRST CLASS.	Male.	Female.	Total.
Third Class, by County Boards, as per County Model School Reports .....	467	736	1203
Second Class, by Department, viz:			
Teachers who had taught three years prior to August 18th, 1877 .....	1		1
Ottawa Normal School .....	67	84	151
Toronto Normal School .....	69	176	245
First Class, by Department .....	28	3	31
Total .....	632	999	1631

*District Certificates granted under Regulations approved May, 1883.*

COUNTY OR DISTRICT.	No. of Candidates.	No. who obtained Certificates.
Lennox, etc. ....	5	5
Renfrew .....	97	85

**6.—LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT.**

*Certificates granted 15th January, 1885, by Minute of Education Department, to Candidates who passed the Second Class Professional Examination.*

2nd Class.

No.	Name.	Grade.	No.	Name.	Grade.
6759	Adams, Jessie .....	B	6760	Brown, George S .....	B.

*Certificate granted 25th March, 1885, by Minute of Education Department, to Candidate who has taught three years prior to 18th August, 1877.*

2nd Class.

6761 | Eaton, Francis Hicks..... | B |

*Certificate granted 15th April, 1885, by Minute of Education Department, to Candidate who passed the Second Class Professional Examination.*

2nd Class.

6762 | Little, Thomas H. .... | B |

*Certificates granted 28th April, 1885, by Minister of Education, to Candidates who passed the Second Class Professional Examination.*

2nd Class.

6763	Gray, Jennie .....	A	6766	Noble, Sarah .....	B
6764	Dowler, Thomas .....	B	6767	Nicol, Margaret Annie .....	B
6765	Marshall, Isabella E. ....	B	6768	Reid, Margaret.....	B

*Certificate granted 1st May, 1885, by Minister of Education, to Candidate who passed the Second Class Professional Examination.*

2nd Class.

6769 | Loftus, John Thomas .....
 A |

*Certificates granted 5th July, 1885, by Minister of Education to Candidates who passed the Second Class Professional Examination, June, 1885.*

TORONTO NORMAL SCHOOL.

2nd Class.

6770	Cope, Peter Procunier.....	A	6793	Easson, Margaret.....	A
6771	Dow, James.....	A	6794	Gourlay, Christina.....	A
6772	Foster, James Milton .....	A	6795	Hendrie, Charlotte.....	A
6773	Hoath, James S.....	A	6796	Hendrie, Annie.....	A
6774	Harrop, Lewis.....	A	6797	Kirk, Alice.....	A
6775	Kaiser, Jesse Bennett .....	A	6798	Keddie, Helen Maude.....	A
6776	Luckham, Daniel Rosengrave .....	A	6799	Kyle, Agnes.....	A
6777	Middlebro, Thos. Holmes .....	A	6800	Lewis, Elizabeth.....	A
6778	Malloy, Joseph A.....	A	6801	Marty, Aletta Elsie.....	A
6779	McLaughlin, Richard Good.....	A	6802	Miller, Eleanor.....	A
6780	Plummer, Albert Henry.....	A	6803	McCusker, Jennie.....	A
6781	Rice John.....	A	6804	Mackenzie, Catherine Jane.....	A
6782	Scott, Arthur Samuel.....	A	6805	McDermid, Minnie.....	A
6783	Scott, Thomas Bennett.....	A	6806	Ross, Bessie Anna.....	A
6784	Shaw, John William.....	A	6807	Rogers, Sara Catherine.....	A
6785	Weidenhammer, Andrew.....	A	6808	Smith, Margaret.....	A
6786	Anderson, Henrietta.....	A	6809	Smith, Mary Elizabeth.....	A
6787	Andrews, Sarah Louise.....	A	6810	Sturgeon, Sarah Louise.....	A
6788	Armstrong, Elizabeth.....	A	6811	Sinclair, Mary.....	A
6789	Abram, Esther.....	A	6812	Sinclair, Christina.....	A
6790	Crosson, Emma.....	A	6813	Taylor, Margaret.....	A
6791	Caulfield, Mary Kate.....	A	6814	Thomson, Margaret.....	A
6792	Crawford, Sarah Tresham .....	A	6815	Thornton, Emma Frances.....	A

## PROVINCIAL CERTIFICATES.

No.	Name.	Grade.	No.	Name.	Grade.
6816	Wright, Geraldine	A	6852	Howard, Emily	B
6817	Wells, Elizabeth	A	6853	Helyar, Jemima Cecil	B
6818	Weir, Hannah	A	6854	Keen, Mary Victoria	B
6819	Agar, Jabez	B	6855	Kipp, Alice Eleanor	B
6820	Brown, James Scott	B	6856	Kipp, Mary Louise	B
6821	Bennett, Josiah	B	6857	Kerslake, Eliza Jane	B
6822	Bradley, John Ward	B	6858	Laing, Margaret	B
6823	Brick, Wm.	B	6859	Logan, Martha	B
6824	Coatham, Wm. Cammish	B	6860	Loan, Hannah	B
6825	Dunbar, Henry	B	6861	Morter, Martha Elizabeth	B
6826	Harper, Wm. Edward	B	6862	McLaren, Nettie	B
6827	Muir, Peter Donaldson	B	6863	McBean, Mary	B
6828	McDonald, Laughlin	B	6864	McColl, Mary Jannette	B
6829	McLean, Neil	B	6865	McMillan, Flora Ann	B
6830	Rolston, Fred. Wesley	B	6866	Nattrass, Nellie	B
6831	Sherman, Joseph	B	6867	Newhouse, Maria	B
6832	Wiseman, James	B	6868	Perley, Elsie McColl	B
6833	Anderson, Annie Emily	B	6869	Ryan, Catharine	B
6834	Anderson, Janet	B	6870	Roddick, Jeanie Martin	B
6835	Brown, Caroline Sophia	B	6871	Rogers, Maggie Ann	B
6836	Byam, Carrie Louise	B	6872	Ross, Mary Jane	B
6837	Barr, Isabella	B	6873	Rogers, Kate	B
6838	Boughner, Cerena Agnes	B	6874	Richards, Hannah	B
6839	Barr, Lydia Adams	B	6875	Ross, Christina Elizabeth	B
6840	Bird, Elizabeth Eleanor	B	6876	Smith, Isabella	B
6841			6877	Smith, Mary Jemima	B
6842	Corkery, Catharine	B	6878	Scott, Lillie Ann Margaretta	B
6843	Craig, Lucy Ames	B	6879	Simpson, Lily Reid	B
6844	Catley, Margaret Jane	B	6880	Shepley, Luella	B
6845	Cronin, Mary Isadore	B	6881	Thompson, Clara Elizabeth	B
6846	Durrant, Ella Lucinda	B	6882	Thureson, Hollie Gertrude	B
6847	Fielding, Mary Lucinda	B	6883	Vair, Agnes	B
6848	Ghent, Jennie	B	6884	Walrond, Harriet Ellen	B
6849	Graham, Sarah	B	6885	Waters, Edith Louise	B
6850	Harvey, Nettie Adeline	B	6886	Wilson, Maggie	B
6851	Hamilton, Augusta Mary	B	6887	Young, Annie Eugenie	B

## OTTAWA NORMAL SCHOOL.

6888	Brough, Thos. Allardyce	A	6917	Hough, Annie K.	A
6889	Brown, John W.	A	6918	Hunter, Jessie	A
6890	Brown, William	A	6919	Laidlaw, Jennie Robson	A
6891	Clark, Malcolm N.	A	6920	Lewis, Alicia	A
6892	Colborne, Griffith J.	A	6921	McDougall, Catharine	A
6893	Cosens, Thomas Wesley	A	6922	MacKenzie, Mary Jane	A
6894	Fell, Lennie A. H.	A	6923	Rogers R. Annie	A
6895	Fraser, Wm. Andrew	A	6924	Salmon, Charlotte Annie	A
6896	Huston, Wm. J.	A	6925	Scott, Sarah	A
6897	Murray, James Stewart	A	6926	Shiels, Minnie F.	A
6898	McClellan, Frederick E.	A	6927	Smallfield, Mary E.	A
6899	McCrea, James	A	6928	Steele, Mary	A
6900	McKee, Henry Thos.	A	6929	Stratton, Barbara	A
6901	McLean, Alex. Kennedy	A	6930	Sutherland, Christina F.	A
6902	Neven, Peter J.	A	6931	Becksteadt, Norris L.	B
6903	Nidderly, Robt. Jas.	A	6932	Brown, William Henry	B
6904	Overend, Edmund T.	A	6933	Dorrance, D. C.	B
6905	Pearson, P. William	A	6934	Famelart, George P. E.	B
6906	Scott, William A.	A	6935	Gilmore, Henry	B
6907	Uffelman, R. William	A	6936	Grylls, William F.	B
6908	Wells, Edward	A	6937	Harrison, Edgar D.	B
6909	Cameron, Lillie	A	6938	Honeywell, William Rechart	B
6910	Campbell, Catharine	A	6939	Moore, John	B
6911	Cassidy, Mary Ella	A	6940	Myles, James A.	B
6912	Chown, Harriet L.	A	6941	McNulty, John James	B
6913	Chapman, Leona R.	A	6942	Ratcliffe, Thomas G.	B
6914	Crawford, Martha	A	6943	Reid, Peter J.	B
6915	Dingman, Stella	A	6944	Ross, Roderick, R.	B
6916	Fuerth, Mary A.	A	6945	Rymal, James Wm.	B

## PROVINCIAL CERTIFICATES.

No.	Name.	Grade.	No.	Name.	Grade.
6946	Smith, Casey	B	6965	Kerr, Jennie	B
6947	Thompson, Benj. E.	B	6966	McConville, Jennie	B
6948	Adams, Annie Amelia	B	6967	McGillivray, Catharine	B
6949	Asselstine, Frances Adelaide	B	6968	McKenzie, Mary Lincoln	B
6950		B	6969	Overend, Sarah	B
6951	Boville, Elizabeth	B	6970	O'Reilly, Annie	B
6952	Branigan, Phoebe A.	B	6971	Phippen, Rhoda A.	B
6953	Calcutt, Carrie E.	B	6972	Reid, Sophia	B
6954	Cooper, Mary	B	6973	Robinson, Sara A.	B
6955	Connors, Mary Ann	B	6974	Rowe, Alice	B
6956	Cormack, Bell	B	6975	Robb, Mary M.	B
6957	Davidson, Mary	B	6976	Smith, Mauritina	B
6958	Davis, Minnie	B	6977	Smith, Lorena	B
6959	Errington, Fannie	B	6978	Steen, Olive	B
6960	English, Jennie	B	6979	Steenon, Mary J.	B
6961	Gardner, Mary	B	6980	Strickland, Mary	B
6962	Gallie, Margaret H.	B	6981	Tyler, Emma	B
6963	Gilchrist, Lily Hunter	B	6982	Weller, Charlotte	B
6964	Harold, Emma	B			

*Certificate granted 21st August, 1885, by Minister of Education, to Candidate who passed the Second Class Professional Examination.*

2nd Class.

6983 | Mair, Asa W. .... A

*Certificates granted 10th August, 1885, by Minister of Education, to Candidates who passed the First Class Professional Examination, July, 1885.*

1st Class.

6984	Swift, Thomas	A	6998	Moyer, Sylvester	C
6985	Taylor, Wilson	A	6999	Orton, Alvin	C
6986	Bruce, Edward Wesley	C	7000	Orr, Alfred	C
6987	Burgess, David Allan	C	7001	Pilson, Catharine	C
6988	Bewell, Henry	C	7002	Reynolds, Samuel Pitman	C
6989	Cox, Elizabeth Jannette	C	7003	Rose, Robt. Chas.	C
6990	Casselman, Alex. Clark	C	7004	Ritchie, John	C
6991	Clark, Harold	C	7005	Sangster, Robt. James	C
6992	Craig, Thomas Allan	C	7006	Standing, Thos. W.	C
6993	Davis, Walter Hammell	C	7007	Sinclair, Samuel Bower	C
6994	Hutchison, Allan	C	7008	Walker, Robert Mackenzie	C
6995	Harris, Amelia	C	7015	Harlton, William Hy.	A
6996	Lent, David H.	C	7016	McLean, Hugh Stewart	B
6997	McKechnie, John Gray	C	7017	Campbell, Neil W.	B

*Certificates granted 2nd September, 1885, by Minister of Education, to Candidate who passed the Second Class Professional Examination.*

2nd Class.

7009 | Breuls, James A. .... B

*Certificate granted by Minister of Education, to Candidate who passed the Second Class Professional Examination.*

2nd Class.

7010 | Tuthill, Grace E. .... A

*Certificate granted 10th August, 1885, by Minister of Education, to Candidate who passed the First Class Professional Examination.*

1st Class.

7011 | Bruce, Edward Wesley .... B

## PROVINCIAL CERTIFICATES.

*Certificate granted 24th September, 1885, by Minister of Education, to Candidate who has complied with Regulations as to University Requirements.*

## 1st Class.

No.	Name.	Grade.	No.	Name.	Grade.
7012	Barron, Robt. Armour.....	C	7013	Barron, Robt. Armour.....	A

*Certificate granted 23rd September, 1885, by Minister of Education to Candidate who has received Professional Training in Scotland.*

## 2nd Class.

7014 | McCallum, Peter..... B

*Certificate granted by Minister of Education, 17th December, 1885, to Candidate who passed the Second Class Professional Examination.*

## 2nd Class.

7018 | Boddy, Martha..... B

*Certificates granted by Minister of Education the 18th December, 1885, to Candidates who passed the Second Class Professional Examination.*

## TORONTO NORMAL SCHOOL.

## Second Class.

7019	Allen, Geo. Herbert.....	A	7058	Fletcher, Marie, L.....	A
7020	Anderson, George.....	A	7059	Gowans, Margaget Young.....	A
7021	Armstrong, Wm. Gilnockie.....	A	7060	Green, Minnie Cornwell.....	A
7022	Boltho, Henry Thomas John.....	A	7061	Hambly, Margaret Ellen.....	A
7023	Brown, John.....	A	7062	Head, Edith, Isabella.....	A
7024	Bennett, Thos. Emerson.....	A	7063	Johnson, Evelyn.....	A
7025	Elliott, Wm.....	A	7064	Lindsay, Helen.....	A
7026	Fraser, George Alex.....	A	7065	Mills, America Victoria.....	A
7027	Fierheller, Lewis Edw.....	A	7066	Porter, Mary.....	A
7028	Galbraith, Alex. E.....	A	7067	Raines, Minnie.....	A
7029	Hazen, George Neal.....	A	7068	Rose, Annie.....	A
7030	Horton, Charles.....	A	7069	Reazin, Annie Louisa.....	A
7031	Irwin, Arthur.....	A	7070	Smiley, Christian Mary.....	A
7032	Kaiser, Geo. Wellington.....	A	7071	Sutherland, Isabel.....	A
7033	Mannel, Joseph C.....	A	7072	Sparling, Ella.....	A
7034	McBain, James Henry.....	A	7073	Stevenson, Mary.....	A
7035	Rowlands, Earnest James.....	A	7074	Troup, Elizabeth.....	A
7036	Sinclair, Arthur H.....	A	7075	Fallis, Lewis Kilham.....	B
7037	Shine, Timothy Warren.....	A	7076	Howe, George.....	B
7038	Snell, Joseph.....	A	7077	Marshall, George.....	B
7039	Taylor, Stephen Young.....	A	7078	McVicar, Angus.....	B
7040	Tufford, Wm. Henry.....	A	7079	Richardson, Edgar.....	B
7041	Tilley, Albert Sidney.....	A	7080	Seaborn, Richard.....	B
7042	Watson, Alexander.....	A	7081	Watkin, Robert.....	B
7043	Zimmerman, Albert N.....	A	7082	Wilson, Thos. Alex.....	B
7044	Anderson, Jessie.....	A	7083	Welbourn, Geo. Jas.....	B
7045	Allen, Mrs. Sylvia.....	A	7084	Agar, Mary Louise.....	B
7046	Bee, Williamina.....	A	7085	Best, Mary.....	B
7047	Burnett, Grace Murray.....	A	7086	Boyd, Helen Todd.....	B
7048	Bell, Maud.....	A	7087	Cody, Libbie Ethel.....	B
7049	Cron, Mary.....	A	7088	Carter, Janet.....	B
7050	Coleman, Laura.....	A	7089	Crawford, Della.....	B
7051	Cole, Alpha.....	A	7090	Dunn, Helen.....	B
7052	Cloney, Louise.....	A	7091	Davis, Blanche E.....	B
7053	Cluness, Elizabeth Ellen.....	A	7092	Davies, Mary Ann.....	B
7054	Elder, Grace Morrison.....	A	7093	Eakin, Clara.....	B
7055	Ellis, Annie Helena.....	A	7094	Ferrier, Margaret Maria.....	B
7056	Foster, Jennie.....	A	7095	Forsyth, Isabella.....	B
7057	Fairbank, Clara Maude.....	A	7096	Flett, Helen.....	B

## PROVINCIAL CERTIFICATES.

Name.	Grade.	No.	Name.	Grade.
Fyfe, Mary Elizabeth	B	7115	Oliphant, Maria	B
Fenton, Mary	B	7116	Pook, Annie	B
Forbes, Jean	B	7117	Rutherford, Mary Ann	B
Goodson, Edith	B	7118	Ross, Mary	B
Gregory, Velma Almira	B	7119	Reid, Clara	B
Hay, Margaret	B	7120	Sanderson, Laura	B
Hart, Margaret Lillia Fraser	B	7121	Smith, Alice	B
Henry, Annie	B	7122	Staple, Annie	B
Hepburn, Jessie	B	7123	Sutherland, Annie	B
Kilgour, Mary Martha	B	7124	Skene, Annie Fraser	B
Keown, Edith	B	7125	Tector, Lina	B
Keefler, Mabel Hill	B	7126	Tracey, Minnie	B
McLeod, Katharine	B	7127	Wilson, Phillis	B
McMillan, Margaret Lillian D.	B	7128	Whiteside, Margaret	B
McNerney, Sarah	B	7129	Braithwaite, Victoria	A
Moore, Lurenia	B	7130	Braithwaite, Margaret	A
Norris, Esther Ann	B	7131	Barr, Agnes	A
Neild, Annie Jane	B			

## OTTAWA NORMAL SCHOOL.

## Second Class.

Fell, James Haddow	A	7159	Bowles, Geo. H	B
Hayes, John	A	7160	Callender, Hugh B.	B
Hughes, Jacob E.	A	7161	Hoschel, John L.	B
Jewett, Albert E.	A	7162	Laird, Chas. J.	B
Lindsay, William	A	7163	McCarthy, Jas. A.	B
Mills, Robert John	A	7164	McLachlin, Stanley	B
Morden, Wilson S.	A	7165	Robinson, John	B
Moyer, Melvin	A	7166	Rosewarne, Thos.	B
McDonald, Wm. John	A	7167	Birkett, Elizabeth	B
McEwen, William B.	A	7168	Black, Donalda	B
McIntosh, Wm.	A	7169	Cosby, Margaret	B
Reid, Robert	A	7170	Forward, Clara L.	B
Roblin, Elmer	A	7171	Johnston, Ella	B
Scott, Albert E.	A	7172	Lund, Annie C.	B
Sherman, Edward C.	A	7173	Lund, Elizabeth M.	B
Tom, Gregory Henry	A	7174	Mackintosh, Catharine	B
Wilson, James	A	7175	Mathews, Christina	A
Davidson, Jennie	A	7176	McLean, Jessie	B
Evans, Margaret K.	A	7177	Raleigh, Mary Kathleen	B
Hunt, Sophia E.	A	7178	Rowe, Sarah Augusta	B
Keyes, Margaret Phoebe	A	7179	Ryan, Minnie	B
Lang, Caroline D'Anguilar	A	7180	Sherman, Ella	B
Maxwell, Annie	A	7181	Storey, Mary E.	B
McCannell, Fannie	A	7182	Stuart, Minnie	B
Patterson, Ruth	A	7183	Vining, Annie M.	B
Sharpe, Laura	A	7184	Bartlett, Fred Arthur	A
Thirlwall, Mary Ellen	A	7185	Cole, George Arthur	A
Turnbull, Martha	A	7186	Cuthbert, Wm. Nelson	A

*Certificates granted by Minister of Education, 18th December, 1885, to Candidates who passed the Second Class Professional Examination.*

## Second Class.

Newton, Agnes Wilkie	B	7188	Smirle, Joseph A.	B
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*Candidates granted by Minister of Education, 29th December, 1885, to Candidates who passed the First Class Professional Examination, December, 1885.*

## First Class.

Andrus, Guy Ambrose	C	7193	May, William Fisher	C
Burgess, Herbert Haliday	C	7194	Watson, Robert Bruce	C
Barber, Albert	C	7195	Young, David	C
Falconer, Charles S.	C	7196	Morgan, William James	C

## 7.—TEMPORARY AND EXTENDED CERTIFICATES DURING 1885.

COUNTIES.	Temporary Certificates authorized by the Minister of Education, during the year 1885.	Third Class Certificates extended by the Minister of Education during the year 1885.
Brant .....	..	1
Bruce .....	2	8
Carleton .....	20	11
Dufferin .....	..	..
Dundas .....	1	2
Durham .....	5	3
Elgin .....	2	9
Essex .....	18	3
Frontenac .....	..	10
Glengarry .....	13	18
Grenville .....	23	26
Grey .....	27	38
Haldimand .....	2	..
Haliburton .....	..	..
Halton .....	..	3
Hastings .....	22	9
Huron .....	..	16
Kent .....	5	12
Lambton .....	2	3
Lanark .....	17	24
Leeds .....	13	23
Lennox and Addington .....	1	14
Lincoln .....	..	5
Middlesex .....	1	16
Norfolk .....	12	12
Northumberland .....	8	9
Ontario .....	..	3
Oxford .....	..	4
Peel .....	..	5
Perth .....	..	4
Peterboro' .....	2	1
Prescott and Russell .....	16	6
Prince Edward .....	..	16
Renfrew .....	39	14
Simcoe .....	3	14
Stormont .....	7	19
Victoria .....	..	3
Waterloo .....	2	1
Welland .....	..	17
Wellington .....	7	4
Wentworth .....	..	5
York .....	2	15
Districts .....	38	3
Total .....	310	409

APPENDIX G.—SUPERANNUATED TEACHERS, TEACHERS WITHDRAWING  
FROM THE FUND.

I.—SUPERANNUATED TEACHERS.

(CONTINUED FROM LAST REPORT.)

(1) Allowances granted during 1885.

No.	NAME.	Age.	Years of teaching in Ontario.	Amount of Superannuation Allowance.
748	George Deltor McBride.....	47	16½	99 00
749	Elijah M. Procunier.....	53	25	150 00
750	John Weighill.....	61	31½	189 00
751	Geo. Rose.....	58	37½	255 50
752	Pringle Shaw.....	60	31	199 00
753	Robert McCausland.....	63	31½	220 50
754	Charles Clarke.....	35	35	237 00
755	John M. Campbell.....	61	24	168 00
756	Wm. Milliken.....	65	18	108 00
757	Catharine Jagger.....	40	21	126 00
758	Alexander McPhee.....	61	30½	183 00
759	Thomas France.....	66	27	184 00
760	*Wm. T. Binkley.....	60	23	138 00
761	*Francis J. Lynch.....	60	31½	220 50
762	*Patrick Clark.....	51	24	156 50
763	*Thomas S. Potts.....	58	24	168 00
764	*James Anderson.....	70	24	168 00
765	*James M. Monkman.....	46	23	161 00
766	*James H. King.....	61	25	175 00
767	*Jno. Miller.....	50	25	175 00
768	*James W. McGirr.....	56	29½	186 50
769	*Edmund B. Harrison.....	65	37½	246 50
770	*Wm. Tyndall.....	48	27½	165 00
771	*Archibald Sinclair.....	51	30	191 00
772	*Wm. Plunkett.....	63	30	202 00
773	*Miss Helen Cameron.....	47	20	120 00

\* First payment to commence with January, 1886.



## (2) Summary for Years 1876 to 1885.

YEAR.	No. of Teachers on List.	Expenditure for the year.	Gross	Amount	Net contributions	
			contributions to the Fund.	refunded to Teachers.	and what per cent. of payments.	
		\$ c.	\$ c.	\$ c.	\$ c.	Per cent.
1876.....	266	31,768 82	12,647 25	1,252 83	11,394 42	35
1877.....	293	35,484 35	14,283 25	1,576 07	12,707 18	35
1878.....	339	41,318 95	13,767 12	1,591 64	12,175 48	29
1879.....	360	43,774 50	14,064 84	2,237 79	11,827 05	27
1880.....	391	48,229 13	15,816 45	3,252 92	12,563 53	26
1881.....	399	49,129 83	11,197 75	2,872 13	11,325 62	23
1882.....	422	51,000 00	13,501 08	3,660 10	9,840 98	19
1883.....	422	51,500 00	12,515 50	3,763 01	8,752 49	17
1884.....	443	54,233 93	15,802 50	4,037 59	11,764 91	21
1885.....	423	55,003 09	11,525 50	10,593 30	932 20	1.6

## 2.—TEACHERS WHO WITHDREW THEIR SUBSCRIPTIONS FROM THE FUND DURING 1885.

Counties.	No.	Counties.	No.
Glengarry .....	8	Wentworth .....	16
Stormont .....	9	Brant .....	12
Dundas .....	9	Lincoln .....	13
Prescott & Russell .....	5	Welland .....	17
Carleton .....	31	Haldimand .....	28
Grenville .....	6	Norfolk .....	26
Leeds .....	12	Oxford .....	49
Lanark .....	23	Waterloo .....	44
Renfrew .....	13	Wellington .....	53
Frontenac .....	9	Dufferin .....	17
Lennox & Addington .....	8	Grey .....	54
Prince Edward .....	21	Perth .....	50
Hastings .....	31	Huron .....	114
Northumberland .....	28	Bruce .....	57
Durham .....	18	Middlesex .....	57
Peterborough .....	16	Elgin .....	51
Victoria .....	21	Kent .....	33
Ontario .....	44	Lambton .....	32
York .....	52	Essex .....	23
Peel .....	24	Algoma .....	6
Simcoe .....	64		
Halton .....	25		
		Total .....	1,229

## APPENDIX H.—INSPECTION OF SCHOOLS.

## 1.—PUBLIC SCHOOL INSPECTION.

(1) *List of Inspectors.*

NAME.	JURISDICTION.	POST OFFICE.
mid, M. D.	Glengarry	Athol.
McNaughton	Stormont	Cornwall.
own	Dundas	Morrisburg.
merby	Prescott and Russell	Russell.
(Assistant).	"	Curran.
Smirle	Carleton	Ottawa.
nney, M. D.	Leeds, No. 1	Brockville.
ye Blair, M. A.	" No. 2 and Grenville	Prescott.
tell, M. A.	Lanark	Perth.
orge Scott, B. A.	Renfrew and District of Nipissing	Pembroke.
w, M. D.	Frontenac	Kingston.
Burrows	Lennox and Addington	Napanee.
kintosh	N. Hastings	Madoc.
ton	S. Hastings	Belleville.
Platt, B. A.	Prince Edward	Pictou.
arlett	Northumberland	Cobourg.
Tilley, M. A.	Durham	Bowmanville.
le Brown	Peterboro'	Norwood.
urry, B. A.	Haliburton	Minden.
Knight	E. Victoria	Lindsay.
zin	W. Victoria	Linden Valley.
Brien	Ontario	Prince Albert.
gson	S. York	Yorkville.
heringham	N. York	Aurora.
McKinnon	Peel and City of St. Catharines	Brampton.
ias McKee	S. Simcoe and District of Muskoka	Barrie.
Morgan, M. A.	N. Simcoe	Barrie.
eacon	Halton	Milton.
Smith	Wentworth	Ancaster.
Joseph Kelly, M. D.	Brant	Brantford.
Frey	Lincoln	St. Catharines.
Ball, M. A.	Welland	Thorold.
ses.	Haldimand	Caledonia.
sworth, M. A., M. B.	Norfolk	Simcoe.
arlyle	Oxford	Woodstock.
arce	Waterloo	Berlin.
p, B. A.	N. Wellington	Harriston.
f.	S. Wellington	Fergus.
rdon	Dufferin	Orangeville.
rier	W. Grey	Owen Sound.
erguson	E. Grey	Thornbury.
lexander	S. Grey	Priceville.
om.	Perth	Stratford.
G. Malloch	S. Huron	Goderich.
dening	N. Huron	Clinton.
Campbell	E. Bruce	Walkerton.
ness	W. Bruce	Kincardine.
Carson	E. Middlesex	Loudon.
tkin	W. Middlesex	Strathroy.
Colles	Elgin	St. Thomas.
Nichols, B. A.	E. Kent	Chatham.
arnes, B. A.	West Kent	Blenheim.
er.	Lambton, No. 1	Forest.
irardot	Lambton, No. 2	Sarnia.
well	Essex, No. 1	Sandwich.
ean	Essex, No. 2	Amherstburg.
rrance	Districts of Algoma and Parry Sound	Milton.
ard, M. A.	City of	Guelph.
	"	Hamilton.

1 (E.)

*List of Inspectors.*

NAME.	JURISDICTION.	POST OFFICE.
W. G. Kidd.....	City of .....	Kingston.
J. B. Boyle.....	“ .....	London.
John C. Glashan .....	“ .....	Ottawa.
John McLean .....	“ .....	St. Thomas.
James L. Hughes .....	“ .....	Toronto.
Rev. A. McColl .....	Town of .....	Chatham.
Rev. R. Rodgers .....	“ .....	Collingwood.
R. B. Carman, M. A. ....	“ .....	Cornwall.
Rev. George Washington .....	“ Meaford.....	Mono Road.
Rev. James Gordon, M.A. ....	“ .....	Niagara Falls.
Rev. S. H. Eastman .....	“ .....	Oshawa.
James Stratton .....	“ .....	Peterboro’.
Thomas Hilliard .....	“ .....	Waterloo.
Rich. Harcourt, B.A., M.P.P. ....	“ .....	Welland.
J. C. Patterson, M.P. ....	“ .....	Windsor.

NOTE.—Other cities and towns are under the Inspectors of their respective districts.

*Roman Catholic Separate School Inspectors.*

James F. White, Toronto.

Cornelius Donovan, M.A., Hamilton.

*County Model School Inspector.*

John J. Tilley, Toronto.

*High School Inspectors.*

John E. Hodgson, M.A., Toronto.

John Seath. B.A., St. Catharines.

*Inspector of Normal Schools and Director of Teachers' Institutes.*

James A. McLellan, LL.D., Toronto..

*(2) Extracts from Reports of Public School Inspectors.*

## COUNTY OF BRANT.

*Extract from Report of M. J. Kelly, Esq., M.D., Inspector.*

Nothing of a remarkable character has transpired in connexion with the schools during the year just past. They have maintained, for the most part, the even tenor of their way—a fact which may be taken as indicative of their generally healthy state. In the domain of nature as well as in human affairs, commotion is significant of a diseased condition, and is only an effort which “the physician of our diseases”—as Hippocrates designates Nature—makes to remove the offending cause. “Let well enough alone” is an injunction which, to change the phrase, “is more honored in the observance than in the breach.” The sagacious and skilled physician, when he finds the crisis past, withholds the use of drugs and trusts his patient to the natural recuperative powers of the system, aided by suitable nourishment: the keen-witted counsel, when the evidence of the

Prosecution is weak or insufficient, refrains from further cross-examination and calls no witnesses, lest something might be inadvertently elicited which might damage the cause of his client. So when the order and management of a school are good—when the subjects are well taught and the progress satisfactory—the Inspector, as I think, should stay his hand and “let well enough alone.” If he has peculiar notions or nostrums; if he is a “educational expert”; (so called), if he has “new methods” (as he fondly but, as a rule, falsely believes) of imparting knowledge; better, much better, suffer them to undergo a further process of incubation, rather than vent them—immature—upon the offending heads of teachers and their classes. Friendly suggestions, words of approval, encouragement, are always in order, and for such, the best teachers are most thankful. Of course it will be found, occasionally, that the school is neither well taught nor well managed; that the trustees rarely or never visit it; and that the Inspector is the only one who really knows its deplorable state. In that case the path of duty is plain. The attention of the teacher should, in the first instance, be called to the existing deficiencies, and then if they are not remedied, the attention of the trustees. A conclusion should not be hastily come to. One visit will not suffice to warrant it. I have frequently found the bad, sometimes, the good impression, removed by a second visit. *Poeta nascitur, orator fit*, (the poet is born, the orator made) is a venerable adage, and applies in its two-fold aspect with equal force to instructors of the young. Not all who are certificated are teachers. The born schoolmasters, like the true poets, are few and far between. But if not born teachers, the facilities for making them such, in this Province, are now great. We have two Normal Schools (with Model Schools for practice attached) at Toronto and Ottawa, and 51 County Model Schools, for that purpose. At the two Normal Schools, 351 teachers were in training during the year, and 1,117 at the County Model Schools. These sources of annual supply, one might suppose, would meet all the requirements of the Province; but such is not the case, owing to the withdrawal of so many from the profession every year to enter other avocations. In this way many of our best and brightest teachers are annually lost.

Young men of ability and ambition are not satisfied to spend their lives in the Public Schools, where the emoluments are small and the prizes few. They aspire to something higher—to be high school masters, lawyers, doctors, divines, and so drift into the universities, and thence into the wider fields of intellectual activity where they hope to reap a richer harvest—a hope, unfortunately, not always realized. However, if there is no help for this state of matters—and I fail to see any—neither is any one obnoxious to blame for it. The country has done its part in a liberal spirit, unsurpassed elsewhere, and the Education Department has faithfully striven to carry out the views in relation hereto of the ablest and most intelligent counsellors. But this lack of duly qualified teachers is confined, in the main, to the eastern counties of Ontario: it is little felt in Brant, though there is a proneness even here to employ cheap teachers (sometimes unqualified) because they are cheap, and some schools suffer in consequence. All the schools in the county have been open during the year and their state has been, on the whole, and is now, satisfactory.

*School Finances.*—Their financial standing is good. The receipts from all sources amounted to \$37,855.15,—the expenditure to \$32,160.03, leaving a balance in hand of \$5,695.12, being \$509.58 in excess of 1883.

*Salaries.*—The total amount paid in salaries was \$25,450.58. The highest salary paid a male teacher was \$600, the lowest, \$300. The average for male teachers, \$467, or females \$301.

*Certificates.*—The number of teachers holding First-class Provincial Certificates was 31, Second class do. 35, First class Old Country Board 2, Third, 30.

*School Population.*—The number of resident children between the ages of 5 and 16 years, 4,339—attending school under 5 years 10, between 5 and 16 years, 4,095, over 16 years, 138; total, 4,243. Boys, 2,249; girls, 1,994. Number of children between 7 and 13 years old attending no school, 36, attending less than 110 days, 628. Aggregate attendance, first half year, 277,110, days, average, 2,233. Aggregate, second half year, 198,124, average, 2,086.

*Classification, etc.*—Number in 1st class, 1,110; in 2nd, 1,004; in 3rd, 1,162; in 4th, 750; in 5th, 184, and in 6th, 33. All were engaged in the study of spelling, writing, arithmetic and geography. 2,546 in drawing, 1,082 in music, 2,129 in grammar and composition, 2,113 in history, 267 in algebra, 210 in geometry and mensuration, 62 in elementary physics.

*School Accommodation and Equipment.*—No new school houses have been built during the year, though two or three are much needed. Some have been repaired.

*Town of Paris.*—The nine departments (now increased to ten) in the Public Schools of Paris did satisfactory work during the year. The amount paid in salaries was \$3,007. The balance in hands of trustees at the close of the year was \$2,879. The highest salary, \$600, was paid the only male teacher in these schools, Mr. Dodge. Of the lady teachers, three have salaries of \$315 each, four of \$288.75, one of \$260; the average being \$295. Seven of the teachers had been trained in a Normal School. The average attendance for the first half year was 425, for second half, 387. The number of visits made to the schools by the Inspector was 36. Reports on the state of the schools were sent by the Inspector to the Board of Trustees quarterly.

*Arbor Day.*—“Arbor Day” was generally observed in this county. Trustees, teachers and pupils manifested the greatest interest in its due observance. In most of the sections the grounds were cleaned up, maple, elm and evergreen trees planted, flower pots laid out, etc. The institution of an “Arbor Day” to be observed annually can not fail to be beneficial from an æsthetic stand-point, and to add much to the comfort and healthfulness of the school premises.

#### COUNTY OF CARLETON.

##### *Extract from Report of A. Smirle, Esq., Inspector.*

The year just closed has been one of educational progress and activity. Every school but one has been in operation during the greater part of the year, and with few exceptions the teachers have been faithful and persevering in the discharge of duty. Judging from the results of my examinations and the large numbers who have passed for entrance to High Schools and Collegiate Institutes, it may be safely said that the public school work of the year has been performed with a fair degree of efficiency and success.

Complaints are still made of a scarcity of legally qualified teachers. A large number of schools (22 in all) have been in charge of teachers only temporarily certificated; and, although in most cases fair work has been done, still it is evident that such teachers, as a rule, are very much inferior to those who have passed the regular examinations, and who have taken the usual Model School course. Of the twenty-four teachers licensed temporarily in 1884, most of them had passed either the “Intermediate” or “Non-professional Third Class” Examinations; so that in point of scholarship there can be no serious objection raised; but lacking both experience and professional training, it need not be a matter of surprise should they prove failures in discipline and general school management.

The number of second class teachers has risen from 27 to 39, a few of whom, however, hold only “Professional Thirds,” but no doubt many will avail themselves of a Normal School course just so soon as they are eligible.

The confused state of the Text Book question has in some measure retarded the progress of pupils, and caused a great deal of annoyance to ratepayer, teacher, and Inspector, as well as to the Department. The problem, however, has now been solved, and it is to be hoped that the public will cheerfully conform to the regulations in that behalf, believing that the best that could be done under the circumstances has been done, and that the interests of education will be advanced by the change. Some steps also should be taken at once to provide Trustees with a \* “School Law Manual,” so plain “that he who

\* Such a manual has been distributed to the schools by the Minister of Education.

y read." Many Boards of Trustees are willing and anxious to do their duty, but unskilled in the mysteries of the law, they find themselves utterly at a loss to know proceed.

the matter of school accommodation very satisfactory progress has been made out the inspectorate. Nine new school houses have been erected, varying in cost \$1,000 to \$500. In Rochesterville a fine substantial brick building is about completed, which will afford ample accommodation for 250 pupils: this building, when completed, will cost the Board over \$10,000. In Janeville a new school house has been erected at a cost of about \$2,000; in Metcalfe one at about \$3,000; whilst in rural sections six new school houses have been completed; five have been thoroughly repaired and renovated; and five sections are preparing to build.

the rate of increase the school accommodation of the country will soon be all that reasonably expected. At the present time there are not more than twenty sections where the school accommodation falls short of the minimum requirements of the law, and the great majority of cases it is amply adequate.

sections in which any successful attempt has been made at improving the school accommodation by planting trees, etc., etc., are comparatively few; still something has been done in this respect, and no doubt a few years will show a great improvement in such matters. The Model School has been doing good work, and of the fifteen teachers trained in the county all have found employment in the county. So far, they all managed their schools to the satisfaction of their employers and with credit to themselves. Some have said that the Model Schools we have found the missing link of our educational system." However, there is yet room for improvement in these institutions. There seems to be too much of the theoretical, and too little of the practical, to suit the great body of teachers destined to the humbler ranks of the profession, more especially in the want of practice, in the school as may be met with in an ordinary rural section, where the teacher takes charge of, say, forty pupils, and works all the classes from 1st to 4th concurrently. Such a nature of the work that by far the greater number of public school teachers must do; but, strange to say, it is the kind of work for which very imperfect provision has been made, in either the Provincial or County Model Schools. A student's success in conducting a few exercises in a well-regulated and carefully graded school, is not evidence of ability to bring order out of chaos; or, in other words, it does not guarantee that he will be able, properly, to classify and organize his own school. If some method could be devised whereby the student in training could have actual practice in the organization, the classification of pupils, and the drafting of time-tables, there can be no doubt but it would prove an element of success in his future career.

The Teachers' Association has done very fair work during the year, but under the new regulations there will be many additional advantages. Hitherto, in this county, it has been difficult to secure a full attendance, and, as a rule, the absentees are those who stand in the greatest need of instruction; now, however, that attendance is compulsory, and the regulations put under the direct control of the Department, a realization of their full value and usefulness may reasonably be expected.

The outlook is hopeful. There are many indications of an awakening interest in educational affairs of the country, showing that the people are alive to the advantages of a public school system.

#### COUNTY OF DUNDAS.

*Extract from Report of Arthur Brown, Esq., Inspector.*

As an indication of healthy improvement, forty-two, or one-half, of the teachers employed in the County at present have passed the non-professional second-class examination; two of them the first-class examination; and a considerable portion of these hold professional second-class certificates.

*Teachers' Certificates.*

First Class, 1 ; 2nd Class, 18 ; 3rd Class, 57 ; Extended Thirds, 4 ; Temporary Certificates, 6.

*Average Salary Paid Teacher.*

Williamsburg .....	\$288
Matilda .....	290
Winchester .....	295
Mountain .....	263
Morrisburg .....	359
Iroquois .....	335

*School Population.*

Pupils enrolled, 1883 .....	5,177
“ “ 1884 .....	5,110
Average attendance, 1883 .....	2,314
“ “ 1884 .....	2,269
No. 17 to 13 not attending any school in 1883.....	61
“ “ “ 1884.....	61
“ “ “ less than 110 days, 1883... 1,411	
“ “ “ 1884... 1,509	

*Kinds of School Houses.*

Brick, 21 ; stone, 19 ; frame, 32 ; Log, 2.

Schools opened with Scripture and prayer, 22 ; with prayers only, 35.

*Average Rate of School Tax.*

Williamsburg .....	4.3 mills.
Matilda .....	4.5 “
Winchester .....	3.7 “
Mountain .....	3.18 “

## COUNTY OF GREY—SOUTH.

*Extract from Report of W. Ferguson, Esq., Inspector.*

The Public Schools of South Grey have each received two inspectoral visits during the year 1884 : all were in active operation, except two, S. S. No. 6, Normanby, which was closed during the former half-year, and S. S. No. 7, Glenelg, closed during the latter half-year.

The school houses are generally substantial brick, stone or frame buildings, many of which are supplied with improved comfortable seating : some, not poor sections, have been conspicuous for tardiness in providing adequate seating of any kind.

Each of the townships, except Egremont, possesses a representative of the “ old log school,” while that township possesses several snug “ teachers' residences,” indicative of the thrift of the settlers. Through the preparatory training in the County Model Schools, much greater uniformity in school work, as well as much better quality, is now obtained. The Annual Census Returns reveal the glaring violation of the *spirit* of our excellent school system, under the *School Section* arrangement, and each succeeding annual enumeration strengthens the conviction that the consolidation of the sections in each municipality would be really more equitable and economical, as well as more promotive of the true educational interests of the community ; would render the schools, in many cases,

more generally accessible ; would relieve neighborhoods of local jealousies ; relieve township councils from some of their most disturbing and perplexing questions, and even county councils of many vexatious appeals.

The subjoined brief extract of these School Census Reports for 1884, will illustrate this opinion :—

TOWNSHIPS.	Assessed Valuation of Sections.	School Rate in the dollar.	Assessed Valuation.	School Rate in the dollar.
Artemesia .....	from \$100,000 00	at $3\frac{1}{8}$ mills, to	\$71,000 00 at	$6\frac{1}{8}$ mills.
Bentinck .....	“ 60,370 00	“ $4\frac{1}{8}$ “ “	25,250 00 “	$15\frac{1}{8}$ “
Egremont .....	“ 152,529 00	“ $2\frac{7}{8}$ “ “	74,026 00 “	$3\frac{3}{8}$ “
Glennelg .....	“ 119,300 00	“ $4\frac{1}{8}$ “ “	26,440 00 “	12 “
Normanby .....	“ 168,560 00	“ $2\frac{7}{8}$ “ “	82,200 00 “	$3\frac{1}{8}$ “
Osprey .....	“ 76,825 00	“ $3\frac{7}{8}$ “ “	45,450 00 “	$6\frac{1}{8}$ “
Proton .....	“ 104,400 00	“ $2\frac{3}{8}$ “ “	24,960 00 “	$7\frac{1}{8}$ “

#### COUNTY OF HALIBURTON.

*Extract from Report of C. D. Curry, Esq., Inspector.*

Notwithstanding the financial depression, the past year has been one of progress and prosperity in the school history of the county. School premises have been repaired and refitted ; maps and other school appliances have been procured. In one section the school house has been moved from one side of the section to the centre of population, and in another a neat and commodious frame school house has replaced the old log structure.

The total expenditure for school purposes was in 1884, \$10,711.03, an increase over 1883 of \$193.18. The amount expended in permanent improvements is \$979.42. The average expenditure per pupil amounts to \$6.35.

The following table gives the number of schools in each municipality, the number of pupils enrolled, and the average attendance for the year :—

MUNICIPALITY.	NO. OF SCHOOLS.	PUPILS ENROLLED.	AVERAGE ATTENDANCE.
Anson .....	2	147	49
Cardiff .....	5	106	31
Dysart, etc .....	9	324	126
Glamorgan .....	6	123	31
Lutterworth.....	6	183	55
Minden .....	8	278	90
Monmouth .....	4	92	41
Snowdon .....	5	179	57
Stanhope.....	4	108	39
Total.....	49	1,540	519

The number of pupils enrolled exceeds that of any year in the history of the county, being 65 in excess of the total of 1883, and 16 over that of 1882. A still more gratifying



fact is that the average attendance of 1884 is greater than that of 1883 by 55, and exceeds that of 1882 by 36. The schools have been kept open an average of 173 days, and taking this as a divisor, the average daily attendance has been 664.

Of the 49 teachers engaged at the close of the year, the classification is as follows :—

First Class Provincial .....	1
Second Class " .....	2
Second Class, old County Board .....	2
Third Class, District .....	32
Interim Certificates .....	12
Total .....	49

The necessity of issuing "permits" is to be regretted, but in order to supply the schools, it is necessary to do so to a certain extent. Several of those who have been engaged in teaching on interim certificates have displayed considerable ability, so that it is to be hoped that their services will be retained until the next examinations.

With regard to the character of the work done, it is necessary that the elementary branches should be taught as thoroughly as circumstances would admit. A pupil who has been taught to read well, including of course all that the expression implies, to write fairly, and to perform all ordinary business calculations, does not enter life very badly prepared. This is as much as may reasonably be looked for from the majority of the public schools in this county for many years to come.

#### COUNTY OF ONTARIO.

*Extract from Report of James McBrien, Esq., Inspector.*

##### *The Moral Discipline.*

In this respect our progress is highly satisfactory to all who are really patriotic. It is plain that we are building up a national character which will reflect no discredit on the Dominion of Canada.

In every department of school work, accuracy in acquiring and stating facts is demanded: following this course without variableness or shadow of turning, the natural consequence is to create an abiding sense of truthfulness in the child.

In the construction of time tables, teachers have constant regard to the law of periodical action, that is to say, the same subject is taken up daily at the same time, like one's meals, and with a similar relish.

The teachers trained in our County Model Schools are becoming skilful in the art of procuring suitable objects and stimuli to lure to constant and pleasant employment. Never before was there a time in the history of this country when the great Commandment which says, "six days shalt thou labor and do all that thou hast to do," was so fully and cheerfully kept. The constant business crowds out the chance and inclination to do evil.

Children are more intelligent than most people give them credit for; and therefore, a direct appeal to their conscience, through their intelligence, is required, and in cultivating its moral aptitude by rendering the right visible to their understanding. The right thus apprehended, and so voluntarily and cheerfully followed, becomes the sovereign principle of the whole school discipline.

The Honorable the Minister of Education has lately made a wise regulation, which requires more attention to be given to the study of English literature. This is a stride in the right direction for many reasons.

Henry Ward Beecher has beautifully said that the secret of Britain's strength is her moral power. The illustrious authors of English literature have, to a certain extent, cre-

ated this moral power. Therefore, in the study of these authors, the pupils are brought into intimate contact with the genius, the spirit and intelligence that has made Britain what she is—the greatest moral power on earth.

A love of these once created, there is no inclination to read those trashy novels that are undoubtedly poisoning the intellect and moral life-blood of their readers.

In most of the County of Ontario Schools, gems of prose and poetry, selected from British and American authors, are committed to memory and recited on Fridays: these are used afterwards as dictation exercises, and written neatly in a book kept for the purpose. Thus the pupils are furnished with the best standards of composition; their vocabularies are extended; their minds are exalted and their hearts enriched.

A knowledge of all the subjects of the Public school programme is good and useful, but it is good and useful only as it is used in right living. The man of intellectual ability never fails to make life a success, but from the want of moral principle; therefore, all subjects of instruction can and should be used as a means to obtain the great end of preparing the child for "complete living with his fellows."

#### COUNTY OF YORK—NORTH.

*Extract from Report of D. Fotheringham, Esq., Inspector.*

The total expenditure of 1884 was less by \$4,496.40, than that of 1883, though in the payment of teachers there was an increase; and the average to male teachers has risen from \$424.83 to \$429.69. This is the highest point reached in North York, and, were Newmarket included in this average, it would be \$434.53.

The average to female teachers has always fluctuated more than that of male teachers. For 1884 it has fallen from \$265.62½ to \$252.66.

The proportion of lady teachers employed is steadily increasing, and, before many years they will, at the same rate, outnumber male teachers in North York.

The number enrolled in the schools has increased from 6,926 to 7,084, while the percentage of attendance stands at almost the same as in 1883-4-5. The schools were open on an average 215.4 days in 1884; in 1883, 212.3.

In the grades of certificates, "Second Class" fell from 48 to 44; "Old County Firsts," from 6 to 3; and there has been a corresponding increase in "Thirds." Of the teachers holding second class certificates, 31 are males and 13 females.

The number of pupils enrolled in the first class has been increased considerably, indicating, possibly the turn of the tide which for some years has been reducing the school population. There are over 200 more entered in this year than in 1883.

In the other classes the numbers have been reduced sufficiently to show increasing care in the grading and promotion of pupils, naturally suggesting reference to *uniform and simultaneous promotion examinations* which, in compliance with the urgent desire of the Teachers' Association, have been carried on for over two years.

The schools were suffering from irregularities which could be reduced, if not removed. Young teachers had often changed the classification of their schools injudiciously. They could, and too often did, promote soon after the Inspector's visit. In this way pupils would be six and sometimes nine months in a class before the Inspector could exercise any supervision, and this made it difficult to re-classify. Some had one standard of classification and some another. One would promote on a certain percentage, another on one higher, and a third on one lower. Methods of teaching the same subject were very different in different schools, and some subjects received undue prominence to the neglect of others. Teachers, like other mortals, unconsciously favour some more than others, so that impartiality in promotions was not always certain when the teacher was judge in his own school. Sometimes fond parents, to whom some teachers found it politic to defer, assumed the position of arbitrators in regard to the promotion of their children.

These and other considerations led to a desire for uniform and simultaneous promotion examinations from which the competitive elements should be carefully excluded. Carefully prepared regulations of a general character, from which cumbersome details were kept out and in which simplicity was studied, were prepared.

A Central Board, having the Inspector as chairman, was given the task of preparing the sets of questions, and finally deciding promotions.

Local Boards were appointed to conduct examinations, by a majority to pass or reject candidates, and to refer special cases to the Central Board; at the same time no teacher is to take charge of his own pupils or value their papers, but still may speak for them or appeal to the Central Board.

Examination papers are printed confidentially, sealed, and sent to the teacher to be opened in the presence of the candidates in the school where he is to preside.

A limit table of work for each class is supplied to each school, indicating among other things a number of lessons in literature to receive special attention, as in the H. S. entrance.

Beautiful certificates, the only reward, except the consciousness of success, are sent out to those who pass.

While these arrangements are made and the county supplies funds for actual outlay, the examinations are forced on none; neither are pupils expected to attempt an examination every half year. The desire, however, to make these the tests of all promotions in the II. and III. Books is growing; and, as I write, twelve hundred pupils of eighty-six teachers are trying this test of their right to be promoted. It has been found that these examinations are a great stimulus to teachers and pupils: methods and work are more uniform and thorough: fewer badly prepared pupils get promotion: attendance is encouraged: parents and friends cease to press for promotions: teachers and schools learn to compare themselves with others, and a friendly rivalry and *esprit de corps* are growing among the profession.

In regard to religious instruction in schools, only five in my district (out of eighty-six) have none, or rather five teachers out of one hundred do not give any.

Public school libraries have fallen into almost entire disuse: this in rural sections is greatly to be regretted: they would constitute, if wisely selected, a powerful means for developing literary tastes and habits of self improvement, now often lost sight of in the universal rush after excitement and a "good time."

The Teachers' Association, continues to grow in usefulness and efficiency.

## 2.—ROMAN CATHOLIC SEPARATE SCHOOL INSPECTION.

### (1.) *Report of James F. White, Esq., Inspector.—Eastern Division.*

SIR.—I have the honor to submit a report on the Separate Schools inspected by me in 1885.

My visits were confined to the eastern division which, beginning at Toronto, stretches east to the Ottawa and thence west to the farther end of Lake Nipissing. In it are included this year 110 schools, with 275 teachers—a gain of seven schools and twenty-six teachers since 1884; this satisfactory increase being made up by the starting of several new schools and the rapid growth of others. Without help I should have been unable to do justice to this large number of schools and teachers, but my colleague, Mr. Domovan, very kindly gave me much assistance by visiting several of them in September.

Several large and substantial buildings have been erected during the year, principally in towns or villages, and in these places the accommodations are now, in general, quite ample for the average attendance of the pupils. But little change has been made in the accommodations for city schools, which are in several instances far from suitable. In many rural sections there are good comfortable buildings; in most of the others the

accommodations are respectable, while in but eight are the houses quite unfit for school purposes; in most of the last cases trustees have given assurance that these will be replaced by suitable buildings during the coming year.

The provisions for lighting are, in many instances, very defective; and even when fairly good the seats are sometimes so placed that the light must injuriously affect the children's eyes during study. More frequently the means for proper ventilation are found wanting. The windows are seldom made to lower from the top, and no other provision has been made for letting out the hot vitiated air and supplying its place by that which is pure and health-giving. As the opening of doors or windows causes dangerous draughts, especially in winter, this means cannot be depended upon to give the necessary supply of pure cool air. Teachers are sometimes not sensible of the very unhealthy state of the air in the rooms which has become so only by degrees not always perceptible by those engaged in earnest work, but it is at once perceived by one entering the room from the pure outside air. The danger from this source is yet greater in those schools where no recess breaks the morning or afternoon sessions.

In several instances school boards have wisely provided large well-fenced play grounds, which afford the children every opportunity and inducement to take proper outdoor exercise. The grounds attached to the boys' schools in Lindsay, Peterboro', and Cornwall, have little to be desired in this respect. Unfortunately the girls' schools are not nearly so well off, their play-grounds being neat but too limited in size. For several of the city schools, there is a mere yard, too small to allow the pupils to indulge in any games, and forcing them either to play on the street or to forego such exercise altogether.

This year again good classes from the Girls' Schools in Toronto, Lindsay and Ottawa wrote at the teachers' non-professional examination. A large number of those examined obtained third-class certificates, while two from Lindsay and four from Toronto obtained *second's*, one of grade A. The success that has, year after year, attended their pupils competing at these examinations shows how excellent is the work done in these schools, whose teachers are to be sincerely congratulated for having made such successful efforts alone and in the face of many difficulties. This class of work is not done in any of the Boys' schools, which limit their efforts to preparing their pupils for entrance to High Schools, in which many of them have been highly successful.

Reading is showing some improvement, but not so great as could be desired. In thoroughly good schools the subject is well taught, and pupils give the selections with proper modulation and natural expression; but in schools of only average standing, it is yet too frequently marked by indistinct articulation, by want of proper pausing, or by unsuitable expression. This failure to render a passage properly, shows either that its meaning is not clearly understood, or that the art of expression has not been cultivated for its own sake. While rhetorical reading is not essential, especially in the lower classes, yet a clear, intelligent and expressive rendering should be required in all.

In writing, the general standard is quite high and the tendency is still upward. In schools where it receives proper attention, by teaching of principles and black-board illustration, bad penmanship is rare, and it is not unusual to find the writing throughout uniformly good, thus showing that failure in this subject, when not due to physical weakness, is the result of poor methods of teaching. An examination of the books sometimes shows that there has been little collective teaching, but that the children in one room are allowed to write in many different sorts of copy-books, under slight supervision. The certain result of this is shown in a want of regularity and finish, in marked contrast to the writing acquired in schools where the teaching has been really good. This subject receives special attention in schools directed by religious communities; the writing of their pupils being usually characterized by great neatness and regularity, and in many cases it is remarkably good. At times, however, there is a surprising difference between the writing in the copy-books and that in dictation exercises, a child showing a clear bold hand in the former, and in the latter a scarcely legible scrawl. This seems to be due either to insufficient practice in writing on paper from dictation, or to the want of care on the teacher's part, in accepting, and thus encouraging, a bad style in written exercises. In junior classes slate writing has made very encouraging progress, and in many schools exercises are remarkably well done.

Arithmetic receives a large share of attention, and in most schools the results are quite satisfactory: a few obstacles, however, stand in the way of its rapid progress: sometimes it has not been begun at a sufficiently early stage, or this beginning has not always been after the best principles; and in a few schools it is yet treated too much according to rule and routine. Mental work shows very noticeable improvement, though it does not always receive the attention to which its importance entitles it.

In the majority of the more important schools drawing has been begun, and bids fair to become very popular with the children. This subject has long been an important one in the schools directed by the Christian Brothers, whose teaching of it has been very successful, as evinced by very creditable specimens in mechanical and free hand drawing shown by their pupils.

The tabular report of the Separate Schools for 1884 (Table F) presents a very substantial increase in the various items of school statistics over that for 1883. The gain in the number of schools is 13, of teachers 30; in the registered number of children, 1,286, and in average attendance, 355. The average attendance was also increased from 52 to 53 per cent.; for the Public Schools the average is 48 per cent. For the present year the total number of schools is 213; of teachers, 460, or 6 more schools and 33 more teachers than in 1884. It is worthy of remark that despite the large increase (30) of teachers for 1884, the number of male teachers was not only not greater, but was really 2 less than in 1883. I have no doubt but that, in like manner, the gain of 33 in 1885 is made up nearly altogether of female teachers. Though showing an improvement over that of 1883, the attendance during 1884 was yet not altogether satisfactory; for of the 27,463 children on the register, over 12,000 were, on an average, absent each school day. The attendance was most regular in the City Schools, ranging from 68 per cent. in Brantford, and 62 per cent. in Toronto, to 48 per cent. in London and St. Catharines, and averaging 56 per cent. for all. In towns, the most regular attendance was in Galt, 71 per cent., Stratford, 69 per cent., and Orillia, 67 per cent.; while it fell off to 32 per cent. in Sarnia, 33 per cent. in Rat Portage, and 41 per cent. in Cornwall, averaging 55 per cent. for all. In rural sections, on account of the distance to school and the need of the children's remaining home to work at certain seasons, the attendance does not reach so high an average as in towns and cities, being only 47 per cent.; it varies greatly, however, in different counties, ranging from 30 per cent. in Leeds, and 35 per cent. in Grey, to 56 per cent. in Carleton and 63 per cent. in Middlesex. In explanation of the low percentages in Rat Portage and in Leeds County, it may be stated that in the former, school had just been opened; while in the latter place the schools are open only part of the year. This irregular attendance—the greatest obstacle to the rapid progress of the schools—might, in my opinion, be materially lessened by more vigorous and united efforts on the part of teachers and trustees.

The work of education is, in general, efficiently carried on throughout this division, and a large proportion of schools in rural sections, as in towns and cities, are in a highly satisfactory condition; there are, of course, some schools whose standing is not very high, but I believe that these are improving, and that the number of inferior schools is diminishing.

*Toronto, December, 1885.*

(2.) *Report of Cornelius Donovan, Esq., M.A., Inspector.—Western Division.*

SIR,—I beg leave to submit my second annual report on the Roman Catholic Separate Schools in the Western Division of the Province for the year 1885:—

Since the date of my previous report I have visited the schools of all the teachers (with one exception) in this division *once*, and the schools of 33 teachers *twice*, while in the Eastern Division I have visited the schools of 23 teachers.

Total number of schools visited . . . . .	235
Enrolled pupils, western division . . . . .	9,200
Total attendance at time of visit . . . . .	6,300

These figures shew an increase in the number of pupils since last year; the number of teachers having also increased. The schools that I visited in the east had an enrolment of 820 and an attendance of 582.

In the matter of accommodation, the school authorities have exhibited commendable activity during the year. New buildings have been erected, old ones renovated and enlarged, and premises generally improved. In London, the Sacred Heart nuns have, at the expense of their community, built and furnished a large brick school house at a cost of \$8,000, and have placed it under the jurisdiction of the Separate School Board. These ladies have also supplied the teachers for this school (three) free of charge. Guelph has provided additional accommodation, and increased its staff of teachers; Hamilton has just finished two fine brick school houses which will give extra accommodation for 200 pupils and call for an increase of three to its teaching staff; Oakville has extended and improved its school premises; Arthur village began the year with a large well-appointed brick school house; Port Colborne has provided better and more ample accommodation; No. 6, Biddulph, has now (thanks to Father Connolly) one of the best school houses in the division; in Wellealey township two new brick schoolhouses have been erected—in sections 5 and 10 respectively; No. 1, McKillop, has a most complete new school house and premises; No. 8, Windham, has its new school house almost finished; No. 3, Malden, and No. 13, Waterloo, have also enlarged their buildings; and No. 3, Mara, (Brechin village), has a handsome well-furnished school house. In many cases the grounds have been extended, and advantage was taken of Arbor day in May last to beautify them by planting shade trees. On the whole there has been a decided improvement in school accommodation, which is saying a great deal considering the previous creditable condition of that matter. The same remark may be passed in reference to equipments; in fact, I am happy to be able to state that in almost every instance the authorities have faithfully attended to suggestions made by the Inspector for the benefit of their schools.

The vital importance of good light and ventilation cannot be too strongly dwelt upon. Ill-ventilated and badly lighted rooms produce most mischievous effects on the mental and physical health of children—effects that are too often felt in their after life. Wherever possible, scientific means of ventilation should be provided by the trustees; but in the absence of such means, teachers should air the rooms thoroughly during recess. Ladies with characteristic good taste, delight in curtains or blinds for the windows, but as teachers they must notice that the practical *utility* of these articles is not so much to be admired; they keep *out* the sunlight, the very thing that should be *in* the room.

There are 180 teachers in the division—a gain of five over last year. Of the whole number, 147 are females. It is gratifying to notice that, as a body, the teachers have shewn themselves fully imbued with professional spirit; they are doing their duty in the class-rooms, are alive to the advantages of continued literary culture, and are making use of all opportunities of improving themselves in the art and science of their profession—frequently at considerable sacrifice. The salaries remain about the same as before—in no case exorbitant. Comparatively few teachers are holders of “permits,” and it is well that such is the case, for the “permit” has a lowering effect in several ways.

As to their literary attainments, the schools as a whole, appear to be making satisfactory progress. There are exceptions of course, but I have ascertained that the chief cause of want of progress in the exceptional cases is irregular attendance on the part of the pupils. Another hindrance to progress and good government, is the too great willingness of some parents to credit the criticisms of their children on the conduct and work of their teachers. The work as prescribed in the new programme of studies is generally in operation. Kindergarten songs with their appropriate actions are in common use in the junior classes with good effect. Most of the advanced girls' classes practise successfully several branches of domestic economy, including plain sewing and knitting. In the rural schools the boys generally shew a respectable knowledge of agricultural rudiments; and in the towns, it seems, from their intelligent answers in matters not peculiar to the school room, that their attention has been directed to the realities of their future life. As to the highly important subject of Christian Doctrine, it affords me much pleasure to be

able to repeat last year's statement, viz.:—that the knowledge of this subject which the pupils obtain from their Catechisms and the instructions of the clergy is, in general, highly satisfactory.

A system of uniform examinations has been inaugurated by sending out a miscellaneous paper to be written on by the pupils of Class IV., in all the schools of the Inspectorate on the same day. As the paper was the first of its kind, I made it comparatively simple, but varied and comprehensive. It was chiefly designed as an exercise, not only for obtaining correct answers, but for the cultivation of good habits and methods in performance of work, and the development of original thought. It is intended to extend the work, after a time, to other classes and for other purposes.

Your proposed project to issue a Manual of the School Law for the use of Separate Schools, will, I am sure, give universal satisfaction to Separate School authorities and supporters. While the contents of the Separate School Act itself have always been easily understood, it has hitherto been a difficult matter to decide, in many cases, what portions of the Public Schools Act were also applicable to Separate School affairs. The manual referred to will be the means of removing much doubt and confusion. Your proposition of a "Course of Reading" (voluntary) for teachers is also, in my opinion, an excellent one, and should be received with favor by all teachers who wish to rise in their profession.

*Toronto, December, 1885.*

### 3. INDIAN SCHOOL INSPECTION.

#### *Extracts from Reports of Public School Inspectors on Indian Schools.*

M. J. KELLY, Esq., M.D., INSPECTOR, COUNTY OF BRANT.

#### *Indian Schools, Township of Tuscarora and Mohawk Institute.*

On the 8th of June a visit was paid to *Board School No. 3*, Miss Sarah Davis, (Indian) teacher. Colonel Gilkison (agent) and Rev. Mr. Ashton, of the Mohawk Institute, accompanied me. We were joined by the Rev. Mr. Carswell, incumbent of Kanyenga Church. The number of pupils present, 38, in 5 classes, all Indian children and thinking in Indian. The 5th class (5 in number) did fair work in reading, spelling, and grammar, but inferior work in arithmetic. The penmanship was satisfactory. The reading and arithmetic of the 4th class (also 5 in number, and equal to the 3rd in the P. schools) was fair, the spelling good. Indian children generally read in a monotone. The 3rd class (6 in number, 2nd Book) did fair work in the same subjects. The 2nd class (11 in number) did well in spelling, but only middling in reading and arithmetic. The first class was not of much account. Nice frame school house, painted, well furnished, with six new chairs added for visitors since our last visit; grounds enclosed, supplied with closets, and recently planted with trees.

9th June. We also visited *Board School No. 7*, Miss Elizabeth Johnson, teacher, a young Indian woman who passed the entrance examination last year, and is doing very fair work. Since the last visit, trees have been planted in the school grounds. 25 pupils present in 4 classes; in the first or lowest class, 13. The same fault applies to the reading here as in No. 3; it is monotonous; in the other subjects the results were similar. The pupils fairly supplied with books, etc.

10th June. We (the Indian Commissioner, Rev. Mr. Ashton, and myself) visited *Board School No. 20*, Miss Annie Foster (Indian), teacher, who passed the entrance examination 8 years ago; since then she had attended the Brantford Collegiate Institute for two years, but failed to pass the non-professional examination for a teacher's certificate. 51 names on the roll, 42 pupils present, of whom 9 were white, divided into 5 classes. The arithmetic (as far as elementary fractions), the reading, and the spelling of the 5th

class (3 pupils) very good; the grammar and the geography "fair." The 4th class (2 in number) did good work in the same subjects. I examined also the 3rd class, numbering 9, the second 11, and the first 17, with satisfactory results. A very fair school as a whole, well managed and orderly, with a fine brick school house, described fully in my last report.

On the same day the "*Stone Ridge*" School was visited and examined. This school was not in operation at the time of our last visit. The building has undergone no repairs since; it is a log house about 24 by 16 feet in dimensions, school room very uninviting, floor dirty and full of holes, no grounds attached, and no outhouses; on the walls a map of the world, but no blackboard, no cards, no clock or globe. Teacher, Adam Sickles (Indian), passed the entrance examination last year; salary \$250 per annum. 27 names enrolled; 20 pupils present in 4 classes. The pupils of 4th class read and spell fairly well, and know arithmetic as far as long division, but have only a very elementary knowledge of grammar and geography; the rest do very poorly. Supply of books insufficient.

11th June. *Thomas's School*, a band school, Mr. John Miller (white), teacher: frame house, with grounds, single closet, no trees. Writing desks for pupils needed, also map of the world (not Mercator's), and one of the British Isles, and a natural history (animal) chart. 37 names enrolled, 30 pupils present, arranged in 3 classes. The 3rd class does very good work in arithmetic, reading, spelling, and geography, and fairly well in grammar; the 2nd class pupils also do fairly. There were 19 in the first part of first book. The teacher would be better employed preparing himself for a certificate than in eking out in an idle fashion a living among the Indians.

12th June. *No. 2 Board School*, at the Council House, was examined. Present, the Indian Commissioner, Rev. Mr. Ashton, Chiefs John and Josiah Hill, Messrs. Porter and their wives, Chief Jno. Hill's wife, and others. Miss Floretta Maracle is still the teacher here, and an excellent teacher she makes, being active, and animated, with sufficient snap and *verve*. The house, grounds, and equipment here are all that are needed. 43 names enrolled, 39 pupils present, in 5 classes:—

5th class (5 pupils)	in reading and spelling	"good;"	in arithmetic	"fair."
4th class	do	do	do	do
3rd class (8 pupils)	do	do	do	do
2nd class (6 do)	do	do	do	"good."
1st class (15 do)	do	do	do	do
Order and management "good."				

12th June. Visited and examined *No. 5 Board School*. Miss Emily Gorse (Indian), teacher; passed entrance, 1883; received her training at the Mohawk Institute. Frame house, uniform in shape, nice model, cupola and bell: school room well furnished, windows large and arched, large porches in front and rear; floor and desks very clean, good clock, maps of world and Dominion, zoological chart, Ten Commandments, tablets, good stove. Grounds dry, with many shade trees, but not enclosed. 29 pupils present in 5 classes, mostly of the Delaware tribe. In the Delawares and Tuscaroras there is a dash of Ethiopian blood, showing their original southern habitat. The classes were all examined in this school, but the merits of the work done were scarcely up to those of the last school. The reading in the lower classes was verbal and not clausal.

15th June. Examined the "*Red Line*" School. Miss Cross still the teacher, without certificate of any kind. House very inferior, floor and walls dirty, furniture very poor: no grounds and no outhouses. 28 names enrolled, 14 pupils present. Attendance very irregular, varying from 1 to 15 pupils a day. The last number is the highest the present teacher has ever known to be at school at once, and the same pupils are rarely there two days in succession. The work shows this. I have no hesitation in saying that the money spent on this school is worse than thrown away.



15th June.—*Kanyenga School*, No. 8. (Board School).—Miss Davis (Indian), teacher. Frame house in grove near "Sour Springs" and Episcopal Church; grounds extensive and enclosed; school-room well furnished, good clock, small globe, press for books, etc., large blackboard, good supply of excellent maps, tablets, etc. 16 pupils present in four classes. 4th Class (four pupils), examined in reading, spelling, arithmetic, grammar and geography, with good results. 3rd Class (four pupils), also did well on the same subjects. First and second classes did fairly. Order good. Rev. Messrs. Ashton and Caswell and Col. Gilkison present.

18th June.—*Mississauga School*. (New Credit).—The Indian Agent and Dr. Reginald Henwood accompanied me to this school and the next, both on the Oneida boundary, about 20 miles from Brantford. Mr. Alexander Scott, teacher, expired Third Class County Board Certificate; house in bad state, grounds not enclosed; floor of school-room in bad condition and dirty, furniture do., plaster off walls, a new clock purchased since last visit; no maps, no globe, insufficient supply of books and slates. Attendance irregular. 35 names enrolled, 18 pupils present in three classes. The reading and spelling of the third class, good; arithmetic, grammar and geography inferior. The work of the other classes, only middling. A new school house is needed here, with complete equipment.

*Board School*, No. 9.—Frame house, well furnished, floor clean. Cupola and bell, good clock, excellent maps, pupils well supplied with books, slates, stationery, etc. Claybourn Russell (Indian), teacher. 33 names enrolled, 22 present in four classes.

The reading, spelling and arithmetic of fourth class, good; grammar and geography, fair. The work of the other classes, generally good. Order and management, satisfactory. Several bright pupils in this school. Attendance regular.

*S. S., No. 6, a Board School*, near the Cayuga parsonage. There is a fine school-house, well furnished, but there was no teacher in charge. In this section there are many pagan Indians who do not appreciate the learning of the white man.

15th July, visited the "*Mohawk Institution and Indian Normal School*," the name which the New England Company has recently bestowed on this seat of learning. Attached to this institution is a farm of 270 acres lying along the river and canal, about a mile and a half from Brantford, nearly 100 acres of which is under grass or pasture, the rest cultivated like a garden. The main building is of brick, three storeys high, containing, besides the superintendent's departments, two well furnished school rooms, dormitories for 90 pupils, library, kitchen, etc. Detached is a laundry and workshops for pupils, etc. There is now in course of erection at the west end of the main building, a superintendent's residence, which will cost, when complete, about \$3,000. The approach is, from the road running from Brantford and skirting the farm on the south, by a fine gravel drive extending about a quarter of a mile from the main entrance. The grounds in front are planted with fruit and ornamental trees, and are laid out with much taste. The whole farm, indeed, presents a park-like appearance, and is very attractive. In the school rooms are two large globes, terrestrial and celestial, a good supply of maps, Boyd's objects, a chemical cabinet, a library of more than 200 vols, apparatus for illustrating scientific pictures by means of magic lantern, etc., consulting dictionaries, a copy of the *Encyclopædia Britannica*, and periodicals such as "*The Sunday at Home*," "*Leisure Hour*," "*Boys Own Book*," "*Girls Own Book*," "*Picturesque Canada*," etc. There is a clock in each school room, and slate blackboards. The senior class is prepared for the Entrance Examination. The principal teacher is Miss Watson, who holds a second-class Provincial certificate and also matriculated with honors in Toronto University; the assistant is Miss Jessie Osborne, a great grand-daughter of "Theyendenaga." The New England Company has recently established ten scholarships (value \$10 each), five for boys and five for girls, to be chosen from those who shall have passed the entrance examination. These scholarships are in the Brantford Collegiate Institute, the scholars while attending classes in Brantford, boarding and lodging at the Institute and receiving their clothes free, the Company paying for all.

Last year eight passed the entrance examination, one, Willis Tobias, standing third in a list of 75 candidates. One of the old pupils, Miss Hardy, has just written for a third, and second-class non-professional certificate. A record is kept by the superin-

tendent of the conduct of all who leave the Institution for four years after their departure, and the result is sent to the Company. The widow of the late Venerable Archdeacon Nelles has donated a silver medal, to be known as "Archdeacon Nelles' Medal," to be given annually to the pupil, from the Institution, who shall have obtained the highest number of marks at the entrance examination.

Music and scripture history are taught very thoroughly in all the classes. There are two organs for the use of pupils, one in each school room. I submitted printed papers prepared by myself to the senior school; they were in arithmetic, grammar, geography, history, literature and spelling; and the superintendent, the Rev. Robert Ashton, prepared a paper in Scripture. The result of the examination was, on the whole, satisfactory. I think there can be no doubt that the Institution is doing an excellent work.

I think it is advisable, as far as possible, to employ Indian teachers on the reserve: they know the children of their own people best and are best fitted to instruct them with advantage. There is not now a duly qualified white teacher in Tuscarora; and, in my opinion, only such as are qualified should be permitted to teach there, if the schools are to make any progress.

I notice a decided improvement since last year, and I consider it quite possible that in time, these schools may be on a par with the public schools of the County.

July, 1885.

W. S. CLENDENING, ESQ. INSPECTOR, EAST BRUCE.

*Indian Schools on the Saugeen and Cape Croker Reserves.*

*Saugeen.*—There are 3 schools, known as Indian Village, French Bay, and Scotch Settlement.

I visited them April 23rd, 24th, and May 29th; also November 18th and 19th.

The teachers are 1 female, 2 males; 2 have Third Class standing, one, an Indian, a little below Entrance; each receives \$300 per annum, and the male teachers a dwelling house in addition.

The Indian Village school is under the control of the Methodist Church; its teacher has a Third Class certificate; it is a frame building, and this year it was moved and placed on a proper site, blinds provided for the windows, and a privy added. The other school houses are good brick structures, with good frame teacher's residence attached.

*Cape Croker.*—There are also 3 schools known as Cape Croker, Sydney Bay, and Port Elgin; they were visited May 21st and 23rd; also October 28th and 29th.

There are two male teachers, one female. The male teachers are Indians. The lady has passed the Entrance Examination; one of the Indians a few marks below Entrance, the other quite inferior, but his services have been dispensed with, and a female, also of the Indian race, employed instead. One teacher receives \$300, the other two, \$250 each. Your Inspector would respectfully recommend that the salaries at Cape Croker and Sydney Bay be advanced to \$300. The teachers are worthy and should be on a par with those of Port Elgin and the Saugeen Reserve Schools.

One building is brick, one is frame, and the other an inferior log, but this will soon be discarded. A new site has been selected contiguous to the old one, and improvements made thereon.

A new Indian Agent has been appointed this year on each reserve. Mr. Jermyn, of Cape Croker, deserves particular mention for the interest he has manifested in the schools under his charge. Since his appointment, a pail, tins, broom, shovel, tablets, and privy have been provided for each school, the desks repaired at Sydney Bay, and two drains dug to preserve the foundation.

With the exception of the man who has been removed, the teachers have done intelligent work with much earnestness, and also exerted a good moral influence.

Your Inspector was much pleased to find more attention was given to thoroughness. Last year pupils were found in classes for which they were not at all prepared, but this evil is being steadily corrected.

The school houses, except the log one, are provided with suitable desks, and the supply of school requisites in all the schools is good, and on the Cape Croker Reserve decidedly good.

The attendance is not large in any of the schools, and the influence of the teacher is lessened considerably more by irregularity than is the case in Public Schools.

This year more time was spent by the Inspector in teaching classes than in examination.

*December, 1885.*

THOS. GORDON, ESQ., INSPECTOR, WEST GREY.

*Indian Schools, Cape Croker and Port Elgin.*

On the 21st and 22nd of May, 1884, I visited the Indian schools at Cape Croker, but my notes respecting them got astray, and in consequence I was unable to make my report. These notes having now turned up enable me, although at so late a period, to give my impressions with respect to the schools in question; they are three in number, *No. 1 being Cape Croker Village School; No. 2, Sidney Bay School; and No. 3, Port Elgin School.* The first school visited was that of No. 2, Sidney Bay; the teacher was a white man, named David Craddock; he had no certificate of qualification beyond an old permit from the County of Grey. I informed him that he must qualify himself to continue as teacher by at least passing the High School Entrance Examination to be held in July following. He promised to attend such examination in Owen Sound, and did present himself thereat, but, having been attacked by illness before the commencement of the examination, he did not write. He afterwards sent me a medical certificate verifying the fact of his sickness, but I have not seen him since, and as the schools are now inspected by Mr. Clendening of East Bruce, I do not know anything further about him.

On the afternoon of the 21st of May there were thirteen pupils present in the Sidney Bay School, who were classified as follows:—First part of 1st book, 3; second part of 1st book, 2; 2nd book, 4; 3rd book, 2. The school house is a stone building, and recently erected; it was comfortably seated for twenty pupils, but was not very well equipped otherwise; it contained a small map of the Dominion of Canada, but was deficient in other maps, in a blackboard, in tablets, in a numerical frame and in registers. The reading of the pupils from the Ontario readers was fair, but they could not give the meaning of words, or explain the sense of passages read. They were able to give definitions in geography fairly well, but they lacked in Arithmetic. The senior divisions of the school wrote tolerably well, and their written spelling from dictation was of at least average quality. The teacher was evidently doing a reasonable amount of useful work in the school. He was able to speak both Indian and English.

On the forenoon of the 22nd of May I inspected the Cape Croker village school, taught by Miss Isabella McIvor; she held a certificate of qualification, but in July she passed the High School Entrance Examination at Owen Sound. There were twenty-four pupils present in this school, namely: First part of first book, 8; 2nd part of 1st book, 11; 2nd book, 4; 3rd book, 1. The reading done by these children was generally in so low a tone as to be scarcely audible; they could not render meanings in English, (except the Glazier white girls) and their oral spelling was inferior. In Geography, the pupils in the 3rd and 2nd books had learned, to some considerable extent, the definitions, but very little beyond; they could generally write their names intelligibly. Arithmetic was a weak point with them. This school house is a frame structure, of ample dimensions; it contained 12 desks for 2 pupils each, and 12 single desks affording accommodation of this kind for 36 pupils. The supply of books was scanty, and those in use were in a bad condition. The teacher

complained that parents show no willingness to supply new ones. This school requires a better supply of maps, those in use being on too small a scale; it is also in need of a blackboard, a calculator and registers. The teacher suggested that each Indian school should be supplied with an English and Indian dictionary, such as I understand is in use in the Shingwauk Home at Sault St. Marie. A few Indian heads of families were present at the inspection; they appeared to be interested in the proceedings, and some of them expressed themselves as being pleased that their schools were to be regularly inspected for the future.

On the afternoon of this day I visited No. 3, called the *Port Elgin School*, taught by Mr. Peter Elliott, an Indian. He had no certificate of qualification, and was untidy and rather uncleanly in his person. He promised to attend the High School Entrance Examination at Owen Sound in July, but did not put in an appearance, although he was in town. He informed me that he had been a teacher in Indian schools for nearly seven years; that he commenced here in August, 1883; and that he teaches English principally.

Chief Macgregor, the Secretary of the Band of Indians on this reserve, and two other Indians, accompanied me to the school, which is over three miles from the Village of Cape Croker. I found the presence of Chief Macgregor of service to me, as when I was taking down the names of the children present he noticed that in some cases the teacher was giving tribal names instead of the patronymics of the pupils, and acquainted me with the fact. If it be desired that the children in these schools shall learn English, I do not think that the employment of Indian teachers is expedient, for, in addition to the circumstance to which my attention was drawn by Chief Macgregor, I observed that when Mr. Elliott found any difficulty in explaining a meaning in English he resorted to the Indian vernacular, and failed to use such an English form of speech or illustration as would be calculated to reach the comprehension of an Indian child just beginning to obtain some knowledge of the English tongue.

The number of children present in this school was 18, as follows:—In 1st part of 1st book, 5; in 2nd part of 1st book, 10; in 3rd book, 3. The reading was fair; oral spelling was only middling; meanings were almost *nil*; arithmetic was but poor; writing was passable. The school house is an old log building, boarded outside, and ceiled with boards inside. The desks are of the old-fashioned kind, ranged along the wall on either side, and the light from the windows strikes full in the face of many pupils. The seats are long benches. This style of accommodation is so inconvenient that it should be changed at once so as to conform to more modern ideas. The blackboard in use was in tolerably good condition. The supply of books was better than in either of the other schools. Tablet lessons and maps of the world, of Ontario, and of the Dominion were hung on the walls. The map of the Dominion was on much too small a scale, as was the case in both the other schools.

A number of the people belonging to the reserve with whom I talked appeared solicitous that their children should acquire a sufficient knowledge of English to enable them to communicate with English-speaking people without difficulty; these were for the most part apparently of the better doing and more provident class, whose houses and fenced lands showed that they have some appreciation of the advantages of a settled mode of life; and it is to be hoped that their example will exercise a beneficial influence upon those to whom old habits and traditions cling more tenaciously.

*April, 1885.*

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JOHN JOHNSTON, Esq., INSPECTOR, SOUTH HASTINGS.

*Indian Schools, Mohawk Reserve.*

The four schools in the Reserve were examined by me twice during the year in company with the Indian Agent, Mr. Matthew Hill.

*Western Mohawk School* was inspected in the forenoon of June 29th. There were 18 children present; the order and attention good; there were 7 in first-class, 7 in

second, and 4 in third; they were examined in reading, spelling, writing, arithmetic and geography. Mrs. Claus, the teacher, is a Mohawk, and formerly taught the Mission School in the north-eastern part of the Reserve; she has been a faithful and efficient teacher, but through ill health she intends to give up at the Midsummer holidays.

This school was again examined in the forenoon of October 27th, in the presence of the Agent. There were 14 present; good order and attention; the house clean, and scholars comfortable and well clothed. There were 4 in Part First, and in all the subjects they acquitted themselves fairly; one in Part Second, five in Second Book, and four in Third. They were examined in reading, spelling, writing, arithmetic, geography, language, and mental arithmetic. The result of the examination showed a marked improvement, and I am satisfied from the experience and energy of the teacher that she will soon have an efficient school. Martha Waterbury, the teacher, is a young woman of some experience, having been employed in the Deseronto School for some time, and has been trained in a County Model School.

A map of the world is required, and Mr. Hill promised to supply the school with one at once. The school house, though a new one, needs some repairing, but the Agent informed me that this would be done before the winter, and in a short time the ground would be fenced as the law requires.

No. 3 was examined June 4th, a full half-day being spent in the examination of the classes.

This school is now in charge of an experienced teacher who has taught for some years; there were 43 present; the order and attention good. They were examined in reading, spelling, writing, arithmetic, geography, grammar and language, and mental arithmetic. I was much pleased with the work of the pupils, which showed that they had been thoroughly and thoughtfully taught in all the subjects mentioned.

This school was again inspected Oct. 27th, in the afternoon, with Mr. Hill, the Agent. There were 30 present, in charge of the same teacher, Miss Susan Loveless. There were 7 in Part First, 7 in Part Second, 8 in Second, 7 in Third and 1 in Fourth Class.

They were examined in all the subjects, and the result was very satisfactory to myself and Mr. Hill. The school house is a comfortable frame building, well seated and furnished with maps and blackboard.

No. 25 was examined in company with Mr. Hill. We found 27 scholars present—17 in Part First, 5 in Part Second, 4 in Second and 1 in Third Book. They were examined in all the usual subjects. We were pleased with the examination. School house neat and clean, and well furnished with all the requisites.

It was again inspected Oct. 28th, in the presence of the Agent, Mr. Hill. Order and attention good. The same teacher, Miss Anne Hicks, is doing all she can to teach thoroughly and well.

*Mission School*, taught by Miss McCullough was examined June 29th: 31 scholars present. The teacher has no certificate and never attended a Model School. The scholars are poorly taught, and the school on the whole in a state of miserable efficiency.

Again examined October 28th, when 14 children were present. The result of the examination was anything but satisfactory. The school-house is on an excellent site, and is a very comfortable building, well furnished with all the necessary maps.

A teacher trained in the Model School, and holding the necessary qualifications, has been engaged for 1886. I induced the Chief, Sampson Green, to do this. The other schools are now in charge of qualified and trained instructors.

The matter of selecting teachers has been left to me and the Indian Agent. I am glad to be able to report such marked progress in three of the schools, and hope to be able to report greater efficiency for 1886.

Mr. Hill, the Agent, has rendered me much assistance and is thoroughly alive to the importance of securing qualified and good teachers for the four schools on the Reserve.

There are 976 Mohawks and 17,000 acres of land in the Reserve.

December, 1885.

R. B. HARRISON, ESQ., INSPECTOR, EAST KENT.

*Moravian Indian Reserve.*

*School House and Furniture.*—The school house, frame, 22 ft. by 25 ft., nearly new, is in good repair in all respects, but the floors were not very clean; it is well equipped and furnished, and all the furniture and apparatus were in good order and repair.

*School Grounds.*—The yard is surrounded by a good board fence, within which stands also a meeting house, and a log building erected for a teacher's residence; the latter occupied by an Indian family, who rent it, the teacher's family living at Bothwell, six miles distant, to which place he drives daily. There are no trees planted within the school grounds, but it is surrounded by primitive woods. The extent of school accomodation is quite adequate to the number of children in the settlement.

*Standing of Pupils.*—The pupils are not up to the average of those in the same classes in the county schools; but considering that they are being taught in a language foreign to them, their advancement is quite satisfactory.

There were four classes represented; two in First Reader, one in Second Reader, and one in Third Reader; the several classes read and spell fairly well, but with an Indian accent. In arithmetic and writing they are somewhat deficient, all things considered, but their teacher promises to give these subjects more attention. They sing "by ear," the teacher singing for them as a pattern; they get the air fairly, but as each sings in a different key, the result is not music to anyone but themselves. There are about 50 children of school age in the settlement; the average attendance is about 26. On the occasion of my visit there were eleven boys and eight girls present, but three of the boys were whites from an adjoining section; ages from five to thirteen.

*Order and Discipline.*—The order and discipline were very good, all seeming to render a cheerful obedience to the teacher.

*The Teacher.*—Mr. D. Edwards is in charge of the school. His certificate "expired" some years ago, but owing to the difficulty in getting another person to take his place he has been allowed to teach without a certificate. I would suggest that he be granted a temporary certificate from year to year, and allowed to continue here while he performs his duties efficiently. His salary is \$350 per annum.

Chief Louis and another member of the Council were present during the afternoon. They promised to see that the school should be cleaned.

December, 1885.

O. A. BARNES, ESQ., INSPECTOR, EAST LAMBTON.

*Indian Schools at Kettle and Stoney Points.*

*Kettle Point.*

*Teacher.*—Mr. F. Pollock.

*Qualifications.*—Intermediate and Certificate from London Business College.

He has had no training as a teacher, and hence labors at a great disadvantage. If some plan could be devised whereby the teachers in charge of these schools could have the advantages of our County Model School training, it would aid them very much in the discharge of their duties.

*Schoolhouse; equipment, etc.*—The building is very good, and the change made in seating it is a very great improvement.

At the time of my visit I found the books much worn, with a lack of slates, pencils, pens and ink, but I have since been informed by Mr. English, the Indian Agent, that these requisites have been supplied.

The stove is at present in a very dangerous condition, and will require to be replaced by a new one before the autumn term begins.

*Attendance, etc.*—The attendance is very irregular, there being only *five* present at the time of my visit ; but since then the number has increased to some 15 or 16 pupils.

*Standing of Pupils.*—There were three present in 1st Book Class, and two in 3rd Class.

The writing is very good ; spelling and arithmetic, fair.

The work in arithmetic is of the most elementary kind.

Reading is monotonous, with indistinct utterance.

I am convinced that little progress will be made, unless some plan can be adopted to secure a more regular and constant attendance.

#### *Stoney Point.*

This school was closed at the time of my visit, in the month of April, having been closed on the last of March, on account of the small number of pupils.

The school while open, was kept in the church, but the location is very unsuitable ; and, if removed to another locality, I am informed, a school of from ten to fifteen could be maintained.

The Indians wish to build another school house, and have already got 1,900 feet of lumber at the mill ; but the proprietor of the mill refuses to let the lumber go without some security for payment.

They will I believe, make their own shingles.

I think something should be done to place this school in proper condition, and under the control of an energetic teacher.

I would be quite willing to accompany the Indian Agent, either before July 1st or after the midsummer vacation, to see what steps could be taken to put the school in operation again.

I beg to suggest, that if a meeting of all those school inspectors who have Indian schools under their control be held for the discussion of the Indian school problem, good results might follow.

*June, 1885.*

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JOHN BREBNER, ESQ., INSPECTOR, WEST LAMBTON.

#### *Indian Schools on Walpole Island and Sarnia Reserve.*

NO. 1, WALPOLE ISLAND.—Rev. Wm. Stout, teacher. I visited this school on the 13th of May, and found seven boys and three girls (Indians) and four boys and five girls (whites) present. Three of the white children being members of Mr. Stout's family, and the others children of the saw mill hands.

First Primer, five boys and one girl ; reading, not good ; no spelling ; writing, good. A white boy in this class did no better than the Indians.

Second Primer, none.

Second Book, four Indians and three whites (Indians, two girls and two boys). Indians still read indistinctly, but better than last visit ; spelling, good ; arithmetic (addition and subtraction), correct, but multiplication poorly done ; writing, very good, but only on slates.

The other classes are composed of white children, and third class one girl ; reading, good ; spelling very good, and writing good.

Fourth Class, three girls, one boy ; reading, middling ; spelling, good ; meanings and roots, middling ; grammar, good ; writing, good.

Mr. Stout holds a First Class Provincial Certificate, but cannot explain in Indian, hence the pupils do not take the interest in lessons which is seen in schools taught by Indian teachers, and know very little.

School supplies are much needed ; Indians have not necessary books, slates, pens, pencils ; all writing on slates.

No. 2, WALPOLE ISLAND.—I visited May 13th, a.m.; William Peters (Indian), teacher. Fifteen boys and twenty-one girls were present.

In First Primer, nine boys and seventeen girls, of whom six boys and eight girls had attended only a few days and could not read, but were kept employed on slates. Three boys and nine girls ; reading, middling ; no spelling ; writing very good for such pupils.

Second Primer, three boys and one girl ; reading, fair ; spelling, very good ; writing, very good ; and printing well done ; geography, fair.

Second Book, three boys, two girls ; reading, fair, but still indistinct (teeth kept too close) ; spelling, very good ; arithmetic, fair (written better than mental) ; writing, very good.

Third Class, one girl ; reading, bad, very indistinct, knows meanings well ; spelling, fair ; writing, very good ; geography, bad ; but arithmetic good as far as page 39 of textbook.

In this school several had no reading books. I can see improvement in some of the pupils, but the best have gone away to "institutes."

Mr. Peters wrote at the Entrance Examination on 2nd and 3rd instant, and did good work in arithmetic, reading and spelling, but found the other subjects too difficult. His ability to explain in Indian gives him a great advantage in his work, which he does well.

This and other reports were detained, as I hoped to have two Indians try the entrance examination.

SARNIA RESERVE.—John J. Nuliken (Indian), teacher. I visited the school on the 14th of May, p.m., and found seven boys and ten girls present. Two had just begun to attend, and could scarcely name a letter. Two boys and two girls were reading in the First Primer ; reading, only middling (indistinct) ; spelling and writing, fair.

Second Primer Class, two girls ; reading, fair ; spelling, not quite so good ; writing, very good ; and arithmetic, middling (addition, no carrying).

Second Book Class, five girls and two boys ; reading, middling ; spelling, good ; writing on slates, very good ; arithmetic, all correctly done.

Third Book Class, one girl (14), one boy (12) ; reading, not very good (indistinct) ; writing, very good indeed ; arithmetic (multiplication and division), all correctly done. The following among other examples:—How many pounds of rice can be bought for 672 cents if one pound costs 6 cents ? If 7 yards of cloth cost \$6.37, what will one yard cost ?

The attendance has been lessened by pupils leaving for Mount Elgin and Shingwauk institutes. Could the children be got to attend regularly and to speak out distinctly, good work would be done. I know some of the children from this reserve who can hold their place in public schools with white children ; indeed, one little lad in the second class S. S. No. 14, Moore, held the first place in his class on several of my visits.

*July, 1885.*

Visited *No. 1 Walpole Island*, on September 30th ; Rev. Wm. Scott teacher ; and found thirteen Indian and four white pupils present—three of the latter being the teacher's children.

The effect of the teacher's inability to speak the Indian language is seen in all the work attempted by the pupils.

At this visit I examined three men who would like to teach, viz.:—John Kiyoshk, Andrew Jacobs and Peter Thomas. Mr. Jacobs has taught both on the island and on the Sarnia Reserve, but I found him unable to work the simplest problems in arithmetic : Mr. Thomas did the best work in all the subjects, but about two weeks afterwards, Mr. McKelver sent Mr. Joseph Noddie to be examined ; I found him to be a better scholar than Mr. Thomas, and he is now teaching No. 1. All these men are Indians.

First Part, First Book.—Four boys, two girls. Reading fair, know the letters, can count up to ten, can write the letters.



Second Part, First Book.—Three boys, one girl. Read well, spell fairly, writing fair, arithmetic not so well done as I should like to see.

Second Class.—Two boys and one girl. Reading good but still indistinct, spelling not very good, writing fair, arithmetic good.

*White Children.* Third Class.—One girl. Reading good, spelling very good.

Fourth Class.—Two girls, one boy. Reading good, spelling only middling, grammar good.

I visited *No. 2 Walpole Island*, on September 30th.—A. M. Williams, Indian teacher: 16 boys and 18 girls present.

First Part, First Book.—Four boys, three girls. Reading fair, spelling (on cards) not so good, no writing (slates and pencils wanted).

“ “ Eight girls, three boys. Reading fair, spelling (on cards) good; wrote very little, but well.

“ “ Three girls. Reading good but indistinct, spelling not good, writing very good, can count some.

Second Part, First Book.—Two boys, one girl. Reading fair, girl's very indistinct, spelling, girl's good, boys' poor, mental arithmetic not good.

“ “ Five boys, one girl. Reading good, much more distinct, spelling (oral) every word spelled correctly, writing very good, arithmetic only fair.

Second Class.—Two boys. Reading not distinct, teeth still kept too close when speaking, spelling good, writing good, arithmetic also good. The class knows something of what is read, but does not understand what I say well yet.

Third Class.—Two girls. Reading fair, still indistinct, but much better than formerly; pupils have more confidence; spelling (written), fourteen words, of which one missed “confederation” and the other “advantages”; arithmetic (multiplication and division) middling; geography, only definitions; cannot write a letter yet.

I think fair work is being done in this school; the children look as happy and earnest as the white children in most of our schools.

The *Sarnia Reserve* school was visited on October 26th, but owing to the recent vaccination of teacher and pupils, I found it closed. From the same cause I was too ill to visit it again till November 30th; hence the lateness of this report. Mr. John Milliken, Indian, is still teaching.

There were thirteen boys and eight girls present. I noticed that the school had been closed several times for holiday purposes.

Part First, First Book.—Two boys and two girls just admitted; had done nothing except look at alphabet card.

“ “ Three boys. Reading fair, spelling middling, but they could not or would not count up to four.

“ “ Three girls, one boy. Reading good, spelling fair, writing good, no arithmetic.

Second Part, First Book.—One boy. Reading fair but indistinct, spelling fair, arithmetic middling, writing good.

Second Class.—Five boys, three girls. Reading indistinct, spelling middling, arithmetic fair (multiplication by 6, 12 and 73), writing good.

Third Class.—One boy. Reading good but indistinct, spelling good, no geography, a little grammar, letter writing not so good as I would like to see, arithmetic fair.

The best scholar in the school was absent.

*December, 1885.*

## JOHN DEARNESS, ESQ., INSPECTOR, EAST MIDDLESEX.

*Indian Schools, Oneida Reservation.*

The teachers are the same as at my two preceding visits ; they have adopted and are carrying out most of the suggestions I made at former visits as to the method and matter of teaching.

*Oneida No. 1*, Miss Mary A. Beattie, teacher (white). The seating accommodation has been increased, but the desks have not been nailed to the floor. There are only eight slates in the school. A globe and map of the Dominion of Canada are needed. The pupils are making satisfactory progress in learning to speak and write the English language.

*Oneida School No. 2*, John T. Schuyler, teacher (Indian). Mr. Gordon, Indian Agent, Rev. Mr. Smith, missionary, Miss Beattie, and Mr. Sickles, teachers, present. The limited seating accommodation in this school has been improved by a re-arrangement of the desks. Mr. Schuyler taught better than at my former visit. Some of his pupils answered very creditably in the exercise on English. He is a good writer, and a few of his pupils show the ability and desire to imitate his penmanship.

*Oneida School No. 3*, Elijah Sickles, teacher (Indian). Mr. Gordon and Miss Beattie present. No "advanced" pupils present this time : they leave to go to the Institutions at Brantford or Muncey as soon as they are qualified to pass the examination for admission ; five have thus left since my preceding visit. Progress in the English language satisfactory. The people here are discouraged about the balance of debt on their school house ; I would be glad to see the Department supplement local effort to remove the debt. Mr. Sickles wrote again at the H. S. Entrance Examination, and came within seven per cent. of the total number of marks necessary to pass ; he shows the most determination of any of the teachers on the Reserve to come up to the requirements of the Department in regard to certificates.

## ATTENDANCE.

	No. of Names on Register.	Largest attendance this year up to date of visit.	Present at time of visit.
School No. 1 .....	33	28	19
do No. 2 .....	35	27	18
do No. 3 .....	30	22	16

All the school houses were clean and comfortably heated.

While these schools are doing considerable work and improving in method, yet they still fall far short of what might be accomplished with trained instruction, a more regular attendance of pupils, and better equipment. The benefits the teachers have received from the interchange of visits show how much might be expected from a two or three weeks' institute. But no matter how efficient the teachers become, unless a more regular attendance of the pupils can be secured, the schools will be nearly worthless to the majority. Perhaps giving a small reward to the parents for every child who attends a certain number of days in the year—say 150—would help to remedy the irregularity of attendance.

*August, 1885.*

J. S. CARSON, ESQ., INSPECTOR WEST MIDDLESEX.

*Indian School, Mount Elgin.*

*The Mount Elgin Institution* was visited on the 12th day of June. New desks of approved pattern have replaced those condemned in a former report. The school room is neat and clean. A good blackboard is required, also some maps and a large numeral frame.

Fourteen girls and twenty-one boys were studying; ten boys and nine girls were at work on the farm or in the Institution. The studies and work are alternated, four days of the week being devoted to the former, two to the latter. There are three classes, corresponding almost to the 2nd, 3rd, and 4th classes in our Public Schools. At the Christmas examinations in 1884, several passed to a High School.

The pupils are healthy looking and tidy in appearance, and about the size and age of those attending our High Schools.

Mr. Whiting, the present teacher, has been more successful than many of his predecessors. I am of opinion he works very hard, and conscientiously endeavors to discharge duties that require rare attainments of both head and heart. He withdraws his services at vacation to enter the ministry, consequently another teacher is being sought. I hope an excellent man may be secured.

I was shown through some of the rooms, and found them scrupulously clean. In this connection I urgently request that the Institution be repainted. It is sadly in need of this, and the cost is trifling compared with the cheerful effect it would have on the pupils.

I am convinced the work done on the farm and in the Institution is based on a correct principle, and that it must have a powerful influence in stimulating the Indians to greater exertion on their farms and in their homes. Boys and girls trained here go back to the reserves with improved characters, and an increased knowledge of farming, handiwork, and housekeeping; they should succeed in teaching those among whom they dwell, a great deal that makes life happy and progressive. In view of such circumstances, I would advise that as many as possible get their training here; in fact, present accommodation would suit sixty instead of fifty children. An increase of ten would add much to the usefulness of the training, of course. I know nothing of the reasons that might be urged against such a step; at the same time they ought to be strong if sufficient to counterbalance the benefits.

In *Mr. Fisher's School* I found 21 pupils, most of them reading in the first book. The pupils of this class are advancing in their use of the English tongue. Reading, spelling, writing, and arithmetic are taught. Some progress in these subjects is being made.

*Mr. John Henry's School* needs whitewashing. It is not as clean as it should be. Many of the children come late. The children are very slowly gaining the use of English words.

*Miss Scott's School* had only four pupils, three in the First Book and one in the Second. I may add that this is a nice log building pleasantly situated.

In *Lower Muncey* a new school house has been provided. It is almost ready for occupation, and will be comfortable, compared with the hovel formerly used for a school room.

For these schools a better attendance and improved teachings are required. The teachers are to spend some time under my guidance in the Public Schools witnessing elementary teaching.

*June, 1885.*

E. SCARLETT, ESQ., INSPECTOR, COUNTY OF NORTHUMBERLAND.

*Indian School, Alderville.*

I first visited the school in the Indian village, of Alderville, Township of Alnwick, 1st week in June, 1884.

There are about forty-five children of school age in the village. Average attendance twenty-two.

*June, 1885.*

My second visit was made on the 17th of December. There are about 50 Indian children of school age in this village, 40 of whom are entered on the school register: unfortunately they are strongly imbued with the besetting vice of their white neighbors—irregularity of attendance at school.

The school house is a substantial brick building, commodious and fairly fitted up, occupying a play ground of about half an acre.

This school, as you are aware, is under the management of the Canada Methodist Conference. The children both speak and understand the English language fairly well. The effect of the powerful work done in the civilization of this tribe of Aborigines by the Reverend Mr. Case and his noble and self-sacrificing band of teachers lives after

What an encouragement to the true teacher—grudgingly paid a scanty salary—knowing that the good he does will live after him and that his work will follow him to his resting place.

Unfortunately the Manual Labor School, commenced under the missionary genius of Mr. Case, soon ceased after he was called to his reward; the day school has still continued, but not under teachers endowed with that enthusiasm and love of doing good which so eminently characterized the originator and first teachers. The mantle of good which Mr. Case missed falling on his successors. However, I think that a day for good is never lawned upon this "Noble Race of the Red Man." Upon my last visit to this school I found it in charge of a young Indian teacher, the son of the Reverend Allen Salt who himself has been very successful both as a teacher and a preacher among his brethren. It will be remembered that Allen Salt was trained, I think, in the Normal School, Toronto, in 1848, under that prince of teachers, the late lamented Jaffray.

The present Indian Agent, John Thackery, is doing all in his power to forward the interests of this school, and from his kindly disposition, gentlemanly bearing and sense of honor, is the right man in the right place.

*December, 1885.*

JAMES MCBRIEN, ESQ., INSPECTOR, COUNTY OF ONTARIO.

*Indian School, Township of Rama.*

Since my last visit to the Indian school in Rama a new frame school house has been erected; it is commodious, well lighted, heated and ventilated, and well equipped with blackboards, tablets and books. The first and second parts of the new Ontario Readers are used. It is the purpose of the teacher to introduce the other Readers of the series as soon as they are published. In drawing and writing, the pupils excel, as they have great aptitude for these subjects; they read with a very fair degree of intelligence; they are taught spelling according to the most approved methods, and are fairly intelligent.

The Indian appears to be almost minus the abstract faculty, hence it requires great ingenuity to lead him into a knowledge of numbers; they are very weak in mental and written arithmetic.

Miss Williams, the present teacher, has a deep insight into the Indian character; and, therefore, she manages and governs them with ease, pleasure and success.

As the supply of maps is defective, I would most respectfully recommend the Department to supply them with maps of Europe, Asia, Africa and America. A large artificial Globe is also needed.

*March, 1885.*

J. C. BROWN, ESQ., INSPECTOR, COUNTY OF PETERBORO'.

*Indian School, Mud Lake.*

On March the 3rd I visited the Mud Lake Indian School, and obtained the following particulars regarding this institution:

The expenses of the Mission are defrayed by an English company. The company owns 2,000 acres of land, on which the Indians live. The Mission House is a comfortable one, of brick: the school room is a frame, of moderate dimensions: there are about 30 families, numbering in all about 200 persons, of whom 60 are of school age. The children attending school are provided with a dinner at the Mission House. The Rev. Edward Roberts is Superintendent of the Mission; the teacher of the school is an Indian; there are few of the scholars fit for the Third Book; the children sing remarkably well in their parts, and of course the great difficulty is that the children, in ordinary, use their own language; and in study, English.

I shall have occasion to visit this school again in a short time, and thereafter be able to transmit to you more definite and extended information. A map of the world and one of Canada, also an eight-inch globe, would be of great service to the school.

*March, 1885.*

P. J. SCOTT, ESQ., INSPECTOR, COUNTY OF RENFREW

*Indian School, Golden Lake.*

I visited this school on the 11th November last, and found that the school house had been very much improved since my previous visit, so that it is now a comfortable and suitable building, with very fair pupils' desks and seats, a teacher's desk and a black board.

There were 16 names on the register, to wit:—6 boys and 10 girls.

I found eight pupils present, classified thus:—one in Fourth Book; two in Second Book; two in Primer, Part Second; and three in Primer, Part First.

Fourth Book.—One boy reads fluently, though his enunciation is slightly indistinct and monotonous; understands well the meaning of what he is reading, works reductions accurately, knows a little geography, writes well.

Second Book.—Two girls read rapidly, but say the words very indistinctly and run them together; write on slates, learn multiplication tables, and a little notation; have not been taught to count or add.

Primer, Part Two.—Read and spell, learning to make the letters on slates, do nothing in arithmetic.

Primer, Part First.—Learning the letters; no slates. The teacher promised to obtain slates for them at once.

Except the boy in the Fourth Book, no pupil in the school understood any English beyond recognizing the words of command used in the school, and the names of objects in the school, as "desk," "book," etc. They do not know the English names of anything about their homes, or the names of the commonest English herbs.

I spoke to the teacher very fully of the necessity of instructing the pupils to *speakh* English, by having regular and frequent speaking lessons; and also of the necessity of learning enough of the Indian language herself to enable her to make the little ones understand what she told them.

Notwithstanding the many and grave defects only too apparent in this school, I must nevertheless admit, that there has evidently been an effort, and with some slight success, at improvement on the state of things found at my previous visit.

The real want of the school is a skilled teacher, who to be really competent should know both languages. I am not aware, however, that a *teacher* possessed these qualifications can be had; and failing such a one, an intelligent qualified teacher, with proper professional training, is the only person from whom any substantial improvement can be expected. A person of this description would, I am satisfied, soon make a marked change in the school. But if the Department wants a competent teacher, it must be prepared to pay an adequate salary. I do not think that less than \$350 would induce a qualified teacher to go there; and if the Department is prepared to expend that amount for the education of the children on the Reserve, I would suggest that it authorize Mr. Paul, the Indian agent, to advertise for a duly qualified Third Class teacher for the school, stating the salary.

It is practically trifling with the matter to offer a salary of \$150, and expect efficient service.

If the Department is not prepared to increase the salary, I would advise that the present incumbent be continued, as I do not think a better can be got for the amount offered.

*December, 1885.*

A. McNAUGHTON, ESQ., INSPECTOR, COUNTY STORMONT.

*Indian School, Cornwall Island.*

I visited the Indian school on Cornwall Island in connection with the Methodist church, on the 21st day of September, 1885.

The school was under the charge of Mr. Louis Benedict, formerly a pupil of the Hartford Institution.

The number of pupils present was ten, of whom eight were Indians and two whites.

There were four maps and some tablets for reading lessons.

There were good desks, sufficient for the number of pupils in ordinary attendance.

Four of the pupils were learning the alphabet, and counting in English, up to ten.

Two were reading in the First Book, counting and adding.

Three were reading in the Second Book, writing, and learning the multiplication table, and working in the simple rules as far as multiplication.

One was reading in the Third Book, working in the simple rules of arithmetic, and learning geography.

The pupils appeared to make fair progress.

I visited the Roman Catholic school for Indians on Cornwall Island, on the 28th day of October, 1885.

I find it difficult to hit upon a suitable time for inspecting this school, as there are so many inducements for the children to absent themselves. In summer, berry picking causes many to stay away; and in the fall, the gathering of hickory nuts interferes with the attendance. My visit on this occasion happened to be in the nut gathering season, and my previous visit was made during the berry picking season, so that I failed to get a fair attendance at either visit.

The number present at my last visit was two ; one of whom was in the First Reading Class, and the other in the Third ; they were learning the usual studies adapted to such classes, but from the very small attendance I was unable to form any opinion as to the progress of the school.

The teacher does not possess a knowledge of the Indian language, but the pupils understand a little English, so that she can make herself understood.

*December, 1885.*

PETER MACLEAN, ESQ., INSPECTOR OF ALGOMA AND PARRY SOUND DISTRICTS.

*Indian Schools, Algoma and Parry Sound.*

*Hodgins' School.*—I visited this school on the Shawanaga Reserve, about 22 miles west of Parry Sound Village, on the 25th of February, 1885. The teacher is Miss Christina John, an Indian woman, who speaks good English, but a different Indian dialect from that spoken on the Reserve, consequently her teaching has to be conducted entirely in English. She holds a certificate for Indian schools, obtained from the District Board of Examiners. The number of pupils enrolled was 17, of whom 11 were present, classified as follows :—First Reader, 6 ; Second Reader, 5. I examined them in reading, spelling, writing and arithmetic. They appeared to know most of the words at sight, which they repeated mechanically, with a sort of chopping accent peculiar to Indians. Their knowledge of the meanings of the words used is almost *nil*. The spelling and writing were excellent, being much better than I frequently obtain from whites in similar classes. They could execute simple mechanical work in the first three rules of Arithmetic on the blackboard and on slates very cleverly.

The school-house is an excellent hewed log building, and is kept very clean, neat and tidy. The parents seem to take quite an interest in the school, about twenty of them being present at my visit, both men and women. At the close I made a short address to the children and parents, which was interpreted by the Chief, Mr. Solomon James.

*Ryder-on School.*—This school is situated on Parry Island, about two miles from Parry Sound. The teacher is Miss Amelia Chechock, an Indian woman, who holds a certificate from the District Board. I visited this school twice during the winter, but the teacher was unfortunately absent on both occasions.

*Sheguiandah.*—I visited this school on the 2nd of June, and found that 25 pupils were enrolled, of whom 11 were present, classified as follows : First Reader, Part I, 3 ; Part II., 5 ; Second Reader, 1 ; Third Reader, 2. The children in the second and third classes read fairly well, but understood nothing of the meanings of the words they used : the writing was very good, and the spelling fair. The pupils are not very tidy, and appeared to have been allowed too much of their own way by previous teachers, and consequently are rather stubborn, and slow to obey orders. The attendance is very irregular. The teacher, Mr. Chas. Sims, is a young Canadian, who has lived most part of his life among the Indians, and is well acquainted with their language, habits and manners. He holds a temporary certificate, and is paid at the rate of \$300 per annum. The school house is a good, comfortable building, but with rather dilapidated desks and furniture.

*West Bay.*—Visited this school on the 8th June, and found that the teacher, a young Indian woman named Oatherine Shagawasaggigig, was absent, having gone away the previous day, and was not yet returned. From enquiries of Mr. Henry Corbier, a very intelligent Indian trader on the Reserve, I learned that the teacher was frequently absent from her duties, and was giving but very poor satisfaction in the school : she holds no certificate of qualification whatever. There are about fifty children of school age on this Reserve, of whom but very few attend the school.

*Garden River.*—I visited this school on the 9th October, when I found the teacher, Mr James Gallagher, was absent, and had been so for a week. Complaints were made

to me that this was no unusual circumstance, and that, owing to the unpopularity of the teacher, very few children attended the school. The school-house is in a dilapidated condition.

*Fort William (Girls).*—I visited this school on the 18th June, and found 54 pupils enrolled, of whom 34 were present. It is an industrial as well as literary school, and is well conducted under the management of the Lady Superior, Miss Martin, and two assistants, Misses Nagle and Maddon, who appear well qualified for their work. The classification of the pupils present was—I. Reader, 12; II. Reader, 7; III. Reader, 12; and IV. Reader, 4. The Readers used are the Metropolitan Series. I examined the classes in reading, spelling, writing, arithmetic, geography, and parsing, in all of which subjects they acquitted themselves well. One very pleasing feature in this school is the almost perfect discipline and deportment of the pupils.

*Wawanosh Home (Girls).*—I visited this institution on 29th June. I found 26 names enrolled, of whom 21 were present, classified as follows:—I. Reader, 10; II. Reader, 6; III. Reader, 3; IV. Reader, 2. The reading in the 1st class was poor, spelling and writing fair; 2nd class, the reading was very poor, spelling fair, and writing good; in 3rd class the reading was fair, spelling to dictation rather poor, but the writing was very good. In arithmetic their subject was the compound rules, in which they could do simple mechanical work well. The pupils have but a very slight knowledge of English. The teacher, Miss Alexia Cunningham, a Canadian, seems diligent and painstaking, but is attempting to go over too much ground in a given time to do thorough work. This school is also industrial.

*Shingwauk Home (Boys).*—I visited this school on the 10th October, and found 46 names enrolled, of whom all were present, except two or three who were engaged on the farm, or in the workshop. I examined classes in mental arithmetic, geography, reading, spelling, and writing.

In arithmetic the pupils could answer with tolerable expertness simple problems in the first four rules; in geography the senior class had a fair knowledge of the general outlines of the map of the world.

In the II. class—The reading was fair, spelling and writing were 80 and 60 per cent. respectively of the work given.

do III. class—Reading, spelling, and writing were 45.55 and 65 per cent. of the given work.

do IV. class—Reading poor, spelling and writing about 70 per cent. each.

The school room is much too small for the present attendance, and very poorly arranged, many of the benches being unprovided with desks, so that pupils have to support their slates on their knees. The teacher is Mr. A. J. French, a clever and energetic young man, who conducts the instruction of classes under the supervision of the principal, Mr. E. F. Wilson.

The school is doing good work, although I consider the programme of work laid out for each term is rather too heavy to be thoroughly mastered in the time allotted. The boys of the senior class understand and speak English fairly. The order and discipline is good. There is a farm and workshops attached to the institution, so that boys desiring to learn trades can do so.

*Sheguiandah.*—My second visit to this school was on the 19th October. The number of pupils enrolled at that time was 28, of whom only five were present. I examined classes in reading, spelling, writing, and a little geography. The writing was good, but the rest of the work very poor.

The teacher is Mr. Fred. W. Sims, who understands Indian well, but does his teaching nearly all in English. The children are just beginning to understand a little English. Mr. Sims complains very much of the irregular attendance of pupils and indifference of parents as to whether their children attend or not.



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List of requisites necessary for the following Indian Schools :—

*Sheguiandah*.—Blackboard :  $\frac{1}{2}$  dozen I. Readers part 1 : do. part 2 : 1 doz. slates : 1 numerical frame : some pencils and chalk.

*Waswanosh*.—Maps of Dominion, Ontario, and Europe : numerical frame, and small globe—  
*March, 1885.*

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JAMES F. WHITE, ESQ., INSPECTOR, ROMAN CATHOLIC INDIAN SCHOOLS.

*Cornwall Island*.—The school building is frame, of fair size, but needing repairs to render it comfortable : the supply of furniture, books, maps, etc., is quite respectable. The teacher, Miss Elizabeth Foy, has been trained in Hogansburgh, N. Y., and holds a temporary certificate from Inspector McNaughton, she had opened school some days before my visit, with a registered attendance of 24, there were none present, however, as most of the Indians were absent on their usual trip to the west.

*Fort William (Boys)*.—The building is large enough and quite neat, though not so comfortable as it might be : the seats and desks are passable : there are maps, blackboards, and a good supply of books. For this half-year the school opened about the middle of September, under Mr. Thos. Strahum, a brother of the Jesuit order, who has had an experience of five years in teaching, having previously taught this school for three years continuously, he is kind and painstaking, and seems to have gained the confidence and good will of the children. This school closes again about the last of September, as the Indians then leave for the fishing grounds, taking their families with them, and are absent for a month at least. All the scholars are provided with slates and pencils, though the youngest have not yet begun to write, eight have copy books, and in these the penmanship is good. About half the number are studying arithmetic, but in this their progress has not been rapid, as they do not seem to take kindly to the subject. Eight take grammar and geography, but the work is elementary and not very practical, as the text-books are closely followed. Four have begun the history of Canada. The general tone of the school is quite satisfactory, though the loss of time caused by the change of teachers in the early part of the year, seems to have somewhat retarded its progress.

*Cornwall Island (Girls)*.—The Community of St. Joseph has taken the school in charge this year. The accommodations are very good. There is a large fine-looking frame building, with spacious well arranged rooms. The grounds are of good size and neatly fenced. Several of the pupils are boarders, having come from settlements some distance off. There are also a few white children. The supply of school appliances is pretty complete ; a list of the articles wanted has been sent in. The ordinary school branches are taught with most encouraging results. The discipline and general results are all that could be desired.

The school at *Red Rock* has been for some time under the charge of Mr. McKay, a painstaking and efficient teacher. A large number of the Indians have moved from the place where the school is built to a point some distance up the river ; on this account, the teacher's work is greatly increased, as he shares his time between the two settlements.

At *Garden River* the school is under the direction of the Rev. Thos. Ouellet, S.J., while most of the teaching is being done by Miss McMahan, who began this year. Though not large, the school house is neat, comfortable, and well provided with the requisite school furniture. The registered attendance was 17, of whom 12 were present. Compared with that of ordinary Indian schools, the attendance here is quite regular. Writing has been the most successful subject ; in several cases it was better than what is usually done by a corresponding class of white children : in the other subjects the results were fairly good, and on the whole, the outlook for this school is quite encouraging. The greatest drawback is the lack of training on the part of the teacher, though this is partly made up by the energy and experience of Father Ouellet, who oversees everything.

The school at *Sheshegewaning* was without a teacher ; it was expected, however, that one would be engaged at an early date.

*Buywaks*.—The present building is uncomfortable and much too small, part of it being used as a residence for the teacher ; but a larger and more comfortable house was just nearing completion at the time of my visit. The teacher is a native, Miss Agatha Gabow, trained in the Wikwemikong Institute ; she has had an experience of seven years, two of which have been passed in her present situation ; she is painstaking and quite energetic, and her knowledge of the Indian tongue is of apparent service in giving explanations to her pupils. The settlement is rather small. Seventeen pupils were registered, of whom 12 were present ; all in the First Reader. In general, the answering in the different subjects was quite satisfactory.

The school at *Wikwemikongsing* was not open, as the chief was reported to be then using it temporarily, while having his own house repaired. The teacher is a native, Miss Philomene Bernard, who was educated at Killarney.

*Wikwemikong* (Boys).—Owing to the burning of their school house early in the year, the pupils are now occupying, temporarily, a large building, formerly used as a workshop. There is a good supply of maps, books, etc., and the furniture is quite respectable. The work in the general subjects was done fairly well, though there is yet much room for improvement, especially in arithmetic and in writing, and speaking English. The teacher, Mr. Stephen Dufresne, a Jesuit brother, has received a very fair education, and is kind and attentive ; he lacks, however, any previous training to fit him for his position. Though the larger boys were reported absent, 30 pupils were registered, with 22 in attendance, most of them in the First Book. For the new school, which is to be somewhat larger than the former one, the foundation was nearly completed. For want of proper accommodation no industrial training is now carried on.

*Wikwemikong* (Girls).—Miss Kintz, educated at Fordham, N. Y., and having an experience of eight years, has been teaching here for the past three years. The girls school was unfortunately burned about the same time as the boys' ; but a new building, larger and better than the old one, was soon afterwards begun, and is now ready for use. A great part of the pupils consisted of children from other settlements, who boarded in the institute ; these were scattered after the burning, and have not all returned. On the register there were 37 names ; 31 being those of children in the First Book ; but 15 were present on the day of my visit. There is an assistant, who is conversant with the Indian tongue, and is an efficient help to the head teacher. When due allowance is made for the great loss by the burning of the building, the state of the school must be reckoned as quite satisfactory.

*South Bay*.—On account of the impassable state of the roads, I was unable to reach this settlement.

*White Fish Lake*.—At the time of my visit this school was reported to be without a teacher.

*Serpent River*.—The teacher in charge, Mrs. Sophia Peltier, is of Indian descent, and received her education at Wikwemikong ; her knowledge of English is very fair, and she has had an experience of eight years, nearly two of which have been spent here ; the building serves for her home and for a school, and is not very comfortable. The school furniture is respectable, but the supply of books, etc., is not very full. In this settlement most of the Indians live by fishing and hunting, and at this season are away with their families ; in winter they are at home, and then the attendance is quite regular. The register showed an attendance of 17, of whom all but one read in the First Book ; 4 were present. The work was fairly done when the great drawbacks are considered.

*Sagamok*.—I found this school not in operation, as the building was not yet finished.

*Mississaga*.—Here also one building does duty for school and dwelling, to the loss of the former, which is not kept so neat and clean as it should be : the desks and seats are fair, as are the other school appliances. The day of my visit was wet, and but one child

was present, who was left to her own sweet will ; others were sent for, so that the full attendance was 5 out of 12 on the register. All present were in the First Reader, but they did not acquit themselves very creditably, except in writing. There are no evidences of careful training and watchful oversight. The teacher is Mrs. Mary Cadau, who received her education at Chatham, and has been in charge here for over a year ; in all she has had an experience of six years. The prospects for this school are not the brightest.

*West Bay.*—On the morning of my visit, about half an hour before my arrival, the teacher at this place had started off to bring his family there ; he was to be absent about two weeks. Afterwards I met him at Wikwemikong, where he had received his education. He is an Indian named Jonas Odjig, who has had no previous experience as teacher ; he reports that there are about 42 on the register and 25 in average attendance at his school. The building is frame, of good size, but not very comfortable ; there is a fair supply of books and slates, but maps are wanting.

*Mattawa.*—The Indian children here attend the separate school, which is under the direction of two very capable teachers, and they are making substantial progress in their studies.

*General Remarks.*—One of the great obstacles to the purposes of these schools is the very irregular attendance of the vast majority of the pupils. In this regard the parents are usually most indifferent, many saying that they see but little benefit in the instruction given in the schools. Some teachers, too, are not without blame in this matter, for to them there is nothing depending upon good attendance, except, indeed, more work and trouble ; hence the children, left wholly to themselves in this matter, usually prefer to spend their time in some more attractive place than school. I think with Inspector MacLean that “ making the payment of the annuity for all children between the ages of seven and fourteen conditional upon their attendance at school for at least four or five months in each year, or granting a bonus to every child so attending,” would do much towards getting the children to come more regularly.

There has been no one very often to advise the teachers in getting proper school books, and as a result I found scarcely two schools having the same series of books ; some of those in use are very antiquated, and should be replaced at once. In my opinion it would be well to have the Inspectors, after each visit, send to the Department a list of all the requisites for each school, and not have the teachers choose what books they deem the best.

It would be most useful, too, to have registers supplied to these as to the Public Schools, for no record is kept in the school to show the attendance from year to year, and should the inspection be made in the beginning of a quarter, there is no means of finding what has been the attendance, as the only record of it has been sent to the agent.

But the most pressing want of these schools, and that which it seems most difficult to supply, is the procuring of qualified teachers. The salaries paid are small, \$200 to \$250 in general, not enough to tempt properly trained teachers to come here ; but, though small, I fear that but little return is sometimes received for the outlay. If a *bonus* of \$75 or \$100 were offered, conditional on the teacher having a certificate from the Province of Ontario, it would, I imagine, induce some of them to come here from counties that have a surplus of teachers. Further, as this district is visited by Inspectors for the Public and Separate Schools, arrangements might be made to have the teachers convened at Wikwemikong and Shingwauk, probably the best and most central schools, where teachers' institutes might be held for a few days each year. I am certain that much benefit would be derived from seeing how classes are conducted at these places, and from such instruction in the art of teaching as the Inspectors would be able to give. It might be necessary to contribute something towards defraying the expenses of attendance at these meetings, but it would be money well spent if it helps the teachers to perform their difficult task with more skill than now.

## 4. COLLEGIATE INSTITUTE AND HIGH SCHOOL INSPECTION.

(1.) *Report of J. E. Hodgson, Esq., M.A., Inspector.*

*Equipment.*—For efficient work in training either the mind or the body, ample apparatus and appliances are requisite. The Departmental regulations recognize this fact by providing that a considerable percentage of the Legislative Grant to each school shall be apportioned on the basis of equipment. Most of the High Schools in the eastern section of the Province are fairly supplied with globes, maps, and charts, but are deficient in books of reference, apparatus for the practical teaching of natural science, and appliances for physical training. I find, however, that since the publication of the new Regulations affecting the distribution of the grant, the trustees of nearly every school either have taken, or are about to take, steps to place the equipment of their school on such a footing as will entitle them to receive a fair proportion of the grant.

In several places it is proposed to partially meet the increased expenditure necessitated by the new mode of distributing the grant, by taking advantage of the clause in the High School Act that empowers trustees to impose fees. In my report for the year 1883, I ventured to express the opinion that the imposition of a uniform minimum fee in all High Schools would be a move in the right direction. I still hold that opinion. I am not in favour of a high fee, such as would exclude the children of the poor (for our High Schools are and, I hope, always will be essentially and characteristically the "poor man's school"), but a fee of, say, a dollar per month, which, while it would exclude few or none, would act as a spur to parents to see that their children be regular in attendance and diligent in the preparation of their home work.

New and fairly commodious school buildings have been erected at Morrisburg, Brighton, and Omemeé, whilst at Port Hope a very gratifying improvement in accommodation has been made by the renovation of the building and the enlargement and levelling of the grounds. The accommodations of the other eastern schools are about the same as they were in 1883.

*Remarks on Teaching.*—English grammar is taught with a much better conception of its true value as an educational factor than it was some years ago. The old and misleading definition, "English grammar is the art of speaking and writing the English language with correctness and propriety," has almost disappeared, and our teachers are beginning to realize the fact that the art of using correct English in either writing or speaking is to be acquired by observation and practice, rather than by studying the formal, and often arbitrary, rules laid down by the grammarians. Pupils are no longer expected to learn by rote the list of prepositions commencing "About, above, according to, etc.;" it is considered sufficient now-a-days if a boy can recognize a word as a preposition from the function it performs in a sentence. But although we have made much progress we are not yet perfect; we have not thrown off all the trammels of the old methods, according to which children were taught to use grammatical terms without really knowing the meaning of them. For instance, if one ask a junior class in a High School to parse "*red*," in the phrase "*The red rose*," he will be almost sure to find that a majority of the pupils have a rather hazy notion of the meaning of the term "qualifying," most of them being unable to see that "*red*" attributes the quality *redness*, not to the noun "*rose*," but to the thing for which the noun stands. Similarly of other technical terms, such as "number," "tense," "case," etc.

The prominence formerly given to minute grammatical analysis, and the consequent waste of time spent in writing out as home work the analysis of long passages day after day, are dying out in our High Schools. That parsing and analysis are eminently useful exercises as a means of training the logical faculty, no one will dispute; but that pupils should be compelled to do these exercises in writing, and at home, as a part of their daily work, is a mistake. A two months' drill under a good teacher ought to give a class of fairly prepared entrants such a command of the machinery of parsing and analysis that they might be expected to parse and analyse ordinary constructions at sight. Like mental arithmetic, this department of grammar is well adapted to develop quickness and accuracy of thought, and it should be used for this purpose.

In the teaching of composition I have noticed a marked improvement since the introduction of the Verbalist; even the junior pupils in most of the High Schools now display considerable acumen in pointing out nice distinctions between the meanings of words, and the force of different constructions. This is pretty sure to result in a corresponding accuracy in the use of words. The study of words, their origin and history, the deflection of their meanings between ancient and modern usage, is fraught with interest and profit; and this study is greatly promoted by the presence in the school libraries of such works as those of Trench, R. Grant White, and Matthews.

The plan of making the prose literature selections prescribed for the University matriculation examination, and adopted by the Department of Education for the teachers' examinations, the basis of the themes for composition, meets with hearty approval among the Masters. Composition, as far as the teacher is concerned, is mainly a consideration of form. There can be no form without matter, however, and as the minds of boys and girls are not usually very prolific of ideas, it has in the past been found difficult to get average pupils to write compositions of any degree of merit except on common-place subjects, which are soon exhausted. Now that the subject matter is supplied, we may safely expect, I think, that the pens of the pupils will grow more facile, and that the greater practice which will naturally follow their facility, will develop and increase their power of expression. The systematic study of such an essay as that of Macaulay on Warren Hastings, with its antithetic, balanced, and periodic sentences, is sure to do something towards arousing a taste for style, and cultivating a desire for something in literature of a higher type than the pernicious dime novel, or the extravagant exaggerations of so-called American humorists. But after all, the acquisition of a correct style in writing is practically of far less importance than the acquisition of a correct style in conversation, and the bane of conversation among our pupils is the use of illegitimate contractions, such as "ain't" for "is not," "don't" for "does not," and of slang. The teachers, as a rule, are carefully trying to remedy this by looking closely after the language used in giving answers to questions; but the spirit of slang is abroad and will be hard to lay.

The study of English literature in our High Schools is what we have most to rely on for the development of taste and culture, as only a small percentage of our pupils carry the study of the other languages of the course far enough to reap much benefit of this nature. In very many of the schools this subject is excellently taught. The teaching of literature has been all but divested of parsing and analysis, which at one time constituted a prominent part of it. This is undoubtedly a step in the right direction, as nothing is more apt to defeat the true aim of the study of literature, which is the cultivation of taste and the acquisition of the power to derive pleasure from the contemplation of noble thoughts expressed in noble words, than to make the literature selections the basis of exercises intended and well adapted to cultivate the logical faculty only. An occasional grammatical question is not amiss, for frequently a pupil's knowledge of the meaning of a passage may be determined by a judicious question as to the grammatical relation of a word or phrase; but to make such questions the principal pabulum of a literature lesson is suicidal. As Dr. McLellan forcibly remarks in one of his reports, "You cannot parse a boy into the love of literature." As of parsing, so of derivation. Time was when a regular portion of the literature lesson in some schools was to get up the derivation of all words of classical origin. As I have already remarked, the study of derivations is of undoubted advantage, but it should not be, and is not usually, made a prominent element in literature. Happily the treatment of the figures of speech is not what it used to be. I have in my possession an old note-book in which are written the definitions of a great many figures, copied from the dictation of a distinguished teacher. At one time I had those definitions thoroughly committed to memory, and could "point out and name" the tropes in a passage of Shakespeare with a fair degree of accuracy, but I have no recollection of having my attention called to the propriety and force of the poet's use of these figures; so far as I was concerned, it was a matter of mere names; but perhaps that was more due to my density than to the teacher's want of perspicuity. This mode of dealing with so important a factor in poetry may be well adapted to the teaching of literature to undergraduates, but it certainly will not do for High School pupils. As a matter of fact, the rhetorical forms are

well taught in most of our High Schools, and the study of them conduces greatly, as it should, to the appreciation of the beauties of literary expression. One of the greatest drawbacks to the educational value of the study of the prescribed English texts is the use by pupils of the profusely annotated editions with which the schools are flooded. In the hands of the teacher such editions are probably advantageous, as they suggest to him different interpretations of difficult passages; in the hands of the pupils they are disadvantageous, as they rid him of the wholesome necessity of interpreting for himself, and consequently imbue him with the fallacious idea that the notes are of more importance than the text. There is a possible avenging Nemesis, however, in the fact that the examiner may, in preparing his paper, studiously avoid coming in contact with the notes. The preparation and publication of exhaustive series of questions, possible and impossible, such as we find in our educational papers, has a like depressing effect; they are published in the interests of cram rather than of education, and in this respect are on a par with the notes.

There is a felt need for a High School Reading Book. At present, in nearly all the High Schools, practice in reading is confined to the literature selections. The ability to read a passage expressively is certainly good evidence of the reader's knowledge and appreciation of the author's meaning and spirit, and I think it very desirable that reading shall continue to be used as a means of teaching literature. But the literature selections do not furnish enough variety to afford an opportunity of practising the different styles of elocution; hence the desirability of the preparation of a High School Reader.

Such a text-book would be of great usefulness in another way, inasmuch as, by means of it, Masters would be relieved of the necessity of teaching junior pupils the same work as is laid down for candidates for third and second class teachers' certificates, and for matriculation at the Universities. It is unreasonable to expect the younger boys and girls to grapple with Coleridge's Odes and The Ancient Mariner; but they are expected to do so, and the consequence is that they have to be told things which, with a year's preliminary training in easier work, they would be able to find out for themselves. The superior educational value of knowledge acquired in the latter way, is of course perfectly apparent. There is quite too wide a gap between the difficulty of the Public School Fourth Book and that of the literature selections for matriculation. This gap would be bridged by a High School Reader, as selections could be made from it for use in teaching literature to the junior classes.

In some schools the entrants are immediately introduced to the study of the literature set for the examinations that will come on in the second year of their High School course. In their case it is small cause of wonder that the study of their mother tongue becomes a bore instead of a pleasure. The use of a Reader would mitigate this evil, if it did not quite remove it.

Of the languages other than English, a far greater number of pupils take Latin or French, than Greek or German. The option of substituting French and German for Greek at the University has resulted in all but banishing the last mentioned language from a good many of the High Schools; in fact, very few boys study it except those who are preparing for an honor course in classics, a very small percentage of the pupils. Latin, French, and German, on the other hand, being options at the teachers' examinations, have plenty of votaries.

The main value of these languages as concerns the majority of the students, who do not carry the study beyond the standard of a second class certificate, depends on their influence on the study of English. Translation from a foreign tongue into our own is capable of being made one of the most effective means of acquiring the power of correct expression. I could mention some schools in which this feature of the study is made prominent, but in some others a style of translation is allowed and accepted that is not really translation in the proper sense of the word. Literal translation ought to be looked after first, as showing a pupil's knowledge of the constructions in the language with which he is dealing; afterwards an idiomatic version should be insisted on, as a training in English composition. To use English words and foreign idioms in translating is to make a literal translation; an idiomatic translation involves the use of English idioms as well as English words. The Latin ablative absolute, for instance, can rarely be forcibly

translated by the English nominate absolute. Prose composition in the languages is, except in the case of honor candidates for the Universities, indifferently done, but the grammars are very fairly taught.

Though examination results are not an infallible test of the quality of work, they may fairly be regarded as a partial test. The results of written examinations are often very deceiving, the most successful candidates turning out to be the least successful in practical life; they afford a criterion of acquisitive power rather than applicative power.

Taken for what they are worth, however, the results of this year's University and Departmental examinations prove that the High Schools and Collegiate Institutes are advancing. The number of matriculants at the Universities and before the learned societies is greater than ever before, and the successful candidates for honors are more numerous than ever before. Some people are inclined to think that too many of our youth enter the Universities, thereby depleting the ranks of the working population. But there is no reason why a liberal education should stand in the way of success in commerce or in agriculture. That too many are entering the learned profession I do not doubt; but this evil will cure itself; graduates will soon see the application of the old saying that a "living dog is better than a dead lion," that it is preferable to live as a farmer than to starve as a barrister.

At the Departmental examinations for third and second class non-professional certificates, about 4,500 wrote, and about 42 per cent. succeeded in passing. Of those who were unsuccessful, about 18 per cent. failed in mathematics (arithmetic, algebra, geometry), 9 per cent. in English (grammar, literature, composition, history, geography), 25 per cent. in science (chemistry, botany, physics, statics), 13 per cent. in Latin, 5 per cent. in French, and 6 per cent. in German.

The comparatively high percentage of failures in science is due, I think, to the lack in the High Schools of apparatus for the practical teaching of the subject, whilst the failures in mathematics may be safely attributed to the difficulty of the papers, as this department still receives a very large share of attention in the schools.

There is a great unevenness in the percentage of successful candidates at various schools: for instance, one High School employing two masters sent up eleven candidates, of whom ten passed; another High School of the same grade sent up thirteen candidates, of whom three passed. It too often happens that students enter the High School at Christmas and expect to pass in July, the result being that they are too hurried in preparing for the examination, and consequently fail.

The year 1885 will be remarkable in the history of our educational system on account of the establishment of Training Institutes to enable young graduates to familiarize themselves with the details of school management and the various methods of teaching. The anomalous state of affairs in accordance with which a Public School teacher was forced to undergo professional training, whilst a High School teacher received none, has been frequently commented on, and I think that we may congratulate ourselves that it no longer exists. It is true that some men are born teachers and display great aptitude in imparting instruction and arousing enthusiasm in pupils from the very commencement of their career as teachers; but these are exceptions, and most teachers have to unlearn erroneous methods into which they have fallen through lack of experience. The Training Institutes afford an excellent opportunity of acquiring correct methods to commence with. I am quite sure that those who attended the late session of the Kingston Institute derived great advantage from their course, and will be spared the making of errors at the expense of their pupils by the experience they have had under the guidance of Principal Knight and his able staff of assistants.

*Toronto, Dec., 1885.*

(2.) *Report of John Seath, Esq., B.A. Inspector.*

SIR,—I have the honour to submit the following report upon the condition of the High Schools and Collegiate Institutes, with some general remarks, suggested by what I have noticed on my visit of inspection. Let me premise, however, that

so far, I have inspected only the schools to the west and north of Toronto, and about 20 to the east—in all, about 70 of the 105 ; and that, although I have, I believe, seen enough to enable me to form an estimate of the situation, it is proper that my conclusions should be viewed in the light of the above statement. Let me say also, at the outset, that, with few exceptions, the schools I have visited are doing excellent work in most departments ; and that, although my report deals more with their defects than their excellencies, it must not be inferred that the former are in the ascendancy.

#### I.—ACCOMODATION.

Generally speaking, the buildings are good, but a few are still behind the times. The \* Windsor building is an exceedingly poor one. There is scarcely a detail of school accomodation in which it is not deficient.<sup>1</sup> Probably, Mount Forest ranks next in this "bad eminence," with this additional defect, that its grounds are used for the purposes of a monthly cattle fair ! In a few other places the accomodation is not all that could be desired ; but in most cases, the authorities show a praiseworthy desire to set matters right.

I have said that, generally speaking, the High School buildings are good ; when, however, we consider some important details of school accomodation, even in many of our best schools, there are grave defects. The lighting and ventilation, in particular, have had little attention paid to them. The light often comes in from behind, from the right, from both these sides, from three sides, or from all sides. This defect, might, in many cases, be easily remedied, by changing the position of the desks, or by the proper use of blinds ; but the necessity for providing a remedy seems to have escaped the notice of very many boards. In extremely few schools is the ventilation satisfactory. The masters are thus forced to open the windows in cold weather, with the usual bad results. Too much importance cannot be attached to the ventilation. There is little doubt that much of the ill-health of pupils and teachers—ill-health which is usually credited to over work—is really due to the draughts and foul air of the school building. The heating of the class rooms is generally satisfactory, though, in many cases, the hot air furnaces work badly and the stoves are badly placed. The halls, however, are seldom heated, and masters and pupils are thus subjected in winter to violent and dangerous changes of temperature. The class rooms are almost always good and well furnished with desks and black boards ; but there is a plentiful lack of private rooms for the masters and of cap rooms and waiting rooms for the pupils. In some localities the school grounds are tastefully laid out and embellished with ornamental shrubs and shade trees ; but I am sorry to say that many seem to have ignored your announcement of an "Arbor day" for Ontario. The disregard for the æsthetic is, indeed, too common. The disciplinal influence of handsome school grounds and cheerful, tasty class rooms is not fully appreciated even in centres where better things might be expected. If the new scheme for the distribution of the legislative grant had nothing else to recommend it, it has this most valuable feature that it attaches due importance to the above mentioned details. Judging, however, from what I have been told by masters and trustees, I feel confident that in all these respects I shall be able to report a marked improvement next year.

#### II.—EQUIPMENT.

Under this head the new scheme for the distribution of the legislative grant recognizes libraries of reference, chemical and physical apparatus, gymnasia, and maps, charts and globes.

Almost all the schools are well supplied with maps and globes, but in other respects the equipment is generally poor. In Chatham, Galt, Strathroy, Stratford, and Owen Sound, there were fairly equipped gymnasia when I inspected the schools. I have heard since of some that are being erected elsewhere ; but, with these exceptions, no school that I know of possesses a gymnasium. In Chatham, Galt, and Strathroy, the gymnasia are in separate buildings ; in Owen Sound and Stratford, they are in the school basements. The

\* Since the above was written, the Windsor board has decided to put up a new building and to equip the school properly.



interest of the pupils demand, I think, that their physical exercise should be taken in well lighted, well ventilated, and properly heated rooms ; and I would therefore recommend that henceforth no ordinary basement room be accepted for the purposes of a gymnasium.

As to apparatus, most High Schools have a supply of chemicals and at least a little chemical apparatus, varying in value from \$5 to \$50 ; but no High School that I have inspected, except Berlin, Ingersoll, and Owen Sound, has even a fair supply of physical apparatus. In a good many an antiquated air pump is the sole representative of this branch of the equipment. In the Collegiate Institutes, also, with few exceptions, little provision has been made for science teaching. The new regulations defining the equipment of this class of school have been issued not a moment too soon. Your Inspectors will have less difficulty hereafter in recognizing the difference between a Collegiate Institute and several of the High Schools. Some of the schools, notably Orangeville, have made a good beginning of a library, to be credited in some cases to the liberality of the trustees, and in most, as in the case of Orangeville, to the exertions of the members of the High School literary societies. But libraries such as are contemplated by the new regulations are in most cases yet to be provided. Dictionaries and works of reference in each department of study are absolute necessities in every school, and libraries of first-class general literature will do much to supplement the efforts of the skilful master. It is not enough that the town or village Mechanics' Institute should possess a circulating library. What the interests of education require is a collection in each High School of the best authors, by means of which the teacher may direct the reading and mould the tastes of his pupils—authors to which he may at once refer in the course of a lesson and which he himself may put into their hands. A taste for good books is natural to a few ; with most it is a matter of cultivation ; and the enlightened and enthusiastic teacher, with a good school library at command, will be a powerful factor in the development of a general love for pure and healthy literature.

I have reported above the condition of the schools when I inspected them. It is proper to add that, in the schools I inspected since the passing of the new regulations there was a general movement in the direction of suitable equipment. From correspondence also, and from the notes in the educational and other journals, I should judge that before long we shall have nothing to complain of under this head. The last half of 1885 and the first half of 1886 will, I feel certain, be looked upon hereafter as a period of transition in the history of our High Schools.

### III.—DISCIPLINE AND ORGANIZATION.

The order and discipline of the schools are admirable. With scarcely an exception, kindness and courtesy mark the intercourse among the masters and between the masters and the pupils. One matter, however, has been brought under my notice. In schools attended by pupils from the country or situated at a distance from the centre of the town or village, grown up boys and girls are sometimes left at noon recess without any one to look after them. This is especially objectionable when, as is too often the case, no separate waiting rooms have been provided. In some schools the teachers take charge in turn. If no other remedy can be devised, this one should be adopted. The defect is too grave to be neglected, even though the remedy may be a burdensome one.

So far as circumstances have permitted, the organization is generally very good. In some cases, however, a good deal of the teaching force of the staff is, I think, lost by the disregard for a proper division of labor. Owing to the exigencies of the time-table, it is, undoubtedly, often impossible to carry out this principle. Sometimes, also, it is undesirable to do so, owing to the special attainments of masters. But there are schools in which the principle might be carried out better than it is—schools in which every teacher has some subject in nearly all the departments ; schools, even, in which with the same class one teacher takes up Mason and another analysis and parsing ; one "False Syntax," and another English composition ; and so on with other subjects. These are, of course, extreme cases, but they illustrate what I mean, and are the natural outcome of a want of attention to one of the most important elements in the successful administration of a school. As far as possible, one master should teach the same subject throughout. So far as concerns

secondary education, this principle needs no defence. Educational force might, I think, be further encouraged, if the bearing of the subjects on one another were duly considered. It would be well, for instance, if history and geography were taught by the same master. So, too, with reading and literature, chemistry and elementary physics, grammar and composition. In a good many schools a disproportionate and unnecessary amount of time is, I find, allotted to mathematics. There is, however, some reason for believing that before long other subjects will receive the attention to which their importance entitles them. On the subject of school organization I shall have some further remarks to make, in connection with the new High School programme.

#### IV.—MATHEMATICS.

In no other department is so much good and earnest work being done as in mathematics. This is, no doubt, due to the energy and ability of my predecessor, the present director of Teachers' Institutes; but it must be admitted that the annual "plucking" in algebra and arithmetic has clothed these subjects with an adventitious importance. So accustomed, indeed, have all interested become to failures in algebra and arithmetic that rejection in any other subject is looked upon by some as little short of an outrage. The pupil, too, is always ready for an extra dose of mathematics, and in the construction of the time-table the teacher invariably "has his claims allowed." No one who has considered the disciplinal value of the different subjects on the programme will underrate the importance of mathematics; but the enthusiasts in this department—and they are many—are too apt to overrate it. In any properly devised scheme of study, mathematics will always hold a conspicuous place; but they are not the panacea for all the ills that mind is heir to. Other departments are of at least equal value, and deserve and should have their due share of attention. Of the mathematical subjects, algebra receives most attention, euclid least. Probably one result of the late revision of the High School regulations will be to increase the importance of the latter and cause its due value to be attached to the former. Probably, also, another result will be the proper correlation of the different subjects on the programme.

#### V.—CLASSICS AND MODERNS.

The acceptance of Latin, or French, or German as an option for teachers' certificates, has preserved the study of these languages from the "decline and fall" that threatened it a year ago last September. Your circular of the following October has had all the efficacy of a "Revival of Learning." Modern languages are valuable, partly on account of their practical uses, and partly on account of the importance of their literature and of the language training their study entails. Classics, again, have little practical value. Like moderns, they possess a valuable literature; but they lend themselves better to language training, and are distinctively admirable for the logical discipline afforded by the study of their regular and complicated structure. But the development of these features requires time. It requires, in my opinion, a good deal more time than is needed to prepare a candidate for a Third Class certificate. The student who, under the present regulations, obtains a Second Class certificate, with a respectable standing in one of the languages, has already derived much benefit from the study, and has been placed in a position in which he can easily derive more. But with the Third Class teacher it is different. He has not yet acquired even ordinary facility in translation, his logical discipline and his language training have been inconsiderable, and his acquaintance with the literature is almost valueless. In view, then, of the facts, that only a small percentage of such students become candidates for a Second Class certificate, that the benefit derived from so limited a language course is not so great as might be derived from a science course of the same duration, and especially that the latter course is more fitted for the requirements of a teacher, the propriety of accepting a language option for Third Class certificates is still, I think, a matter for serious consideration. It is to be hoped, however, that the equalization of the difficulty of the options and the interest which, with improved methods and suitable appliances, the science master will be able to create in his department, not

to speak of what in the long run should eventually prevail—the influence of enlightened professional opinion, will eventually confine the language option to those who intend to enter the University, or at least to prosecute their studies beyond the limits of the first form.

So far as concerns the teaching of these languages. I have to report that in those schools in which specialists are employed, admirable work is being done. One or two defects in method I may mention as being more or less prevalent :

(1) Too little importance is attached to the pronunciation, especially of moderns. I have inspected schools in which the teachers have told me that they pay little or no attention to the subject ; it does not pay at the examinations, and their time is fully taken up with the grammar, composition, and translation, which do pay. For this defect the teacher cannot be held wholly responsible. Until recently the amount of work prescribed in the languages for Second Class certificates was practically the same as that for Thirds; even the examination questions, or the greater part thereof, were the same for both grades; it did take nearly all the time to prepare the grammar, composition, and translation. The public, too, has been trained to gauge a teacher's merits by his examination successes. Part of the blame must evidently be laid elsewhere. The former defect has been remedied by the late regulations; the latter is one of the peculiarities of the age. But, with more time at his disposal, the teacher can afford to gratify his professional instincts without unduly endangering his professional reputation. It is unfortunate, I may add, that at the University Matriculation Examinations more value is not attached to the oral reading of classics and moderns. The candidates are comparatively few, and the influence exerted by the examinations is exceedingly great.

(2) In some schools not enough attention is paid to the English of the translations. Each lesson in translation should be a lesson in English composition. This is one of the most valuable features of classical training, and those Masters who give their honour classical pupils an honor course in English also, are wise in their day and generation. Gerund-grinding does not make a classical scholar. A man may be a good classic and not be able to give the exceptions for the gender rules of the Third Declension.

(3) Very generally, insufficient attention is paid to the meaning of the author and the connection of his thoughts. Occasionally, after a class had translated a passage in one of the text-books, I asked the members to tell me in their own words the relation of the different parts of the lesson. My experience has justified me, I believe, in recording the above conclusion. I have above mentioned the value of their literature as one of the reasons for which the study of moderns, and of classics in particular, is assigned a place in school curricula. In our schools this feature is almost wholly lost sight of. No effort is made to use the text-book in classics or moderns, as the best teachers use the text-book in English literature—to note the graces of the author's style, the beauty or the nobility of his thoughts. This mode of study, the teacher will justly say, has seldom paid at the examinations.

## VI.—ENGLISH.

Every now and then the public prints contain some sneer at the state of the English in our schools. Some one for whom our schools are responsible is pilloried for his want of culture or his inability to express himself in respectable English. Even tirades have been written in a denunciation of a system that attaches insufficient importance to the study of our own tongue. There can be little doubt that there is a widespread feeling that some, at least, of the English branches have not received the attention they merit. My experience as Inspector leads me to conclude that, although there are many schools in which English is admirably taught, this feeling is justified by the facts. Here again, however, the teacher is not wholly in fault. The schools are largely what the examinations make them; and in some of the English subjects the examinations have set what, to my mind, is too low a standard. There is little use in declaiming against bad methods

in English grammar or in English history, or against the neglect of English literature or composition or reading. In these days of examinations, the examination paper is King. Unsuitable examination papers produce or perpetuate bad methods ; and the subject on which it is difficult to pass, and neglect of which means failure, is the subject that will not be neglected. If, then, English is to secure its proper place in our system, we must have a higher and a better standard at the examinations.

The importance of the subject will, I hope, be considered sufficient justification for the length of the following remarks :—

#### ENGLISH LITERATURE.

(1) On the subject of English literature, I find in many schools a great deal of misapprehension. The history of English literature is often confounded with English literature itself. The fact is, the present High School programme makes no special provision for the study of the former until pupils reach the Fourth Form. Before this final stage, the subject is to be studied as part of the history of the English people, and the history examination paper is the proper place to set questions thereon. The biography of the writers and the forces, that produced certain forms of our literature, should be taken up in connection with the literature texts ; but they deserve special attention, only in so far as they have been agents determinative thereof. Literature, itself, according to the accepted definition, is the thoughts and feelings of intelligent men and women, expressed in writing in such a way as to give pleasure by what is said, and by the artistic way in which it is said. The teaching of literature, therefore, deals with the author's meaning and the form in which he puts it—with the meaning primarily :

“ For of the soule the bodie form doth take ;  
For soule is form and doth the body make.”

*The elucidation of the meaning should be the teacher's grand object.* If this be attained, all else will follow. His pupils will have learned to admire and imitate the graces of the author's style, to feel the beauty and grandeur of his thoughts ; they will have acquired the habit of intelligent reading, and a taste for what is purest and noblest in literature. Any subject that he can utilize for the accomplishment of his purpose, the teacher of literature will, of course utilize. By etymology, he can often throw light upon the exact significance of words ; by the technicalities of grammar, he may sometimes more easily express the relations of words, phrases, and clauses ; by the figures of speech, he may denominate the means taken by the author to give beauty or force to his language ; by paraphrasing, he may satisfy himself whether his pupils have a clear comprehension of the meaning ; by oral reading, he can best determine whether they have entered into the spirit of what they have studied. And further, as literature deals with so many subjects and borrows its illustrations from so many sources, there is little knowledge on which it levies no tribute. But the object of the teacher is always clear and definite. An English classic, is not, as many make it, a mere collection of linguistic pegs on which to hang every conceivable form of biographical, historical, philological, archæological, and grammatical questions. Sidework, the true teacher of literature sedulously avoids, even when it thrusts itself forward in its most seductive garb. Grammar and philology, history and biography are his servants, not his masters.

So small an amount of literature is now prescribed for the High School course that there is nothing to prevent minute and careful study of every valuable line and every valuable passage it contains. Any other mode of study would be useless. To this, however, teachers have raised two objections. First, the method is not possible with the time at their disposal. To this, I reply that it is possible, if the object of the literature lessons be kept steadily in view, and the subject receive the recognition it deserves. Most assuredly, however, it is not possible, if literature teaching involves attention to all the eccentricities of ingenious annotators. Secondly, it does not pay at the examinations. So far, sir, as your department is concerned, I think it should be made to pay. This is an objection that all concerned may conclude can be easily disposed of.

In these days it is not possible to over estimate the importance of the acquisition of a taste for good literature. It is an education in itself. The boy who starts out in life with this possession, avoids the shoals on which many a comrade perishes ; he is provided with a never failing source of solace and delight. Nor is it possible to emphasize too strongly the necessity for the acquisition in youth of a *habit* of thoughtful and intelligent reading. The tendency of the age is against it. The amount of reading matter that in later life thrusts itself upon one's attention induces carelessness and superficiality. Few, indeed, at best, catch the full spirit of our richest literature ; the subtler meanings that, like pearls, lie below, are often unseen. But it is evident that, if the objects of the literature teacher are to be attained, the school selections must suit the capacity of his pupils. The poetical selections for 1886 are not in this respect all that can be desired. To the *Ancient Mariner*, not much objection can be taken. It is, however, unlikely that its perfection will be fully appreciated by the untrained intelligences that have to deal with it. But Coleridge's minor poems are almost all objectionable. They contain little of human interest ; they are intensely subjective ; they lack simplicity of language as well as of the thought ; and what beauties they possess are beyond the capacities of even advanced High School pupils. Objection may be taken also to the works prescribed for 1887 and 1888. With the treasure house of English literature open before us, why should poets like Thompson and Cowper be selected to form the taste of the rising generation ? I cannot but think that, with some of the bestwriters of the nineteenth century, it would be easier for the teacher to create that love for reading and that conscious preference for what is best, which are the direct and most valuable results of the study. Matthew Arnold, Tennyson, Longfellow, Scott have surely a more living interest for the pupils of our schools than the second-rate writers of a by-gone age. He is, indeed a peculiar youth who would select as his companion a copy of Thomson's *Seasons* or of Cowper's *Task*.

In the matter of English literature, the assimilation of the Departmental course of study to that of the University, has not been without its disadvantages. At present, the selections for third and second class candidates are precisely the same. On the ground of school organization alone, this arrangement is objectionable. Either the texts are too difficult for the former or they are too easy for the latter. Nor would it answer to make a division. In comparison with the amount of work prescribed in classics for pass junior matriculation, the amount of English literature is inconsiderable. It is not reasonable to ask one to make two bites of a cherry. Separate and suitable texts, of an objective and narrative or descriptive character, are therefore needed for first form pupils. This necessity is emphasized by the fact that in very many of the schools, mainly through want of a suitable Reader, pupils who have just passed the entrance examination are forced to take up the same selections as those prescribed for second class candidates. A few masters very sensibly use copies of some of the easier texts published by Houghton, Mifflin & Co., of Boston, or Alden, of New York ; but others, I regret to say, have no literature whatever in their lower classes. This is a matter which urgently claims your attention. One or other of two courses seems to me to be open :

(a) To prescribe a few easy selections for use in the first form, to serve also as a basis for the third class examination. Texts costing not more than 10 cents or 15 cents each, might be easily supplied. Such texts are, indeed supplied for the schools in the United States. On the principle that nothing should be told the pupil which he can find out for himself, the literature selections would be better without notes, certainly without the vicious and costly padding which is heralded by enterprising publishers as containing everything that is necessary to pass the examinations.

(b) To insert suitable selections in your proposed High School Reader. While the best authors do not always supply the best reading lessons, many admirable writers are available for this purpose ; and it is, I think, possible to construct a book which will serve as a Reader and as an introduction to the study of literature.

The latter course seems to be the more advisable one. It will certainly be more economical, and it will do much to inculcate the invaluable lesson that oral reading and minute and careful study of the meaning should go hand in hand.

## ENGLISH COMPOSITION.

(2) In most of the schools there is too much destructive, too little constructive, work in English composition. Often the course consists almost wholly of exercises in "False Syntax"; the nature of the sentence and the paragraph, and the construction of themes and sentences, do not receive systematic attention. We learn how to do anything by doing it, not simply by correcting the mistakes others make in doing it. Exercises in "False Syntax" are not exercises in composition, and there may be even worse faults in a writer than those flouted by the Argus-eyed grammarian.

Under skilful teachers, the pupils' other exercises, and their oral answering in other classes may indeed be used as an effective supplement to the regular work in composition; but not every master keeps this object in view, nor would such training be a substitute for systematic instruction.

The University authorities have taken a step in the right direction, in prescribing a prose author as a basis for English composition. But they have not gone far enough. Apparently the selections are only to supply material for the examination essay. There is nothing to test directly whether the candidate has given attention to the literary form. For this, however, your Department has provided, by making the prose, as well as the poetry, the subject of a literature paper. We learn how to speak good English under proper and systematic guidance, and by frequenting the society of those who speak good English. Similarly, we shall learn how to write good English under proper and systematic guidance, and by the careful study of those authors that have written good English. I am, however, disposed to think that some of the prose selections on the University curriculum are not so suitable for school purposes as others that might have been made. Macaulay's style, for instance, is not, in every respect, a model; nor is the essay itself valuable for its contents. No one cares for all the particulars of what Hastings did and what Hastings suffered. Besides, the essay often assumes knowledge which few possess, and which it would be cruel to expect candidates to acquire. If literature is to be studied for the value of its contents, as well as for the excellence of its form, let us have literature which fulfils both of these conditions. If, too, it be true, that a good prose style has been the result of evolution, we have the best in the latest masters, and the propriety may be fairly questioned of passing over more modern writers than Macaulay, not to speak of Southey, or Coleridge, or Addison, or Goldsmith.

## ENGLISH GRAMMAR.

(3) About the value of English grammar as a school study, there are very conflicting views. Experience and reflection both show that the mere study of the principles of grammar can never impart the ability to speak and write correctly. The ability comes chiefly from fortunate associations, and from being habituated to the right use of words by constant and careful drill. The conception of English grammar held by those respectable ancients, Lennie and Lindley Murray, and their modern admirers, that it is the science which teaches us to write and speak the English language with propriety, has, therefore, led many to conclude that the subject is almost useless as a branch of study. The above view of the domain of English grammar is, in my opinion, incorrect. It fails to recognize the educational importance of the scientific study of language, the first and most natural field for the prosecution of which is the native speech of the pupils themselves. Grammar is really, as Mr. Fitch says, "the logic of language in so far, and in so far only, as it finds expression in the inflections and forms of words. In Latin this logic is expressed with more fulness and scientific accuracy. In English it is expressed in an unscientific and very incomplete way. But the logic of language, which is the basis of all grammar, is discernible alike in both, and our business is to investigate that, whether it reveals itself fully in grammatical forms or not." Directly, of course, grammar supplies us with a record of approved usages, and indirectly, it confers precision of speech; but "if the expression 'English grammar' be enlarged so as to denote exercises in the logic, history, formation and relation of words, it will designate one of the most profitable and interesting of school studies," a study which affords one of the best possible trainings for the intellect.

In many of the schools this subject is excellently taught ; but formalism has not yet been completely banished. Often, in the lower classes in particular—and for this the Public Schools are mainly responsible—the pupil can repeat glibly enough the contents of Mason, or some other text book ; but the words, though definite, are not the symbols of definite ideas. Test his knowledge by examples : put a question in an unusual form, or ask him to explain the meaning of his phraseology—to put his meaning in other words—and failure is the result. I have examined classes of entrants, and of even more advanced pupils, who have shown that they possess no real knowledge of the parts of speech ; for, in some subjects, half knowledge is as bad as no knowledge. In some of our schools there is, indeed, too much rote work—too much text book. Strictly worded definitions have their value ; but there is always the danger that, with the young, a statement once formulated will, by frequent repetition, become a more unmeaning form. What, to my mind, is desirable in education—and the statement applies to every study on the programme—is a thorough comprehension of what one talks about, even should its expression at first lack brevity or grace. As knowledge grows, these qualities also will come. Of analysis and parsing, the staple of some language teachers, we have in the schools enough and to spare. No one will deny the value of these exercises ; but they are not the only ones available, and the dull, mechanical repetition of fruitless details might with much advantage be omitted. Greater freedom from the cast-iron systems of martinet grammarians is urgently needed. The inductive method of presenting English Grammar is not in general use. Our false conceptions of literature teaching we owe chiefly to the old fashioned classical master. To him we owe also our false conceptions of the proper mode of presenting English Grammar. When he devised the first text-book, forgetting the nature of the language, he applied to English the method with which he was most familiar ; he began with the alphabet and proceeded painfully and conscientiously through all the mysteries of Orthography, Etymology, Syntax, and Prosody. In no other subject, indeed, has the influence of classical teaching so many sins to answer for as in the grammar of our own tongue.

#### READING.

(3) In some of the schools Reading is admirably taught ; but in the lowest classes of those that are dominated by the examinations, it does not receive the attention it deserves. In some places, I may say, a curious method is in use—oral reading is taken up first, and the principles are taken up last. Pupils are even called upon to criticize one another when they have no principles to guide them. The logical method is, of course, to teach the art and the science concurrently, and to systematize the principles as they are evolved. Even for examination purposes, this method would be found most effective. The commonest defect, however, is unintelligent reading. Here, again, however, it is the lowest classes that are in fault. Pupils who succeed in conveying to others the meaning of what they are reading, evidently do not think of the meaning as they are reading. The mechanical act is unaccompanied by an intellectual act. I have seen it stated somewhere that the reading lesson should be a reading lesson, pure and simple. The object of a reading lesson is certainly to teach reading ; but the work of the teacher is only half done if he keeps in view simply accurate mechanical rendition : the result is not beyond the powers of a highly gifted parrot. Stop some pupils unexpectedly after they have finished a passage, and ask them to give, in their own words, the author's meaning, and you soon discover how purely mechanical the exercise frequently is. If the habit of intelligent reading be formed in youth, in after life the trained voice becomes the willing and faithful servant of the thinking mind. Good reading is then the result of unconscious effort.

But teachers cannot make bricks without straw. A good High School Reader is urgently needed. The old series has almost disappeared, and very few of the High Schools use the Canadian, or the Royal. During the last half of 1884, and the first half of 1885, the *Lady of the Lake*, and *Rip Van Winkle*,—the former especially—supplied excellent selections. Since last July, however, owing to the unsuitability of the literature texts, teachers have been at a loss to know what to do. The new High School Reader cannot be ready too soon.

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Allow me, in conclusion, to suggest that you provide summer classes in elocution as you have already done in drawing with so marked success. The subject is one that should be studied under a skilled instructor, and its importance will certainly justify your course.

## VII.—SCIENCE.

The science course is taken up in almost all the schools ; but, owing to the want of suitable apparatus and, in some cases, of the application of proper methods, of real science teaching there is very little. Probably no other subjects have been, confessedly, so badly taught as chemistry, physica, and botany.

In most of the schools possessing chemical apparatus the common practice has been to use it as a means of illustrating the statements made by the teacher or contained in the text books. The illustration generally accompanies the "lecture;" but, in a few schools, the masters have told me that their "method" was to take up the theory first and to spend a week or ten days in experimental work at the close of the session. In schools, again, that have little or no chemical apparatus the pupils acquire a knowledge of facts—important, no doubt, as facts, but acquired in a way that has little disciplinary value.

In still fewer schools is a proper course provided in elementary physics. Here, again, the causes have been the want of suitable apparatus and of a due appreciation of the disciplinary value of the subject. The instruction in physics has been, so far, chiefly of a mathematical character. The truth is, both physics and chemistry, the former especially, have run to mathematics. No one, of course, denies that problem-working in connection with both of these studies—more particularly in their advanced stages—is both valuable and necessary ; but every one will admit that hitherto too little importance has been attached to experimental work.

Botany, also, has been generally a matter of memorizing definitions and descriptions. In some schools no attempt has been made to use plants. In others, as in the case of chemistry, the teacher has used the plants, observing and generalizing for the class who listen and follow him in passive silence.

The preceding strictures apply more particularly to the schools inspected before last July. Since then the new regulations, basing part of the legislative grant on the equipment, and requiring botany to be taught practically and chemistry and physics experimentally, have done much to quicken the teaching of science, if I may judge from the character of the work done in the schools I inspected during the last half of the present year. I believe I am even now justified in reporting that henceforth not only will greater attention be paid to chemistry, physics, and botany, but the teaching itself will be of a better character. To this end the recent science additions to the matriculation curriculum of Toronto University will also conduce, provided, however, the examinations are suitable, and, as the High School masters requested at their last convention, greater importance is attached to science in the valuation of the subjects. It is to be hoped, too, that the University authorities will outline the course in botany as they have done in chemistry and physics. The present statement is too indefinite for the purposes of our schools.

No plea should be necessary for the study of science. Its claims are now admitted by all except, perhaps, the few whose liberality is bounded by the horizon of their own attainments or their own selfishness. But even at present there is a good deal of misconception as to its real function in our scheme of education. Allow me to quote a presentation of the case which seems to me to be correct and clear: "Science is the best teacher of accurate, acute, and exhaustive observation of what is ; it encourages the habit of mind which will rest on nothing but what is true ; truth is the ultimate and only object, and there is the ever-recurring appeal to facts as the test of truth. It is an excellent exercise of the memory ; not the verbal, formal memory, but the orderly, intelligent, connected, accurate storing up of knowledge. And of all processes of reasoning it stands alone as the exhaustive illustration. It is pre-eminently the study that illustrates the art of thinking, 'the process by which truth is attained.' To quote from Mr. Mill, 'reasoning and observation have been carried to the greatest known perfection in the physical sciences.' In fact, the investigations and reasoning of science, advancing as it



does from the study of simple phenomena to the analysis of complicated actions, form a model of precisely the kind of mental work which is the business of every man, from his cradle to his grave; and reasoning, like other arts, is best learned by practice and familiarity with the highest models. Science teaches what the power and what the weakness of the senses is; what evidence is, and what proof is. There is no characteristic of an educated man so marked as his power of judging of evidence and proof. The precautions that are taken against misinterpretation of what is called the evidence of the senses, and against wrong reasoning, and the tracing the thoughts backward down to the ground of belief; the constant verification of theories; the candid suspension of judgment where evidence is wanting; that wedding of induction and deduction into a happy unity and completeness of proof, the mixture of observation and ratiocination—are precisely the mental processes which all men have to go through somehow or other in their daily business, and which every human being, who is capable of forming an intelligent opinion on the subject, sees would be better done if men had familiarized themselves with the models of these processes which are furnished by science." But how are we to secure this disciplinary value in our High Schools? Permit me to outline methods that have been practically tested in chemistry and physics by Mr. Merchant, late headmaster of the Ingersoll High School, now of Owen Sound; and in botany by Mr. Spotton, headmaster of the Barrie Collegiate Institute:

(1) *Chemistry and Physics.*

(a) As far as practicable the pupils perform the experiments under the teacher's direction, and, when necessary, with his assistance.

(b) The pupils are led by questions to make their own observations, and to draw their own inferences from these observations.

(c) The pupils are then required to write out under the headings, **EXPERIMENT, OBSERVATION, INFERENCE**, a concise account of all they have done, observed, and inferred. These exercises, which the teacher examines and discusses before the class, are kept as an epitome for review.

(d) When possible the pupils are required to **GENERALIZE** from the inferences the principles of the subject learned from the lessons.

To prevent the work from becoming formal, the exercises are varied as much as possible; but the principle kept in view is this: the experiments, observations, inferences, and generalizations are made, as far as possible, independently by the pupils. Home work of a practical kind is sometimes given. This consists generally of some experiment that may be performed with such apparatus as is easily procured by the pupils, or they are required to observe closely some natural phenomenon and apply to it the method applied to experiments in the class. Problems involving the principles thus determined are also taken up.

The new regulations will, I am confident, provide each High School with at least a fair supply of apparatus, and the skilful teacher can himself easily make many of the most useful articles needed in the laboratory. Indeed, such manufacture should be encouraged by the Education Department in the distribution of the Legislature grant. In well equipped schools the course may be supplemented by assigning to each pupil some experimental work to be done in the laboratory, and recorded as above for the teacher's criticism. Even a course of easy Qualitative Analysis, like that provided in Bloxam's *Laboratory Teaching*, as actual trial has demonstrated, is not beyond the capacities of the youngest High School pupil, and is in itself a most valuable means of discipline.

2. *Botany.* The course begins immediately after the summer holidays. During the autumn months a considerable number of plants, suitable for the introductory lessons, are found in bloom; for example, Buttercups, Shepherd's Purse, Watercress, Mallow, Sweet Pea, Evening Primrose, Dandelion, and many other composites. So long as flowers are available, attention is confined to them, the leaves, stems and roots being noticed in a general way. At each lesson sufficient specimens are provided to furnish every member of the class with one for himself. *The work of observation is done by the pupils, the*

teacher merely directing them, and supplying the necessary technical terms when satisfied that the pupils have done their share of the work. Blank forms of description are provided for the pupils to fill up after the examination of a specimen has been completed; and the exercise is often varied by a fuller oral description, by requiring the class to draw simpler forms in outline, and so on. The pupils thus insensibly become familiar with the principles on which the classification of plants is based. For example, if the structure of the flower of the Sweet Pea has been the subject of one lesson, and at the next lesson specimens of Clover are put into the pupils' hands without any suggestion from the teacher, there will not be one whose face will not light up as he goes on with the dissection of the specimen, and recognizes point after point of resemblance between the old flower and the new one; and by the time his dissection and tabular description are completed, he is himself prepared to state the relationship of the plants. Indeed, no more useful exercise can be devised than to put into the hands of the pupils five or six flowers belonging to, say, two different orders, and have them determine for themselves the relationship of the specimens. The pupil himself is thus led to classify, the teacher supplying the needed guidance and the needed technical terms. Before the close of autumn the pupils themselves collect material for the winter lessons—fruits, seeds, roots and leaves of all sorts. Occasionally a winter-blooming plant is used to assist in reviewing the autumn work. Ferns, too, may be studied nearly as well in winter as in summer, if well preserved specimens are at hand; and, if the school is supplied with a good microscope, many interesting lessons may then be given in minute structure. On the opening of spring, the examination of flowering plants is resumed, and the training the pupils have by this time received enables them to master rapidly the characters of the different orders. By June, the class are in a position to go into the field and determine without much difficulty any of the common flowering plants about them.

In two or three masters' schools in which there is sometimes not much time at the Science Master's disposal, the study of botany might be intermitted during most of the winter months, except for an occasional review, its place being taken by that of physics; but, with competent teachers the above method forms the best and readiest means of disciplining the senses that it is possible to devise. Botany is, emphatically, the science of observation, and the quickening influence of its study is felt in every department of the school in which it is properly taken up.

Chemistry, Physics and Botany, taught as above indicated, at first undoubtedly put more work upon the teacher, and require more time than the rote or lecture method; but the results are so much better, that the method pays. It pays, indeed, even should the idiosyncrasies of an examiner make the teacher's work valueless at the examination on this special subject. One of the commonest mistakes is the belief that each study is valuable only in so far as it is productive of marks at the examination thereon. People forget that, in a properly devised scheme of study, proficiency in one subject makes it easier to become proficient in others. The Science Master who does his work well undoubtedly makes it easier for the other Masters to do their work well.

On the subject of science teaching I have a few recommendations to submit for your consideration:—

(a) The regulation which prescribes Reynolds' *Experimental Chemistry* for the teacher's use only should be rigidly enforced. No school should, on any pretense whatever, be allowed to use it as a text book. A more desirable guide for the teacher of Chemistry does not exist; but it is a guide for the teacher. The teacher should be the guide for the pupil. It is, of course, impossible to prevent the pupil from using the work; but it is possible, I am certain, to construct an examination paper which, while it assumes only such a knowledge of the subject as may be obtained by means of the proper use of *Reynolds*, will wofully disconcert the ingenious youth who hopes to palm off second-hand chemistry on the Departmental examiner.

(b) The examination in Botany for Third and Second-Class teachers should be made practical, like that for First C. There should be no difficulty in making it so. The presiding examiner will be required simply to provide the plants for the candidates. No special

knowledge of Botany is needed for this. The ability to distinguish a cow from a cucumber is amply sufficient. If the plants thus provided be sent to Toronto with the candidates' papers, the examiner there will have all he requires.

(c) I am afraid that the most serious obstacle to the successful teaching of Botany will be the fact that many teachers have had no opportunity of making themselves familiar with the subjects. Unlike Chemistry and Physics, Botany cannot be easily learned without the guidance of a teacher. I would, therefore, recommend that you provide summer classes in this subject also. Such classes, under a skilful and enthusiastic teacher, will do more to vitalize this branch of Natural Science than any number of regulations and any number of examination papers.

#### VIII.—PHYSICAL EDUCATION.

In many places, drill and calisthenics are on the school programme. In London, Mount Forest and St. Thomas, there are well drilled cadet corps; in a few schools— notably Simcoe—a good deal of attention is paid to Calisthenics: and, as I have said above, in two or three there are fairly equipped gymnasia. I should add that athletic sports for the boys and croquet for the girls are encouraged and taken part in by many of the Masters. But I am not able to mention any school in which a systematic course of physical training has been provided for all the pupils. I conclude, from what I have seen that insufficient attention is paid to this branch of education. The new High School regulations make obligatory gymnastics, and drill and calisthenics; and the new scheme for the distribution of the grant recognizes the necessity for suitable provision for physical education. From the mere fact that these subjects are obligatory, not much, I fear, can be expected. It is possible, in the case of any regulations, "to keep the word of promise to our ear and break it to our hope." Physical education is supposed not to pay at the examinations. Should, however, the new scheme result in the general erection of gymnasia, we may, no doubt, look for improvement. Most certainly there is no subject more popular with the younger pupils, and with suitably equipped gymnasia the examination stimulus will not be needed.

But, in some quarters, the nature of the physical education contemplated by the regulations is not understood. Some parents feel confident that they can provide sufficient exercise at home—that the bucksaw, for instance, furnishes ample opportunity for everything that can be reasonably desired under this head. Some teachers, too, have said to me that, so long as they have drill, there can be no necessity for gymnastics. We have here a confusion between physical exercise and physical education. School games and pastimes are, of course, valuable from an educational point of view. So, too, are the exercises kindly furnished by economically disposed parents. But none of these, and no combination of them, uniformly develops the different parts of the body. Even the bucksaw has many drawbacks. In all, physical development is merely an incidental result. Hence the necessity for a system of educational exercises which "shall modify the growth and distribute the resources of the body so that each part of the growing frame shall have its wants supplied—a gradual progressive system of physical exercises so conceived, so arranged, and so administered that it will gradually call forth and cultivate the latent powers and capacities of the body even as the mental faculties are developed and strengthened by mental culture and mental exercises."

Teachers, however, complain of the pressure of the examinations. There is reason in this; but, as a matter of fact, comparatively little time is needed for this subject; and I am confident that proper attention to it would have a satisfactory, though an indirect, bearing even upon the examinations. The far reaching influence of physical education is not sufficiently appreciated. Its effects upon the muscular system are generally admitted; but its effect upon the other systems, the general health, the mind, the habits, and even the character, because not immediately noticeable, are assumed not to exist. Even from an examination point of view it is not profitable to keep pounding away at mental exercises day after day and hour after hour.

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 IX.—THE NEW HIGH SCHOOL COURSE OF STUDY.

The new High School course of study has given general satisfaction. For the first time in the memory of the oldest inhabitant, a change in this respect has not been the subject of adverse criticism. The assimilation of the University and Departmental courses has remedied what has been the most vexatious defect in our system. Formerly it was almost impossible to construct a suitable time-table, and the differences between the courses led to a most provoking waste of teaching power. Now, the construction of the time-table will not occupy the head master's attention during the whole of the session, and the teaching power of each staff may be economized to the best advantage.

Objection, however, is still taken, chiefly by the smaller schools, to the number of subjects. But no one has yet to my knowledge pointed out one subject that it would be well to omit. Most, indeed, are forced upon the schools by the University examinations, and to the courses prescribed for teachers' certificates the greatest grumblers can take no valid exception. It is admitted that, without the subjects now upon it, our High School course would not be worthy of the name. A good deal of nonsense, I may say, is every now and then made public with all the accessories of wisdom, about the necessity of knowing a few things well; but it would be difficult to point out many subjects on the programme of which a well educated man can now afford to be ignorant. That man is best educated who knows something of a good many subjects and knows at least one subject well.

But it is an undoubted fact that some of the High Schools have more work than they can manage. For this, however, neither the programme nor the regulations can fairly be held responsible. To a large extent, masters and boards have the remedy for their troubles in their own hands. On this subject, allow me a word or two :

(1) It is not intended, and it is highly undesirable, that every school should attempt to teach all the subjects on the programme. The essentials of a good education are obligatory; but a system of options has been devised to prevent the course from proving burdensome in even the two masters' schools. If, in each case, headmasters and boards determined what options could be taken up most satisfactorily, and refused to take up the others, there would be no reason for complaint. The settlement of the question is, at any rate, wholly in their hands. Before last July I inspected some three and even two-masters' schools in which every subject on the programme was attempted, with, of course, the inevitable result. The explanation given by the masters is that they have been driven to this course by the importunities of the candidates for the different examinations. One candidate, for instance, discovers that French exactly suits his mental capacity; another has fully made up his mind that German would be an agreeable and profitable study; while a third insists that the Science Course was designed by Providence and the Education Department for his particular case; and so on through the gamut. The option selected is too often decided by the whim of the pupil. Undoubtedly this pressure makes it exceedingly difficult to take the stand I have recommended. The evil effects of the system of "payment by results" have not yet disappeared from the schools. But the head master should assert his rights. It is surely better to lose half a dozen dissatisfied candidates than to do injustice to all concerned—to the teacher himself no less than to his scholars—by attempting a task beyond the capabilities of the staff.

(2) The regulations especially provide that the head master shall determine the order in which each subject shall be taken up, "whether or not all the subjects in the course of study shall be taught concurrently." In most of the schools I have inspected, the subjects are taken up concurrently. This is, I believe, a mistake, even from an examination point of view. A multitude of subjects taken up concurrently only dissipate the energies of the pupil. Concentration on a reasonable number, with occasional reviews of those that have been dropped or intermitted, is the most effective method. This method, indeed, is the one generally followed in the High Schools of the United States. Besides, it is the natural one. No one studying privately attempts a dozen subjects at once, nature would revolt against the imposition. What may be called the mechanical subjects, as reading, writing, drawing, require continued attention in the lower classes at least. Those sub-

jects, as geography and history, that involve largely the exercise of the "portative" memory, must be frequently reviewed after the special study thereof has ceased; but those that are intended to promote thought, that is, the languages, mathematics and the inductive sciences, are easily adapted to the plan which I am now advocating. Here again, however, the examination fiend thrusts his unwelcome presence. Many pupils enter in January to prepare for the July examinations, and some subjects, have, therefore, to be begun *de novo*. Such candidates simply attempt to do in six months, by cram, what requires a year's faithful study. The regulations, however, justify the head master in refusing to admit into the teachers' classes any but those that are fit for the work; and some head masters adopt this plan, to their very great advantage in the long run. The remedy is thus in the head master's hands. But circumstances, it must be owned, do not always justify him in taking the course his judgment tells him is the best. Examination results, too, are often peculiar: the race is not always to the swift and the battle to the strong. Probably, as experience modifies the system of examinations and demonstrates to the public their true value, the pressure that causes this will become less. As I shall show farther on, it is, I believe, in the power of the Education Department to still further strengthen the head master's hands.

#### X. THE HIGH SCHOOL ENTRANCE EXAMINATION.

There can be no doubt that the recent changes in the character of the High School Entrance Examination will bear good fruit. Already the results are more satisfactory than those of last July. In neatness especially, there is, in most schools, a marked improvement; and, in many schools, the answering is admirable in all subjects. But it is very evident, from the answer papers, that in too many public schools the methods adopted are exceedingly defective. In history, pupils merely memorize facts and dates; no effort seems to be made to give the subject its proper disciplinal value. In grammar, again, while the answering of some schools is excellent, in very many, the lessons have evidently been merely *said*; they have not been understood. In literature it is, perhaps, too soon to expect satisfactory results, though the answering at the last (Dec. '85) examinations of many pupils of thirteen, is a convincing proof that we have not set too high a standard. I mention these subjects in particular, as, in some quarters, objections have been raised to the changed character and increased difficulty of the examinations thereon. These objections are, I am satisfied, not well founded. Insufficient attention has hitherto been paid to the distinctively English subjects in both High and Public Schools. For this, in the latter, as in the former, the remedy is a higher examination standard. The groundwork of an English education should be laid, and laid properly, in the Public Schools. For very many pupils, the High School Entrance Examination is a "leaving examination," and in very few public schools has a fifth class been established. The High School Entrance Examination, practically, therefore, defines the superior limit of the Public School course. No one, surely, will assert that the present entrance test sets too high a standard for the Public School System of the leading Province of the Dominion. Some, however, urge that pupils with a University course in view, should have an opportunity of beginning classics when ten or eleven years of age, and that the High School entrance standard should be lowered accordingly. This doctrine is, I believe, a survival from the old humanistic theory of education. But it has, of late, been somewhat modified. Not so long ago, it ran to the effect that boys should begin Latin at seven or eight years of age. Many, if not most, Canadian classical masters will support me in asserting that the boy, who at thirteen or fourteen, or even fifteen, begins classics, with a good grounding in English, is at least as good a scholar, at the end of four years, as the boy who begins at ten or eleven is at the end of seven. And, even if this view were not absolutely correct, why should the interests of the Public Schools be sacrificed for the sake of the twenty or thirty that annually take an honour course in classics? In this image-breaking age, it may not be amiss either to ask if, after all, the full advantages of the study of classics may not be obtained with less labour and in less time than is even now devoted to it.

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It is, I think, unfortunate that the High School Act does not sanction, as was proposed, an annual High School Entrance Examination, and a County Board of Entrance Examiners. These provisions would certainly remedy some of the defects which now exist, and for which, as matters stand, there seems to be no adequate remedy.

The same examination papers are used throughout the Province, and nominally the standard is the same. As a matter of fact, however, to put the case mildly, widely different values are assigned to the answers by different boards. It is the duty of the High School Inspectors to revise the results of the local examinations, but it is a duty which, owing to the magnitude of the work and the limited time at their disposal, cannot be exhaustively performed. Except to deal with the cases of those who, having failed, have been recommended for admission, and of those schools in which there is reason to suspect irregularity, little supervision can be exercised. Were there County Boards, greater uniformity would be secured. To remedy matters, in the meantime, I would suggest:—

(1) That, as has been the case at the last two examinations, a competent committee be associated with the High School Inspectors to enable them to make the work of supervision as thorough as is desirable.

(2) That the local Boards be strictly required to have their returns made to the Department on the day named in the Regulations. The delay of some Boards makes it impossible to have the finding of the Department sent out in time for the opening of the schools, when, of course, it is eminently desirable that it should be in the headmaster's hands. In the event of a Board's not being able to overtake its work within the allotted time, no objection should be raised to its obtaining the help of other competent examiners. Nor should it be considered necessary that all the papers of each candidate be examined. When such a failure has been made in the more important subject or subjects, as in the opinion of the local Examiners, renders admission impossible or undesirable, no further examination should be made. Both of these plans, I may say, have been adopted by some Boards.

(3) That no recommendations be allowed unless specific reasons—age, illness, or some equally valid plea—are assigned therefor. Some boards have actually recommended, in some cases without reasons assigned, more pupils for admission than they have regularly passed.

The establishment of an Entrance Examination in July of each year would be productive of great advantage to both the Public and the High School systems. It would enable the Public School Masters to do more thorough work and would relieve them of the objectionable pressure of semi-annual examinations. Many pupils, too, who now attend the High Schools for a few months and for whom the High School course can have little value, would remain in the Public Schools, becoming more proficient in the studies prescribed for the Fourth Class and relieving the High Schools of an undesirable attendance. The organization of the High School classes, especially during the first half year, would be greatly improved. At present, in most High Schools, the pupils who enter in January from the Fourth Class in the Public Schools are simply put into the same form as those who entered the previous July. Such organization—or rather want of organization—is, in most schools, really unavoidable. True, some headmasters make two divisions in a few of the subjects of study; but the provision is admittedly inadequate.

When next the High School Act and the regulations are amended, let us by all means have County Boards of Entrance Examiners and one Entrance Examination a year. The advantages are, indeed, so evident that the wonder is the change was not made long ago. The High School master will be thus relieved of the objectionable pressure of attendance during the winter term. The Public School promotions would, of course, require to be adapted; and, in some cases, local modifications of the system might be also necessary. Let me add, too, that these two provisions would result in having charged to the proper account some of the expenditure for education which now devolves upon the High Schools. The

present tendency to crowd these schools is a mistake from many points of view. We have everything to gain and nothing to lose by maintaining a high standard for both our primary and our secondary schools.

#### XI.—THE TRAINING INSTITUTES.

Year after year former Inspectors pointed out that the greatest defect of our High School system was the want of specially trained masters. This defect every one admitted ; but no practical solution of the difficulty was offered. This year has witnessed an attempt to remedy this defect, and to supply candidates for first-class professional certificates with systematic practice in teaching of a higher order than can be provided at the Normal Schools. Training Institutes such as are desirable are not the growth of one session ; each session will render them more efficient ; but already the Hamilton Training Institute, with which I have been connected and of which I can, therefore, speak authoritatively, has demonstrated the practicability of the scheme. Under somewhat difficult circumstances, the principal and other teachers have brought the first session to a successful close, and have graduated a class whose professional skill, as evidenced at the Final Examination, was a convincing proof of the wisdom of your course. Naturally enough, a scheme like this has had its critics. But most of the objections that deserve consideration have been due to an imperfect comprehension of what is proposed, or a want of a practical acquaintance with the details of our High School system. Briefly stated the chief are as follows :

(1) The work of the Training Institutes will greatly impair the efficiency of the schools to which they are attached.

This is a very grave objection ; and, if well founded, presents an insuperable barrier to the retention of the scheme. There is no doubt whatever that, unless proper precautions be taken by the Department and due care be exercised by the Principal and other teachers, this result will follow. So far, however, as the regulations are concerned it will be seen that this possibility has been anxiously borne in mind. The selection for the Training Institute session of the latter half of the year, when the teachers feel less the burden of the examinations, does much to meet the objection, so far as the staff are concerned. And I am happy to be able to report that, by taking up after schools hours the special work of discussion and criticism, and in other ways which their zeal suggested, the Hamilton staff have minimized the evil of interference with the daily routine of the school.

(2) It is unfair to the Collegiate Institute master to require him to undertake the duties of a new and distinct profession, in addition to the arduous duties now devolving upon him.

The scheme does not require the Institute masters to discharge the duties of professors of pedagogy. It does, however, assume that they have an intelligent comprehension of the best methods of teaching the different branches of the High School programme. Its objective point is systematic practice in teaching for the teacher-in-training under the criticism and supervision of experienced teachers. The best available works in pedagogy have been prescribed for the use of all concerned, and the Department masters "develop systematically the best modes of dealing with each subject in their departments at each stage of a pupil's progress, using as the basis of their discussions the text books prescribed, and illustrating their explanations by subsequent teaching." A knowledge of principles is most desirable, and this the teachers-in-training—by previous education—most intelligent class—can themselves obtain from the text books prescribed, under, if necessary, the direction of the Institute masters. A University professor of pedagogy would undoubtedly do much to systematize, if not improve upon, the contents of these text books, and an enthusiast in his work might do much for a body of men that above all others require enthusiasm ; but a professor of pedagogy would be the complement of, not the substitute for, the system of Training Institutes which you propose. On the principle, I presume, that *omne ignotum pro mirifico est*, it has been fashionable of late in some quarters to talk of the principles of pedagogy, as if a just comprehension of what is known

of the subject required phenomenal intelligence and the exclusive and laborious devotion of a lifetime. I believe, Sir, that you do not exact too much from your future High School masters when you require them to make themselves familiar with all that is valuable in the science of education. Nor is it too much to expect the masters of your Training Institutes to be able to apply their knowledge in the direction and criticism of the teachers-in-training.

But the test of any scheme is its practical working; and, in corroboration of the above views, I append a statement prepared at my request by Mr. P. S. Campbell, the principal of the Hamilton Training Institute, and embodying his previous report on the same subject to his Board of Trustees:

“I think that the creation of the Hamilton Collegiate Institute into a Training Institute has had and will have a good effect on the general working of the school, and for these reasons:—

1. The teacher-in-training, being on trial on each occasion of his teaching, is naturally incited to prepare himself thoroughly for his work in order to take as high a stand as possible. He knows, moreover, that he is about to undergo rigid criticism for any mistakes he may have made, mistakes arising from defects of knowledge or from a lack of teaching ability. Besides, many of the teachers-in-training have already had some professional experience. Whatever evil effects might be expected are minimized as follows:—

(a) Only after careful observation and instruction in the methods pursued, is the teacher-in-training allowed to teach. Indeed, he cannot introduce any faulty methods, since he has to submit to the Department Master a scheme of the method he is about to pursue, in the lesson assigned to him. The Department Master points out to him in what respects any proposed method is defective; so that the teacher-in-training is not permitted to experiment on the pupils or to teach in any aimless or irregular fashion.

(b) There is no interference with the usual course of studies, the teacher in training being obliged to teach the lessons that would otherwise be taught by the regular master of the form.

2. Again, the presence of the teacher-in-training has a stimulating effect upon the members of the staff. They are constrained not only to familiarize themselves with books that treat on educational work, but also to make extra exertions in order to show the teacher-in-training how to teach. When a master knows that his methods of instruction are being carefully scrutinized by persons of excellent education, he cannot fail to realize the responsibility of his position, and hence to do his best teaching in their presence. Indeed, he feels that he himself must be free from those defects in teaching which he discovers and censures in the teacher-in-training. He is thus induced to give increased thought to his work, and is prevented from falling into dead formalism.

3. With regard to the way in which pupils are affected by the presence of teachers-in-training, it may be said that, while in no form could any material injury be said to result from the presence of the teacher-in-training, in some of the lower forms I have observed that the pupils actually prepare their work better for the teachers-in-training than they do for their regular teacher—a fact which, far from reflecting discredit upon the regular teacher, is a tribute to his influence: The pupils desire to appear to creditable advantage before so many spectators and to bring some honour to their Masters.

To make the case complete, I quote also from the address presented to you at the close of the session, the opinions of the teachers-in-training, which would under any circumstances be valuable, but which is especially so in the present instance, as most of them are honour University graduates, and some are already teachers of experience:—

“We (the teachers-in-training of the Hamilton T. I.) wish to express our unanimous belief that the establishment of Training Institutes is a well devised and excellent scheme and thoroughly adapted to the accomplishment of the end aimed at. In these Institutes



our plans and methods are modelled according to the best models, and we, consequently, undertake the duties of our profession with confidence in our abilities to utilize to the best advantage the talents of the pupils committed to our charge."

Such being the results of the first and trial session, it is not, I think, premature to conclude that the Training Institutes have established their claims to be considered an essential part of the school system of Ontario.

Allow me, in conclusion, to recommend :—

(1) That the number of Training Institutes be this year increased to three or four. Three will probably be sufficient, but it would be well to be prepared for a possible increase of attendance. These Institutes, with eight teachers-in-training to each, will probably supply the demand for some years.

(2) That the annual grant be increased to \$400 at least. Considering the paramount importance of the work and the smallness of the total grant—not so much as the salary of one Normal School master—the sum proposed is surely not too large. I would suggest, too, that, as the Training Institutes impose no additional burden on the localities, the grant be given, not to reduce the local rates, but to enable the boards to pay such salaries as will secure and retain the best available staffs and will remunerate the members of these staffs for the additional burdens laid upon them. The localities will enjoy the advantages afforded by an unusually well officered school—in itself a sufficient recompense for their acquiescence.

## XII.—EXAMINATIONS.

But want of professional training on the part of the Masters is not the only cause of defects in the schools. To the examination systems of the Province, as I have pointed out incidentally above, are traceable some of the worst evils. Nothing, I believe, does the schools more good, and nothing does them more harm, than the examinations. While cramming does not necessarily pay at examinations, it is undeniable that cramming is done for them. Candidates deliberately try to palm off as knowledge what George Eliot calls "that strong starch of unexplained rules and disconnected facts which saves ignorance from any painful sense of limpness," which, however, does not always save it in Ontario, from a painful sense of rejection. That this vice should exist among junior candidates, and in connection with some subjects, is not surprising. But the vice is not confined to juniors, and it shows itself in connection with subjects in the study of which the "positive" memory should not be the chief factor. At the last examinations for First-Class Certificates, in answer to the question: "Compare the influences that affected English Literature during the Elizabethan period with those that affected it during the earlier years of the present century," almost every candidate gave a detailed account of the different influences, extending in some cases over several sheets, but very few sent in fair answers to the question. In their language, too, were easily recognizable the pithy sentences of Brook and the rhythmic swing of Craik and Spalding. Not the least significant feature of this incident is the evident belief of the candidates that this mode of answering is suitable to the subject. The character of the teaching is also largely affected by the examinations. Generally speaking, the examination papers in a subject determine how that subject shall be taught. Even the forms of some of the oral questions one hears in the schools are modelled on the regulation pattern. In one school I inspected—and I give this as a very extreme case; for extreme cases shew the direction of the current—in one school, a teacher, an unusually successful one (to judge by examination results), made the statement in reference to a proposed method, that it would not pay at the examinations; he wanted his pupils to pass next July; he didn't care whether they became scholars or not. Let me say at once that, while there are few, if any, schools wholly unaffected by the examinations, there are very many in which the examinations hold a subordinate place; schools in which the grand object of education is kept steadily in view—in which the examination is what it should be, the teacher's servant, not his

master. But even if the teacher's sins were as scarlet, it would be unjust to put the blame upon him. He is but the product of our school system. The public, too has been educated to appraise him wholly by his examination successes, and the public engages him, and pays, and increases when so disposed, the not too liberal salary upon which he supports himself and his family.

The moral of the above remarks may be briefly pointed :

*Those who are in authority should still further reduce the evil influences of the examinations, and the examinations themselves should still further discredit bad modes of teaching and bad modes of study.*

The examination problem is an exceedingly difficult one ; its very conditions render it impossible to obtain a satisfactory solution. But there are some modifications of our existing system which would do much to remedy the evils from which the schools now suffer. With a few remarks as to these I conclude :

(1) The number of Provincial examinations should be reduced both by consolidating those that now exist and by reducing their frequency. To the propriety of consolidation you are already alive, and you are doing and have done much to secure this desirable result. The late regulations assimilating the Departmental examinations to those of the University and accepting some of the University examinations in lieu of those held by your Department are, I hope, only the first step in a series of similar changes. We need, however, one High School Entrance Examination a year ; consolidation with the University examinations of the present Third, Second, and First Class non-professional examinations, the present First C examination being University Honor Matriculation, First B being done away with, and First A being an Honor degree in Arts ; consolidation also of the preliminary professional examinations of the learned societies with some of the foregoing, no additional examinations being held by these societies for the purposes of matriculation.

(2) So far as concerns the Departmental regulations, some modifications are highly desirable :

(a) A candidate for a Third Class non-professional certificate should be required to present, as a condition of examination, a certificate of having attended for at least one year a High or other preparatory school. A similar certificate should be required from a candidate for a Second. Comparatively few candidates pass after six months' study, and the knowledge of many of those who do pass is crude and undigested. Besides, the greatest good of the greatest number should decide such questions. The large majority of both teachers and students would in this case be greatly benefited ; the former being relieved of the burdens pointed out above in connection with "The High School Course of Study," and the latter obtaining a more thorough grounding in the essentials of a good education.

(b) Strict supervision should be exercised over *all* the books used in the High Schools. I have already spoken of the text books in science. Let me call your attention to the question of annotated texts in literature. Not to speak of the exorbitant prices charged for them, some of them are directly subversive of good teaching, and mislead the deluded victims of the pushing publisher. For 10 cents or 15 cents each we might have in our schools adequately annotated texts, and the conscientious teacher would be at liberty to do his work as it should be done. This evil seems to be on the increase. I have before me a book which has been distributed throughout the schools and which bears on its title page the legend : " A Synoptical view of the Literature for 1886, with the characteristics of each selection illustrated. Also a series of examination papers. A valuable aid to candidates, by an experienced teacher." A worse form of cram book it would be difficult to devise. The only redeeming feature about the affair is that the "experienced teacher," feeling ashamed of his work, has withheld his name. I would most strenuously urge upon you the necessity for Departmental interference. Science teaching and the teaching of Literature will become worse, instead of better unless the present tendency be checked.

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(c) The examination results should be differently published. The Departmental examinations are the most far reaching in their effects, and the present mode of publication is but a survival of the competitive system, inaugurated in connection with "Payment by results." A more earnest body of men than the teachers of our High Schools does not, I believe, exist. They are willing enough to work without being goaded into it. Besides, the present mode of publication is often misleading. Not all those that pass at a centre are pupils of the High School there, and pupils of the same High Schools often write at different centres. It is often unjust, too, in another way. From causes which the staff cannot control, a school will do badly at one examination, although its general record may be good. "He who excuses himself, accuses himself;" at least this is the principle on which the public acts. The locality may be made aware of the true state of matters, but the headmaster cannot publish a card in the Toronto dailies to protect the reputation of his school.

The remedy is to substitute a number for the name of the examination centre, the numbers to be changed from year to year. Those interested in a centre will be informed of its number. As for others, this is none of their business.

*Toronto, Dec., 1885.*

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APPENDIX I.—REPORT ON MECHANICS' INSTITUTES, FREE LIBRARIES  
AND ART SCHOOLS.

SIR,—I have the honor to submit herewith my report on the Mechanics' Institutes, Art Schools, etc., of Ontario for the year ending 1st May, 1885.

S. P. MAY,  
Superintendent.

Toronto, 31st December, 1885.

1. MECHANICS' INSTITUTES.

The following abstracts are taken from the Mechanics' Institutes and Free Libraries Reports for the year. For details see Tables A, B, C.

1.—*Institutes Reporting, 1884-5.*

Although the annual meetings are held on the 1st of May, and the legal time for payment of grants expires on the 1st of November, the directors of some of the Institutes neglect to send their returns until December or January. On this account it is impossible to give a complete statement of the transactions of all the Mechanics' Institutes for the year.

Number of Institutes reporting . . . . . 122

2.—*Institutes not Reporting, 1884-5.*

Alexandria, Bradford, Brampton, Columbus, Gravenhurst, Markham, Manitowaning, Norwood, Palmerston, Parkhill, Petrolea, Picton, Port Elgin, Sarnia, Thorold, Thunder Bay, Vittoria, Watford, Warton.

3.—*New Institutes Incorporated in 1885.*

Clifford, Deseronto, Essex Centre, Iroquois, Mono Road, Windermere.

4.—*Classification of Institutes Reporting in 1884-5.*

Institutes with libraries, reading rooms, and evening classes . . . . .	37
Institutes with libraries and reading rooms . . . . .	44
Institutes with libraries and evening classes . . . . .	11
Institutes with libraries only . . . . .	30
<b>Total</b> . . . . .	<b>122</b>

5.—*Receipts during the Year 1884-5.*

Balances from previous year . . . . .	\$33,125 70
Members' fees . . . . .	13,726 60
Legislative grants . . . . .	26,770 00
Municipal grants . . . . .	27,269 42
Donations in money . . . . .	1,741 37
Pupils in evening classes . . . . .	1,462 95
Lectures and entertainments . . . . .	3,775 78
Other sources . . . . .	9,728 87
<b>Total</b> . . . . .	<b>\$117,600 69</b>

*Fees from Members.*—The fees charged for membership vary from 28 cts. to \$2 per annum. The usual fee for library and reading room is \$1 per annum. In a few Institutes where large municipal grants are made, the reading rooms are free to the public.

*Legislative Grants.*—Some of the Institutes which received grants for 1884-5 have not yet reported on the proposed new regulations for the management of Mechanical Institutes. This neglect of the directors to report on the expenditure of public money will be obviated, as under the system of payment by results the reports must be received before the grants are paid.

*Municipal Grants.*—It is very gratifying to state that no less than 60 Institutes—about 50 per cent. of those reporting—have been assisted by municipal grants this year. It is to be hoped that ere long every Institute will be locally aided in carrying on their educational work, which is such a great boon to many, and a public benefit, by its influence on all classes of society; it having been proved that where Mechanics' Institutes are prosperous the moral tone of the people is so improved that it is even noticeable in the children of parents who patronize the libraries.

6.—*Expenditure during the year 1884-5.*

For rent .....	\$5,208 85
“ light and heating .....	4,340 95
“ salaries .....	15,832 42
“ books .....	35,226 05
“ magazines, etc. ....	6,655 17
“ evening classes .....	5,790 80
“ apparatus therefor .....	96 27
“ lectures and entertainments .....	2,333 41
“ miscellaneous .....	31,644 59
“ balance on hand .....	10,803 11
<b>Total .....</b>	<b>\$117,931 62</b>

7.—*Donations of Books, 1884-5.*

15 Institutes received donations of books, value ..... \$1,427 25

8.—*Assets and Liabilities in 1884-5.*

122 Institutes and public libraries have assets, value ..... \$348,700 37  
do do liabilities ..... 96,947 27

9.—*Institutes qualifying for grants after the 1st of May, 1885.*

Niagara expended.....\$ 36 84	Whitby expended.....\$ 70 00
Oakville “ ..... 10 00	Brighton “ ..... 20 00
Point Edward “ ..... 10 00	Guelph “ ..... 78 00
Parkdale “ ..... 162 92	Chatham “ ..... 120 00
Port Hope “ ..... 33 09	Collingwood “ ..... 152 00
Peterboro' “ ..... 86 60	Exeter “ ..... 38 00
Scarboro' “ ..... 13 00	Goderich “ ..... 270 00
St. Mary's “ ..... 375 00	Meaford “ ..... 65 00
Schomberg “ ..... 20 00	Woodbridge “ ..... 50 00
Wroxeter “ ..... 191 23	Woodstock “ ..... 115 00

These sums were expended after the 1st of May, 1885, in order to qualify for grants; and are to be deducted from the Annual Report of 1885-6, as belonging to the year 1884-5.

10.—*Number of Members in 1884-5.*

Only 112 Institutes reported the number of members. The total number on Table B shows an average of 138 members to each Institute.

Total number of members in 112 Institutes, 16,259.

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TABLE B.—Membership,

MECHANICS' INSTITUTES.	Number of Members.	NO. OF VOLUMES IN LIBRARY.									Total No. of Volumes.	
		Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.		Works of Reference.
1 Ailsa Craig.....	102	198	228	148	444	41	48	123	191	108	25	1554
2 Almonte.....	170	63	104	140	74	83	21	114	115	53	61	828
3 Alton.....	36	33	139	85	141	.....	22	.....	22	26	27	496
4 Arkona.....	72	8	110	25	103	17	20	.....	60	20	37	400
5 Arnprior.....	98	12	109	16	52	146	24	2	26	18	1	406
6 Arthur.....	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7 Aylmer.....	213	161	362	173	382	34	76	.....	187	112	106	1598
8 Ayr.....	111	300	736	313	597	81	82	101	224	249	38	2721
9 Barrie.....	320	332	874	344	333	106	84	.....	276	356	46	2750
10 Belleville.....	160	74	764	193	307	.....	45	100	87	94	184	1818
11 Berlin (Free Library).....	.....	193	270	240	467	196	37	72	232	157	202	2066
12 Bolton.....	64	48	134	71	.....	52	33	5	36	19	38	436
13 Bowmanville.....	75	85	458	133	170	81	28	220	87	143	20	1426
14 Blyth.....	48	84	159	89	274	64	59	.....	63	76	15	883
15 Bracebridge.....	37	69	283	92	173	.....	63	51	92	64	.....	887
16 Brantford (Free Library).....	1765	504	1770	483	644	288	158	162	580	326	127	5042
17 Brighton.....	64	97	272	145	156	49	33	28	130	105	37	1052
18 Brockville.....	190	136	400	87	100	50	24	20	48	34	31	930
19 Brussels.....	62	137	121	116	330	.....	33	.....	103	61	15	916
20 Caledon.....	37	34	155	45	93	.....	12	14	45	13	.....	411
21 Caledonia.....	33	41	199	41	149	73	14	11	29	29	5	591
22 Campbellford.....	124	141	258	272	418	52	47	3	285	40	40	1556
23 Carleton Place.....	143	20	141	25	15	.....	14	.....	54	60	14	343
24 Chatham.....	255	130	500	320	490	68	91	23	158	496	45	2311
25 Cheltenham.....	39	40	84	51	84	8	2	11	23	8	.....	311
26 Clarksburg.....	20	32	114	29	47	.....	16	29	34	23	19	343
27 Claude.....	29	89	144	109	214	21	23	21	113	78	17	829
28 Clinton.....	158	154	408	221	201	139	54	39	178	123	56	1571
29 Colborne.....	98	46	675	72	200	22	58	.....	56	51	.....	1180
30 Collingwood.....	72	278	576	480	520	118	84	68	436	468	166	3193
31 Drayton.....	136	35	120	12	49	20	19	22	35	18	16	346
32 Dundas.....	108	908	888	605	1017	.....	.....	.....	1815	936	195	5864
33 Dunnville.....	42	129	346	168	327	15	18	7	74	103	53	1240
34 Durham.....	85	228	522	156	230	.....	45	12	230	110	30	1623
35 Elora.....	206	557	1202	544	940	492	172	151	1203	637	189	6067
36 Embro.....	81	179	428	237	239	6	54	.....	69	51	39	1302
37 Ennottville.....	47	114	192	98	123	118	42	125	155	65	51	1083
38 Exeter.....	60	98	438	102	203	26	73	78	116	113	77	1324
39 Fenelon Falls.....	123	37	447	172	102	10	28	45	123	90	35	1089
40 Forest.....	125	126	243	84	139	.....	34	77	152	37	10	902
41 Fergus.....	84	217	299	417	296	475	84	185	370	221	80	2644
42 Gait.....	418	279	665	334	546	493	138	160	468	290	203	3576
43 Garden Island.....	134	110	277	402	246	19	121	3	774	420	92	2464
44 Georgetown.....	40	70	232	106	277	.....	25	34	180	41	35	1000
45 Glencoe.....	60	113	166	130	191	.....	48	33	100	31	20	832
46 Goderich.....	135	222	411	250	308	82	80	97	255	170	30	1905

## Libraries and Reading Rooms, 1884-5.

No. of VOLUMES ISSUED.											READING ROOM.	
Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total No. of Volumes.	No. of Periodicals.	No. of Newspapers.
1	91	539	57	624	136	25	106	85	164	1827		
2	4	15	10	28	2	6	4		8	81	10	17
3	28	248	25	56		19		14	22	412		
4*												
5	11	276	16	64	248	17	7	17	57	713	15	5
6*												
7	94	2363	83	327	116	40		103	176	3307	11	1
8	72	1500	94	280	723	33	61	72	205	3044	7	14
9	287	3976	298	203	363	43		258	1325	6753	19	7
10	240	1100	575	800		100	81	175	317	3638		
11	52	2158	172	929	40	54	31	137	504	4077	15	21
12											7	2
13	25	274	55	13	16	4	22	2	10	421		
14	20	57	40	321		10		28	72	548		
15*												
16	1096	32131	1088	1334	1634	384	307	1057	1417	40448	22	24
17	82	746	65	55	86	36	12	42	260	1391	7	12
18	100	500	200	208	120	20	10	100	100	1383	17	17
19	80	185	75	182		22		25	150	747		
20	32	495	15	84		9	4	51	35	725	5	1
21*												
22	12	337	14	117	114		2	13	9	618	9	13
23	35	848	71	65		67		134	307	1527	5	17
24	80	5275	120	250	200	35	10	100	250	6320	23	5
25	21	83	31	117	35	2	27	47	54	417		
26	42	180	28	36		10	15	31	28	380		
27	26	117	12	61	27	13	5	14	15	291		
28	450	970	391	860	1756	168	129	254	584	5652	28	10
29	35	1010	79	211	27	25		49	121	1557		
30	126	1380	325	470	62	48	130	376	538	3455	17	8
31	133	708	84	64	64	2	64	42	144	1305	7	6
32	135	1086	94	105				150	573	2773	7	8
33	572	2151	1071	1757	246	268		576	607	7248		
34	154	1545	84	212		38	17	131	520	2701		
35	139	1877	135	220	955	70	52	201	211	3860	14	14
36	386	649	172	256	25	58		95	32	1673	6	9
37	15	460	15	25	86	10	22	28	43	704		
38	112	996	66	217	24	38	60	56	174	1796	2	1
39	95	1640	115	95	10	25	53	67	439	2539	10	22
40	198	1570	91	148		49	96	138	107	2397	4	7
41	69	971	130	329	303	71	19	94	134	2124		
42	301	4907	308	607	3329	135	82	310	1287	11280	24	25
43	232	802	221	74	22	50	3	140	184	1733	14	16
44	30	385	45	324		23	12	36	42	901	2	7
45	131	720	295	165		47	17	101	158	1634		
46	213	1425	129	88	83	15	110	158	207	2428	16	19

\* No classified report kept.



TABLE B.—Membership

MECHANICS' INSTITUTES.	Number of Members.	NO. OF VOLUMES IN LIBRARY.										
		Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total No. of Volumes.
47 Grimsby .....	99	160	440	193	801	21	25	27	509	342	27	2545
48 Guelph (Free Library)..	1581	428	993	419	425	441	102	196	457	398	176	4035
49 Hanover .....	25	42	117	117	69	7	22	22	36	57	10	499
50 Harriston .....	108	117	500	140	290	300	78	150	350	160	40	2125
51 Hespeler .....	152	191	331	163	329	19	73	.....	206	101	79	1492
52 Ingersoll .....	158	214	520	193	382	.....	53	.....	126	151	.....	1639
53 Kemptville .....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54 Kincardine .....	215	145	568	144	316	378	84	87	170	102	106	2100
55 Kingston .....	300	350	1520	295	180	704	70	160	400	360	210	4309
56 Lancaster .....	26	11	24	28	44	.....	7	.....	27	5	11	157
57 Lindsay .....	104	100	381	173	247	19	31	50	120	73	40	1234
58 Listowel .....	162	37	150	64	90	8	28	13	34	19	.....	443
59 London .....	397	230	920	254	734	410	111	155	268	149	145	3376
60 Lucan .....	57	60	127	96	105	10	36	9	40	51	20	554
61 Meaford .....	96	88	305	100	186	5	48	.....	72	65	.....	869
62 Merriton .....	78	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
63 Midland .....	100	28	93	25	64	5	18	20	37	27	16	333
64 Mitchell .....	176	111	366	217	498	179	30	47	49	191	118	1806
65 Mount Forest .....	77	107	194	138	125	.....	40	32	88	47	20	791
66 Napanee .....	149	305	303	.....	172	.....	.....	.....	139	129	.....	1048
67 New Hamburg .....	60	29	184	35	130	.....	20	.....	19	11	11	439
68 Newmarket .....	74	63	270	96	206	21	33	23	54	123	4	893
69 Niagara .....	50	355	560	452	100	175	171	425	300	275	100	2913
70 Niagara Falls .....	190	225	740	255	375	15	104	.....	339	167	44	2374
71 Norwich .....	61	85	476	93	206	56	34	102	57	79	40	1227
72 Oakville .....	56	159	103	124	212	.....	52	121	118	117	19	1025
73 Orangeville .....	106	101	529	119	203	.....	12	45	66	61	57	1193
74 Orillia .....	241	130	444	171	241	16	59	27	338	187	29	1642
75 Owen Sound .....	130	122	599	245	235	28	65	40	185	133	34	1696
76 Paisley .....	170	80	450	100	300	.....	100	200	200	100	70	1600
77 Paris .....	264	403	684	526	508	271	146	290	462	352	181	3823
78 Parkdale .....	100	29	499	49	211	40	13	10	63	51	39	1004
79 Penetanguishene .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80 Perth .....	176	199	267	227	559	30	66	.....	130	151	25	1664
81 Peterborough .....	273	412	679	308	2069	117	117	196	462	352	148	4860
82 Point Edward .....	118	130	410	190	230	.....	15	12	200	120	18	1325
83 Port Hope .....	170	238	819	177	233	.....	38	5	149	190	40	1887
84 Port Perry .....	22	157	209	.....	204	26	55	71	144	35	.....	901
85 Prescott .....	118	240	391	161	306	.....	67	48	123	220	34	1596
86 Preston .....	79	436	377	398	.....	.....	134	756	.....	1054	107	3814
87 Renfrew .....	78	161	440	200	272	160	61	.....	182	77	23	1574
88 Richmond Hill .....	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
89 Ridgetown .....	126	69	694	166	274	620	24	37	178	64	30	2154

## Libraries and Reading Rooms, 1884-5.

NO. OF VOLUMES ISSUED.											READING ROOM.		
Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total No. of Volumes.	No. of Periodicals.	No. of Newspapers.	
47	68	1719	45	263	774	16	15	73	335	65	3373	9	.....
48	793	15111	904	796	2724	206	432	781	2321	1163	25231	24	13
49	20	146	58	52	12	5	12	16	33	.....	354	.....	.....
50	44	1616	120	210	212	50	76	56	307	6	2697	7	6
51	150	642	90	754	1125	67	.....	183	194	.....	3205	.....	.....
52	83	2103	141	254	.....	23	.....	53	149	.....	2806	.....	.....
53*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	170	2363	206	470	1977	100	57	171	102	24	5640	26	8
55	75	5850	184	340	3040	52	66	63	280	100	10050	28	12
56	4	23	19	16	.....	2	.....	12	3	.....	79	1	8
57	130	910	160	347	.....	60	25	210	460	.....	2302	19	13
58	42	474	61	204	103	17	16	28	51	.....	996	.....	.....
59	116	3225	162	252	147	64	5	144	217	.....	4332	20	33
60	95	198	86	49	4	27	45	16	73	4	597	.....	.....
61	77	594	129	80	100	48	.....	103	147	.....	1278	.....	.....
62*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
63	70	645	45	71	18	18	27	14	142	.....	1050	13	5
64	96	1684	188	1028	126	27	29	58	332	.....	3568	11	12
65	41	216	43	32	.....	9	5	33	22	.....	401	4	12
66	48	400	.....	100	.....	.....	.....	49	128	.....	725	12	6
67	17	244	33	112	.....	10	.....	4	14	2	436	2	5
68	4	644	27	217	9	1	10	11	132	.....	1055	.....	.....
69	467	1100	150	700	1950	600	125	19	576	25	5712	10	3
70	95	1950	137	420	140	162	.....	75	106	.....	3085	9	6
71	31	1116	50	89	50	7	20	13	73	.....	1449	.....	.....
72	24	161	19	31	.....	11	23	34	96	13	412	.....	.....
73*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74	113	2310	209	174	122	77	31	214	1052	1	4303	17	7
75	56	3796	125	196	10	45	50	225	274	15	4792	.....	.....
76	75	600	80	400	.....	25	150	120	190	30	1670	.....	.....
77	178	3410	208	889	719	100	121	201	237	.....	6063	35	11
78	29	1521	79	281	178	21	12	54	140	.....	2316	11	9
79	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	45
80	261	1537	413	1951	193	74	.....	116	598	24	5167	8	11
81	218	2465	220	2672	153	63	91	368	321	180	6751	23	19
82	33	1284	161	199	.....	16	13	77	123	5	1911	7	7
83	120	4821	53	174	.....	21	3	36	119	.....	5347	33	13
84	39	563	.....	104	.....	8	23	30	10	.....	777	.....	.....
85	45	1020	31	65	.....	27	30	50	460	30	1758	.....	.....
86	88	790	73	.....	206	236	.....	165	394	11	1963	29	7
87	47	1741	82	185	223	37	.....	48	108	.....	2471	.....	.....
88	20	157	23	190	193	7	10	6	12	5	623	.....	.....
89	70	1680	125	80	250	50	.....	201	403	30	2889	20	2

\* No classified report kept.



## Libraries and Reading Rooms, 1884-5.

No. of Volumes Issued.											READING ROOM.		
Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total No. of Volumes.	No. of Periodicals.	No. of Newspapers.	
90	70	658	68	76	291	8	124	72	81	1448			
91	48	49	35	10		20	45	22	58	299			
92	630	5042	1421	812	1086	245	86	720	1610	11652	12	18	
93	92	5608	222	272	28	84	160	180	496	7142	15	14	
94	302	1718	250	536	484	53	72	423	246	4084	14	16	
95	43	616	17	154	2	8	18	51	82	997	8	4	
96	250	1150	475	263	1579	137	21	140	200	4217	29		
97	180	4326	370	333	615	130	69	138	455	6635	17	13	
98	41	698	34	55	14	40	8	68	71	1029	7	6	
99	367	3312	294	254	1190	83	733	238	586	7057	10	9	
100	62	646	101	94	175	8	32	75	115	1313	12	6	
101	136	2154	192	398	150	175	125	238	317	3885	10	5	
102	145	2780	205	976	137	32	51	74	202	4602	24	22	
103	46	269	45	20	33	20	6	9	83	531			
104	36	217	36	38		6	32	13	20	397			
105*													
106	4323	125632	4126	22450	4563	1352	395	6366	6676	3623	179506	367	
107	126	1801	150	181	200	58	117	268	224	86	3211	22	12
108	5	287	17	122		6		20	56	10	523		
109	88	55	67	179		35		10	81		515		
110	18	594	21	84	68	11	11	2	24		833		
111	102	2657	239	855	706	121	15	52	513	7	5167		
112*													
113	122	2795	96	46	5	32	36	120	152	8	3412		
114*												10	6
115	56	1266	66	33	364	50	124	73	376	33	2441		
116	103	906	69	101	96	41		98	490		1904	18	32
117*													
118	301	7374	182	239	44	99	59	141	883		9322	42	12
119	240	48	26	64	3	2	7	56	1		477		

\* No classified report kept.

TABLE C.—Evening Classes, Elementary.

NAME OF INSTITUTE.	Writing, Phonography and Book-keeping.	English Grammar.	Arithmetic and Mensuration.	Telegraphy.
Araprior.....	16		16	
Barrie.....	11		11	
Bowmanville.....	21			
Brantford (Free Library).....	12		12	
Clinton.....	4		3	
Fergus.....	17	17	17	
Garden Island.....	25	14	39	10
Goderich.....	16			
Hespeler.....	44	44	44	
Kingston.....	32	23	23	
Midland.....	24		24	
Napanee.....	40	40		
Oakville.....	36		33	
Orillia.....	13	13	13	
Paisley.....	27	27	27	
Ridgetown.....	8		14	
Seaforth.....	30	13	29	
Smith's Falls.....	12	12	12	
Welland.....	10	10	10	

TABLE D.—Evening Classes, Drawing,

NAME OF INSTITUTE.	Freehand.	Geometry.	Perspective.	Model.	Memory.	Architectural.	Machines.
Aylmer .....	14	14	14	14	14		
Aurora .....	28	21	22	28	26		
Barrie .....	16	17	17	16	14		
Berlin (Free Library) .....	23	30	30	22	18		
Bolton .....	14	14	10	14	12		
Bowmanville .....	19	21	13	13	22		
Bracebridge .....	16	11	14	15	15		
Brantford (Free Library) .....	36	36	36	3	4		
Brockville .....	27	27	26		24		
Carleton Place .....		21					17
Clinton .....	1						
Dundas .....	9	9		5			
Elora .....	18	18	16	15	9		
Fergus .....	10	13	9	7	13		
Galt .....	26	29	3		4	4	25
Garden Island .....	25	18					
Ingersoll .....	70	69	70	54	54		
Kingcardine .....	71	12	64	19	18		
Kingston .....	13	10	12	3	9		
Lindsay .....	35	35	35	35	35		
Midland .....	25		2				
Milton .....	27	27	27	27	27		
Mount Forest .....	56	56	56				
Napanee .....	20	20		20	20		
New Hamburg .....	34	34	34	34	34		
Newmarket .....	51	51	49	21	21		
Oakville .....	32	32	31	32	31		
Orangeville .....	43	43	43				
Orillia .....	19	18	14	13	13		
Paris .....	59	59	59	59	59		
Perth .....	13	16	17	12	13		
Petrolia .....	17	10	11	17	16		
Prescott .....	64	64	64	64	64		
Seaforth .....	19	21	24	16	14		
Smith's Falls .....	12	12	12	12	12		
Stouffville .....	14	14	14	14	14		
Strathroy .....	11	29	28	12	12		
Streetsville .....	20	20	20	20	20		
St. George .....	36	15	16	36	15		
St. Mary's .....	19	14	18	17	15		
Uxbridge .....	35			35			
Walkerton .....	39	25	25	24	23		
Whitby .....	34	34	34	34	34		

TABLE E.—Evening Classes Drawing, showing Certificates taken and Extra Grants Paid.

MECHANICS' INSTITUTES.	Freehand Drawing.	Geometry.	Perspective.	Model.	Memory and B. B. Drawing.	Machine Drawing.	Certificate taken in Grade B.	Money Granted for Certificates.	
								\$	c.
Aylmer.....	3	8	7	6	5		3	8	00
Aurora.....	1	4	1		2			6	00
Barrie.....	2	4	1	1	1		1	8	00
Berlin (Free Library).....		12	8	1	1			19	00
Bolton.....	3	7	6	1	5		1	16	00
Bowmanville.....	1	14	10	2	5			10	00
Brockville.....	5	17	15					24	00
Carleton Place.....		6				10		16	00
Dundas.....	1	4		1				5	00
Elora.....	3	7	3	4				11	00
Fergus.....	1	9		2	1			11	00
Galt.....	2	5	3		1	3		10	00
Garden Island.....		13						12	00
Ingersoll.....	8	38	24	3	15		2	70	00
Kincardine.....		7	1					7	00
Kingston.....	2	1	2	4	3			3	00
Mount Forest.....	3	10						13	00
Napanee.....	2	6		2	2				
New Hamburg.....	1	10	9	1	1			15	00
Newmarket.....	2	11	4	2	2		1	6	00
Oakville.....	4	8	4		1			7	00
Orangeville.....	1	9		1				11	00
Orillia.....	4	5	3	4	3		1	12	00
Paris.....	3	7	4	3	1			13	00
Perth.....	2	5	7					7	00
Petrolia.....	1	8	5	3	5		1	11	00
Prescott.....	5	18	7	9	5		1	23	00
Seaforth.....	3	8	4	2	2		2	12	00
Smith's Falls.....		3						3	00
Strathroy.....	5	11	9	2	5			23	00
Streetsville.....	1	18	4	1	1			20	00
St. George.....	1	3	3	1				6	00
St. Mary's.....	2	12	6	1	2		1	20	00
Walkerton.....	4	22	9	4	5		1	16	00
Whitby.....	8	21	12		3			37	00
Total.....	84	252	171	61	77	13	15	496	00

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 REPORT OF THE ASSOCIATION OF MECHANICS' INSTITUTES OF ONTARIO.

The Seventeenth Annual Meeting of the Association was held in the theatre of the Education Department, Toronto, September 15th, 1885. In the absence of the President, Otto Klotz, Esq., whom a sudden attack of illness had detained, the chair was taken by the Vice-President, the Rev. Father Harris.

The Chairman called the meeting to order, and 75 gentlemen presented their certificates of appointment as Delegates by their respective Institutes.

The Seventeenth Annual Report was then adopted, from which the following abstracts are taken :—

“That Mechanics' Institutes, or similar organizations, are desirable in every community, is unquestionable. In the absence of the Library, the Reading-room, the Classroom, and the Lectures provided by these institutions, young men are too likely to acquire loose habits of thought and conduct, and to become the frequenters of bar-rooms and other places of questionable resort. Through the opportunities and influences connected with a well equipped Literary Institute, many may be kept from drifting away and leading lives of uselessness and crime, and their minds be directed to nobler aims, and they become more intelligent and better workmen and members of society. Hence, it is both the interest and the duty of parents and guardians and employers of labor, and of all other interested parties, to give every possible encouragement to these institutions, both by money help, and by devoting time and thought to promote their success.

“Notwithstanding the liberal assistance given by the Legislature, the members of your Committee know, by long experience, that the financial problem is the one, more than any other, that their Boards of Management have to grapple with. If the promotion of industry, intelligence and morality is to the interests of a community, then should annual and liberal municipal grants be made to Mechanics' Institutes. If in some of the principal cities of the Province, the authorities deem it proper to tax the people for the entire sustenance of Free Public Libraries and Reading-rooms, then, surely, there can be no question as to the wisdom of a Municipal Council giving a small sum of money annually, to sustain the local Mechanics' Institute, in the absence of the Free Library.

“To ensure success to the Local Institute, it is also necessary to secure clean, well lighted and comfortable rooms, in a central position ; and, above and beyond all, executive officers who will feel and manifest an intense interest in, and be willing to spend time and labor in furtherance of its interests.

*Evening Classes.*

“Much good is doubtless being accomplished by evening classes, in both the elementary and technical branches, especially in drawing and modelling, as affecting art and art manufactures and decorations.

“The Teachers' Vacation Classes in art studies, so successfully inaugurated last year by the Minister of Education, in the rooms of the Education Department, has had another very fruitful session ; and it is hoped the result will be that a larger number of accomplished teachers to conduct Institute classes will be increasingly available, from year to year.

“Your Committee rejoices in the success so far attained ; but would fain see the class system extended to embrace studies applicable to branches of the manufacturing arts other than the merely decorative.

“While our factories and industrial establishments are increasing in number and extent on every hand, we have no organized system of instruction provided on technical subjects, except in the Ontario School of Science, in which but a very limited number of our mechanics and artizans could possibly attend, even if the studies pursued were moresuited



to their special requirements, What we apparently want, and what are so fully provided in Great Britain, France, Germany, Switzerland, and to some extent in the United States, are schools or classes for the study of the principles of mechanics, chemistry as applied to the mechanical and manufacturing arts, etc., wherein the pupils should be made familiar with the chemical nature and uses of the materials and ingredients they are using, or proposing to use in their future occupations and employments.

“This might be done by classes formed in the institutes, and affiliated with and deriving teaching and other necessary help from the Provincial School, in the same manner that the Drawing Classes are now affiliated with and deriving help from the School of Art. Until some scheme of this nature is devised and carried out, our young artizans and manufacturers will not be able to attain to that skill and efficiency which it is their ambition and privilege to reach.

“As the Minister of Education has done, and is still further proposing to do, all in his power to advance the standing and usefulness of the Mechanics' Institutes, and the education of the industrial classes, your Committee trusts that he will take this subject into his favourable consideration, and endeavour to ensure its ultimate success.

#### *Association Lectures.*

“The system adopted two years ago, of one free Association Lecture for each Institute that would accept of it, was continued in the past year. The names of approved lecturers and subjects were submitted to the Institutes, with an offer to pay a fee of \$15.00 for one scientific or illustrated lecture, or \$10.00 for a lecture on a general subject; the Hon. the Minister of Education permitting the Institutes to charge, as against the expenditure of their Legislative Grants, similar sums for expenses.

“During the session 57 lectures in all were delivered—38 on scientific or illustrated subjects, and 19 of a general character.

“The aggregate attendance reported at the 57 lectures was 10,418, or an average of nearly 183 per lecture—the smallest attendance reported being 38, and the largest 500.

“The subject of continuing the lecture system was fully discussed, and it was resolved that the lectures be continued.

“The Hon. the Minister of Education now entered the room and was enthusiastically received; and, on being introduced by the Chairman to the meeting, he said that he had come to listen to a discussion upon a subject in which he was, himself, particularly interested. He had come to gain information, and to ascertain their wants. He was pleased to see the Mechanics' Institutes so well represented, and he heartily welcomed the delegates. He hoped they would return home with renewed vigor, that they would be stimulated to do all that they possibly could to place their Mechanics' Institutes in a better position than ever before, and strive to make them a success throughout the Province. In the old country such institutions were doing a great service, and there was no reason why they should not accomplish as much in Ontario. He could only say that they would always find him ready to do everything in his power to assist them in their efforts in that direction.

“The meeting proceeded to consider the Minister's ‘Proposed Regulations’ respecting Art Schools and Mechanics' Institutes.

“The discussion resulted in the approval of the proposed regulations with some slight modifications.

“The Association then proceeded to the election of office-bearers for the ensuing year, and the following gentlemen were declared elected:—

“*President.*—Rev. Father Harris, of St. Catharines.

“*Vice-President.*—Mr. A. H. Manning, of Clinton.

"*Secretary-Treasurer.*—Mr. Wm. Edwards, of Toronto.

"*Executive Committee.*—Mr. Thos. Cowan, of Galt ; Mr. N. C. Polson, of Kingston ; Mr. Harcourt, M.P.P., of Welland ; Mr. J. H. Scott, of Kincardine.

"*Auditors.*—Mr. John Taylor and Mr. J. K. Macdonald, of Toronto.

"A hearty vote of thanks was then passed to Otto Klotz, Esq., the late President, for the valuable services rendered by him to the Association, and to the associate Institutes during his two years' term as President."

W. EDWARDS,

"Secretary."

The Treasurer's audited statement, hereunto appended, shows the total receipts for the year to have been \$1,230.93 ; balance from the previous year, \$1,090.02 ; together, \$2,320.95. The total expenditure for the year has been \$1,188.55 ; the balance in hand \$1,132.40. See detailed statement and vouchers on the table.

All which is respectfully submitted.

Signed by order of the Executive Committee.

OTTO KLOTZ,  
President.

W. EDWARDS,  
Secretary-Treasurer.

Toronto, September 15th, 1885.

*Treasurer's Analyzed Statement for the Year ending July 31st, 1885.*

1884.	RECEIPTS.	\$ c.	1884.	EXPENDITURE.	\$ c.
	To Balance in hand, Aug. 1st, 1884.....	1,090 02		By Printing Annual Reports and Circulars, Post-cards, etc.....	120 75
	" Legislative Grant for 1884-5.....	1,200 00		" Binding up, Indexing, etc., Roll Books and Record Books.....	34 75
	" Proceeds of Sales of 19 Roll Books.....	15 00		" Expenses of the Executive Committee for the year.....	46 50
	" Proceeds of Sales of 20 Record Books.....	15 93		" Postage, Telegrams, Blank Books and Stationery.....	51 55
				" Fees Paid Institutes for thirty-nine Scientific or Illustrated Lectures delivered.....	585 00
				" Ditto for 19 General Subject Lectures delivered.....	190 00
				" Auditor's Fees for 1883-4.....	10 00
				" Sec.-Treasurer's Remuneration for the year.....	150 00
				" Balance in hand, August 1st, 1885.....	1,132 40
		2,220 95			\$2,320 95

(Signed) J. K. MACDONALD, |  
JOHN TAYLOR, | AUDITORS.

Toronto, August 15th, 1885.

(1.) *Report of Dr. May, Superintendent, Ontario School of Art.*

## 2. ART SCHOOLS.

*Sixth Session of the Ontario School of Art.*

This session commenced on the 12th January, 1885. At the entrance examination the following professional certificates were granted.

## TORONTO ART SCHOOL.

*Grade B.*

Freehand Drawing. ....	9		Model Drawing. ....	14
Practical Geometry. ....	13		Memory and Blackboard Drawing.	5
Linear Perspective. ....	3			

*Grade A.*

Shading from flat examples ....	3		Advanced Perspective .....	5
Outline from the "Round." ....	6		Drawings from Flowers .....	5
Shading from the "Round." ....	7			

At the same examination the following certificates were granted to other institutions in affiliation with the Ontario School of Art.

## OTTAWA ART SCHOOL.

*Grade B.*

Freehand Drawing .....	2		Linear Perspective .....	3
Practical Geometry .....	6		Model Drawing .....	4

*Grade A.*

Shading from flat examples ....	3		Shading from the "Round." ....	1
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*Special Subjects.*

Painting in Oil Colors .....	2		Painting in Water Colors .....	7
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## LONDON ART SCHOOL.

*Grade B.*

Freehand Drawing .....	6		Model Drawing .....	10
Practical Geometry .....	17		Memory and Blackboard Drawing	2
Linear Perspective .....	2			

*Grade A.*

Machine Drawing .....				1
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## ALMA COLLEGE, ST. THOMAS.

*Grade B.*

Certificate, Grade B .....	1		Linear Perspective .....	3
Freehand Drawing .....	4		Model Drawing .....	1
Practical Geometry .....	5			

<i>Grade A.</i>				
Shading from flat examples . . . . .	2		Drawing from Dictation. . . . .	2
Outline from the "Round" . . . . .	2		Advanced Perspective . . . . .	1
Shading from the "Round" . . . . .	3		Industrial design. . . . .	1

KINCARDINE MECHANICS' INSTITUTE.

Practical Geometry . . . . .	7		Linear Perspective . . . . .	1
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ORANGEVILLE MECHANICS' INSTITUTE.

Freehand Drawing . . . . .	1		Model Drawing . . . . .	1
Practical Geometry . . . . .	9			

STRATHROY MECHANICS' INSTITUTE.

Practical Geometry . . . . .	8		Linear Perspective . . . . .	5
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The following teachers were appointed by the Minister of Education :—

*Elementary and Advanced Drawing.*

*Principal.*—Mr. W. Cruickshanks, A.R.C.A., Graduate of the Royal Academy, London, and Studio Yvon, Paris; Mr. Arthur Reading; Miss Windeat; Mr. Holmes.

*Painting in Oil and Water Colors.*

Mr. A. Dickson Patterson, A.R.C.A., Art Department, South Kensington, London.

COURSE OF INSTRUCTION.

*Elementary or Primary—Grade B.*

1. Freehand Drawing from flat examples.
2. Practical Geometry.
3. Linear Perspective.
4. Model Drawing.
5. Memory and Blackboard Drawing.

Students must pass the necessary examinations in two of these subjects before they can be permitted to study in the advanced classes.

*Second or High—Grade A.*

1. Shading from flat examples.
2. Outline Drawing from the "Round" (casts or nature).
3. Shading from the "Round."
4. Drawing from flowers and objects of Natural History.
5. Advanced Perspective.
6. Descriptive Geometry and Topographical Drawing.
7. Drawing from dictation.
8. Machine Drawing.
9. Building Construction.
10. Industrial Design.

*Special Subjects.*

1. Painting in Oil and Water Colors.
2. Modelling in Clay and Wax.
3. Wood Engraving, including Pictorial Work.
4. Wood Carving.

TERMS.

*Afternoon Classes in Drawing.*—\$6 per term of thirty-six lessons.

*Evening Classes in Drawing.*—\$3 per term of thirty-six lessons.

Teachers and Normal School students were admitted to these classes at half rates.

*Painting Classes.*—\$6 per term of twelve lessons.

*Modelling Classes.*—\$6 per term of twenty lessons.

*Wood Engraving Classes.*—\$6 per term of twenty lessons.

Fees to be paid in advance.

The classes were conducted as follows:—

*Afternoon Classes.*—Mondays, Wednesdays, and Fridays from 2 p.m. to 4 p.m.

*Evening Classes.*—Mondays, Wednesdays, and Fridays, 7.30 p.m. to 9.30 p.m.

*Painting Classes.*—Saturdays, 12 to 2 p.m.

*Certificates and Awards* open for competition to students in all Institutions in affiliation with the Ontario School of Art.

*Gold Medal* presented by the Honorable the Minister of Education for Advanced Course, Grade A.

#### *Rules for Guidance of Competitors for the Gold Medal.*

The candidates must be *bona fide* students in regular attendance at the affiliated Institution represented, as no teachers or outside students will be allowed to compete.

1. *Work done during the Session.* There is no restriction as to the character or manner of execution, nor the time occupied in the studies of ornamental design, and outline and shading from the antique, done during the session.

2. *Time Study—Drawing from the Antique, full figure.* The drawing shall not be less than two feet in height, on white paper, in chalk, either with or without the aid of stump, background shaded or plain. Work to be finished in 36 hours, regular school time, without assistance.

3. *Original Design.* This is to be executed in pencil, on paper provided by the Department, size of drawing not less than six inches by four inches; time four hours. The designs recommended are those suitable for wall paper, carpets, oil cloth, or such like purposes.

A Bronze Medal for highest number of marks in Primary Grade B.

A Bronze Medal will also be given for the highest number of marks in Grade B from a Mechanic's Institute Student. As the Education Department will exhibit Art School work at the Colonial Exhibition in London in 1886, the work for competition for medals must be sent to the Department not later than 15th February, 1886.

A proficiency certificate will be awarded for each subject. Any pupil who passes in all the subjects in the Primary Course shall be entitled to a certificate known as grade B; and any pupil who passes in the first eight subjects of the Advanced Course shall be awarded a certificate to be known as grade A. Pupils holding certificates on Machine Drawing and Building Construction may omit Drawing from Flowers, and Drawing from Dictation, when competing for Certificate Grade A.

The holder of a Primary certificate will be legally qualified to teach drawing in a High School, Model School or a Mechanics' Institute; the holder of an Advanced certificate in an Art School. The Education Department will accept a Primary certificate in lieu of the non professional examination in Drawing for any class or grade of public school teacher's certificate.

Any college or private school may, for the purpose of taking the Departmental Examination, and with the consent of the Education Department, be affiliated with the Toronto Art School.

#### *Purposes of the School.*

The aim of the Ontario School of Art is to prepare such teachers as may be required for teaching industrial drawing in Public and High Schools, Mechanics' Institutes, and Industrial Art Schools; also, to provide technical instruction and art culture to persons employed in the various trades, manufactures, etc., requiring artistic skill.

#### *The Educational Museum and Library.*

The *Museum*, which is accessible to students for purposes of study, contains a collection of several thousand *Reproductions of Art*, consisting of Antiquities; Ancient and Modern Statuary; Paintings and Engravings of the celebrated masters of the Italian,

German, Flemish, French and English Schools; Illustrations of Decorative Art, including Metal Work, Carved Ivory and Wood, Pottery, Porcelain and Glass, Textile Fabrics, Embroidery, Carvings on Ivory, Electrotypes, etc.

The *Library* contains a large collection of Publications on Art applied to Science and manufactures, books of instruction on Drawing and Painting, and illustrated books containing etchings, engravings, and wood-cuts of the pictures and sculptures in the principal galleries of Europe.

The *Art School Rooms* are well equipped with modern Art Studies and appliances for the rapid advancement of students.

To prevent overcrowding, it has been decided to take only a limited number of students, who will be received in the order of their application.

The following detailed statement shows the occupation of the students in attendance this session, and their purpose of study :

OCCUPATION.	PURPOSE OF STUDY.	No. OF STUDENTS.
<i>Afternoon Class.</i>		
Artist.....	Improvement.....	Males. 1
Art Students.....	“.....	2
Teachers.....	Teaching.....	2
Telegraph Operator.....	Artist.....	1
		Females.
Teachers.....	Teaching.....	4
Art Students.....	“.....	19
“ “.....	Improvement.....	12
“ “.....	Designing.....	1
No occupation.....	Not given.....	8
<i>Painting Class.</i>		
Teachers.....	Teaching.....	Females. 2
No occupation.....	“.....	5
“ “.....	Improvement.....	4
“ “.....	Not given.....	7
<i>Evening Class.</i>		
Artist.....	Artist.....	Males. 1
Art Student.....	Teaching.....	1
Apprentice.....	Improvement.....	1
Carpenter.....	Technical.....	3
Cabinet-maker.....	“.....	1
Clerks.....	Improvement.....	2
Draughtsmen.....	Technical.....	2
Engravers.....	“.....	7
Marble Cutter.....	“.....	1
No occupation.....	Improvement.....	4
Painter.....	“.....	1
School Pupils.....	“.....	19
Sign Writer.....	Technical.....	1
Student-at-Law.....	Improvement.....	1
Teacher.....	Teacher.....	1
Train Despatcher.....	Improvement.....	1
Wood Carver.....	Technical.....	3
		Females.
Public School Teacher.....	Teaching.....	14
Art Students.....	“.....	14
“ “.....	Improvement.....	11
Music Teacher.....	Teaching.....	1
Total.....		158

It will be seen from the above that 158 students attended the classes during the sixth term.

A simultaneous examination was held at the close of this session, commencing on the 1st of May, 1886. The following list shows the certificates taken by the Ontario Art School and Institutes affiliated therewith. (For Mechanics' Institute List see Table E).

## TORONTO ART SCHOOL.

*Grade B.*

Grade B Certificates.....	13	Linear Perspective.....	16
Freehand Drawing.....	10	Model Drawing.....	11
Practical Geometry.....	18	Memory and Blackboard Drawing	17

*Grade A.*

Grade A Certificate.....	1	Advanced Perspective.....	6
Shading from Flat.....	6	Descriptive Geometry.....	3
Outline from the "Round".....	7	Drawing from Dictation.....	6
Shading from the "Round".....	7	Industrial Design.....	5
Flower Drawing.....	8		

*Special Subjects.*

Oil Painting.....	2
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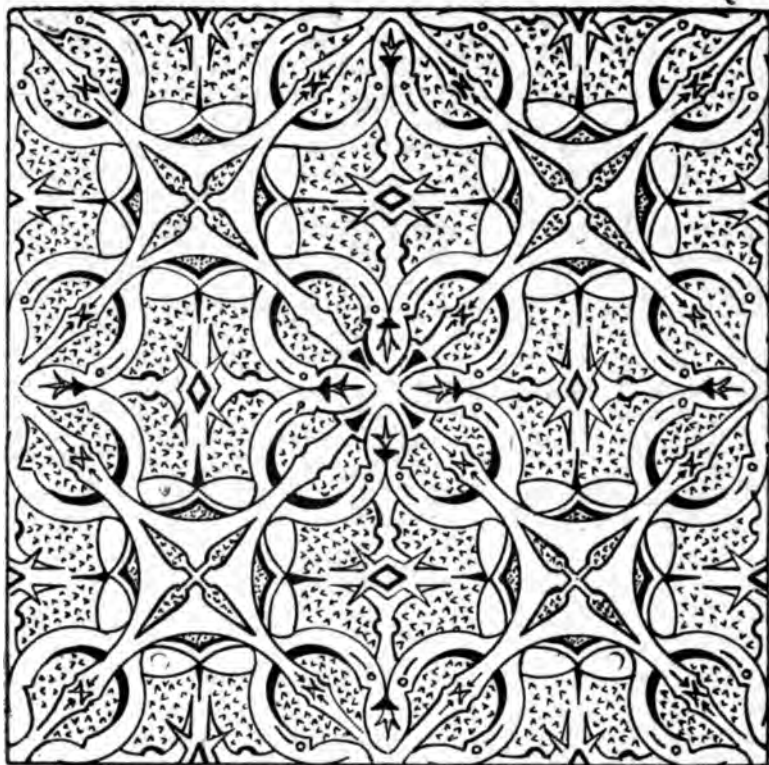
*Gold Medal.*

Miss Ida N. Banting.

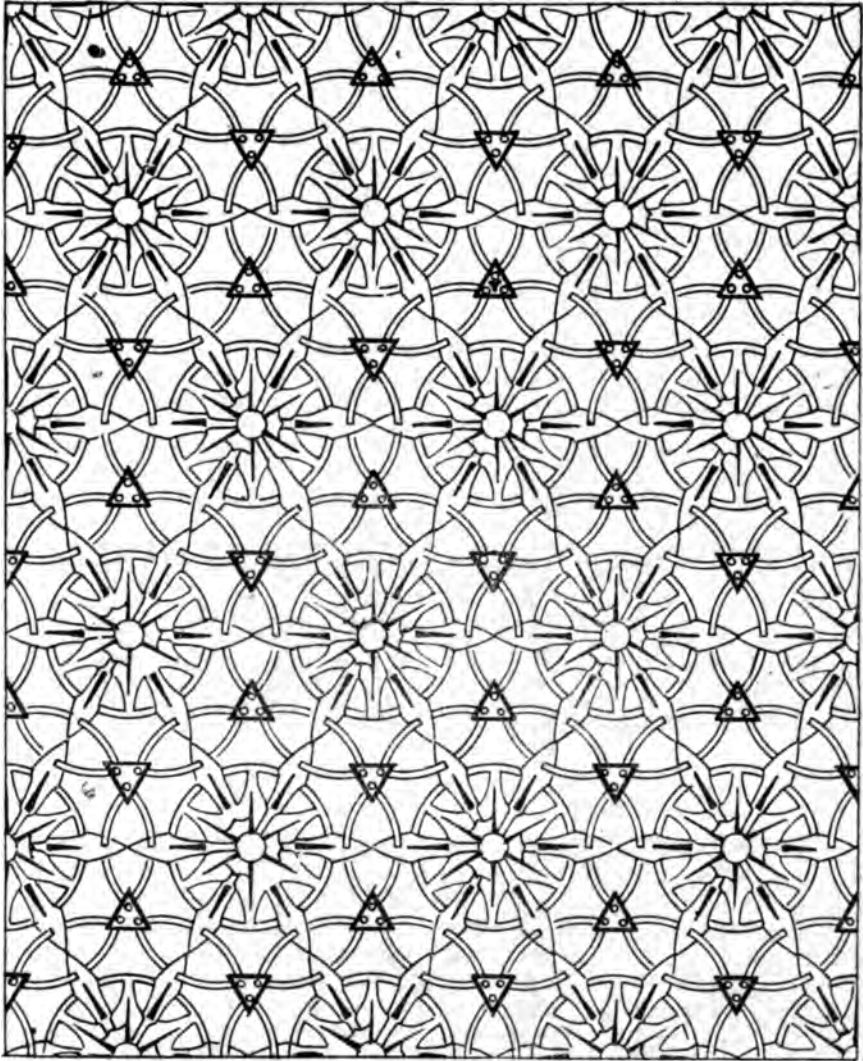
The studies in Industrial Design were published in the *Decorator*, of New York, a monthly publication of great value to manufacturers and persons interested in Industrial Design, and are recommended for reference in Mechanics' Institutes and Art Schools.

We are indebted to the *Decorator* for the following electrots of designs for wall paper, oil cloths, etc., by

MISS IDA N. BANTING.



DESIGN FOR FLOOR TILE. IDA N. BANTING.

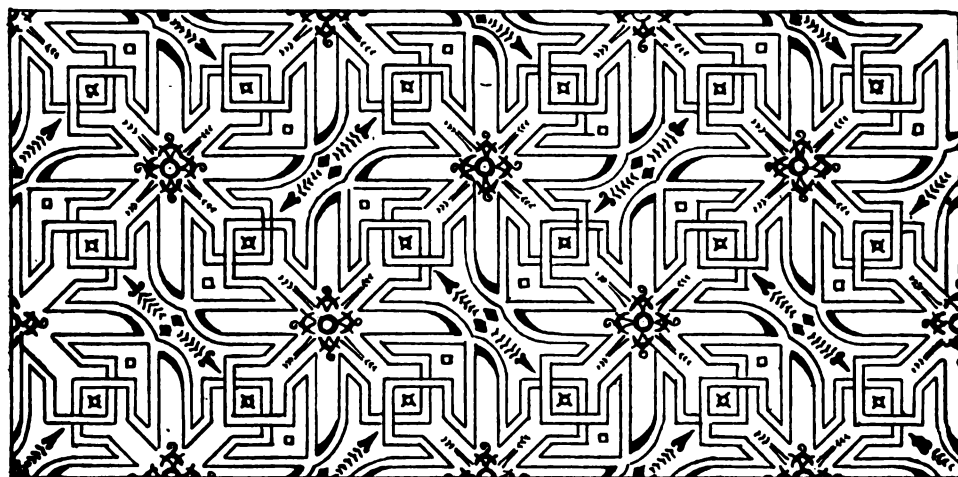


DESIGN FOR OIL CLOTH. IDA N. BANTING.





DESIGN FOR WALL PAPER. IDA N. BANTING.



DESIGN FOR OIL CLOTH. IDA N. BANTING.



DESIGN FOR DESSERT PLATE. IDA N. BANTING.

In the competition for the Gold Medal two of the candidates did such excellent work that the Examiners recommended the Minister to give special Diplomas, which were awarded Mr. S. Wright and Miss R. Bell Smith, both of the Toronto Art School.

The Gold Medal and Diplomas were presented by His Honor the Lieutenant-Governor, at a *conversazione* given by the students and teachers at the close of the session; at the same time an exhibition of students' work, from the Toronto Art School, Ottawa Art School, London Art School, Kingston Art School, Alma College, St. Thomas, Whitby Ladies' College, etc., was held in the Art School Rooms, at the Education Department. The attendance was so large and the exhibition so excellent that, at the request of the Lieutenant-Governor, it was kept open to the public for a fortnight.

#### *Bronze Medals.*

The B competition for the Bronze Medal was so close between two students from Alma College St. Thomas, and the Ladies' College, Whitby, that, at the recommendation of the Examiners, two medals were awarded as follows:—

Miss Nettie Nixon, Alma College, St. Thomas.

Miss B. Campbell, Ladies' College, Whitby.

The Bronze Medal for Mechanics' Institutes was taken by Wilson Taylor, Ingersoll.

LONDON ART SCHOOL.

*Grade B.*

Grade B Certificates .....	5	Linear Perspective .....	19
Freehand Drawing .....	16	Model Drawing .....	8
Practical Geometry .....	24	Memory and Blackboard Drawing	10

*Grade A.*

Drawing from Flowers .....	5	Mechanical Drawing .....	2
Advanced Perspective .....	8	Building Construction .....	3
Descriptive Geometry .....	4	Industrial Designs .....	2

*Special Subjects.*

Modelling in Clay .....	14
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OTTAWA ART SCHOOL.

*Grade B.*

Freehand Drawing .....	6	Model Drawing .....	2
Practical Geometry .....	10	Memory and Blackboard Drawing	3

*Grade A.*

Shading from Flat .....	1	Drawing from Flowers .....	1
Outline from Round .....	1	Advanced Perspective .....	2
Shading from Round .....	3		

*Special Subjects.*

Painting in Oil Colors .....	5
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KINGSTON ART SCHOOL.

*Grade B.*

Freehand Drawing .....	9	Linear Perspective .....	23
Practical Geometry .....	23	Model Drawing .....	12

ALMA COLLEGE, ST. THOMAS.

*Grade B.*

Grade B Certificates .....	6	Linear Perspective .....	4
Freehand Drawing .....	3	Model Drawing .....	7
Practical Geometry .....	12	Memory and Blackboard Drawing	7

*Grade A.*

Grade A Certificate .....	1	Advanced Perspective .....	3
Shading from Flat .....	4	Descriptive Geometry .....	1
Outline from Round .....	1	Drawing from Dictation .....	2
Shading from Round .....	3	Building Construction .....	1
Flower Drawing .....	1		

## ONTARIO LADIES' COLLEGE WHITBY.

*Grade B.*

Grade B Certificate .....	1	Linear Perspective .....	6
Freehand Drawing .....	10	Model Drawing .....	10
Practical Geometry .....	14	Memory and Blackboard Drawing	4

## BERLIN HIGH SCHOOL.

*Grade B.*

Practical Geometry .....	5	Linear Perspective .....	2
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## BELLEVILLE HIGH SCHOOL.

*Grade B.*

Grade B Certificate .....	2	Linear Perspective .....	4
Freehand Drawing .....	20	Model Drawing .....	3
Practical Geometry .....	61	Memory and Blackboard Drawing	3

## MORRISBURG HIGH SCHOOL.

*Grade B.*

Freehand Drawing .....	3	Model Drawing .....	2
Practical Geometry .....	41	Memory and Blackboard Drawing	5
Linear Perspective .....	5		

*Summer Session for Teachers.*

In consequence of the great demand for teachers of Drawing, the Minister decided that free classes should be conducted during the holidays of this year, and the following circular was issued to the County and High School Inspectors:—

## ONTARIO SCHOOL OF ART.

## EDUCATION DEPARTMENT.

SIR,—I am directed by the Honorable Minister of Education to request you to inform the teachers in your district that Free Industrial Drawing Classes will be conducted during the ensuing summer holidays for the benefit of Public, Model School, and High School teachers.

The Classes will commence on Tuesday, 7th July, 1885, and continue until the end of the month.

These Classes will be conducted by competent Art Instructors, and will consist of the following primary subjects:

*Elementary or Primary Grade B.*

1. Freehand from flat examples .....
  2. Practical Geometry .....
  3. Linear Perspective .....
  4. Model Drawing .....
  5. Memory and Blackboard Drawing .....
- 12 lessons.  
12 lessons.  
12 lessons.  
12 lessons.  
12 lessons.

*Second or High Grade A.*

1. Shading from flat examples ..... 20 lessons.
2. Industrial Design ..... 15 lessons.
3. Machine Drawing ..... 15 lessons.
4. Drawing from Dictation ..... 10 lessons.

At the close of the session examinations will be held, and successful candidates will be awarded certificates of proficiency. (65 teachers were awarded full certificates in Grade B last year entitling them to teach Industrial Drawing in Mechanics' Institutes and Public Schools.)

Any teacher not a student in the Art School may become a candidate for examination provided that application is made not later than 15th July.

The success of the Free Drawing Classes last summer in obtaining for so many teachers lucrative employment as teachers of drawing in Mechanics' Institutes will no doubt induce a large number to apply for the privilege of attending these classes, but as the accommodation is limited, it is probable that all the applicants cannot be admitted; therefore the students will be taken in the order of application until the school is full. Notification will be sent to the applicants as soon as their names are enrolled.

A list of boarding houses will be sent on application.

Yours truly,

S. P. MAY,

TORONTO, 14th April, 1885.

Superintendent.

In response to this circular, applications were received from Teachers in the following Counties:—

Counties.	Male.	Female.	Counties.	Male.	Female.
Addington .....	3	..	Northumberland .....	1	..
Brant .....	4	2	Ontario .....	8	9
Bruce .....	5	4	Oxford .....	4	9
Dufferin .....	1	..	Peel .....	3	..
Durham .....	2	5	Perth .....	3	..
Elgin .....	3	..	Peterboro' .....	1	2
Essex .....	1	4	Prescott .....	2	..
Frontenac .....	1	1	Prince Edward .....	3	1
Grenville .....	..	1	Simcoe .....	11	3
Grey .....	5	..	Stormont .....	1	..
Halton .....	3	3	Victoria .....	3	1
Hastings .....	8	5	Waterloo .....	9	2
Huron .....	3	2	Welland .....	2	..
Kent .....	1	3	Wellington .....	4	4
Lambton .....	2	..	Wentworth .....	5	2
Lanark .....	5	1	York .....	19	37
Lennox .....	1	..			
Lincoln .....	4	4			
Middlesex .....	2	3			
Norfolk .....	5	..			
				138	106
			Total Males, 138 ; Females, 106=246		

The following teachers were appointed:—

Mr. Reading, Mr. Bell Smith, Mr. Merchant, Miss Hunter.

The two latter were students at the previous summer session, whose success was so great as teachers of Drawing during the following winter that the Minister appointed them as teachers at the summer classes.

In order to provide accommodation for such a large number of students the lecture rooms of the Normal School were used in addition to the Art School Rooms in the Education Department.

The teachers as students were most assiduous and persevering and the result was most satisfactory. It was fully demonstrated at the examination that school teachers from their previous training of the eye and hand, can easily acquire the necessary practical knowledge to become efficient teachers of Drawing, and it is most remarkable that some of them who had no prior instruction in the advanced subjects surpassed two or three regular students of the Art School who were in attendance at these classes.

During their visit to Toronto the monotony of hard work was relieved by various entertainments, including a reception at Government House by His Honor the Lieutenant-Governor, visits to the University and other public institutions, and a trip to Niagara Falls.

178 Students presented themselves for Examination.

The following certificates were awarded :—

*Grade B.*

Teachers' Certificates .....	79	Linear Perspective .....	40
Freehand Drawing .....	32	Model Drawing .....	28
Practical Geometry.....	48	Memory and Blackboard Drawing	29

*Grade A.*

Teachers' Certificates .....	2	Advanced Perspective.....	14
Reading from Flat .....	14	Advanced Geometry.....	4
Reading from Round .....	11	Drawing from Dictation.....	28
Outline from Round .....	1	Industrial Design .....	17
Drawing from Flowers.....	9	Machine Drawing.....	16

The press throughout the Province were unanimous in their opinion of the benefit to be derived from these classes.

The following is a *Globe* editorial of 15th May, 1885:—

#### ART SCHOOL EXAMINATIONS FOR TEACHERS.

“The High and Public School teachers of this Province may justly feel proud of the success of their professional brethren at the Art School examinations just closed at the Education Department.

“It is only a year ago that the Minister of Education established drawing classes for teachers during their holidays. It was then considered by some persons that the time was too short for those unacquainted with drawing to become sufficiently familiar with its principles in order to impart instruction to others. But time has proved that the scheme introduced by the Hon. Mr. Ross is thoroughly practical. About one hundred teachers received instruction in drawing at the summer session last year. A large number of these taught drawing last winter at Mechanics' Institutes and other institutions. Two of the students of that year were so successful with their classes that the Minister appointed them as teachers in the Art School of this year, and the result has been most satisfactory.

“Nearly 250 teachers have been in attendance during the present session. A large number of applicants could not be admitted for want of room. It was therefore deemed advisable to select a certain number from each county, so that the knowledge obtained might be disseminated uniformly throughout the Province. About two hundred came up for examination, and their success, as may be seen from the list published elsewhere, is far greater than that of any previous class either of teachers or regular Art School students.

“The teachers are certainly deserving of great praise for thus devoting the time usually taken for recreation and recuperation of health to that kind of work which is not only of benefit to themselves but to the whole Province. The importance of industrial art education is only now being recognized in Ontario. Independently of the artistic, there is

practical value in the training. Every mechanic should possess a certain amount of knowledge of drawing, so as to enable him to understand the work he has to accomplish. Educationists and manufacturers are now united in the opinion that industrial drawing is the foundation of all industrial education. In machine shops alone it is calculated that the productive efficiency would be increased thirty-three per cent. if every mechanic could read working drawings so as to work by them.

"In the system adopted by the Minister of Education, both in Art Schools and the series of drawing books just published for use in the Public Schools, it has been considered that the amount of artistic training of the eye and the hand required by the various trades may be divided into different grades, such as copying designs and drawings, making working drawings and plans, drawing pieces of machinery, animals, etc., and making industrial designs. We understand that Mr. Ross is providing increased accommodation for the ensuing winter evening classes at the Education Department so that mechanics may pursue the course of study and style of drawing most required in their special occupations.

"Examples of the work done at the recent time examination are now on view at the Education Department."

## TEACHERS' CERTIFICATES—GRADE B.

Granted up to August, 1885.

NAMES.	ADDRESS.	NAMES.	ADDRESS.
<i>Males.</i>		<i>Females.</i>	
John Andrews	Ingersoll.	Marilla Adams	St. Thomas.
A. Barber	Bowmanville.	Bertha Appleton	Keswick.
T. A. Bellamy	Preston.	Jessie Baxter	Ingersoll.
A. E. Baskerville	Dundas.	Priscilla Black	Toronto.
F. M. Bellsmith	London.	Jennie Bragley	Toronto.
E. R. Babbington	London.	Nellie Burr	Toronto.
Richard Bland	London.	Fanny Brown	St. Thomas.
Edgar Bogart	Newmarket.	Lizzie Barron	Toronto.
O. Buist	Bolton.	Carrie S. Barron	Toronto.
J. T. Bowerman	Ottawa.	Maud Bell	Toronto.
John Burchill	Oshawa.	Mina Bee	Toronto.
Thomas Beath	Oshawa.	Aggie Barr	Ingersoll.
Louis C. Bell Smith	Toronto.	Lydia Barr	Ingersoll.
Alex. Butchart	Mildmay.	Birdie F. Carlyle	Woodstock.
David Bean	Elmira.	Eva Brook	St. Thomas.
Ira D. Breuls	Sharon.	B. Campbell	Whitby.
A. H. Crassweller	Blake.	Lena Chesley	Ottawa.
Frank Crassweller	Zurich.	Jane W. Chisholm	Paisley.
Cyrus Coombe	Solina.	E. M. Chapman	Toronto.
R. Crockett	Seaforth.	A. H. Durie	Ottawa.
R. Coates	Burlington.	J. Dodds	Welcome.
A. Crichton	Waterdown.	Eva Deake	Mount Forest.
C. A. Chant	Maxwell.	Mina Faircloth	Toronto.
W. F. Chapman	Waterloo.	Hannah Freeman	Toronto.
A. E. Caverhill	St. Catharines.	Eliza S. Fitzgerald	Dundas.
P. W. Currie	Nairn.	Fanny L. Gillespie	Picton.
J. S. Deacon	Ingersoll.	Margaret T. Gowans	Toronto.
John K. Dowsley	Prescott.	Annie Gormley	Toronto.
Chas. W. DeRose	Elmbank.	Mary Hunter	Belleville.
M. G. Dippel	Waterloo.	V. Howard	Toronto.
John Edgington	Mount Elgin.	Susan A. Hegler	Brampton.
Chas. Eggleton	Bogart.	Lizzie Hegler	Brampton.
N. W. Ford	St. Thomas.	Hattie E. Hannah	Orillia.
A. J. Faulds	Walkerton.	Mary Hunter	Belleville.
Ruben S. Fralick	Plattsville.	Clara Holtorf	Lindsay.
H. M. Goring	Homer.	H. N. Harrison	Woodstock.
Henry Gray	Milton.	M. Jones	Shelburne.
D. M. Grant	Petrollea.	Ada Johnston	London.
R. A. Gray	Eglington.	Lizzie Koele	Peterboro.
John N. Gray	St. Marys.	Alice Kirk	Toronto.
F. C. Gordon	Colborne.	Florence J. King	Port Hope.

## TEACHERS' CERTIFICATES—GRADE B.

NAMES.	ADDRESS.	NAMES.	ADDRESS.
<i>Males.</i>		<i>Females.</i>	
Graham .....	Walkerton.	Martha Logan .....	Stayner.
Hicks .....	Parkdale.	Carris D'A. Lang .....	Lindsay.
Hopper .....	Newburg.	Nellie Levey .....	Toronto.
Henderson .....	Whitby.	Eva Lennox .....	Toronto.
S. Hobbs .....	London.	Jennie Milne .....	Toronto.
Harrison .....	Georgetown.	Helen Macklin .....	Toronto.
C. Hamilton .....	Smith's Falls.	Tillie Moore .....	Queensville.
Henry .....	Toronto.	Mary C. Moyer .....	Beamsville.
Jaques .....	Colborne.	Maud Morrison .....	Toronto.
James .....	Collingwood.	Jessie MacRae .....	Belleville.
Johnston .....	Strathroy.	Lilian Ross MacRae .....	Belleville.
R. Innis .....	Alliston.	Mary McKindly .....	Perth.
Jewell .....	London.	Jessie Niven .....	Toronto.
D. Knox .....	Parry Sound.	Marion H. Nelson .....	St. Catharines.
Kenan .....	Barrie.	Nellie Nixon .....	St. Thomas.
Longman .....	Limehouse.	Ida Northrup .....	Aylmer.
Lorrimer .....	Port Robinson.	M. A. Northcott .....	Belleville.
Lewis .....	Petrolia.	Lizzie Oille .....	St. Catharines.
Laur .....	Aylmer.	Maria Oldham .....	Guelph.
Armon Lent .....	Nobleton.	Cassie E. Palmer .....	Picton.
Martyn .....	Bath.	Jane Pettit .....	St. Thomas.
Merchant .....	Ingersoll.	J. A. E. Payne .....	St. Thomas.
Mueller .....	Berlin.	Gussie Preston .....	Toronto.
Macdonald .....	Camlachie.	Georgina S. Riches .....	Toronto.
McPherson .....	Prescott.	Annie Rose .....	Georgetown.
McPherson .....	Crieff.	Annie Ridley .....	Chatham.
Macpherson .....	Newmarket.	C. E. M. Ridgeway .....	Guelph.
Moore .....	Solina.	Lillias P. Rankin .....	Dundas.
Walter Moyer .....	Preston.	Jeannie M. Roddick .....	Port Hope.
Murray .....	Picton.	May Ross .....	Barrie.
McKay .....	Seaforth.	May F. Spence .....	Toronto.
McClure .....	Pern.	L. J. Sheppard .....	Toronto.
Norish .....	Rockwood.	Christina M. Smiley .....	Toronto.
Nutting .....	Cannington.	Jessie Simple .....	Toronto.
H. Parkham .....	Owen Sound.	Mrs. Luellen Williams .....	Windsor.
Wm Rannie .....	Newmarket.	Jennie Whitelaw .....	Woodstock.
Wm Rosewarne .....	Camlachie.	Sibbald Winterbottom .....	Toronto.
Richardson .....	Pickering.	M. Worth .....	Toronto.
Roberts .....	Toronto.	Edith Wallace .....	St. Thomas.
Rose .....	Milford.	Bertha G. Watson .....	Trenton.
Smith .....	Kingston.	Marcella Warren .....	Toronto.
Stevenson .....	Waterdown.	Hattie E. Walrong .....	Toronto.
Shaw .....	Barrie.	Lizzie Young .....	Toronto.
W. Sloan .....	Blyth.		
Stoltz .....	Mannheim.		
Sinclair .....	Ridgetown.		
Anderson .....	Harriston.		
Stevens .....	Collingwood.		
E. Thom .....	St. Marys.		
Wm Taylor .....	Ingersoll.		
Tilley .....	Bowmanville.		
Ventress .....	Kincardine.		
Walrond .....	Almonte.		
Wightman .....	Ruthven.		
Walker .....	St. Catharines.		
Wark .....	Sarnia.		
Wm Watson .....	Aylmer.		
Wallace .....	Orillia.		
Ward .....	Collingwood.		
Young .....	Niagara Falls.		
Wm Young .....	Ballinafad.		



## TEACHERS CERTIFICATES, GRADE A, GRANTED UP TO AUGUST, 1885.

NAME.	ADDRESS.	NAME.	ADDRESS.
<i>Male.</i>		<i>Female.</i>	
F. M. Bell Smith .....	London.	Maud Hughes .....	Parkdale.
R. Holmes .....	Cannington.	Marilla Adams .....	St. Thomas.

*Special Awards.*

Gold Medal .....	Ida N. Banting, Toronto.
Diploma .....	S. Wright, Toronto.
Diploma .....	R. Bell Smith, Toronto.
Bronze Medal .....	B. Campbell, Whitby.
Bronze Medal .....	Nettie Nixon, St. Thomas.
Bronze Medal .....	Wilson Taylor, Ingersoll.

*Special Certificates.*

## WATER COLORS.

NAME.	ADDRESS.	NAME.	ADDRESS.
May Ballantyne .....	Ottawa.	Lilly Odell .....	Ottawa.
A. H. Durie .....	"	Hallie Vosburg .....	"
Francis Henry .....	"	Tilly Wills .....	"
Carrie S. Lampman .....	"		

## OIL COLORS.

NAME.	ADDRESS.	NAME.	ADDRESS.
R. Bell Smith .....	Toronto.	Miss MacNult .....	Ottawa.
Mrs. Coates .....	Ottawa.	Eloise Smith .....	"
Annie Hunter .....	"	Achille Trechelle .....	"
Miss Hill .....	"	P. A. Watson .....	Doon.
Miss Henry .....	"		

## MODELLING IN CLAY.

NAME.	ADDRESS.	NAME.	ADDRESS.
<i>Males.</i>		<i>Females.</i>	
George L Anundson .....	London.	Miss Brierly .....	London.
Richard Bland .....	"	Miss Babb .....	"
George Bennet .....	"	Miss Gunn .....	"
H. Harding .....	"	Mrs. A. C. Johnston .....	"
J. R. Peel .....	"	Miss Lovebridge .....	"
Mr. Hancock .....	"	Miss Clara Peel .....	"
Mr. Yeates .....	"		

## SEVENTH SESSION OF THE ONTARIO SCHOOL OF ART.

This session commenced on the 12th of October, 1885. There was no entrance examination, the teachers being empowered to advance students to the higher classes according to merit.

The following teachers were appointed by the Minister of Education:—

*Principal*—Mr. W. Cruickshanks; Mr. Arthur Reading; Miss Windeat; Miss Payne.

*Painting in Oil and Water Colors.*

Miss Peel.

*Course of Instruction.*

The same as in the preceding session, with the exception of painting classes being \$2 per month of eight lessons.

The following list shows the occupation of students in attendance at this session:—

OCCUPATION.	PURPOSES OF STUDY.	No. OF STUDENTS.
<i>Afternoon Drawing Classes.</i>		<i>Males.</i>
Art Student .....	Professional .....	1
Baker .....	Technical .....	1
Lithographic Artist .....	Artist .....	2
No occupation .....	Teaching .....	2
Painter .....	Technical .....	1
		<i>Females.</i>
Music Teacher .....	Teaching .....	1
No occupation .....	" .....	15
" .....	Improvement .....	19
<i>Afternoon Modelling Class.</i>		
Music Teacher .....	Teaching .....	1
No occupation .....	" .....	1
Teachers .....	Improvement .....	5
	Teaching .....	5
<i>Morning Painting Class.</i>		
No occupation .....	Improvement .....	15
Teachers .....	Teaching .....	8
	" .....	3
Total .....		80

Occupation of Students—*Continued.*

OCCUPATION.	PURPOSE OF STUDY.	No. of
		STUDENTS.
<i>Evening Drawing Classes.</i>		<b>Males.</b>
Architects	Technical	2
Artists	Professional	2
Book-keeper	Designing	1
Bricklayers	Technical	2
Cabinet-makers	"	3
Carpenters	"	6
Clerks	Improvement	4
Confectioners	Technical	2
Draughtsmen	Improvement	3
Engravers	Technical	12
Japanning	"	1
Lithographers	"	3
Machinist	"	1
Message boy	Improvement	1
No occupation	Artist	1
Normal School students	Teaching	13
Painter	Technical	3
Paper hanger	"	2
Photographer	"	3
School pupils	Improvement	11
School teachers	Teaching	2
Train despatcher	Improvement	1
Wood carver	Technical	1
Milliners	Teaching	2
No occupation	"	12
"	Improvement	8
Normal School students	Teaching	1
Public School teachers	"	11
<i>Evening Modelling Class.</i>		<b>Males.</b>
Art Student	Teaching	1
Carpenter	Technical	1
Marble Cutter	"	1
No occupation	Teaching	1
Painter	Technical	1
School pupil	Improvement	1
No occupation	Teaching	4
"	Improvement	5
Photographer	"	1
Teacher	Teaching	1
<b>Total</b>		<b>131</b>

80 students attended the Afternoon Classes.

131 students attended the Evening Classes.

## (2.) REPORT OF THE WESTERN ONTARIO SCHOOL OF ART AND DESIGN, LONDON.

SIR,—On behalf of the Board of Directors of the Western School of Art, I have the honor to submit the report of the school for the year ending 31st December, 1885.

The School is governed by a board of directors who are elected annually, the following being the names of those at present constituting the Board, viz.:—Col. John Walker, President; Wm. Saunders, Vice-President; D. McKenzie, M.P.P.; W. N. Meredith, M.P.P.; Jas. Griffiths, R.C.A.; B. Cronyn; Col. R. Lewis; John Labatt; John Marshall; John H. Griffiths; J. R. Peel; S. K. Davidson; and Charles Chapman.

The School was opened for the Winter Term in January with 67 pupils for the evening classes, the latter being principally devoted to oil and water color painting and modelling in clay.

An extra term was held from May to June (as many of the pupils were desirous to continue their studies as long as possible), which was attended by 60 pupils.

The Fall Term of October to December had in attendance 67 pupils for the evening classes and 27 for the afternoon classes.

In the China Painting Classes (which are conducted separately) the number in attendance in the three terms during the year was 34.

The School being affiliated to the Ontario School of Art, and the curriculum of study being the same, most of the pupils in the evening classes availed themselves of the opportunity to take the examinations in the various classes in which they were studying. The following number obtained certificates of proficiency in Grade B :

Freehand Drawing.....	18	Model Drawing.....	9
Practical Geometry .....	26	Memory and Blackboard Drawing	11
Linear Perspective.....	19		

*In Grade A.*

Outline Drawing from the Round	1	Machine Drawing.....	2
Drawing from Flowers .....	5	Building Construction .....	3
Advanced Perspective .....	9	Industrial Design .....	2
Descriptive Geometry .....	4	Modelling in Clay.....	14

Taking into consideration that a large number of the pupils had studied only during one term for the examination, the result under the circumstances must be considered as very satisfactory.

The following are the number of pupils studying in the various classes during the term just closed.

*In Grade B (Elementary).*

Freehand Drawing.....	18	Model Drawing.....	20
Practical Geometry .....	23	Blackboard and Memory Drawing	3
Linear Perspective.....	30		

*In Grade A (Advanced).*

Shading from the Flat .....	16	Advanced Perspective .....	2
Outline from the Round .....	4	Machine Drawing.....	3
Shading from the Round .....	5	Designing .....	5
Drawing from Flowers .....	3	Modelling in Olay.....	10

In the following report of the Secretary-Treasurer will be found the details of the receipts and expenditure during the year :—

*Receipts.*

Balance on hand Jan. 1st, 1885 .....	\$666 29
Fees from pupils .....	675 00
Government grant .....	1,000 00
Interest on deposits .....	23 80
	\$2,365 09

*Disbursements.*

Rent, fuel, light, and attendance . . . . .	\$300 00
Tuition, four teachers . . . . .	1,462 00
Secretary-Treasurer's salary . . . . .	75 00
Printing and advertising . . . . .	35 40
Studies purchased . . . . .	35 50
Kilns, etc., for burning clay . . . . .	110 50
Repairs of models, etc . . . . .	10 60
Sundry accounts . . . . .	44 57
Stationery and postage . . . . .	6 00
Insurance . . . . .	6 00
	<hr/>
	2,085 57
Balance on hand December 31st, 1885 . . . . .	279 52
	<hr/>
	\$2,365 09

CHARLES CHAPMAN,  
Secretary-Treasurer.

London, 8th January, 1886.

## (3.) REPORT OF THE ART ASSOCIATION, OTTAWA.

Sir,—I have the honor to submit the following statement, showing the position and working of the Art School here, for the year 1884-5.

The School opened on the 1st of October, 1885, and closed on the 31st of March, 1886. The staff consisted of three teachers. The total number of students attending was 87. In January a Government Examination took place, 29 pupils being examined, and 28 certificates granted. At the second examination, held in May, there were 37 pupils examined, and 23 certificates granted, in addition to two teachers' certificates of the primary grade.

The membership of the Association for the year was as follows: life members, 26; ordinary members, 48; total, 73. The fee for ordinary members is \$5 a year, while the payment of \$50 constitutes a life member.

The following, being the treasurer's statement printed in the last annual report, shows the financial condition of the school in April last.

## TREASURER'S STATEMENT.

*Construction Account.*

Balance to credit per last audit . . . . .	\$1,862 54
Donations received during year . . . . .	420 00
Receipts from other sources . . . . .	2 37
	<hr/>
	\$2,284 91

*Contra.*

Reduction of Mortgages . . . . .	\$1,600 00
Payments for Interest . . . . .	101 59
“ Improvements . . . . .	94 50
“ Legal Services . . . . .	30 00
	<hr/>
	1,826 09
	<hr/>
	\$458 82

*Maintenance Account.*

Grant by Government of Ontario .....	\$300 00	
Donations received during year .....	200 00	
Subscriptions .....	195 00	
School Fees for 1884-5 .....	\$504 00	
"    Arrears 1883-4 .....	22 00	
		526 00
Special Donations to Prize Fund .....	30 00	
Receipts from other sources .....	17 49	
		<u>\$1,268 49</u>

*Contra.*

Balance to debit per last audit .....	\$174 39		
Payments, Salaries of Teachers ..	\$1,020 00		
"    Heating .....	106 50		
"    Light .....	95 70		
"    Printing and Adver-			
tising .....	75 20		
"    Stationery, etc .....	30 95		
"    Casts .....	27 30		
"    Life Models .....	29 00		
"    Prizes, 1884 .....	29 60		
"    "    1885 .....	8 00		
"    Miscellaneous .....	65 08		
		<u>1,487 33</u>	
			<u>1,661 72</u>
			<u>393 23</u>
Balance in Quebec Bank .....			<u><u>\$65 59</u></u>

*Summary.*

Balance in Bank at date of last audit .....	\$1,688 15	
Receipts during the year, construction account .....	422 37	
"    "    maintenance account .....	1,268 49	
		<u>\$3,379 01</u>
Expenditure, Construction account .....	\$1,826 09	
"    Maintenance account .....	1,487 33	
		<u>\$2,313 42</u>
Balance in Bank as above .....		<u><u>\$65 00</u></u>

DOUGLAS STEWART,  
Acting Treasurer.

In preparation for the present session of the School, arrangements will be made with the special view to developing the industrial art classes, in which the Government is more immediately interested.

In addition to the premises owned by the Association, the Board rented and adapted a large adjacent room, and increased the staff of teachers to eight; this includes teachers for clay modelling and artistic needlework.

The session opened on the 15th of September. The total number of pupils who have so far attended is 133. The following is their division according to the subjects studied :

Freehand .....	77
Design .....	46
Practical Geometry .....	18
Perspective.....	26
Model Drawing .....	13
Shading from Flat.....	22
Outline from Round .....	7
Shading " .....	3
Machine Drawing .....	7
Building Construction .....	6
Drawing from Antique.....	28
Water Colours .....	19
Oil " .....	10
Life, draped .....	17
" nude .....	5
Clay Modelling .....	6
Artistic Needlework .....	24

The foregoing will, it is hoped, show that this Association is endeavouring to further, in all possible ways, the views of the Government in respect of Art Education.

FREDERICK A. DIXON,  
Secretary.

Ottawa, 20th December, 1885.

#### (4.) REPORT OF THE KINGSTON ART SCHOOL.

SIR,—This school has been in existence only one year. During the first session which opened in December, 1884, and lasted six months, sixty-nine students attended. The school was then supported by subscriptions and students' fees, and was governed by directors appointed by the subscribers. The present session, which will continue eight months, commenced in October, 1885. The number of students so far is as follows :—Advanced Course, Grade A, 24 ; Primary Course, Grade B, 37 ; Oils and Water Colors Class, 22 ; 13 of whom attend the Drawing Class also.

Classes in Drawing are held three afternoons and three evenings each week ; in Painting, three mornings weekly. A class for instruction in sketching from nature is held once a week.

The curriculum of study is that laid down by the Ontario School of Art ; the fees charged are the same as in that school. Two teachers are employed ; the head master's salary is \$107 per month, the assistant's \$48 per month.

In November, 1885, Dr. May visited the school in order to confer with the directors regarding affiliation with the Ontario School of Art, when it was unanimously agreed that the proposed regulations respecting Art Associations be accepted, so that the school now receives the same advantages as the Ontario School of Art in regard to certificates, medals, etc.

A subsidy of \$400 has been granted by the Provincial Government, so we trust that the school is now firmly established.

The total amount of receipts and expenditure from the opening of the school, December, 1884, till December 29th, 1885, is as follows :

*Receipts.*

Subscriptions .....	\$308 00
Students' fees .....	928 75
Government grant .....	400 00
	\$1,636 75

*Expenditure.*

Rent, fuel, light .....	\$175 00
Teachers' salaries .....	990 00
Casts and models .....	120 00
Furnishing rooms .....	161 00
Caretaker, printing .....	55 00
Sundries .....	8 00
	1,509 00
Balance in hand .....	127 75
	\$1,636 75

*Kingston 28 Dec., 1885.*

BELLA DICKSON,  
Secretary.

(5.) REPORT OF THE ONTARIO SOCIETY OF ARTISTS.

SIR,—On behalf of the executive council, I have pleasure in submitting the following report :—

*Membership.*—During the year our roll of membership has been increased by the addition of four names.

*Exhibitions.*—With regard to our last annual exhibition, it is gratifying to find that contact with each other is advancing the standard of Art amongst us, as is manifest by the superiority of last season's work over that of the preceding exhibition. During the year we have been enabled to hold two loan exhibitions of works of European and American artists. Those exhibitions have been attended with moderate financial success, and we trust that the results of being able to study the productions of our more favored brethren will be far reaching, both as to our own progress, and in the higher appreciation of Art by the public. The Society being asked to again take in hand the Art department of the Industrial Exhibition, the work was declined. That department was therefore omitted last year.

*Sales.*—The continued depression in the commercial world has been severely felt by the Artists, sales being few and small. One auction sale of works by our members has been held during the year, the result being such as to cause serious doubt as to the wisdom of such a mode of disposing of our work.

*School of Art.*—This important branch of Art labor has, during the year, passed from our management. Some difficulty being experienced in the working of a mixed council, the Honorable, the Minister of Education considered it judicious to take it wholly under his own control. The school has ever been the object of anxious care and thought, and its future will be noted with the deepest interest.



*Life Class.*—This class has just closed another season of successful study. As in past seasons, it has been a source of pleasure and profit to the students. At the beginning of the course it was determined by the representatives of the Royal Canadian Academy and our own Society, that any Art Students may be admitted to study in this class, free of charge, upon showing sufficient ability by drawing from the cast. This privilege has been largely used by the advanced students of the Government Art School, who have thus been able, without additional expense, to enter upon a more pronounced artistic study. We venture to hope that this united action of the Royal Canadian Academy and our Society will be continued and extended, so that the higher branches of Art study may be obtainable amongst us.

*Art Union.*—With regard to the success of this valuable means of promoting a taste for Art amongst the people, you are respectfully referred to the report of the Hon. G. W. Allan, Chairman of the Art Union Committee.

*Financial.*—In laying before you the accounts for the past year, it affords me great pleasure to say that successful endeavor has been made to reduce expenditure as low as possible, and we trust that the economical management of the finances will meet with your approval.

In closing this report your council would congratulate the Society upon the fact that notwithstanding financial depression and unsettled times, we have been enabled to maintain our stand, and also make some little advancement. We look with confidence for returning commercial activity and prosperity, which will bring a much brighter future for our Society.

WILLIAM REVELL,  
Vice-President.

*Statement of Receipts and Expenditure for the Year ending May 1st, 1885.*

RECEIPTS.	\$ c.	EXPENDITURE.	\$ c.
Balance of Assets, 1st May, 1884.....	571 52	Rent and Insurance.....	385 52
Grants from Ontario Government.....	500 00	Salaries and Caretaker.....	468 65
Members' Annual Subscriptions.....	460 00	Loss on Exhibition.....	17 01
Profit on 'Jairus' Daughter' Exhibition	221 06	"    Loan Exhibition.....	44 07
"    Photographer.....	25 00	Old Art Union Coupons paid.....	21 19
Auction Sale, Industrial.....	47 25	Repairs.....	25 57
		Printing, Stationery and gen. exdenses	60 05
		Heating, Water and Gas.....	57 85
			1,029 91
		Balance.....	794 92
	1,824 83		1,824 83



## APPENDIX K.—SCIENTIFIC SOCIETIES.

## I. REPORT OF THE CANADIAN INSTITUTE, SESSION 1884-5.

SIR,—The Council of the Canadian Institute have the honor to submit their 36th annual report.

During the past session, 24 meetings have been held, at which 30 papers have been read. The character of the papers, and the degree of interest shown in the meetings have been highly satisfactory.

It is gratifying to observe that the membership continues to increase, 40 new members having been added to the roll during the past session.

The interest taken by the members in the Library and Reading Room also continues to grow, as shown by the fact, that while last year 860 books and periodicals were issued to members, the number this year was 1,533.

Last year an effort was made to bind the transactions and periodicals which have for some years been allowed to accumulate. The effort has been continued this year, during which 161 volumes have been bound and placed on the shelves.

The number of transactions of learned societies received in exchange for our proceedings continues to increase; 160 societies having this year sent copies of their publications.

It is highly gratifying to the Council to call attention to the fact, that at the International Conference held at Washington, in October, 1884, for the purpose of establishing a prime meridian, the proposals first made at a meeting of the Canadian Institute, by Mr. Sanford Fleming, were largely adopted. All the papers on this subject have been placed in the printer's hands, and the Council hope shortly to lay them before the Institute.

We append statements showing: 1st, the membership; 2nd, the financial condition; 3rd, the number and source of donations and exchanges; 4th, the number of books and periodicals issued to members; 5th, the list of periodicals subscribed; 6th, the list of periodicals presented to the Institute, with the names of the donors.

All of which is respectfully submitted,

W. H. ELLIS,  
President.

Toronto, May, 1885.

*Membership.*

Number of Members April 1st, 1884.....	236
Withdrawals and Deaths during the past year.....	32
	— 204
Elected during the session 1884-5.....	40
Total number of Members April 1st, 1885.....	244

Composed of:—

Honorary Members.....	6
Life Members.....	16
Ordinary Members.....	222
Total.....	244

*Treasurer, in account with the Canadian Institute, Session of 1884-5.*

## To Summary :—

To Balance on hand .....	\$71 50
“ Annual subscriptions .....	570 25
“ Rents .....	143 50
“ Journals sold .....	101 89
“ Books and Periodicals sold .....	79 23
“ Interest on Deposits .....	8 14
“ Donation .....	50 00
“ Government Grant .....	750 00
	<hr/> \$1,774 51

## By Summary :—

By Salaries .....	\$342 75
“ Periodicals .....	104 56
“ Interest on Mortgage .....	338 78
“ Printing .....	249 14
“ Fuel .....	99 50
“ Gas .....	44 80
“ Water .....	21 00
“ Postage and delivering Journals .....	24 50
“ Express .....	16 04
“ Stationery .....	2 45
“ Furniture .....	101 80
“ Fencing .....	68 50
“ Binding .....	183 70
“ Caretaker, for sundries .....	10 00
“ Stuffing and preparing Specimens .....	32 40
“ Repairs .....	40 20
“ Insurance .....	52 00
“ Taxes .....	9 49
	9 27
“ Cash on hand .....	23 63
	<hr/> \$1,774 51

*Assets.*

Building .....	\$11,000 00
Warehouse .....	720 00
Ground .....	2,500 00
Library .....	6,000 00
Specimens .....	1,200 00
Personal Property .....	450 00
	<hr/> \$21,870 00

*Liabilities.*

Mortgage .....	\$3,411 00
Balance in favour of Institute .....	18,459 00
	<hr/> \$21,870 00

*Donations and Exchanges.*

Books and Pamphlets received from April 1st, 1884, to April 1st, 1885.

Canadian .....	110
United States .....	200
Great Britain and Ireland .....	160
India and other British Colonies exclusive of Canada.....	80
Foreign .....	180
Total .....	— 730

The number of Societies with which the Institute exchanges is 160.

The number of Books and Periodicals issued to Members.

From April 1st, 1884, to April 1st, 1885 ..... 1,533

List of Periodicals subscribed for is the same as last year.

Periodicals are presented to the Institute and the names of the donors.

The following Officers and Members of Council were elected for the ensuing year :—

President, W. H. Ellis, M.A., M.B.; First Vice-President, George Murray, Esq.; Second Vice-President, George Kennedy, M.A., LL.D.; Third Vice-President, E. A. Meredith, LL.D.; Treasurer, John Notman, Esq; Recording Secretary, James Bain, jr., Esq.; Corresponding Secretary, W. H. VanderSmissen, M.A.; Librarian, George E. Shaw, B.A.; Editor, Rev. Henry Scadding, D.D.; Curator, David Boyle, Esq.

MEMBERS OF COUNCIL.—Daniel Wilson, LL.D.; James Loudon, M.A., F.R.S.C.; R. Ramsay Wright, M.A., B.Sc.; Allan Macdougall, C.E., F.R.S.C.; Alexander Marling, LL.B.; P. H. Bryce, M.A., M.D.

2. REPORT OF THE INSTITUT CANADIEN FRANÇAIS D'OTTAWA.

SIR,—I beg to submit the following Report of the doings and transactions of "L'Institut Canadien Français de la Cité d'Ottawa," for the year ending 30th April, 1885.

Although we entertained the hope last year to be able to show a considerable increase in our revenue, as well as a marked decrease in our expenses, and, although we had all combined our efforts to attain this object, we are sorry to say that it could not be realized. In fact, our expenditure has over exceeded our revenue by the sum of \$994.74.

From this you must not infer that our Institution has lost anything of its vitality; on the contrary, it has grown more popular than ever, and instead of registering a deficit in our yearly transactions we would have shown a surplus of \$672.97, only for the great calamity we had to suffer.

We were on the eve of attaining our most sanguine ambitions, when, on the 6th April last, nearly all the roof of our building caved in, destroying in its fall the greater part of the concert hall and the furniture.

By the time this could be repaired the inclemency of the weather rendered our lower apartments uninhabitable, the rain having destroyed the ceilings, etc., etc.

In consequence of this calamity we had to suspend all our operations for a period of nearly four months, which considerably affected our revenue. The total loss sustained by us on this occasion amounted to \$1,672.71, besides the interruption of our classes.

1st. We have given our course of public lectures with the following results :—

Rev. Father Villatre, "The March of Civilization in the World."

- 
- Messrs. A. Lusignan, "The Events of 1837."  
 " U. Beaudry, " Michel Laberge, the Discoverer."  
 " Napoléon Champagne, " France in connection with the Great Maritime Discoveries."  
 Messrs. N. Faucher de Saint Maurice, " A Forgetfulness of our History."  
 L. Taché, " The Rebellion of 1837."  
 Achille Talbot, " Intelligence of Animals."  
 Dr. F. X. Valade, " Impressions of a Trip to New Orleans."  
 A. Buies, " Habits of Egyptians and Turcomans."  
 Nap. Montpetit, " Louis Riel."

2nd. Although our drawing classes had to be closed, the greater part of the pupils frequenting them have continued their studies either in groups or in isolated form, but so as to improve themselves, as will be seen by the specimens of drawing, penmanship, and architectural designs we will send to the Colonial Exhibition.

3rd. The membership, instead of decreasing has, on the contrary, attained 222, as against 179 last year.

Considering all, this year has been one of the most prosperous our Institution has ever enjoyed, and with the projects we have in view, and the kind help we expect the Government will continue to favor us with, we sincerely hope to soon be able to attain the object for which " L'Institut Canadien-Français, de la Cité d'Ottawa," was founded.

F. R. E. CAMPEAU,  
 President.

*Ottawa, Dec. 24th, 1885.*

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### 3. REPORT OF THE OTTAWA LITERARY AND SCIENTIFIC SOCIETY.

SIR,—The Council have much pleasure in presenting you with a Report of the progress of the Society during the past year, which they trust you will find satisfactory.

During the year, some 214 books, among which are many valuable works, have been added to the library; of this number 116 have been purchased and the remaining 48 presented.

The library now consists of 2,059 books.

In addition to the purchase already referred to, the Council have recently authorized the purchase of works of fiction to the value of \$30, to be appropriated from the library and furnishing fund. The works have been chosen and the Council hope that before long they will be on the shelves for the use of members.

This purchase has been authorized owing to the fact that this section of the library is by far the most popular, and it has been a matter of some doubt in the Council whether the taste for this class of literature should be pandered to in the future.

In the museum there has been very little change. The curator, Mr. McGill, and Mr. H. M. Ami, have done some valuable work in the arranging and cataloguing of a number of the specimens; the former devoting his attention to the mineralogical and the latter to the paleontological specimens.

The lectures of the season were as follows :—

- “The Elements of Culture.” The President.  
 “Pianoforte Recital.” Mr. Ernest Whyte.  
 “Methods of Illumination,” (with practical illustrations). Mr. W. P. Anderson.  
 “The Principles of Symmetry in Nature.” Mr. A. McGill, B.A., B.Sc.  
 “Geology of the Nile Valley.” Principal Sir Wm. Dawson, LL.D., F.R.S. etc., etc.  
 “John Milton.” Rev. W. D. Herridge, B.D.  
 “Latest Advices.” Rev. Principal S. S. Nelles, D.D.  
 “The Scientific Relations of Botany.” Prof. Macoun.

*Scientific Conversazione.*—

- “The Value of the Study of Entomology.” Mr. James Fletcher.  
 “The Origin of Prairie Lands.” Dr. G. M. Dawson.  
 “Mimicry in Nature.” Mr. W. H. Harrington.

*Literary Conversazione*—

- “Charles Lamb and Tom Hood.” Mr. J. R. Armstrong.  
 “The Modern School of Poetry.” Mr. A. Lampman, B.A.  
 “The Iroquois in the time of Champlain.” Mr. F. H. Gisborne.”

The conversaziones which have been a feature in the lectures for some years have gained a well-earned popularity.

A library and furnishing fund in connection with the Society was established at the time of moving into the present rooms. At that time some thirty-three members contributed to this fund, but the amount then collected is now about exhausted. As a means of replenishing the same the Council would suggest that each member should contribute one dollar to this special fund. This contribution, if general, though small to the individual contributor, would place the Society in a position to add very materially to the attractiveness of the library.

The number of members is 300.

*Library and Reading Room Statement.*

No. of books in Library . . . . .	2059
Issued during the year ending 30th April, 1885 . . . . .	1818
viz.: A. History and Biography . . . . .	151
B. Travels and Adventure . . . . .	102
C. Fiction . . . . .	835
D. Poetry . . . . .	18
E. Metaphysics, Essays, etc. . . . .	176
F. Theology . . . . .	2
G. Geology, Mineralogy and Geography . . . . .	16
H. Chemistry, Natural History and Botany . . . . .	11
I. Astronomy and Mathematics . . . . .	4
J. Science and Art . . . . .	44
K. Encyclopædias, Magazines, Miscellaneous . . . . .	296

The newspapers and periodicals taken in the Reading Room are :—

*Daily*—“Ottawa Citizen,” “Free Press”; “Montreal Star,” “Gazette” and “Witness”; “Toronto Globe” and “Mail”; “New York Herald.”

*Weekly*—“New York Sunday Sun,” “Nation,” “Harper’s Weekly,” “Grip,” “Punch,” “London Times,” “Graphic,” “Illustrated News,” “Scientific American,” “Journal of Commerce,” “Winnipeg Times,” “Christian Union,” “Forest and Stream,” “Pall Mall Budget,” “The Week,” “Academy,” “Sarnia Canadian.”

*Semi-Monthly*—“Canadian Lumberman.”

*Monthly*—“Carpentry and Building,” “Canadian Mechanics’ Magazine,” “American Agriculturist,” “Atlantic Monthly,” “Harper’s Magazine,” “Century Magazine,” “Popular Science Monthly,” “Blackwood’s Magazine,” “Chambers’ Journal,” “Science Gossip,” “Nature,” “Contemporary Review,” “Nineteenth Century,” “English Illustrated Magazine,” “North American Review,” “Art Journal,” “Sanitary Journal,” “London Truth,” “Andover Review,” “Westminster Review.”

*Statement of Receipts and Expenditure for Year ending 31st March, 1885.*

Receipts.	§ c.	Expenditure.	§ c.
Balance .....	144 46	Travelling Expenses, Lecturers .....	25 00
Government Grant .....	300 00	Subscriptions to Papers, etc. ....	151 66
Members’ Subscriptions. ....	458 00	Custodian’s Salary .....	281 00
Lecture Tickets .....	89 25	Rent. ....	382 50
Cash taken at door (Lectures) .....	52 90	Lighting .....	126 10
Sale of Periodicals .....	29 15	Fuel .....	3 75
Rent of Lecture Room .....	78 00	Advertising and Printing. . . . .	103 20
Waste Paper .....	3 75	Water Rate .....	12 51
		Expenses of Premises .....	3 50
		Sundries .....	12 07
		Stationery and Postage .....	5 00
		Balance on hand .....	48 82
<b>Total .....</b>	<b>1,155 11</b>	<b>Total .....</b>	<b>1,155 11</b>

T. K. BENNETT,  
*Acting Secretary.*

*Ottawa, 20th December, 1885.*



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4. REPORT OF THE HAMILTON ASSOCIATION FOR THE YEAR ENDING 1ST  
JUNE, 1885.

SIR,—Permit me to call your attention to the work done by our *Geological Section* as indicated by the list of specimens collected and arranged and found at the end of our printed report. The truly original work done in this section by Colonel Grant, one of our members, alone is of the greatest importance to the science. What he has done in relation to the fossil sponges brought members of the British Association to see him all the way from Montreal at the close of their meeting at Montreal last year.

In *Ornithology* I might refer to what we have done, especially through Mr. McIlwraith, one of our oldest members and one of the best authorities on the subject in the Dominion. We are about to publish his work in a separate form.

Original papers on Botany have also been prepared by members of our Association.

I trust this will suffice to show that we have done something in the way of original work, while I may further state that our Society was never in a more healthy condition than now.

The following is an abstract of our report for year ending June 1st, 1885 :—

Number of members, 157.

Membership fee, \$2.00 per annum.

Meetings held during year, fourteen.

do of Council of Association, sixteen.

Subjects treated at general meetings—

“Ancient Language and Literature of India,” H. B. Wilton, Esq.

“Commercial Transactions in Pre-Historic Times—the Bronze Age,” W. Kennedy, Esq.

“The Early Greek Philosophy,” Rev. J. W. A. Stewart.

“The Great Landslide on the Grand River,” Prof. Spencer.

“The Germ Theory,” Dr. Leslie.

“A Glance at Historical Medicine,” Dr. Hillyer.

“The Early Home, Separation, and Re-Union of the Aryan Family,” Rev. R. J. Laidlaw.

“The Waters of Burlington Bay and the City Sewage,” Dr. Chittenden.

“American Ornithology and the Birds of Ontario,” Thos. McIlwraith, Esq.

“The Physical Development of the Niagara Escarpment,” A. C. Lawson, B.A.

“Is Language a Test of Race?” George Dickson, Esq.

“Pioneer Traders of the North-West,” B. E. Charlton, Esq.

“Psychology, Illusions, Apparitions, Dreams,” S. Briggs, Esq.

“Race Identity of the Old and New World,” W. Glyndon.

Abstract of Statement of Receipts and Disbursements of the "Hamilton Association,"  
15th May, 1885 :—

1884.	<i>Income.</i>	
	Balance May, 1884 .....	\$8 53
Aug. 2	Government grant .....	400 00
	Sundry subscriptions .....	246 00
	Sale of copy of proceeding .....	0 35
		\$654 88

*Expenditure.*

	Sundry payments as per audit.....	\$603 49
	Balance .....	51 39
		\$654 88
		\$654 88
May 15	Balance in hand .....	\$51 39

*Auditors* { W. T. NEILE.  
              { W. H. BALLARD.

A. ALEXANDER,  
Secretary.

Hamilton, 15th July, 1885.

5. REPORT OF ATHENÆUM AND ST. PATRICK'S LITERARY ASSOCIATION OF OTTAWA,  
FOR THE YEAR ENDING 30TH APRIL. 1885.

In November last, on the organization of the Winter Evening Classes, as many as 165 pupils were enrolled. It was felt that the St. Patrick's Hall was inconvenient in many ways for the proper management of so large a class. The Association was, however, unable to make a change at the time. But on the 1st May of this year four fine rooms in the central part of the city were engaged. They have been comfortably fitted up, and the Association is now located in quarters of which it may well be proud. The cost of this undertaking has been considerable, and the rent is high, \$250 per annum. But the Association felt that for all the purposes of the organization, comfortable, well-furnished rooms are the first necessity.

The library and reading room next received a careful inspection; many books of little practical value were set aside, additions of new and useful books were made, and the reading room and library are now in keeping with the progress of the Association.

The statistics subjoined show the working of the Association for the year referred to.

*Receipts.*

Members' and pupils' fees .....	\$202 00
Government grant .....	200 00
Other sources .....	659 20
	\$1,061 20

*Expenditure.*

Evening classes .....	\$133 10
Reading-room .....	78 45
Rent and miscellaneous .....	653 94
Cash on hand .....	195 71
	\$1,061 20

*Evening Classes.*

Subjects Taught.—Grammar and Composition, arithmetic, writing and book-keeping, drawing.

No. of pupils.—165.

Lectures.—Weekly papers by members.

Debates.—Weekly by members.

*Library.*

No. of Volumes in Library.—250.

do Issued.—70.

Books read in the rooms every week evening from 4 to 10 o'clock.

(Signed)

JOHN A. MACCABE,

President.

Ottawa, 20th May, 1885.

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UNIVERSITY OF TORONTO ;  
UNIVERSITY COLLEGE, TORONTO ;  
SCHOOL OF PRACTICAL SCIENCE ;  
AND UPPER CANADA COLLEGE.

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UNIVERSITY OF TORONTO ; UNIVERSITY COLLEGE, TORONTO ; SCHOOL  
OF PRACTICAL SCIENCE ; AND UPPER CANADA COLLEGE.

I. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, FOR 1884-5.

To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the  
Province of Ontario, Visitor of the University of Toronto :—

MAY IT PLEASE YOUR HONOR :

The Chancellor, Vice-Chancellor, and members of the Senate of the University of  
Toronto, have the honor to present their Report on the condition and progress of the  
University for the year 1884-5.

The following tabulated statement of the admissions to degrees and *ad eundem statum*,  
and the number who matriculated in the different faculties is submitted :—

<i>Law—</i>	
Matriculation .....	18
Degree of LL.B.....	7
Degree of LL.D.....	1
<i>Matriculation—</i>	
Matriculation .....	20
Degree of M.B .....	14
Degree of M.D.....	2
<i>Arts—</i>	
Matriculation .....	189
<i>Ad eundem statum</i> .....	6
Degree of B.A .....	76
Degree of M.A .....	8
<i>Civil Engineering—</i>	
Degree of C.E.....	1

During the year, 838 candidates underwent examination in the different faculties as  
follows :—

Faculty of Law .....	35
“ “ Medicine .....	81
“ “ Arts .....	613
“ “ Civil Engineering .....	1
Local examinations for women.....	108
<b>Total .....</b>	<b>838</b>

The class lists for the year are appended.

All of which is respectfully submitted.

(Signed)

W. MULOCK,  
Vice-Chancellor.

Toronto, 31st, December, 1885.

2. ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, TORONTO, FOR THE YEAR 1884-5.

*To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the Province of Ontario, Visitor of the University College, Toronto :*

MAY IT PLEASE YOUR HONOR :—

The President and Council of University College, beg leave to present the following report of the progress and present condition of the College for the year 1885.

They are gratified in being able to report, that the work of the College has progressed in all respects satisfactorily during the past year, and the Council continue to receive the best assurances that the College meets with the approval of the people of this Province, in the number of students in attendance on the lectures, and following out the full courses of study prescribed by the University for proceeding to a degree.

The number of students pursuing their studies in the various departments embraced in the College courses continues to increase, so that in some branches it is difficult to subdivide the classes sufficiently for practical work. The aid afforded by the tutorial services of the Fellows has accordingly proved of great value.

The total number of students in attendance on lectures at University College during the past academic year was 395, including 29 students of the School of Practical Science, availing themselves of the instruction which the College affords, in Mathematics, Physics, Chemistry, Mineralogy and Geology ; as well as in the Modern Languages, and other branches of general education.

The number admitted to the College at the Annual Convocation, of October, 1884, including 23 students of the School of Science, amounted to 162. At the University Convocation, held on the 9th of June, 84 of the students, who had pursued their under graduate studies in University College, and had been duly reported by the Board of Examiners of the University, as having fulfilled all requirements prescribed as requisite for their respective degrees, were admitted as follows : namely, seven to the degree of Master of Arts ; one to the degree of Bachelor of medicine ; three to the degree of Bachelor of Laws ; and seventy-three to the degree of Bachelor of Arts.

Since the re-organization of the University and College on their present basis in 1853, the degrees conferred in the Faculties of Arts, Law and Medicine, on students trained in University College, have numbered in all 1319, classified as follows :—LL.D. 10 ; LL.B. 52 ; M.D. 19 ; M.B. 65 ; M.A. 244 ; B.A. 929 ; making a total of 1319 degrees conferred on those who have pursued their under-graduate studies in this College, and have proceeded to their respective degrees in the various faculties of the University.

Among those who have gone forth from this College, many have taken high standing in the University Honor Lists, and have subsequently given practical evidence of the value of the instruction they received, by their advancement to places of honorable trust and professional standing ; to the responsible offices of Principals and Masters in the colleges and schools of this and other lands ; as well as to other influential and useful positions.

The following constitute the present teaching staff of University College, including the Fellows, who in addition to their pursuit of post-graduate studies, undertake tutorial work in the lecture rooms and laboratories of the several departments to which they are attached.

Classical Literature, embracing the Greek and Latin Languages : Professor :—Maurice Hutton, M.A., Fellow of Merton College, Oxford.

Tutor :—William Dale, M.A.

Fellow :—J. C. Robertson, B.A.

Oriental Literature, including Hebrew, Chaldee, Syriac and Arabic : Lecturer :—Jacob M. Hirschfelder.

Rhetoric and English Literature : Lecturer :—David R. Keys, B.A.

German :—W. H. VanderSmisen, M.A.

French :—John Squair, B.A.

Italian :—David R. Keys, B.A.

Fellow in Modern Languages :—C. Whetham, B.A.  
 Logic, Metaphysics and Ethics : Professor :—George Paxton Young, M.A., LL.D.  
 Fellow :—A. S. Johnston, B.A.  
 Mathematics and Natural Philosophy : Professor :—James Loudon, M.A.  
 Tutor :—Alfred Baker, M.A.  
 Demonstrator in Physics :—W. J. Loudon, B.A.  
 Fellow in Mathematics :—J. W. Reid, B.A.  
 Fellow in Physics :—T. Mulvey, B.A.  
 Mineralogy and Geology : Professor :—Edward J. Chapman, Ph. D., LL.D.  
 Fellow :—H. R. Wood, B.A.  
 Biology and Botany : Professor :—R. Ramsay Wright, M.A., B. Sc.  
 Fellow :—A. B. McCallum, B.A.  
 Chemistry : Professor :—William H. Pike, M.A., Ph. D.  
 Fellow :—T. P. Hall, B.A.

Instruction is given by this staff of Professors, Lecturers and Assistants, in the various branches embraced in the requirements of the University for standing and degrees in the Faculty of Arts ; and in conjunction with the Professor of Engineering in the School of Practical Science, for the degree of Civil Engineer. By the arrangements provided for in the Act establishing a School of Practical Science for the Province, provision is made for the attendance of the students of the school at all lectures in University College, embraced in the courses of study, including practical instruction in the Physical, Chemical and Biological laboratories, and in Mineralogy and assaying in the Geological laboratory. The large number of students now availing themselves of the instruction thus afforded, more and more forces on the attention of the College Council the desirableness of such an increase in the number of instructors, as will admit of greater division of classes in each year. This is specially felt to be the case in the Honor work, alike in the study of the Ancient and Modern Languages in the class room, and in the practical instruction in various branches of science in the laboratories, in which it is indispensable for the teacher, to a large extent to deal with each student individually, if the highest results are to be attained.

During the past year important additions have been made to the philosophical apparatus of the College. The valuable collection of instruments of precision in the branches of Dynamics, Sound, Light and Heat, previously acquired, rendered the physical apparatus of great service in the work of this department. Since the last Annual Report an appeal has been made to the graduates and friends of the institution, to aid in supplementing the collection in certain branches in which it was still deficient. The liberal response which this appeal has met with, supplemented by an appropriation from the Board of Trustees, has furnished the funds requisite for making important additions, chiefly of electrical test instruments. Further additions required for adequately illustrating the important branch of electricity, will shortly be made ; so that next year, the Physical Laboratory of the College will be in a position to offer unusual facilities to those who wish to pursue the special course in Electrical Engineering ; as well as to furnish to all the students in the Departments of Science some adequate knowledge of the principles involved in many novel applications of electricity to the requirements of civilized life ; alike as a motive power, a source of light, and in the telegraph and telephone.

Examinations were held in Michaelmas and Easter terms of the past academic year ; and the honors and prizes attained in the various departments were awarded at the College Convocation, held on the 16th of October. The honor lists of the year, along with a synopsis of the lectures and other details, relative to the work of the College, will be found in the Calendar of the present year, of which a copy is herewith sent.

All of which is respectfully reported.

(Signed)

DANIEL WILSON,

*President.*

UNIVERSITY COLLEGE,  
 Toronto, 5th December, 1885.



### 3. ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, TORONTO, 1885.

To the Honorable G. W. Ross, M.P.P., &c., &c., Minister of Education.

SIR.—I have the honor to submit herewith the Report of the School of Practical Science for the year 1885.

1. The Academic year of the School of Science begins in October, when the students enter on their work in the lecture room and laboratories. The Annual Report, as now required from the Board of Management, accordingly includes, of necessity, part of the work of two Academic years, viz. :—that of the Easter Term of 1884-5, and the Michaelmas Term of 1885-6.

2. The following is a classified list of the students in attendance during the above-named terms of the current year, including the regular students pursuing special subjects in the full courses taught in the School of Science, and also those proceeding to a degree in Civil Engineering, in Arts, or in Medicine, in the University :—

<i>Engineering—</i>		
Regular students .....	Easter. 35	Michaelmas. 48
Special “ .....	8	11
<i>Mathematics and Physics—</i>		
Students in Engineering .....	29	46
<i>Chemistry—</i>		
Students of University College .....	81	79
Regular students in Engineering .....	23	48
“ “ Chemistry .....	1	2
“ Medical students .....	54	46
<i>Biology—</i>		
Students of University College .....	42	54
<i>Mineralogy and Geology—</i>		
Students of University College .....	110	102
Regular students in Engineering .....	11	17

3. The fees of the Academic year 1884-5 derived from students proceeding to a Diploma of the School of Practical Science in the department of Engineering, and paid to the Provincial Treasurer, amounted to nine hundred and sixty-five dollars (\$965).

4. The work now carried on by the Professors in the School of Practical Science in co-operation with those of University College, has largely increased the advantages enjoyed by the students of both institutions. The lectures and all the practical instruction in the laboratories of the school and college are now available to them, in addition to which they enjoy the full benefit of the tutorial services of the Fellows in all departments embraced in the work of the school.

The following constitute the teaching staff of the School of Practical Science, including the Fellows of the year 1884-5 in the several departments :

- J. Galbraith, M.A., Assoc. M. Inst. C.E., Professor of Engineering.
- W. H. Ellis, M.A., M.D., Professor of Applied Chemistry.
- W. H. Pike, M.A., Ph. D., Professor of Chemistry.
- N. McEa/hern, B.A., Fellow.
- E. J. Chapman, Ph. D., LL.D., Professor of Mineralogy and Geology.
- H. R. Wood, B.A., Fellow.
- J. Loudon, M.A., Professor of Mathematics and Physics.

J. W. Reid, B.A., Fellow in Mathematics.  
 T. Mulvey, B.A., Fellow in Physics.  
 R. Ramsay Wright, M.A., B. Sc., Professor of Biology.  
 A. B. McCallum, B.A., Fellow.  
 D. Wilson, LL.D., F.R.S.E., Professor of Ethnology.

5. Departments of Instruction.

(1) *Engineering*—

The number of regular students who presented themselves for examination in the Easter Term of 1885 was as follows:—

First year	16	were	examined	and	9	passed.
Second "	6	"	"	"	5	"
Third "	3	"	"	"	3	"
Total	25	"	"	"	17	"

Two of the first year and two of the third year who had completed the work up to the period preceding the examinations for the year, and were in active service in the Northwest, were allowed their years, by resolution of the Board, making altogether 21 students who passed their respective years out of a total of 29.

The number of graduates of the school is as follows:—

1831	.....	1
1882	.....	3
1883	.....	3
1884	.....	5
1885	.....	5
Total	.....	17

These gentlemen are, almost without exception, engaged in active practice.

The number of students in this department now in attendance is as follows:—

*Regular Students*—

First Year	.....	31
Second "	.....	10
Third "	.....	7
Total	.....	48

*Special Students*—

Mechanical Engineering	.....	4
Electrical	.....	2
Surveying	.....	5
Total	.....	11

Total number of students in the Engineering Department, 59.

The large drafting room is occupied by the first year regular students and the special students. The room formerly used as a library is occupied by the second and third year regular students. All the available room in the building is now occupied, and it will be necessary to provide additional room by adding to the present building; otherwise, it will be necessary to send away intending students next year, if the increase in the number of applicants for admission is as great as it was in the present year.

This Department is greatly hampered by the want of a special lecture room. At present, there are only two rooms in the building available for all lectures; one large

chemical theatre and a small lecture room. The latter can seat only about 40 students, and is used by Professor Chapman, Professor Wright, Professor Ellis and Professor Galbraith. It often happens that several lectures are going on at the same hour, in which case the laboratories and drafting rooms have to be utilized as lecture rooms, much to the discomfort both of the lecturers and their audiences; and also of the students who are at the same time using these rooms for their proper purposes.

The new rooms immediately required by this Department are a new drafting room and a new lecture room. Provision should also be made for a large room on the ground floor to be used as an Engineering Laboratory. This room should be furnished with a machine for testing the strength of building materials, and with an experimental steam engine for conducting engine tests.

Mr. E. W. Stern, who graduated in 1884, has been appointed Fellow in Engineering. This has greatly increased the efficiency of the Department. Indeed, it would have been impossible for the professor, without such aid, to have given the requisite attention to the large number of students availing themselves of the instruction in the Department of Civil Engineering this term. The reputation of the school is spreading throughout the country, and as this is greatly due to the reports of its own students and graduates, it will be seen that its success depends principally upon its ability to satisfy the requirements of students in attendance. Mr. J. L. Morris, the first graduate of the school, has also been the first to obtain the degree of C.E., in the University of Toronto. This degree is only open to graduates in the Department of Engineering in this school; and its principal requirement is, that the candidate shall have spent at least three years in active professional work after obtaining the diploma of the school.

#### (2) *Mathematics and Physics*—

The instruction in the various branches included in this Department is carried on by the Professor of Mathematics and Physics in University College, in cooperation with the mathematical Tutor and the Demonstrator of Physics, with the assistance of two Fellows.

In addition to the valuable collection of instruments of precision in the branches of Dynamics, Sound, Light and Heat, the physical apparatus has been increased since last annual report by the addition of a number of electrical instruments, chiefly test instruments; and it is expected that the Laboratory will be in a position next year to offer unusual facilities to those who wish to take a complete course in Electrical Engineering. By that time also it is expected that such students will have the advantage of a well-equipped workshop.

#### (3) *Chemistry*—

The Board was able, last year, to report the completion of an additional practical laboratory, placed at the disposal of Professor Pike. The large increase in the number of students availing themselves of the advantages which this Department now offers, amounting during the current term to 120, necessarily increases the expenditure. The sum appropriated for the Laboratories has accordingly proved quite inadequate to meet the working expenses.

The insufficiency of the heating apparatus also continues to form a serious impediment to laboratory work; and the Board rely on the assurances of the Minister of Education that this evil will be remedied before another year.

#### (4) *Biology*—

An appropriation from the Board of Trustees of the University has been made during the current term, for providing additional microscopes; the necessity for which is increasingly felt from the number of students in the several branches of the natural sciences, and the careful attention now devoted to microscopical direction.

#### (5) *Mineralogy and Geology*—

The need of special lecture rooms for the Professors of the various branches of study is much felt in this department. The necessary defacement of illustrative tabular work

on the blackboard by successive lecturers, and the pre-occupation of the room at times when their preparation is necessary for a future class, are felt as great impediments to the successful prosecution of the class work.

(6) *Ethnology*—

The lectures in this department are given in University College. Some valuable additions have been made to the illustrative specimens during the past year, in accordance with the purpose of securing a comprehensive ethnical collection, specially illustrating the races of this continent.

The attention of the Government has been directed in more than one previous report to the inadequacy of the heating apparatus provided for the building. This has been increasingly felt during the past winter, owing to the extension of the chemical practical laboratories. The necessity for considerable additions to the building, in order to provide the requisite lecture-rooms and other indispensable accommodation for the annually increasing number of students, will necessitate a reconstruction of the heating apparatus. The Board beg leave, very respectfully, to urge upon the Government that before taking steps to provide the increased accommodation required at the present time, they will give instructions for the preparation of plans on a scale adequate to the prospective growth of the school and the requirements of the Province, so that any additions now made may form part of a scheme to which further additions may be made from time to time, with a view to the ultimate establishment of a School of Practical Science in all respects worthy of the Province of Ontario.

A synopsis of lectures and other details of the work of the school will be found in the Prospectus for the year, a copy of which is herewith appended.

All which is respectfully reported.

DANIEL WILSON,  
*Chairman.*

*Toronto, 9th Dec., 1885.*

4. ANNUAL REPORT OF UPPER CANADA COLLEGE, TORONTO, 1885.

*To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the Province of Ontario, and Visitor of Upper Canada College:—*

MAY IT PLEASE YOUR HONOR:

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the year ending June 30th, 1885. It is compiled from information kindly prepared for him by John Martland, M.A., the resident master, and from records kept by the late J. M. Buchan, M.A., whose untimely death deprived the Province of one of its ablest and most zealous laborers in educational work. In a memorandum of the work done in Upper Canada College, Mr. Buchan says:—

“The chief distinguishing feature of Upper Canada College is, that it is a statute-governed boarding school. As a religiously-conducted, but non-sectarian institution of inexpensive character, it forms a valuable and necessary complement of our non-denominational High School system. inasmuch as it provides a place under public control where parents, who on account of their distance from a High School, or for other reasons, are unable to have their sons properly trained at home, may send them with the assurance that not only their intellectual development, but also their spiritual, moral, and physical education, will receive due attention. This work, private and denominational boarding schools can do, but not as a rule so well, because they are not amenable to the same extent to public opinion. The High Schools, being essentially day schools, can do but little toward the formation of character, and they are not likely to develop into boarding

schools, because their masters will not undertake the responsibility of placing boarding houses on a permanent basis and assuming the financial and other risks connected with their management. Unless this is done they can never develop the traditional code of honor and the *esprit de corps* which produce such valuable results in boarding schools that have a history and a permanent basis of existence. In other words, the work of Upper Canada College differs from that of the High Schools, not in degree, but in kind. While giving every attention to intellectual culture, it makes a specialty of bringing character and physique under proper formative influences, a work which the day schools, through no fault of their own, but from the very constitution of their existence can, except occasionally and temporarily, only partially perform for pupils that are sent away from home."

#### *Religious and Moral Training.*

1. All the boarders, except those whose parents object, receive religious instruction from the boarding-house masters. They are divided for this purpose according to the denominations to which they belong.

2. All the pupils on the lowest two forms, whether boarders or day boys, receive regular non-denominational Biblical instruction, a course consisting of a certain part of the Holy Scriptures being prescribed as the work of each year.

3. Great attention is paid to the development of character. Each Form-master makes a special study of the boys in his Form; and particular pains are taken to guide and, when necessary, correct the tone and tendencies of the public opinion and moral standard of the playground.

#### *Physical Training.*

"Two gymnasiums, in addition to other means of exercise, are provided. All the pupils in the lower half of the College receive regular instruction in drill and gymnastics, and many games are encouraged." Although the equipment for physical culture is, perhaps, equal to that of any other school gymnasium in Canada, the appliances for carrying on this important work are by no means complete; the playground is not sufficient for the comfort and discipline of a larger number of residents than are now in attendance, and a capacious play-room for use during the winter months, with a workshop for pupils, is much needed.

#### *Intellectual Training.*

To understand the organization of the College it is necessary to bear in mind that up to the end of the Second Form the subjects for all pupils are the same. At that point the curriculum bifurcates into the classical course, which occupies four years, and the modern course, which occupies two.

The College is divided into six Forms or classes, and the regular curriculum extends over a course of six years; although by steady application and hard study some boys are able to pass through the six Forms in five, or even in four, years.

The full curriculum embraces an extended course in Latin, Greek, mathematics, French, German, English grammar, literature, and composition, history and geography (both ancient and modern), experimental chemistry, Biblical knowledge, the usual commercial branches, drawing, music, gymnastics, fencing, and drill exercises.

#### *Health of Pupils.*

The thorough inspection of the College buildings by a competent engineer, the precautionary measures taken to secure good sanitation, the liberal and wholesome board provided, the attention given to physical exercise, the regularity of school life, securing for the pupils ample rest and recreation, gave the College boarders during the year an immunity from sickness that is exceptional in boarding school life.

	1881-82.	1882-3.	1883-4.
Number of pupils enrolled during the year . . . . .	243	255	296
Number of resident pupils . . . . .	116	129	149

Number enrolled during the four months ending December, 1885, is 308; resident pupils during the same time, 156.

Residence of Pupils.	Day Boys.	Resident Pupils.
Algoma .....	.....	1
Brant .....	.....	1
Bruce .....	.....	3
Carleton .....	.....	2
Durham .....	.....	2
Essex .....	.....	1
Grey .....	.....	3
Haldimand .....	.....	2
Halton .....	.....	6
Hastings .....	.....	8
Huron .....	.....	5
Lambton .....	.....	7
Lanark .....	.....	1
Leeds .....	.....	2
Lincoln .....	.....	10
Middlesex .....	.....	2
Moose Fort.....	.....	2
Norfolk .....	.....	2
Northumberland .....	.....	1
Ontario .....	.....	3
Peel .....	.....	2
Perth .....	.....	2
Peterboro' .....	.....	3
Renfrew .....	.....	2
Simcoe .....	.....	8
Stormont .....	.....	5
Victoria .....	.....	4
Wellington.....	.....	3
Wentworth .....	.....	20
York .....	147	20
Total from Province of Ontario.....		133
Quebec .....	.....	4
Nova Scotia .....	.....	6
N. W. Territory .....	.....	1
British Columbia .....	.....	1
Bermuda .....	.....	1
United States .....	.....	3
		149
		147
		149
Term ending November 7th, 1884 .....	Day Boys. 132	Boarders. 130
“ February 4th, 1885 .....	147	137
“ April 20th, 1885.....	144	131
“ June 30th, 1885.....	135	131
Number of boarders living in Ontario.....		133
“ “ “ other Provinces .....		12
“ “ “ Bermuda .....		1
“ “ “ United States .....		3
		149
Number of day pupils .....		147
Total enrolment for the year.....		296

The following Masters constitute the staff for the year 1885-86 :—

GEO. DICKSON, M.A., Principal.

WM. WADD, M.A., First Classical Master.

JAMES BROWN, M.A., First Mathematical Master.

JOHN MARTLAND, M.A., Second Classical Master, and Resident Master in College Boarding House.

W. H. FRASEE, M.A., French and German Master.

GEORGE B. SPARLING, M.A., Second Mathematical Master, and Assistant Master in College Boarding House.

WILLIAM JACKSON, Esq., Assistant Classical Master and Master in Supplementary Boarding House.

A. Y. SCOTT, B.A., Assistant English Master, Lecturer in Chemistry, and Resident Assistant Master in College Boarding House.

G. GORDON, B.A., Assistant English Master, and Resident Assistant Master in College Boarding House.

H. BROCK, Esq., Assistant English Master, and Master in Supplementary Boarding House.

A. STEVENSON, B.A., Writing Master, and Assistant in English.

JOS. BLACKSTOCK, B.A., Assistant Modern Language Master.

SERGEANT PARR, Instructor in Gymnastics, Fencing and Drill, and Overseer of Playground.

R. BAIGENT, Esq., Drawing Master.

THEO. MARTENS, Esq., Music Master.

(Signed)

GEORGE DICKSON, M.A.,  
Principal.

Toronto, 31st December, 1885.

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(Signed)

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Principal.

Toronto, 31st December, 1885.

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