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BOARD OF EDUCATION.

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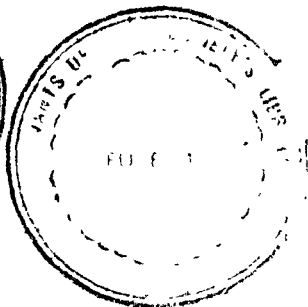
SPECIAL REPORTS
ON
EDUCATIONAL SUBJECTS.

VOLUME 4.

EDUCATIONAL SYSTEMS OF THE CHIEF COLONIES
OF THE BRITISH EMPIRE.

(DOMINION OF CANADA: NEWFOUNDLAND: WEST INDIES).

Presented to both Houses of Parliament by Command of Her Majesty.



LONDON:

PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
BY WYMAN AND SONS, LIMITED, FETTER LANE, LONDON, E.C.

And to be purchased, either directly or through any Bookseller, from
EYRE & SPOTTISWOODE, EAST HARDING STREET, FLEET STREET, E.C.; and
32, ABINGDON STREET, WESTMINSTER, S.W.; or
JOHN MENZIES & Co, ROSE STREET, EDINBURGH, and
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HODGES, FIGGIS & Co., LIMITED, 104, GRAFTON STREET, DUBLIN.

1901.

[Cl. 416.] Price 4s. 8d.

[Introductory Letter to Volumes 4 and 5 of the Series.]

To Sir G. W. KEKEWICH, K.C.B.,
Secretary of the Board of Education

SIR,

I HAVE the honour to present to you the accompanying volumes of Special Reports, descriptive of the Educational Systems of the chief Colonies of the British Empire

In 1897, after the celebration of the completion of the sixtieth year of Her Majesty's reign, it was decided that steps should be taken to prepare a series of reports on Colonial Education. The Secretary of State for the Colonies, when approached on the subject by the Lords of the Committee of Council on Education, approved the plan and forwarded, with a covering letter, to the Education Departments of Ontario, Quebec, Nova Scotia, New Brunswick, Manitoba, North-West Territories, British Columbia, Prince Edward Island, Newfoundland, New South Wales, Victoria, South Australia, Queensland, Tasmania, Western Australia, New Zealand, Jamaica, British Guiana, Cape Colony, Natal, Malta and Ceylon, a letter in which their Lordships requested the favour of the co-operation of the Colonial Authorities in the preparation of the projected reports

With a view to facilitating a comparative survey of the systems of education now in force in different parts of the Empire, it was suggested that each report should give a short history of the growth of the present system, and refer, if possible, to the following subjects:—

- (1) The central and local administration of education, the number of children and students at school or college, regulations for school attendance, and the methods by which they are enforced.
- (2) Finance; the cost of education to the State and the amount of such cost borne respectively by the central authority, by the local authority, by the parents of scholars, or by voluntary subscribers, as the case might be; and the amount of school fees, if any are charged.
- (3) How far private schools of different grades and types exist outside the State system of education.
- (4) The arrangements made for the inspection of schools and the method of appointing the inspectorial staff.
- (5) The provision made for the teaching of singing, drawing, cookery, and domestic economy, for manual training and practical instruction, and for drill and physical exercises.

* The selection of the above mentioned Colonies was made on the advice of the Colonial Office. It is hoped that a later volume will contain accounts of the educational systems of Mauritius, the Straits Settlements, Hong Kong, the Gold Coast, Lagos, and Sierra Leone. Students of education desiring information about education in India will find a valuable summary in Mr. J. S. Cotton's *Progress of Education in India, 1892-3 to 1896-7; Third Quinquennial Review*. (Cd. 9190, 5/5½.) 1898.

(6) The regulations for religious instruction.

(7) The method of appointing teachers in the elementary schools, the scale of their payment, the arrangements made for their professional training; how far there prevails a system of pupil teachers or apprentice-teachers; the proportions, respectively, of men and women teachers, and the arrangements made for pensions for teachers in elementary schools.

(8) How far, if at all, free meals are provided for needy scholars in elementary schools, and, if so, at whose cost.

(9) The arrangements for continuation schools or classes, where such exist.

(10) The provision of higher (including University) and secondary education, and how far such are subsidised by the State, and how far under its inspection and control.

(11) The arrangements for technical, commercial, and agricultural instruction.

(12) Reformatory and industrial schools.

(13) Schools for the blind, for the deaf and dumb, and for mentally defective children.

It was also suggested that each report should embody (preferably in the form of an Appendix) such part of the elementary school Code as dealt (1) with the course of studies, and (2) with regulations for the building and equipment of schools.

To the invitation thus given there was a cordial response, and in the course of the following year reports were received from sixteen out of the twenty-two Colonies approached.

In the remaining cases, however, long delay supervened and circumstances at length made it necessary to prepare a certain number of the reports from official materials supplied by the Colonial Authorities and supplemented by other documents available for the purpose.

In the meantime, however, considerable changes had been taking place in the educational systems of several of the colonies from which reports had been received in the course of 1898. Many of these changes were of an important character and of general interest to students of education all over the world. In several cases, also, important reports on education had been issued by the Governments concerned.

The whole series of reports, therefore, has been revised and greatly enlarged, and the statistics, as far as possible, have been brought up to date. Notices of material changes in the courses of study or in methods of educational administration, together with abstracts of recently issued official papers on colonial education, have been embodied in the reports, and some additional articles have been prepared on recent developments in agricultural education and manual training. It is hoped that in their present form the volumes may prove useful to those interested in studying and comparing the educational systems of the chief British Colonies.

As the work has proceeded, those engaged in the preparation of the reports have been increasingly impressed by the varied interest of the subject and by its growing importance. The most striking features of the reports, taken as a whole, may be summarised as follows:—

(i) During the last two or three years there has been an evident growth of interest in educational questions in nearly every part of the Empire. Within the last twelve months there have been remarkable and significant changes in the educational systems of some of the Colonies.

(ii.) The chief characteristic of education throughout the British Colonies is the freedom with which it has been allowed to adjust itself to the different needs experienced by different parts of the Empire. There has been no centralised control over educational policy, though literary and other traditions have naturally had a strong influence on the scope and methods of instruction. The educational systems described in these volumes are marked by the utmost variety of legislative enactment.

(iii.) But, at the same time, it is impossible not to be struck by indications of an increasing sense of the importance of united effort in such branches of education as bear on the economic welfare or collective interests of the Empire as a whole. This shows itself in an evidently growing desire to compare notes on educational matters and to benefit by the educational experience of other parts of the Empire where similar difficulties have been encountered.

(iv.) There are many signs of uneasiness as to the possible dangers which may result from a tendency to bookishness in elementary education, and from a divorce between school studies and the practical interests of daily life.

(v) As a corrective of what is hurtful in such a tendency, and in order to secure what is in itself a valuable and generally attractive element in education, there is a vigorous movement in favour of the introduction of various kinds of manual training and of simple forms of technical education into primary schools.

(vi.) There are indications of difficulty in regard to the aim, scope and subject-matter of the education of native races, and some signs of disappointment at the ethical and social results of purely literary forms of primary instruction.

(vii.) Speaking generally, there is comparative weakness in the provision of higher education, and especially of that type of secondary education which in this country is given at the great public schools. As a rule, secondary education has hitherto been left in the main to denominational and private effort.

I desire to take this opportunity of acknowledging the courtesy of the various Colonial Authorities in furnishing reports for publication in this volume, and for their assistance in many

other ways. I am indebted to the Agents General in London for New South Wales, Victoria, South Australia, Queensland, Tasmania, Western Australia and New Zealand for much help and valuable information. My special thanks are also due to Mr. J. G. Colmer, C.M.G., Secretary to the Office of the High Commissioner of Canada; to Mr. Just, Librarian in the same Office; to Mr. W. T. R. Preston, Inspector of Emigration Agencies for Canada; to Mr. Spencer Brydges Todd, C.M.G., Secretary to the Department of the Agent General for the Cape of Good Hope in London; to Dr. ThosMuir, F.R.S., Superintendent General of Education at the Cape of Good Hope, to Mr. R. Russell, junr., Secretary to the for Agent General for Natal in London; to Dr. Morris, C.M.G., Imperial Commissioner of Agriculture for the West Indies; to Mr. E. B. Sargant, formerly of the Civil Service Commission; to Mr. C P Lucas, C.B., Mr. H. W. Just, C.M.G., and Mr. E. im Thurn, C.B., C.M.G., of the Colonial Office; and to my colleagues Mr. A. E. Twentyman, Mr. R. Balfour, Miss Beard, Miss Green and Miss Matheson.

I have the honour to be, Sir,

Your obedient servant,

MICHAEL E. SADLER,

Director of Special Inquiries and Reports.

December, 1900.

CONTENTS. §

(In the case of reports marked thus *, supplementary notes have been added, or more recent statistics inserted by the Special Inquiries Section of the Board of Education.)

	PAGE
A. Dominion of Canada—	
1. Ontario, The System of Education in - - - -	I
Prepared from official documents supplied by the Education Department of Ontario.	
2. Quebec, The System of Education in the Province of	145
Prepared from official documents by Mr. R. Balfour.	
3. *Nova Scotia, The System of Education in - - -	263
By Mr. A. H. MacKay, Superintendent of Education, Nova Scotia.	
4. *New Brunswick, The System of Education in -	335
By Professor J. Brittain, Instructor in the Provincial Normal School, Fredericton, New Brunswick.	
5. Manitoba, The System of Education in - - -	349
Prepared from official documents by Mr. A. E. Twentyman.	
6. North-West Territories, The System of Education in the - - - - -	409
Prepared from official documents by Mr. R. Balfour.	
7. British Columbia, The System of Education in -	467
Prepared from official documents by Mr. R. Balfour.	
8. *Prince Edward Island, The System of Education in	515
By Mr. D. J. MacLeod, Chief Superintendent of Education, Prince Edward Island.	

§ Volume 5, which is also devoted to reports on the Educational Systems of British Colonies, contains reports on education in Cape Colony, Natal, New South Wales, Victoria, Queensland, Tasmania, South Australia, Western Australia, New Zealand, Ceylon and Malta.

9. Memorandum on Agricultural Education in Canada - - - - - **PAGE**
- - - - - 533

By Dr. W. Saunders, Director of Dominion Experimental Farms.

10. Note on the Macdonald Manual Training Fund for the development of manual and practical instruction in primary schools in Canada - - - 537

By Mr. M. E. Sadler.

B. Newfoundland—

***Newfoundland, The System of Education in** - - - 541

I. By the Rev. Canon W. Pilot, D.D., D.C.L.,
Superintendent of Church of England Schools in
Newfoundland.

II. By the Rev. G. S. Milligan, M.A., LL.D.,
Superintendent of Methodist Schools in New-
foundland.

C. West Indies—

1. Jamaica, The System of Education in - - - 575

Part I. with Appendices.

By the Hon. T. Capper, Superintending Inspector
of Schools, Jamaica.

Part II.

Prepared from official documents by Mr. M. E.
Sadler.

2. British Guiana, The System of Education in - - - 751

By Mr. W. Blair, Chief Inspector of Schools, British
Guiana.

**3. The Teaching of Agriculture in Elementary and
Higher Schools in the West Indies** - - - 797

Compiled from official documents by Mr. M. E. Sadler.

SYNOPSIS OF CONTENTS.

A.—DOMINION OF CANADA.

	PAGE
1. Ontario - - - - -	
PART I.—GENERAL DESCRIPTION OF THE SYSTEM - - -	5
INTRODUCTION - - - - -	
Central Administration - - - - -	
Local Administration - - - - -	
The School and the Churches - - - - -	
PRIMARY EDUCATION - - - - -	7
Kindergartens - - - - -	7
Administration - - - - -	8
Compulsory Education - - - - -	8
Subjects of Instruction - - - - -	9
Leaving Examinations - - - - -	9
Statistics - - - - -	10
Separate Schools - - - - -	10
Training of Teachers - - - - -	12
County Model Schools - - - - -	14
Normal Schools - - - - -	15
Inspection - - - - -	16
Teachers' Institutes - - - - -	18
SECONDARY EDUCATION - - - - -	19
High Schools and Collegiate Institutes - - - - -	19
Trustees - - - - -	20
Finance - - - - -	20
Entrance Examination - - - - -	21
Statistics - - - - -	22
Departmental Examinations - - - - -	22
The School of Pedagogy - - - - -	25
Inspectors of High Schools - - - - -	26
UNIVERSITY EDUCATION - - - - -	27
TECHNICAL EDUCATION - - - - -	34
SPECIAL SCHOOLS - - - - -	37
INDUSTRIAL SCHOOLS - - - - -	38
PART II.—THE SYSTEM IN 1899 ; EXTRACTS FROM THE REPORT OF THE MINISTER OF EDUCATION FOR THE YEAR 1899. - - -	40
PUBLIC SCHOOL TEACHERS AND THEIR CERTIFICATES - - -	40
Certificates, 1899 - - - - -	40
Remarks on the supply of qualified teachers - - - - -	40
Teachers in training at Normal Schools, 1877-1899 - - - - -	41
Teachers' Institutes, 1877-1898 - - - - -	41
Temporary and extended Certificates, 1899 - - - - -	42
Specialists' Certificates - - - - -	42

	PAGE
THE PUBLIC SCHOOL LEAVING EXAMINATIONS - - - - -	44
CONTINUATION CLASSES - - - - -	46
THE COURSE OF STUDY IN PUBLIC AND HIGH SCHOOLS - - - - -	47
Agriculture - - - - -	47
Manual Training - - - - -	49
Temperance and Hygiene - - - - -	50
SEPARATE SCHOOLS IN 1898 - - - - -	50
Roman Catholic - - - - -	50
Protestant - - - - -	50
HIGH SCHOOLS - - - - -	51
Diffusion of High School Education - - - - -	51
Tendencies of High School Education, 1867-1898 - - - - -	51
Departmental Instructions for the High School Entrance Examination, 1900 - - - - -	52
The question of Free High Schools - - - - -	54
EMPIRE DAY IN PUBLIC AND HIGH SCHOOLS - - - - -	54
Circular of March, 1899 - - - - -	54
Remarks from the Report for 1899 - - - - -	55
UNIVERSITY EDUCATION - - - - -	56
From the Report of the Council of the University of Toronto for 1898-9 - - - - -	56
Numbers attending Pass and Honour Lectures - - - - -	57
The Laboratories - - - - -	58
Numbers examined in the Faculties and Departments - - - - -	58
Students in the Faculty of Medicine - - - - -	58
Subjects taught in the Faculty of Science - - - - -	59
University College—(i.) Registered Students; (ii.) Pass and Honours Lectures - - - - -	59
Subjects taught by the Faculty of the School of Science - - - - -	60
ART TEACHING - - - - -	61
Art Schools and Departmental Drawing Examinations - - - - -	61
Certificates in Primary Art Course, 1882-1899 - - - - -	61
" Advanced Art Course, 1883-1899 - - - - -	61
" Mechanical Drawing Course, 1883-1899 - - - - -	62
" Industrial Art Course, 1885-1899 - - - - -	62
" Extra Subjects, 1885-1889 - - - - -	63
Literary and Scientific Societies receiving grants - - - - -	63
Progress of School Architecture and Decoration - - - - -	63
PUBLIC LIBRARIES - - - - -	66
Public Libraries not free - - - - -	66
Evening Classes in Public Libraries, 1898-1899 - - - - -	67
Certificates in Primary Drawing Course, 1899 - - - - -	68
Certificates in Mechanical Drawing Course, 1899 - - - - -	68
Number of Public Libraries in Counties and Districts - - - - -	68
Progress of Public Libraries, 1883-1899 - - - - -	69
Free Libraries - - - - -	69
REPORTS OF THE INDUSTRIAL SCHOOLS, 1899 - - - - -	70
Victoria Industrial School - - - - -	70
Alexandra Industrial School - - - - -	70
EXAMINATION REQUIREMENTS 1900, 1901, 1902 - - - - -	70
Junior Leaving Standing, Part I. - - - - -	70
do. do. do. Part II. - - - - -	71

EXAMINATION REQUIREMENTS, 1900, 1901, 1902—cont.		PAGE
Senior Leaving Standing, Part I.	- - - - -	76
do. do. do. Part II.	- - - - -	78
Question Papers	- - - - -	82
Percentages	- - - - -	82
Commercial Diploma	- - - - -	83
PART III.—STATISTICAL TABLES FOR THE YEAR 1898-		85
Table 1. PUBLIC SCHOOLS. Pupils in the different branches	- - - - -	85
„ 2 PUBLIC SCHOOLS. School population and pupils in attendance	- - - - -	86
„ 3. PUBLIC SCHOOLS. Teachers, their salaries and qualifications	- - - - -	87
„ 4. PUBLIC SCHOOLS. Receipts and expenditure	- - - - -	88
„ 5. HIGH SCHOOLS	- - - - -	89
<i>a.</i> Receipts and expenditure	- - - - -	89
<i>b.</i> Miscellaneous information	- - - - -	89
„ 6. COLLEGIATE INSTITUTES	- - - - -	90
<i>a.</i> Receipts and expenditure	- - - - -	90
<i>b.</i> Miscellaneous information	- - - - -	90
„ 7. COLLEGIATE INSTITUTES. Pupils in the different branches of Instruction	- - - - -	91
„ 8. KINDERGARTENS	- - - - -	92
„ 9. NIGHT SCHOOLS	- - - - -	92
„ 10. GENERAL STATISTICAL ABSTRACT, 1867 to 1898	- - - - -	93
„ 11. SUMMARY OF STATISTICS FOR 1898	- - - - -	94
<i>a.</i> Elementary Schools	- - - - -	94
<i>b.</i> Secondary Schools	- - - - -	95
APPENDICES	- - - - -	96
A. Regulations of the Education Department of the Province of Ontario (1896)	- - - - -	96
B. Certain Regulations as amended in 1898 and 1899	- - - - -	125
C. Duties of Inspectors	- - - - -	127
D. Examinations and Examiners	- - - - -	130
E. Uniform Text Books	- - - - -	134
F. Regulations for the School of Pedagogy	- - - - -	138
G. University Regulations	- - - - -	140
2. Quebec	- - - - -	145
INTRODUCTORY	- - - - -	149
CENTRAL ADMINISTRATION	- - - - -	151
The Lieutenant-Governor	- - - - -	151
The Department and the Council	- - - - -	151
The Superintendent	- - - - -	151
The Committees of the Council	- - - - -	152
The Classification of Creeds	- - - - -	152
<i>The Council of Public Instruction and its Committee</i>	- - - - -	152
Composition of the Council	- - - - -	152
Special Meetings	- - - - -	153
Definition of Powers of the Council and Committees	- - - - -	154
Special provisions for each Committee	- - - - -	155
Text-books	- - - - -	155
Appointments	- - - - -	156
Inquiries and Appeals	- - - - -	156
Donations and Legacies	- - - - -	156
School Exhibitions	- - - - -	156

CENTRAL ADMINISTRATION—cont.	PAGE
<i>The Superintendent of Public Instruction and his Staff</i> -	- 157
Salary, <i>ex-officio</i> position and powers - - -	- 157
The Secretaries of the Department - - -	- 157
Special duties of Superintendent - - -	- 157
Additional duties - - -	- 158
 LOCAL ADMINISTRATION - - -	 - 158
School municipalities - - -	- 158
Their abolition or annexation - - -	- 159
School districts - - -	- 160
Power of Lieutenant-Governor to alter areas - - -	- 160
Division into school districts - - -	- 160
Dissentient Schools - - -	- 161
Notices of dissent - - -	- 161
Alternation of majority and minority - - -	- 162
Union of dissentient municipalities - - -	- 163
Dissentients in towns - - -	- 163
Grant by Commissioners to Trustees - - -	- 163
Extinction of trustee corporation - - -	- 164
Children taught in next municipality - - -	- 164
Erection of new municipality - - -	- 165
Annual meeting : procedure - - -	- 165
Penalty for neglect in office - - -	- 167
Persons qualified to vote and to hold office - - -	- 167
Vacancies - - -	- 167
Term of office - - -	- 168
Contestations and appeals - - -	- 168
Meetings of school corporation - - -	- 169
Duties of Commissioners and Trustees - - -	- 170
School Property - - -	- 171
School-Houses - - -	- 172
Special tax - - -	- 172
School taxes - - -	- 172
Exemptions - - -	- 173
Appeals - - -	- 174
School site - - -	- 174
Union for Model School or Academy - - -	- 175
Monthly fees - - -	- 175
Schools for Girls - - -	- 176
Annual census of children - - -	- 176
Special powers of trustees - - -	- 177
The Secretary-Treasurer - - -	- 178
Security and Sureties - - -	- 178
His duties - - -	- 178
His assistant - - -	- 179
Examination of Accounts - - -	- 180
By School Corporation - - -	- 180
By Auditors - - -	- 180
By Superintendent - - -	- 181
Fabrique Schools - - -	- 182
Statistics of 1898-99 - - -	- 182
 FINANCE : PROVINCIAL AND LOCAL - - -	 - 183
Conditions of aid - - -	- 183
Exemption of municipality - - -	- 183
Distribution of Local School Fund - - -	- 184
Refusal of share in Common School Fund - - -	- 185
Sum reserved for three special purposes - - -	- 185
Applications of Local School Fund - - -	- 186
Valuation of property - - -	- 186

FINANCE PROVINCIAL AND LOCAL -cont.	PAGE
Imposition of school taxes - - - - -	187
Collection by seizure - - - - -	188
New and special taxes - - - - -	189
Voluntary Contributions - - - - -	191
Collection from religious and other corporations - - - - -	191
Capitalisation of debt - - - - -	192
Statistical Tables - - - - -	192
Table of amounts expended on education - - - - -	192
Statistics of the cost of education - - - - -	193
 SCHOOL VISITORS AND SCHOOL INSPECTION - - - - -	 194
Visitors for the whole Province - - - - -	194
Visitors in their own districts only - - - - -	194
School Inspection - - - - -	194
Duties of Inspectors - - - - -	195
Qualifications - - - - -	195
Salaries : instructions : number - - - - -	195
Specimen of Inspector's return - - - - -	196
Dismissal of Inspector - - - - -	197
Circular of 1897 about Pedagogical Lectures - - - - -	197
 TEACHERS : TRAINING AND DIPLOMAS - - - - -	 200
Normal Schools - - - - -	200
Financial provision - - - - -	200
Superintendent's control - - - - -	201
Normal school diploma - - - - -	201
Normal schools for girls - - - - -	202
Pedagogical lectures - - - - -	202
Central Board of Examiners - - - - -	203
Quebec and Montreal Boards - - - - -	204
Other Boards of Examiners - - - - -	204
Duties of Boards of Examiners - - - - -	204
Validity and necessity of diplomas - - - - -	206
Summary of statistics of teachers, 1897-98 - - - - -	207
From the Report for 1895-96 - - - - -	207
 COMPARATIVE STATEMENT OF PROGRESS, 1867-1899 - - - - -	 208
 SUPERIOR EDUCATION - - - - -	 209
Finance - - - - -	209
Roman Catholic Laval University - - - - -	210
Branch of Laval University at Montreal - - - - -	213
Statistics of Protestant Universities - - - - -	215
Statistics of Model Schools, Academies, etc. - - - - -	216
Regulations for Academies - - - - -	218
Special rules for Model Schools - - - - -	219
Royal Institution for the Advancement of Learning - - - - -	220
 INDUSTRIAL SCHOOLS - - - - -	 221
Certificates : Building : Inspection - - - - -	221
Finance - - - - -	222
Withdrawal of Certificate - - - - -	222
Detention of Children - - - - -	223
Penalties - - - - -	224
Management of certified Industrial Schools - - - - -	224
 THE POLYTECHNIC SCHOOL - - - - -	 225

	PAGE
MISCELLANEOUS - - - - -	227
Remarks on educational progress - - - - -	227
Plans of school houses - - - - -	229
Teachers' salaries - - - - -	229
Teaching of drawing - - - - -	229
Manual training for girls - - - - -	230
School holidays - - - - -	231
School libraries - - - - -	231
APPENDICES - - - - -	
A. An account of the Protestant Schools of Montreal, 1900. By the Secretary-Superintendent - - - - -	232
B. Extracts from the Regulations of the Protestant School Commissioners for Montreal, 1900 - - - - -	236
C. Regulations of 1890 for the issue of debentures by the Roman Catholic and Protestant School Commissioners for Montreal - - - - -	250
D. Special Regulation of 1893 concerning tenure of Roman Catholic School Commissioners for Montreal - - - - -	253
E. Course of study in Roman Catholic Academies and Model Schools - - - - -	254-5
F. Course of study in Protestant Elementary Schools - - - - -	256
G. From the Report of the Montreal Protestant School Com- missioners 1897-1899 - - - - -	257
3. Nova Scotia - - - - -	263
INTRODUCTORY - - - - -	265
EARLY HISTORY - - - - -	267
Education Act of 1811 - - - - -	267
Rise of Denominational Colleges and Universities - - - - -	268
Private Schools - - - - -	269
PRIMARY AND SECONDARY EDUCATION - - - - -	270
The Rise of the Free School Idea - - - - -	270
First Superintendents of Education - - - - -	270
Free School System - - - - -	271
Council of Public Instruction - - - - -	274
Superintendent of Education - - - - -	274
District Commissioners of Schools - - - - -	274
The Inspector - - - - -	274
The School Section - - - - -	275
The Annual School Meeting - - - - -	275
Finance - - - - -	275
County Academies - - - - -	276
Courses of Study and Text-Books - - - - -	277
Manual Training - - - - -	281
Religion - - - - -	281
Public Grants for Denominational Schools - - - - -	282
Licensing and appointment of Teachers - - - - -	283
Salaries, Classification, etc. - - - - -	286
Attendance - - - - -	288
High School Classes carry forward Primary Education - - - - -	288
TECHNICAL, COMMERCIAL AND AGRICULTURAL INSTRUCTION - - - - -	289
PUBLIC REFORMATORIES, INDUSTRIAL OR PARENTAL SCHOOLS - - - - -	292
Free Meals - - - - -	292
SCHOOLS FOR THE BLIND AND THE DEAF AND DUMB - - - - -	292
SUPPLEMENTARY NOTE - - - - -	293

	AGE
APPENDICES - - - - -	- 294
A. Regulation of the Council of Public Instruction referring to "Devotional Exercises" - - - - -	- 294
B. The Public School Course of Study as prescribed in 1898 -	- 294
C. The General Regulations of the Provincial High School Examinations, 1898 - - - - -	- 312
D. Regulations of the Council of Public Instruction referring to County Academies - - - - -	- 319
E. Regulations of the Council of Public Instruction referring to "Common" School Buildings - - - - -	- 322
F. Regulations of the Council of Public Instruction on the Licensing of Teachers and their professional qualifications	326
4. New Brunswick - - - - -	- 335
PRIMARY EDUCATION - - - - -	- 336
Brief Historical Sketch - - - - -	- 336
"Boarding Around" System - - - - -	- 336
Assessment System - - - - -	- 337
Common Schools Act, 1871 - - - - -	- 337
Central Administration - - - - -	- 337
Local Administration - - - - -	- 337
Finance - - - - -	- 338
Salaries of Teachers - - - - -	- 339
School Attendance - - - - -	- 339
Course of Study - - - - -	- 340
Manual Training and Needlework - - - - -	- 340
Instruction in Religion and Morals - - - - -	- 340
Training of Teachers - - - - -	- 340
School Inspection - - - - -	- 341
Teachers' Institutes - - - - -	- 341
SECONDARY EDUCATION - - - - -	- 341
UNIVERSITY EDUCATION - - - - -	- 342
TECHNICAL AND AGRICULTURAL EDUCATION - - - - -	- 342
INDUSTRIAL SCHOOLS AND REFORMATORIES - - - - -	- 342
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND - - - - -	- 342
GENERAL RESULTS - - - - -	- 342
SUPPLEMENTARY NOTES - - - - -	- 344
University Education - - - - -	- 344
Government Training Farm - - - - -	- 344
Provincial Dairy School - - - - -	- 346
APPENDIX. EDUCATIONAL STATISTICS, 1889-1899 - - - - -	- 347
5. Manitoba - - - - -	- 349
INTRODUCTION - - - - -	- 351
The Settlement Period - - - - -	- 352
The Denominational Period, 1870-1890 - - - - -	- 353
The Public Schools Act of 1890 and the Religious Controversy	356

	PAGE
CENTRAL ADMINISTRATION - - - - -	365
The Education Department - - - - -	365
The Advisory Board - - - - -	365
Inspection - - - - -	367
LOCAL ADMINISTRATION - - - - -	367
Rural School Districts - - - - -	367
Annual School Meeting - - - - -	368
School Trustees - - - - -	368
Public School Boards in cities, towns and villages - - - - -	370
FINANCE - - - - -	371
Annual Grants :—	
Legislative Grants - - - - -	371
Municipal Grants - - - - -	371
Loans - - - - -	372
TEACHERS - - - - -	373
Teachers' Certificates and Training - - - - -	373
Salaries - - - - -	375
ATTENDANCE - - - - -	375
CURRICULUM - - - - -	376
Religious Instruction - - - - -	377
INTERMEDIATE AND COLLEGIATE SCHOOLS - - - - -	377
THE UNIVERSITY OF MANITOBA - - - - -	377
THE NEGLECTED CHILDREN ACT - - - - -	378
APPENDICES - - - - -	380
A.—Educational Statistics, 1871-1898 - - - - -	380
B.—Programme of Studies for the Public Schools - - - - -	388
C.—Regulations regarding Religious Exercises - - - - -	396
D.—Regulations as to Teachers' Certificates - - - - -	399
6. North-west Territories - - - - -	400
INTRODUCTORY - - - - -	411
CENTRAL ADMINISTRATION - - - - -	414
Council of Public Instruction (Central Authority) - - - - -	414
Classification of Schools - - - - -	415
LOCAL ADMINISTRATION - - - - -	416
School Districts - - - - -	416
Inaugural School Meeting - - - - -	417
Separate Schools - - - - -	418
Annual School Meeting - - - - -	418
Union of Public and Separate School Districts - - - - -	420
Disorganisation of School Districts - - - - -	420
Trustees - - - - -	421
Secretary of Board of Trustees - - - - -	423
Treasurer of Board of Trustees - - - - -	424
Treasurer's Return - - - - -	425



	PAGE
STATISTICS - - - - -	426
School Districts - - - - -	426
Schools - - - - -	426
Pupils Enrolled - - - - -	427
Pupils in Attendance - - - - -	427
Attendance - - - - -	427
Classification - - - - -	427
Comparative Statement of Attendance and Classification	428
Summary of Statistics 1885-1899 - - - - -	429
ATTENDANCE LAWS AND TRUANCY - - - - -	429
Length of time during which Schools are open - - - - -	429
Penalties - - - - -	429
Reasonable excuses - - - - -	430
Truancy and Truant Officer - - - - -	430
School Hours - - - - -	430
Period for which Grants are payable - - - - -	431
Remarks on Attendance in 1898 - - - - -	431
COST OF EDUCATION - - - - -	432
Legislative Grants - - - - -	432
Scale - - - - -	432
Dates of payment - - - - -	433
Allowance on account of disease - - - - -	433
Local Taxation - - - - -	434
Assessment - - - - -	434
Protestants and Roman Catholics - - - - -	435
Assessment roll - - - - -	435
Exemptions - - - - -	436
Complaints - - - - -	438
Court of Revision - - - - -	438
Appeal to Superintendent - - - - -	438
Return of Trustees Rebate - - - - -	439
Incurring Debt by Debenture - - - - -	439
School Fees - - - - -	440
Treasurer's Return - - - - -	440
Public Notice of Poll on issue of Debentures - - - - -	442
INSPECTORS AND INSPECTION - - - - -	443
RELIGIOUS INSTRUCTION - - - - -	444
TEACHERS - - - - -	444
Their duties - - - - -	444
Teachers' Institutes - - - - -	445
Supply of Teachers, &c. - - - - -	446
Foreign Certificates - - - - -	447
Normal School - - - - -	447
Form of Agreement between Trustees and Teacher - - - - -	447
Certificates - - - - -	448
Summary of Examinations - - - - -	448
Qualifications for High School Certificate - - - - -	449
General Regulations for Non-professional Examinations - - - - -	449
Certificates without Examination - - - - -	450
Certificates and Teachers' Examinations (1898) - - - - -	450
SPECIAL SCHOOLS - - - - -	451
Night Schools - - - - -	451
Kindergartens - - - - -	451

	PAGE
APPENDICES - - - - -	- 452
A. EXTRACTS FROM THE PROGRAMME OF STUDY - - -	- 452
Drawing - - - - -	- 452
Stimulants and Narcotics (Alcohol, Tobacco) - - -	- 453
Manners and Morals - - - - -	- 453
Hygiene - - - - -	- 454
Music - - - - -	- 454
" Programme of Studies " - - - - -	- 454
Reading and Literature - - - - -	- 454
Orthoepy and Spelling - - - - -	- 455
Composition - - - - -	- 455
Grammar - - - - -	- 455
History - - - - -	- 455
Geography - - - - -	- 456
Arithmetic - - - - -	- 457
Nature Study and Agriculture - - - - -	- 457
B. EXTRACTS FROM THE REPORT FOR 1898 - - - - -	- 457
Agriculture - - - - -	- 457
Domestic Economy and Hygiene - - - - -	- 458
Equipment - - - - -	- 459
Buildings - - - - -	- 459
C. EXTRACTS FROM PAPERS SET IN PROFESSIONAL EXAMINATION FOR TEACHERS, 1898 - - - - -	- 461
First-Class Certificates - - - - -	- 461
First and Second-Class Certificates (Drawing) - - -	- 462
Second-Class Certificates - - - - -	- 462
Third-Class Certificates - - - - -	- 464
7. British Columbia - - - - -	- 467
INTRODUCTORY - - - - -	- 469
CENTRAL ADMINISTRATION - - - - -	- 472
Council of Public Instruction - - - - -	- 472
Its Powers - - - - -	- 472
Special Provisions - - - - -	- 473
The Superintendent of Education - - - - -	- 474
LOCAL ADMINISTRATION - - - - -	- 475
Rural School Districts - - - - -	- 475
Annual School Meeting - - - - -	- 475
Challenge of Voter - - - - -	- 476
Order of Business - - - - -	- 477
Special Meetings - - - - -	- 477
Report of Trustees - - - - -	- 478
City School Districts - - - - -	- 479
Qualification of Voters - - - - -	- 479
Meetings of Trustees - - - - -	- 480
Their Powers and Duties - - - - -	- 480
Statement of Accounts - - - - -	- 482
High Schools and Collegiate Institutes - - - - -	- 482
Annual Reports - - - - -	- 483
Per capita Grants - - - - -	- 483
Non-sectarian Principles - - - - -	- 483

	PAGE
REGULATIONS AS TO COMPULSORY ATTENDANCE - - -	- 484
Fines - - - - -	- 484
Exemptions - - - - -	- 484
Reasonable Excuses - - - - -	- 484
TEACHERS - - - - -	- 485
Grades of Certificate - - - - -	- 485
Temporary Certificate - - - - -	- 485
Terms of Validity - - - - -	- 485
Exemption from Non-Professional Examination - - - - -	- 486
Moral Character - - - - -	- 486
Form of Candidate's Notification - - - - -	- 486
Annual Renewal - - - - -	- 486
Certificate Statistics for 1898 - - - - -	- 486
Rights conferred by Certificates - - - - -	- 487
Statistics of Permanent Staff, 1897-8 - - - - -	- 487
Statistics of Permanent Staff, 1894-5 - - - - -	- 488
Average Salaries - - - - -	- 488
Duties of Public School Teachers - - - - -	- 489
Notices of Appointment, Dismissal, &c. - - - - -	- 490
Teacher's Appeal against Dismissal - - - - -	- 490
TRAINING OF TEACHERS - - - - -	- 490
From the Report for 1893-4 - - - - -	- 490
From the Report for 1896 - - - - -	- 491
Necessity of a Normal School - - - - -	- 491
TRUANCY . PUNISHMENTS - - - - -	- 492
Expulsion and Suspension - - - - -	- 492
Corporal Punishment - - - - -	- 492
Moral Suasion - - - - -	- 493
LEGAL PENALTIES - - - - -	- 493
Voter's False Declaration - - - - -	- 493
Disturbance of School Meeting - - - - -	- 493
SCHOOL PROPERTY - - - - -	- 493
Trustees' Responsibility - - - - -	- 493
Misuse of School Buildings - - - - -	- 493
Teacher's Responsibility - - - - -	- 494
INSPECTION - - - - -	- 494
Inspector's Report - - - - -	- 494
Need of a third Inspector (1896) - - - - -	- 494
HIGH SCHOOLS - - - - -	- 494
Nanaimo High School - - - - -	- 495
New Westminster High School - - - - -	- 495
Vancouver High School - - - - -	- 496
Victoria High School - - - - -	- 496
Diploma of Standing - - - - -	- 496
Subjects for Entrance Examination - - - - -	- 497
Paper on Agriculture - - - - -	- 497
Conditions of Creation of High Schools - - - - -	- 497
Teachers as Pupils in High Schools - - - - -	- 497
Percentage of Marks Required - - - - -	- 497
Courses and Classes - - - - -	- 498
Promotion from Graded to High Schools - - - - -	- 498
From the Report for 185-6 - - - - -	- 498
"Board of Governors of Vancouver College - - - - -	- 499

	PAGE
GRADED SCHOOLS - - - - -	- 499
Size of Divisions - - - - -	- 499
Optional Subjects - - - - -	- 499
" Limit Table - - - - -	- 499
Semi-annual Examination - - - - -	- 499
Suggestions from Circular of 1895 - - - - -	- 500
COMMON SCHOOLS - - - - -	- 500
Optional Subjects - - - - -	- 500
The Lord's Prayer - - - - -	- 500
GENERAL REMARKS. STATISTICS OF EDUCATIONAL PROGRESS -	501
Statistics for 1897-9 - - - - -	- 501
Cost per pupil, 1888-98 - - - - -	- 502
Attendance, 1897-8 - - - - -	- 503
Attendance and Expenditure, 1890-9 - - - - -	- 503
Attendance, 1894-5 - - - - -	- 503
Progress in Attendance, 1894-7 - - - - -	- 504
Teachers' Aims - - - - -	- 504
Classification of Schools - - - - -	- 505
APPENDICES - - - - -	- 506
A. Subjects of Examination for Certificates and conditions of obtaining them - - - - -	- 506
B. Courses of Study- - - - -	- 510
High Schools - - - - -	- 510
Graded and Common Schools - - - - -	- 511
Optional Subjects - - - - -	- 513
Agriculture - - - - -	- 513
8. Prince Edward Island - - - - -	- 515
Early History - - - - -	- 517
Administration and Inspection - - - - -	- 517
Progress under the Act of 1877 - - - - -	- 517
Statistics - - - - -	- 518
Prince of Wales College - - - - -	- 518
Appointment of Teachers- - - - -	- 519
Salaries - - - - -	- 519
Special Subjects - - - - -	- 519
Private Schools - - - - -	- 519
APPENDIX :-	
Regulations of the Board of Education - - - - -	- 520
9. Memorandum on Agricultural Education in Canada -	533
Provincial Aids - - - - -	- 533
Agricultural Schools - - - - -	- 533
Other Organisations - - - - -	- 534
Dominion Aids to Agriculture - - - - -	- 534
10. Note on the Macdonald Manual Training Fund for the Development of Manual and Practical Instruction in Primary Schools in Canada - - - - -	- 537

B. NEWFOUNDLAND.

	PAGE
Newfoundland - - - - -	541
PRIMARY EDUCATION - - - - -	542
Historical Sketch : - - - - -	542
Chaotic period 1726-1823 - - - - -	542
Period of individual enterprise, 1823-1836 - - - - -	543
Legislative action, 1836-1898—Creation of Local Boards of Education—Two Central Boards - - - - -	546
Present system - - - - -	547
Act of 1874 - - - - -	547
Attendance - - - - -	549
Finance - - - - -	549
Private Schools - - - - -	550
Inspection - - - - -	550
Singing, Drawing and Drill - - - - -	551
Religious Instruction - - - - -	551
Teachers—Salaries and Training - - - - -	551
SECONDARY EDUCATION - - - - -	552
METHODIST SCHOOLS AS RELATED TO THE NEWFOUNDLAND SYSTEM OF EDUCATION - - - - -	554
Early History - - - - -	554
Present System - - - - -	556
Primary Education - - - - -	556
Administration - - - - -	557
Attendance - - - - -	557
Cost - - - - -	557
Subjects taught - - - - -	557
Religious Instruction - - - - -	557
Teachers - - - - -	557
Training of Teachers - - - - -	558
Higher Education - - - - -	558
SUPPLEMENTARY NOTES - - - - -	560
Education Estimates, 1898-99 and 1899-1900 - - - - -	560
Denominational Apportionment of Government Grants for Education, 1899-1900 - - - - -	561
Apportionment of Grants for Inspection, 1899-1900 - - - - -	561
Statistics of Roman Catholic Schools - - - - -	562
From the Report of the Colonial and Continental Church Society for 1899-1900 - - - - -	563
APPENDICES - - - - -	566
A. Return of Schools for the year 1896-1897 - - - - -	566
B. Voluntary Contributions and Fees - - - - -	567
C. Programme of Studies for Elementary Schools - - - - -	568
D. Teachers' Pension Fund - - - - -	569
E. Some Provisions of the Education Act of July, 1899 - - - - -	573

C.—WEST INDIES.

	PAGE
1. Jamaica	575
PART I.	
HISTORICAL SKETCH	577
THE SYSTEM (AS IT WAS BEFORE THE NEW CODE, 1900)	585
Local Managers	585
Finance	588
Attendance	588
Private and Secondary Schools	589
Administration	590
Inspection	591
Subjects of Instruction	592
Agriculture	594
Manual Training	595
Religious Instruction	595
Teachers' Salaries	596
Pupil Teachers	597
Training	598
Secondary Education	599
Technical Instruction	600
Reformatory and Industrial Schools	600
APPENDICES	601
A. Denominational Summary of Elementary Schools in 1864 and 1865	601
B. Statistics of Elementary Education from 1868 to 1899-	602
C. Attendance Curves	<i>To face page</i> 602
D. Statistics of Age	603
E. Synopsis of the principal changes in the Elementary School System between 1867 and 1897	604
F. Standards of Classification down to the New Code, 1900	607
G. Subjects for Examination of Pupil Teachers	616
H. Requirements at Examination of Training Colleges	618
PART II.	
SUPPLEMENTARY NOTES ON EDUCATION IN JAMAICA, 1898-1900	624
REPORT OF THE COMMISSION ON EDUCATION IN JAMAICA, 1898	624
System of Education in Jamaica	625
Amalgamation of Schools	626
School Age-	629
Compulsion to Attend School	630
Irregularity and Unpunctuality	632
Education of Children of East Indians	634
School Managers	635
Inspectors and Inspection	635
Grants	636
Teachers and their Training	636
Classification of Schools	643
School Organisation	645
Proposed Changes in the Curriculum of Elementary Schools	646
Religious Teaching	656
Manual and Agricultural Instruction-	657
Continuation Schools-	662
Secondary Schools	662
Effect of Home Conditions on School Life-	663

SUPPLEMENTARY NOTES ON EDUCATION IN JAMAICA, 1898-1900--
cont

REPORT OF THE COMMISSION ON EDUCATION IN JAMAICA, 1898-- <i>cont</i>	PAGE
Scholarships - - - - -	663
Board of Education and Education Department - -	664
Commissioners' Finding as to the State of Education in Jamaica - - - - -	664
EXTRACTS FROM THE EVIDENCE GIVEN BEFORE THE EDUCA- TION COMMISSION - - - - -	665
Is it desirable that the system of education should in the main be organised on denominational lines? - -	665
Does Education tend to make the rising generation dis- inclined for manual labour, especially in Agriculture? -	669
Is it desirable or practicable to have more agricultural teaching in elementary Schools? - - - - -	672
Should Elementary Education be made more practical and less literary? - - - - -	676
What have been the general effects on the population of the system of education in Jamaica? - - - - -	678
EDUCATION IN JAMAICA IN 1898-9 - - - - -	681
Educational Statistics 1897-9 - - - - -	681
Memorandum on Educational Matters addressed by Board of Education to the Legislative Council, April, 1897 -	681
Educational Finance, 1897-9 - - - - -	682
Monthly Average Attendance at Schools and Classification of Scholars - - - - -	684
Teachers - - - - -	685
Manual Training, Kindergarten Class, and Teaching of Elementary Science in its bearing on Agriculture -	685
Training Colleges - - - - -	686
Scholarships and Secondary Education - - - - -	687
Remarks of the Superintending Inspector on the Report of the Education Commission - - - - -	688
SELECTION OF THE ARTICLES CONTAINED IN THE NEW CODE OF REGULATIONS OF THE EDUCATION DEPARTMENT, IN FORCE FROM MAY 10, 1900 - - - - -	689
2. British Guiana - - - - -	751
PRIMARY EDUCATION - - - - -	753
Introductory - - - - -	753
Early History - - - - -	753
Mr. Canning's Resolutions - - - - -	754
First Grants for Educational Purposes - - - - -	754
Lady Mico's Legacy, etc. - - - - -	755
Establishment of the Grammar School - - - - -	755
Education Commission - - - - -	756
Ordinance of 1855 - - - - -	756
School Commission of 1874 - - - - -	757
Ordinance of 1882 - - - - -	758
Reduction of State Grants to Education - - - - -	760
The New Code of 1890 - - - - -	761
Schools for Aboriginal Indians - - - - -	762
Statistics - - - - -	762
SECONDARY EDUCATION - - - - -	763
Queen's College - - - - -	763
The Catholic Grammar School - - - - -	765
Ursuline Convent High Schools - - - - -	766
Wesleyan High Schools - - - - -	766
REFORMATORIES - - - - -	766
EDUCATIONAL ENDOWMENTS - - - - -	768

	PAGE
SUPPLEMENTARY NOTE - - - - -	770
APPENDICES - - - - -	771
A. Report of the Commissioners on Primary Education, 1897-	771
B. Code of Regulations for Grant-in-Aid Schools, 1900 -	774
C. An Ordinance (1900) to amend the Elementary Education Ordinance, 1876 - - - - -	793

3. The Teaching of Agriculture in Elementary and Higher Schools in the West Indies - - - - -	797
Recommendations of the West India Royal Commission -	799
Extracts from Report : A system of Peasant Proprietors.	799
Establishment of a Department of Economic Botany in the West Indies - - - - -	801
Education :—Elementary, Agricultural and Industrial	802
Extracts from Subsidiary Report : - - - - -	802
Scheme for the Establishment of a Department of Economic Botany and for Agricultural Instruction in the West Indies - - - - -	802
Administration ; Head Office - - - - -	803
Tobago Botanic Station - - - - -	804
Grenada Botanic Station - - - - -	804
St. Vincent Botanic Station and Industrial School -	805
St. Lucia Botanic Station and Industrial School -	805
Barbados Botanic Station and Experimental Cane Cultivation - - - - -	806
Dominica Botanic Station and Industrial School -	806
Montserrat Botanic Station - - - - -	806
Antigua Botanic Station and Sugar Cane Experiments	807
St. Kitts-Nevis - - - - -	807
Summary : Botanic Stations and Industrial Schools -	807
British Guiana - - - - -	808
Horticultural Shows - - - - -	808
Grants to Elementary Schools - - - - -	808
Bulletins, Leaflets, etc. - - - - -	808
Grants to Colleges and Schools - - - - -	808
Summary : Botanic Department - - - - -	809
Debate in the House of Commons Aug. 2, 1898 - - - - -	809
Letter from the Secretary of State - - - - -	810
First Agricultural Conference : President's Address - - -	811
The Sugar Industry - - - - -	812
Other Industries - - - - -	815
Botanical Institutions - - - - -	817
Agricultural Instructors - - - - -	817
Agricultural Exhibitions - - - - -	818
Bulletins, Handbooks and Leaflets - - - - -	819
Agricultural Teaching in Primary Schools - - - - -	819
Agricultural Schools - - - - -	820
Teaching Scientific Agriculture in the Higher Schools and Colleges - - - - -	820
Fungoid and Insect Pests - - - - -	821
New Steamship Services - - - - -	821
Second Agricultural Conference - - - - -	821
Extracts from President's Address : Agricultural Education - - - - -	821
Teaching Agriculture in High Schools and Colleges . Discussion - - - - -	824
Teaching Agriculture in Elementary Schools : Dis- cussion - - - - -	828
Postscript on Agricultural Education in the West Indies in 1900 - - - - -	833

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SYSTEM OF EDUCATION
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PART I.

GENERAL DESCRIPTION OF THE SYSTEM.

INTRODUCTION	5
Central Administration	5
Local Administration	6
The School and the Churches	7
I PRIMARY EDUCATION	7
Kindergartens	7
Administration	8
Compulsory Education	8
Subjects of Instruction	9
Leaving Examinations	9
Statistics	10
Separate Schools	10
Training of Teachers	12
County Model Schools	14
Normal Schools	15
Inspection	16
Teachers' Institutes	18
II SECONDARY EDUCATION.	
High Schools and Collegiate Institutes	19
Trustees	20
Finance	20
Entrance Examination	21
Statistics	22
Departmental Examinations	22
The School of Pedagogy	25
Inspectors of High Schools	26
III. UNIVERSITY EDUCATION	27
IV TECHNICAL EDUCATION	34
V. SPECIAL SCHOOLS	37
VI INDUSTRIAL SCHOOLS	83

PART II.

THE SYSTEM IN 1899 EXTRACTS FROM THE REPORT OF THE MINISTER
OF EDUCATION FOR THE YEAR 1899.

I. PUBLIC SCHOOL TEACHERS AND THEIR CERTIFICATES.

a. Certificates, 1899	40
b. Remarks on the supply of qualified teachers	40

I. PUBLIC SCHOOL TEACHERS AND THEIR CERTIFICATES— <i>cont.</i>	
<i>c.</i> Teachers in training at Normal Schools, 1877-1899	41
<i>d.</i> Teachers' Institutes, 1877-1898	41
<i>e.</i> Temporary and extended Certificates, 1899	42
<i>f.</i> Specialists' Certificates.	42
II. THE PUBLIC SCHOOL LEAVING EXAMINATIONS	44
III. CONTINUATION CLASSES	46
IV. THE COURSE OF STUDY IN PUBLIC AND HIGH SCHOOLS.	
<i>a.</i> Agriculture	47
<i>b.</i> Manual Training	49
<i>c.</i> Temperance and Hygiene	50
V. SEPARATE SCHOOLS IN 1898.	
<i>a.</i> Roman Catholic	50
<i>b.</i> Protestant	50
VI. HIGH SCHOOLS.	
<i>a.</i> Diffusion of High School Education	51
<i>b.</i> Tendencies of High School Education, 1867-1898	51
<i>c.</i> Departmental Instructions for the High School Entrance Examination, 1900	52
<i>d.</i> The question of Free High Schools	54
VII. EMPIRE DAY IN PUBLIC AND HIGH SCHOOLS.	
<i>a.</i> Circular of March, 1899	55
<i>b.</i> Remarks from the Report for 1899	55
VIII. UNIVERSITY EDUCATION.	
<i>a.</i> From the Report of the Council of the University of Toronto for 1898-9	56
<i>b.</i> Numbers attending Pass and Honour Lectures	57
<i>c.</i> The Laboratories	58
<i>d.</i> Numbers examined in the Faculties and Departments	58
<i>e.</i> Students in the Faculty of Medicine	58
<i>f.</i> Subjects taught in the Faculty of Science	59
<i>g.</i> University College—(i) Registered Students. (ii) Pass and Honours Lectures	59
<i>h.</i> Subjects taught by the Faculty of the School of Science	60
IX. ART TEACHING.	
<i>a.</i> Art Schools and Departmental Drawing Examinations	61
(i.) Certificates in Primary Art Course, 1882-1889	61
(ii.) " Advanced Art Course, 1883-1899	61
(iii.) " Mechanical Drawing Course 1883- 1899	62
(iv.) " Industrial Art Course, 1885-1899	62
(v.) " Extra Subjects, 1885-1889	63
<i>b.</i> Literary and Scientific Societies receiving grants	63
<i>c.</i> Progress of School Architecture and Decoration	63
X. PUBLIC LIBRARIES.	
<i>a.</i> Public Libraries not free.	66
<i>b.</i> Evening Classes in Public Libraries, 1898-1899	67
<i>c.</i> Certificates in Primary Drawing Course, 1899	68

X. PUBLIC LIBRARIES— <i>cont.</i>	
<i>d.</i> Certificates in Mechanical Drawing Course, 1899	- 68
<i>e.</i> Number of Public Libraries in Counties and Districts	68
<i>f.</i> Progress of Public Libraries, 1883-1899	- 69
<i>g.</i> Free Libraries	- 69
XI. REPORTS OF THE INDUSTRIAL SCHOOLS, 1899.	
<i>a.</i> Victoria Industrial School	- 70
<i>b.</i> Alexandra Industrial School	- 70
XII. EXAMINATION REQUIREMENTS, 1900, 1901, 1902	
<i>a.</i> Junior Leaving Standing, Part I	- 70
<i>b.</i> do. do. do. Part II	- 71
<i>c.</i> Senior Leaving Standing, Part I	- 76
<i>d.</i> do. do. do. Part. II.	- 78
<i>e.</i> Question Papers	- 82
<i>f.</i> Percentages	- 82
<i>g.</i> Commercial Diploma	- 83

PART III.

STATISTICAL TABLES FOR THE YEAR 1898.

Table 1. PUBLIC SCHOOLS. Pupils in the different branches	85
„ 2. PUBLIC SCHOOLS. School population and pupils in attendance	86
„ 3. PUBLIC SCHOOLS. Teachers, their salaries and qualifications	87
„ 4. PUBLIC SCHOOLS. Receipts and expenditure	88
„ 5. HIGH SCHOOLS.	
<i>a.</i> Receipts and expenditure	89
<i>b.</i> Miscellaneous information	89
„ 6. COLLEGIATE INSTITUTES.	
<i>a.</i> Receipts and expenditure	90
<i>b.</i> Miscellaneous information	90
„ 7. COLLEGIATE INSTITUTES. Pupils in the different branches of instruction	91
„ 8. KINDERGARTENS	92
„ 9. NIGHT SCHOOLS.	92
„ 10. GENERAL STATISTICAL ABSTRACT, 1867 to 1896	93
„ 11. SUMMARY OF STATISTICS FOR 1898.	
<i>a.</i> Elementary Schools	94
<i>b.</i> Secondary Schools	95

APPENDICES.

A. Regulations of the Education Department of the Province of Ontario (1896)	- 96
B. Certain Regulations as amended in 1898 and 1899	- 123
C. Duties of Inspectors	- 127
D. Examinations and Examiners	- 130
F. Uniform Text Books	- 134
F. Regulations for the School of Pedagogy	- 138
G. University Regulations	- 140

APPENDIX A.

EDUCATIONAL STATISTICS, 1871-1898.

I.—SCHOOL POPULATION.

Year.	School Population.	Pupils Registered Under 5.	Pupils Registered 5-21.	Pupils Registered Over 21.	Total No. of Pupils Registered.
1871 - -	---	---	---	---	817
1881 - -	7,000	---	---	---	4,919
1882 - -	9,641	---	---	---	6,972
1883 - -	12,346	---	10,484	---	10,831
1884 - -	14,129	---	---	---	11,708
1885 - -	15,850	---	11,046	744	13,074
1886 - -	16,834	---	14,246	1,000	15,926
1887 - -	17,600	---	14,484	---	16,940
1888 - -	18,350	---	14,996	---	18,000
1889 - -	21,471	57	17,275	1,027	18,358
1890 - -	25,077	65	21,972	1,219	23,256
1891 - -	28,678	58	22,488	1,325	23,871
1892 - -	29,564	130	23,022	94	23,243
1893 - -	34,417	80	28,393	233	28,706
1894 - -	36,439	74	32,403	203	32,680
1895 - -	44,932	87	35,062	222	35,371
1896 - -	50,093	85	37,701	201	37,987
1897 - -	51,178	84	39,569	188	39,841
1898 - -	57,431	88	43,825	157	44,070

2.—ATTENDANCE.

Year.	Pupils who attended less than 100 days.	Between 100 and 150 days.	Between 151 days and the whole year.	Average Attendance.	No. of School Days in year.
1883 - -	---	---	---	5,064	---
1884 - -	---	---	---	6,520	---
1885 - -	---	---	---	7,847	---
1886 - -	---	---	---	8,611	203
1887 - -	9,878	4,410	3,607	9,715	228
1888 - -	7,302	---	---	9,856	193
1889 - -	11,807	5,770	4,033	11,242	212
1890 - -	12,461	5,256	3,860	11,627	213
1891 - -	13,990	7,321	5,424	12,433	215
1892 - -	12,306	5,762	5,766	12,976	218
1893 - -	15,958	7,983	6,180	14,180	215
1894 - -	16,845	7,486	8,707	16,260	218
1895 - -	16,768	8,643	9,913	19,516	212
1896 - -	18,439	9,654	9,894	20,247	216
1897 - -	18,725	10,082	10,835	21,500	216
1898 - -	20,557	10,036	13,477	24,958	217

3.—TEACHERS EMPLOYED AND STANDING.

Year.	No. of Teachers.	Male.	Female.	Collegiate.	1st Class.	2nd Class.	3rd Class.	Interim Certificates.
1883	246	123	123	9	37	77	88	35
1884	359	170	189	—	47	118	138	56
1885	476	231	245	6	47	148	200	75
1886	525	242	283	7	44	148	236	89
1887	581	285	296	7	55	149	255	115
1888	675	267	408	8	62	190	298	117
1889	668	320	348	9	71	207	258	123
1890	840	451	389	5	68	279	369	100
1891	866	412	454	6	88	318	414	40
1892	902	390	512	9	86	392	341	74
1893	997	435	562	10	94	448	392	53
1894	1,047	500	547	15	126	467	383	56
1895	1,093	570	523	18	121	525	395	34
1896	1,143	585	558	20	140	539	401	43
1897	1,197	601	596	23	219	625	319	11
1898	1,301	654	647	25	224	658	379	4

4.—EXAMINATION OF TEACHERS.

Year.	1st Class.		2nd Class.		3rd Class.		Certificates Granted on standing obtained elsewhere.				Total Number receiving Certificates.
	No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined.	No. Passed.	1st Class.	2nd Class.	3rd Class.	Interim.	
1886	—	14	—	80	265	201	4	10	—	81	398
1887	23	10	61	19	265	92	18	12	—	186	337
1888	15	6	72	29	264	181	14	32	—	159	421
1889	17	7	81	23	268	150	21	74	—	137	417
1890	14	10	128	31	419	201	15	110	16	124	610
1891	15	9	152	78	393	263	24	112	60	40	687
1892	19	8	193	86	323	122	30	140	90	74	777
1893	22	12	137	50	433	131	65	122	41	53	723
1894	28	19	225	67	616	181	49	106	19	56	816
1895	22	14	235	90	499	118	41	106	23	34	886
1896	42	29	246	164	294	135	58	141	24	43	1,017
1897	44	23	235	97	305	165	76	174	24	11	1,133
1898	32	18	216	90	276	189	41	67	5	4	1,209

5.—NORMAL SCHOOL.

Year.	Teachers.		Students at Long Sessions.	Students at Short Sessions.	Number of Long Sessions.	Number of Short Sessions.
	Provincial Normal.	Local Normal.				
1883	1	—	16	—	2	—
1884	1	—	35	89	2	5
1885	1	—	31	93	1	4
1886	1	—	38	83	1	3
1887	1	—	31	99	1	1
1888	2	—	42	108	1	2
1889	2	—	35	122	1	3
1890	2	—	28	59	1	2
1891	2	5	67	122	1	5
1892	3	12	60	153	1	6
1893	3	9	63	85	1	4
1894	4	8	75	124	1	5
1895	4	9	189	149	2	5
1896	4	9	136	102	2	5
1897	4	9	143	101	2	4
1898	6	9	184	204	2	5

6.—RECEIPTS AND EXPENDITURES.

Year.	Receipts.			Expenditures.						
	Legislative Grant.	Municipal Taxes.	Total.	Teachers' Salaries.	Building, Furnishing and School Sites.	Fuel.	Repairs, Cleaning and care of School Houses.	Salaries of Sec.-Treasurers.	Total.	
	\$	c.	\$	\$	\$	\$	\$	\$	\$	
1883	20,596	81	—	—	97,068	—	—	—	363,775	
1884	37,301	50	149,494	328,847	129,376	67,281	—	—	302,273	
1885	40,916	01	195,640	338,996	150,759	50,393	—	—	320,899	
1886	47,277	01	246,597	380,623	168,042	47,785	—	—	352,849	
1887	54,478	75	226,813	357,267	181,042	38,734	—	—	420,055	
1888	76,336	36	—	—	198,882	42,577	—	—	—	
1889	96,111	38	282,204	456,721	206,813	70,464	—	—	413,478	
1890	99,257	62	225,089	426,705	200,929	61,036	11,634	9,857	388,981	
1891	95,306	71	312,396	502,640	251,719	198,403	19,944	10,446	457,231	
1892	105,575	33	262,297	500,227	291,329	199,637	44,332	17,916	6,709	636,592
1893	108,071	55	329,562	760,583	317,119	134,590	24,108	12,356	6,293	744,178
1894	117,347	67	354,963	875,156	359,076	132,932	20,567	33,478	4,749	774,865
1895	129,099	13	481,828	892,056	378,656	118,519	18,166	32,084	12,070	797,542
1896	136,582	03	472,039	857,153	441,185	96,863	25,074	32,670	17,699	810,912
1897	143,561	41	525,482	825,774	445,204	57,370	26,648	34,265	11,928	805,417
1898	175,874	23	522,035	1,098,796	465,371	163,281	26,859	38,572	13,159	1,011,368

NOTE.—In the above Table the Legislative grant and total receipts are incomplete for the year 1898, as some of the grants to Schools have not yet been paid.

7.—SCHOOLS, SCHOOL HOUSES AND APPARATUS.

Year.	Number of School Districts Organized	Number of Schools in Operation.	Number of School Houses.	Frame.	Brick.	Stone.	Log.	Schools using Maps.	Number of Maps.	Number of Globes.	Number of Trees planted during Year.
1871	16	-	-	-	-	-	-	-	-	-	-
1881	128	-	-	-	-	-	-	-	-	-	-
1882	182	-	-	-	-	-	-	-	-	-	-
1883	272	256	-	-	-	-	-	-	-	-	-
1884	359	326	-	-	-	-	-	-	-	-	-
1885	468	390	-	-	-	-	-	-	-	-	-
1886	549	465	-	-	-	-	-	-	-	-	-
1887	575	506	-	-	-	-	-	-	-	-	-
1888	639	547	-	-	-	-	-	-	-	-	-
1889	700	592	543	432	19	6	84	487	1,594	-	-
1890	719	712	554	450	21	6	77	509	1,796	293	-
1891	774	746	629	532	15	6	70	567	1,849	346	-
1892	821	789	653	563	25	7	58	586	1,905	364	1,224
1893	874	860	669	568	27	10	64	611	2,273	462	2,475
1894	916	884	744	627	37	11	69	704	2,113	541	2,223
1895	956	982	761	636	38	16	71	759	2,445	557	5,595
1896	985	1,032	854	703	39	16	96	804	2,625	596	3,231
1897	1,018	1,068	860	730	39	16	75	809	3,056	614	5,249
1898	1,042	1,250	924	763	49	18	94	852	3,256	659	2,996

8.—TEACHERS' SALARIES.

Year.	Highest Salary Paid.	Average Salary for the Province.	Average Salary in Cities and Towns.	Highest Salary in Rural Schools.	Average Salary in Rural Schools.	Number of Teachers Attending Normal Five Months or more.	Number Attending less than Five Months.	Un-trained Teachers.
1883	\$ -	\$ c. 522 00	\$ c. 670 00	\$ -	\$ c. 456 50	-	-	-
1884	-	-	699 00	-	433 50	-	-	-
1885	-	-	554 00	-	425 10	-	-	-
1886	1,500	459 00	-	-	-	-	-	-
1887	1,500	-	-	800	-	143	210	288
1888	1,500	-	-	850	-	194	258	223
1889	1,500	483 20	602 16	900	463 70	185	302	178
1890	1,500	488 13	741 30	800	453 46	189	289	189
1891	1,600	474 05	661 23	900	426 60	209	431	166
1892	1,600	490 15	700 52	900	461 00	343	366	192
1893	1,800	479 36	642 68	800	456 24	419	356	222
1894	1,800	480 00	631 90	720	410 00	452	290	147
1895	1,800	427 89	635 35	720	368 67	487	390	216
1896	1,800	434 73	604 94	750	411 85	654	341	148
1897	1,800	495 21	533 56	750	484 48	709	352	136
1898	1,800	433 80	562 96	700	397 21	795	409	97

9.—ASSETS AND LIABILITIES.

Year.	Assets.			Liabilities.		
	Taxes due from Municipal Councils.	Value of School Houses, Sites and Furniture.	Total	Amount due Teachers.	Debture Indebtedness.	Total.
	\$	\$	\$	\$	\$	\$
1883	—	411,596	—	—	295,785	—
1884	—	334,824	—	—	372,980	—
1885	—	—	—	—	448,426	—
1886	—	581,442	—	—	459,791	—
1887	—	434,072	—	—	420,055	—
1888	—	—	—	—	—	—
1889	—	615,319	—	—	413,478	—
1890	253,847	647,353	904,682	91,319	454,546	551,208
1891	249,561	668,272	928,442	84,201	449,489	679,449
1892	232,028	796,413	1,232,675	70,921	537,676	674,687
1893	401,262	852,335	1,263,447	91,773	555,856	761,577
1894	312,665	975,112	1,468,282	96,070	655,723	939,881
1895	289,687	1,128,518	1,560,700	100,226	741,134	972,912
1896	407,976	1,164,569	1,677,037	92,085	750,351	1,015,546
1897	350,344	1,226,423	1,754,875	83,228	740,444	1,018,568
1898	418,598	1,394,906	2,057,453	84,892	841,103	1,309,876

10.—EXPENDITURE OF LEGISLATIVE GRANT.

Year.	Payment to Schools.	Inspection of Schools.	Examination of Teachers.	Normal School.	Office.	Total.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1883	20,596 81	1,361 00	1,059 71	1,090 00	5,133 18	29,242 70
1884	37,301 50	3,609 50	732 44	3,100 65	6,683 32	51,500 30
1885	40,916 01	3,914 40	1,174 85	3,145 71	6,463 86	55,794 85
1886	47,277 01	4,360 30	1,377 22	3,417 48	6,599 23	62,980 94
1887	54,478 75	5,442 04	1,676 12	4,910 35	8,160 92	74,668 18
1888	76,336 36	7,092 35	1,587 68	5,263 94	8,010 43	97,051 96
1889	96,111 38	7,439 40	1,583 13	6,595 52	8,279 92	118,809 05
1890	99,257 62	7,745 65	1,762 46	5,542 86	3,833 43	118,292 97
1891	95,306 71	7,838 78	1,814 74	5,184 30	3,692 53	113,837 16
1892	105,575 33	8,351 64	2,081 43	5,913 30	4,020 70	127,036 93
1893	108,071 55	8,626 80	2,803 46	8,802 92	3,706 22	136,968 49
1894	117,347 67	9,531 85	3,815 07	5,369 98	4,040 58	140,562 68
1895	129,099 13	9,878 67	2,993 03	5,440 10	4,003 41	152,386 54
1896	136,582 03	9,806 75	1,707 12	5,628 09	3,989 78	171,546 81
1897	143,561 41	10,496 85	2,138 02	5,988 92	3,955 53	166,903 48
1898	175,874 23	10,966 50	2,255 90	8,202 46	3,926 42	201,557 81

NOTE—In the above table the payments to schools and the total amount of expenditure are incomplete for the year 1898, as some of the grants to schools have not yet been paid.

11.—LEGISLATIVE GRANT FOR 1898.

EXPENDITURE.

PAYMENTS FOR OFFICE.

Salaries	3,071 00
Printing and Stationery	445 54
Postage and Telegraph	312 73
Incidentals	12 15
Typewriter	90 00
	<hr/>
	3,926 42

PAYMENTS FOR INSPECTION OF SCHOOLS

Salaries	10,925 00
Printing and Stationery	11 60
Incidentals	29 90
	<hr/>
	10,966 50

PAYMENTS FOR NORMAL SCHOOL.

Salaries	4,860 88
Printing and Stationery	148 83
Travelling Expenses	85 00
Library	174 20
Furniture and Repairs	174 30
Incidentals, Rent of Piano, Caretaking, Light, etc.	141 75
Examinations	473 70
Rent	2,143 80
	<hr/>
	8,202 46

PAYMENTS FOR EXAMINATION OF TEACHERS :

Examiners' Fees	1,798 50
Printing and Stationery	457 40
	<hr/>
	2,255 90

PAYMENTS FOR ADVISORY BOARD :

Members' Travelling Expenses	282 80
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PAYMENTS FOR TEACHERS' INSTITUTES :

Travelling Expenses	49 50
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PAYMENTS TO COLLEGIATE INSTITUTES :

Grants	7,794 51
Expenses of Inspection	227 25
	<hr/>
Grants to Intermediate Schools	8,021 76
Ordinary Grants to Schools	9,100 00
	<hr/>
	158,752 47
	<hr/>
	201,557 81
Grant to Manitoba University	3,500 00
Grant to Manitoba University (Special)	750 00
Grant to Manitoba University (Building Fund revote)	60 00
	<hr/>
	\$205,867 81

12.—SCHOOLS.

Year.	School Districts.			Expenditure to Schools.		
	Organized.	In Operation.	No. of Departments.	Maximum Grant to each School per Year.	Total Grant to Schools.	Total Expenditure.
1885 -	468	313	390	\$ c.	\$ c.	\$ c.
1886 -	549	422	465	100 00	40,916 01	55,794 85
1887 -	575	464	506	100 00	47,227 01	62,980 94
1888 -	639	495	547	100 00	54,478 75	74,668 18
1889 -	700	574	592	150 00	80,641 00	93,546 00
1890 -	719	627	712	150 00	96,111 38	118,809 05
1891 -	774	612	746	150 00	99,257 62	118,192 97
1892 -	821	660	789	150 00	95,306 71	113,837 16
1893 -	874	713	860	150 00	105,375 33	127,036 30
1894 -	916	751	884	130 00	108,071 55	136,968 40
1895 -	956	786	982	130 00	117,347 67	140,562 68
1896 -	985	833	1032	130 00	129,009 13	152,386 54
1897 -	1018	843	1068	130 00	136,582 03	171,546 81
1898 -	1042	928	1250	130 00	143,561 41	166,903 48
				130 00	175,874 23	201,557 81

NOTE.—In the above table the payments to schools and the total amount of expenditure are incomplete for the year 1898, as some of the grants to schools have not yet been paid.

13.—RELIGIOUS EXERCISES, ETC.

Year.	School Districts in operation.	Schools closed with Religious Exercises.	Schools closed with Prayer.	Bible used.	Schools giving Temperance Instruction.	Schools teaching Ten Commandments.	Schools giving Moral instruction.
1893 -	713	451	407	339	398	343	550
1894 -	751	594	545	533	494	272	645
1895 -	786	433	396	295	674	205	629
1896 -	833	361	327	236	637	196	708
1897 -	843	333	368	282	633	237	746
1898 -	928	325	362	255	569	258	814

14—CLASSIFICATION OF PUPILS

Year.	Reading.	Spelling.	Composition.	Grammar.	Arithmetic.	Book-keeping.	Writing.	Geography.	History, English.	History, Canadian.	Physiology.	Literature.	Algebra.	Physics.	Botany.	Euclid.	Music.	Agriculture.	Temperance.	Drawing.	
1886	16,205	14,474	13,140	10,303	15,258	2,779	15,851	11,217	5,658	-	2,263	-	-	-	-	-	-	-	-	-	-
1889	20,489	19,014	17,854	10,522	20,349	2,649	20,289	15,774	6,922	-	13,907	-	-	-	-	-	-	-	-	-	-
1890	20,898	20,080	18,785	11,623	21,376	3,616	21,621	15,717	7,842	-	15,259	-	-	-	-	-	-	-	-	-	-
1891	23,871	21,680	21,291	9,844	23,454	7,417	23,517	18,027	8,359	-	14,368	6,182	652	276	-	-	-	-	-	-	-
1892	24,623	23,957	23,685	14,376	24,625	6,576	23,896	19,376	6,957	-	8,623	5,891	872	973	-	-	-	-	-	-	-
1893	28,706	25,275	16,569	16,569	25,269	4,720	26,643	17,876	7,510	7,623	4,317	7,021	2,961	2,928	1,648	1,368	10,096	-	-	-	-
1894	31,667	29,415	22,575	22,575	32,053	4,119	31,415	21,325	8,202	7,707	9,357	7,107	3,303	2,016	2,484	2,637	19,032	647	3,951	14,677	
1895	34,592	29,145	24,948	13,226	34,592	5,393	31,552	25,203	10,256	10,238	11,878	9,766	5,012	-	6,871	4,788	21,445	6,974	15,130	17,751	
1896	36,005	34,942	27,975	15,228	35,490	4,460	35,485	24,849	10,469	11,300	12,094	9,954	4,370	-	14,106	4,186	23,503	13,132	19,024	23,511	
1897	39,702	37,086	32,508	12,169	39,040	3,696	39,702	26,849	11,331	12,602	14,293	12,204	4,477	-	16,505	4,252	29,216	12,674	19,397	28,734	
1898	42,306	38,773	33,148	12,480	42,518	3,876	42,071	28,288	11,863	12,986	14,429	12,896	4,560	-	16,193	4,439	33,106	11,599	22,055	32,220	

APPENDIX B.

PROGRAMME OF STUDIES FOR THE PUBLIC
SCHOOLS.

The work to be done in the Public Schools is divided into nine Grades, as follows:—

GRADE I

Reading.—First Reader, Part I.

Composition.—Ready and correct use of Simple Sentences in familiar conversation growing out of reading and observation lessons.

Writing.—In exercise books with lead pencil.

Arithmetic.—Numbers 1 to 20, their combinations and separations.

Use and meaning of one-half, one-third, one-fourth, &c., to one-twentieth (no figures).

Relation of halves, fourths, eighths; thirds, sixths, twelfths; thirds, ninths (no figures)

Simple problems and practical measurements introducing gallons in peck, pecks in bushel, months in year, inches in foot, pound, current coins up to 20.

Addition in columns, no total to exceed 20.

Observation Lessons:—

1. Plant Life.—Study of the plant as a whole. Name of parts—root, stem, leaf. Experiment to determine the use of each part to the plant. Observation of the uses that animals and insects make of the plant.

Leaves.—(a) Recognizing and naming a few common leaves

(b) Drawing and describing each leaf as studied. Noting size, shape, colour, margin, veining. Colouring of some drawings.

(c) Memorizing appropriate poems and reproducing stories told.

Flowers.—(a), (b), (c) Same as under leaves. Observing the parts in each and distinguishing between them.

Seeds.—(a), (b), (c) Same as under leaves. Planting many seeds of some one kind, a few of several kinds, some in the light, some in the dark, some in dry earth, some in moist earth, some in cotton. Observing results.

2. Animal Life.—Insects—grasshopper, butterfly and allied insects.

Birds—Habits of the more familiar birds.

NOTE.—A calendar may be made to show changes in climate; the migration of birds; appearance of flowers; ripening of seeds, etc.

Spelling.—Copying words.

Music.—Singing of rote-songs. Drill on the scale and intervals as found in Exercises 1, 2, 3, 4 on second page, first series of Charts, Normal Music Course. (These four exercises are also printed on four cards, one on each card.)

Drawing.—Study of first year models as outlined in Primary Manual, Part I. (sphere, cube, cylinder right-angled triangular prism, square prism and hemisphere)

GRADE II.

Reading.—First Reader, Part II.

Phonic Analysis.

Exercises in Articulation and Pronunciation.

Reading at sight from books used in Grade I.

Reading stories and poetical selections from blackboard.

Appropriate selections of poetry memorized and recited.

Composition.—The substance of the reading lesson, and of short stories told or read to pupils, to be reproduced by them orally.

Oral expression in complete sentences of simple thoughts suggested by reading, observation lessons and personal experience.

Writing.—Copy Book No. 1, with lead pencil.

Arithmetic.—Numbers 1 to 20, their combinations and separations.

Use and meaning of one-half, one-third, one-fourth, etc., to one-twentieth (no figures).

Relation of halves, fourths, eighths, thirds, sixths, twelfths, thirds, ninths (no figures).

Simple problems and practical measurements introducing gallons in peck, pecks in bushel, months in year, inches in foot, pound, current coins up to 20, etc.

Addition in columns, no total to exceed 20

Observation Lessons.—Simple study of familiar plants and animals, as in Grade I

Spelling.—From Readers only—such words from each lesson as pupils can learn while mastering the reading matter.

Music.—Singing of rote-songs. Review. Drill in Interval. Easy exercises from the Chart in each of the nine keys.

Drawing.—Study of second year models as outlined in Primary Manual, Part II. (ovoid ellipsoid, cone, pyramid, equilateral, triangular prism and vase form).

GRADE III.

Reading.—Second Reader.

Phonic Analysis.

Exercises in Articulation and Pronunciation.

Appropriate selections of poetry memorized and recited.

Composition.—Brief oral expression in complete sentences of thoughts suggested by pictures, observation lessons, etc.

Narrative of occurrences within pupil's experience

Written exercises on the foregoing after oral work has been carefully done.

Oral and written reproduction of the substance of the reading lesson.

Writing.—Copy-books 2 and 3.

Careful attention to penmanship in all written exercises.

Arithmetic.—Numbers 1 to 100.

Their combinations and separations (oral and written).

Use and meaning of one twenty-first, one twenty-second, etc., to one one-hundredth (no figures).

Addition, Subtraction, Division and Partition of Fractions dealt with in Grade II.

Roman Numerals, I to C.

Simple problems, introducing seconds in minute, minutes in hour, hours in day; pounds in bushel; sheets in quire, quires in ream, &c.

Observation Lessons :—

I. Plant Life.—Continuation of the work of Grades I and II.

Study of growth, circulation of sap, &c.

Roots.—Fibrous and fleshy ; comparing, describing, naming.

Stems.—Erect, climbing, running ; manner of growth.

Leaves.—Parts, comparisons.

Flowers.—Parts, arrangement.

Fruit.—Fleshy and dry ; comparisons.

II. Animal Life.—Insects—Ants, Bees.

Birds—Continuation of work of Grades I and II.

Spelling.—From Reader.

Words to be arranged as far as possible in groups according to similarity in form and sound.

Dictation.

Careful attention to spelling of all words used in written exercises.

Music.—Completion of work found in the first series of charts and singing of easy exercises in all keys from Part I., First Reader, Normal Music Course

Drawing—Prang's Drawing Book No. I., as outlined in Teachers Manual Part I., also blank book for application of the work done in Book I

Geography.—Development of geographical notions by reference to geographical features of neighbourhood.

Elementary lessons on direction, distance, extent.

GRADE IV.

Reading.—Third Reader.

Continuation of exercises of previous Grades.

Exercises to secure projection of tone and distinct articulation.

Memorizing of Poetical Selections.

Composition.—Exercises based on Observation Lessons, Reading Lessons, Historical Tales, Geography, personal experience. Special attention to :

(1) Language as an expression of thought.

(2) Order of thought.

(3) Correction of common errors in speech.

Letter writing.

Writing.—Copy-books 4 and 5.

Careful attention to penmanship in all written exercises.

Arithmetic.—Numeration and Notation

Simple Rules.

Addition, Subtraction, Division and Partition of Fractions already known (figures).

Introduction of terms Numerator, Denominator, &c.

Roman Notation.

Graded Problems, introducing remaining Reduction Tables.

Simple Problems, introducing the use of dollars and cents.

Daily practice in Simple Rules to secure accuracy and rapidity.

Observation Lessons.—Grade III, continued

Spelling.—From Reader.

Exercises as in Grade III.

* *Music*.—Completion of the work found in part I., First Reader, and reading all Music in parts II. and III. (First Reader.)

Drawing.—Praug's Drawing Book No. II., as outlined in Teacher's Manual, Part I., also blank book for application of work done in Book II.

Geography :—

(a) Review of work of Grade III.

Lessons to lead to simple conception of the earth as a great ball, with surface of land and water, surrounded by the air, lighted by the sun, and having two motions.

(b) Lessons on Natural Features, first from observation, afterwards by means of moulding board, pictures and blackboard illustrations.

(c) Preparation for and introduction of maps. (Review of lessons in position, distance, direction with representations drawn to scale) Study of map of vicinity drawn on blackboard. Maps of natural features drawn from moulded forms. Practice in reading conventional map symbols on outline maps.

(d) General study from globe and maps. The hemisphere, continents, oceans and large islands, their relative positions and size. The continents, their position, climate, form, outline, surroundings, principal mountains, rivers, lakes, the most important countries, productions, people, interesting facts and associations.

GRADE V.

Reading.—Fourth Reader.

Continuation of exercises of previous Grades in pronunciation, &c.
Memorizing of Poetical Selections.

Composition.—The work of Grade IV. continued, with exercises based on the History of this Grade.

Writing.—Copy Books 6 and 7. Careful attention to penmanship in all written exercises.

Arithmetic.—Notation and Numeration.

Formal Reduction.

Easy Vulgar Fractions.

Denominate Fractions.

Daily practice to secure accuracy and rapidity in simple rules.

Graded Problems.

Reading and writing Decimals.

Elementary Science.—

1. Plant Life—Relation of plant to soil, light, heat and moisture. Comparisons. Continued study of growth.

Trace the changes in vegetables and selected trees, keeping a record of such changes.

Roots—Primary and secondary; annuals, biennials and perennials.

Stems—Compare underground stems and stems above ground; compare endogens and exogens.

Buds—Situation and kinds; arrangement.

Leaves—Peculiar forms; arrangement.

Flowers—Position and arrangement; analysis and description of common flowers; this should lead up to that orderly description which is necessary in classification.

Fruit—Kinds; how formed; how distributed, &c.

2. Animal Life—Continuation of work of previous Grades.

Spelling.—From Reader. Exercises as in Grades III. and IV.

Music.—Review of the most difficult songs and exercises in Part II., First Reader, giving special attention to two-part songs and exercises, so

that each pupil may be able to sing either a soprano or an alto part. Commencement of work laid down in the second series of charts, and Second Reader, Part II.

Drawing.—Prang's Drawing Books Nos. III. and IV. as outlined in Teachers' Manual, Part II.

Geography.—Simple study of the important countries in each continent. The position of the country in the continent; its natural features, climate, productions; its people, their occupations, manners, customs; noted localities, cities, &c. Manitoba and Canada to be studied first.

Moulding boards and map-drawing to be aids in the study.

History.—*Tales and Biography.*

A.

Leonidas and Ancient Greece.
Hannibal and the two great nations of his time.
Alfred the Great—or Early England
Charlemagne or Medieval Europe.
Peter the Hermit and the Crusades.
Joan of Arc or the English in France.
Wolsey—his great ambition.
The Armada, or England on the Seas.
John Eliot and the rights of the people.
Wm. Pitt—England's Colonies.
Wilberforce—The Slave Trade.
Stephenson—The story of invention.
Havelock—The Indian Empire.

B.

Columbus—Discovery of America.
Magellan—Circumnavigation of the Globe
Cartier—Early Canadian Discovery.
Champlain—and early settlement
Cortez—The story of Mexico.
De Soto and the Mississippi.
La Salle and Western Exploration.
Madeleine de Vercheres and Daulac, or Indian Warfare.
D'Iberville and the Hudson's Bay Co.
Wolfe and Montcalm—The great struggle.
Captain Cook and Vancouver—Our Pacific Coast.
Lord Selkirk and the Red River Settlement.
Laura Secord and Canadian Loyalty.

Physiology.—Child's Health Primer (Pathfinder No. 1).

GRADE VI.

Reading.—Evangeline Riverside Lit., Series No. 1 (Houghton, Mifflin & Co.).

Biographical Stories, Hawthorne, Riverside Lit., Series No. 10 (Houghton, Mifflin & Co.).

Sharp Eyes and other papers Riverside Lit., Series No. 36 (Houghton Mifflin & Co.).

Composition.—Same as Grade V., with exercises based on the History of this Grade.

Writing.—Copy Book No. 8. Careful attention to penmanship in all written exercises.

Arithmetic—Factors, Measures and Multiples
Vulgar Fractions.
Easy application of Decimals.
Easy application of Square and Cubic Measures.
Daily practice to secure accuracy and rapidity in simple rules.
Easy application of Percentage.
Graded Problems.

Elementary Science.—As outlined in Course of Agriculture Series I.

Spelling.—From Reading matter. Careful attention to spelling of all words used in written exercises.

Music.—Completion of work found in Second Series of Charts, and Part II. of Second Reader.

Drawing—Frang's Drawing Books Nos. V. and VI. as outlined in Teachers' Manual, Part III.

Geography.—

- (a) The earth as a globe. Simple illustrations and statements with reference to form, size, meridians, parallels, with their use; motions and their effects, as day and night, seasons; zones with their characteristics, as winds and ocean currents; climate as affecting the life of man.
- (b) Physical features and conditions of North America, South America and Europe studied and compared—position on the globe, position relative to other grand divisions, size, form, surface, drainage, animal and vegetable life, resources, causes determining growth of cities; inhabitants, their occupations and social condition; important localities, cities and towns.
- (c) Observation to accompany the study of Geography—apparent movements of the sun, moon and stars, and varying time of their rising and setting; difference in heat of the sun's rays at different hours of the day; change in the direction of the sun's rays coming through a school room window at the same hour during the year, varying length of noon-day shadows; changes of the weather, wind and seasons.

History.—English History, Creighton, Chap. 1 to 9.
Canadian History, to taking of Quebec.

Physiology.—Physiology for Young People (New Pathfinder No. 2, Chap. 1 to 9).

GRADE VII.

Reading.—Story of Iliad.—Church. English Classic Series No. 59
Story of Æneid.—Church. English Classic Series No. 58.
Birds and Bees.—Riverside Literature Series No. 28.
Christmas Carol (condensed).—English Classic Series No. 32.
The Children's Treasury of English Song, Part I., Palgrave (McMillan & Co.)

Composition.—Oral and written exercises as in previous Grades.
Making of abstracts; expansion of narrative sentences into paragraphs; topical analysis; proportion in the paragraph.

Writing.—Careful attention to penmanship in all written exercises.

Arithmetic.—Decimals.
Percentage without time.
Easy problems in Interest.
Application of Square and Cubic Measures,
Problems.

Elementary Science.—As outlined in Course of Agriculture Series II., pages 1-124.

Spelling.—As in Grade VI.

Music.—Third Reader, Normal Music Course.

Drawing.—Prang's Drawing Books Nos. VII. and VIII. as outlined in Manual.

Geography.—Physical and Political Geography of the countries in Europe and North America.

General review of the physical features of the grand divisions; position of the countries in the grand divisions; surroundings, surface, climate, animal and vegetable life; resources; inhabitants, their occupations and social condition; important localities, cities and towns.

History.—English History. Creighton, Chap. 10 to 19.
Canadian. From taking of Quebec to Confederation.

Physiology.—Physiology for Young People (New Pathfinder No. 2, Chap. 10 to 17).

Grammar.—Inductive study of the sentence, with results put in clear and concise language.

1.—Examination and comparison of easy sentences leading to classification into Declarative, Interrogative, &c.

2.—Division of compound sentences into independent propositions.

3.—Division of easy sentences into subject and predicate.

4.—Division of: (a) Complete subject into bare subject and modifiers;
(b) Complete predicate into bare predicate and modifiers.

5.—Comparison of word groups leading to the distinction between:

(a) Phrases and clauses.

(b) Principal clauses and subordinate clauses.

6.—Examination and comparison of words, phrases and dependent clauses with regard to their use in the sentence.

7.—Analysis of compound sentences, easy complex sentences and continuous prose.

GRADE VIII.

Reading.—Cricket on the Hearth. English Classic Series, No. 86.
Lays of Ancient Rome. English Classic Series, Nos. 76, 77.
Irving's Legend of Sleepy Hollow, English Classic Series, No. 41.
The Children's Treasury of English Song, Part II., Palgrave. (McMillan & Co.)

Composition.—Continuation of exercises of previous Grades.

Direct instruction in choice of words, arrangement of words in sentences, structure of paragraphs, narration, description, common figures of speech.

Writing.—Careful attention to penmanship in all written exercises.

Arithmetic.—Percentage, Insurance, Commission and Brokerage, Profit and Loss, Duties, Interest and Discount, Measurement of surfaces of Rectangular solids and of Cylinders, Square Root with easy applications.

Elementary Science.—As outlined in Prairie Agriculture Series II.

Spelling.—As in Grade VII.

Music.—Third Reader.

Drawing.—Prang's Drawing Books Nos IX. and X., as outlined in Manual.

Geography.—Physical Geography.

General review of the continents with special reference to British possessions.

Topics as in Grade VII.

History.—English History. Creighton reviewed.

Canadian. From Confederation to present time

Algebra.—Simple rules ; simple equations ; problems , easy exercises in factoring.

Geometry.—Euclid, Book I, Propositions I.-XXVI.

Grammar.—Exercises similar to those in Grade VII., but on more difficult sentences, and on continuous prose.

1.—Classification of words into parts of speech, following the order suggested by the work of Grade VII.

2.—Distinguishing between

(a) The different naming words.

(b) The different modifying words.

(c) The different connecting words.

3.—Parts of speech accurately defined.

4.—Inflection.

5.—Analysis and parsing.

GRADE IX. (Optional).

In cities and towns Boards of School Trustees may establish a new Grade, to be known as Grade IX.

The programme of studies for this Grade is now under the consideration of the Advisory Board.

APPENDIX C

REGULATIONS REGARDING RELIGIOUS EXERCISES.

REGULATIONS
OF THE
ADVISORY BOARD

REGARDING

RELIGIOUS EXERCISES IN THE PUBLIC SCHOOLS.

Adopted May 21st, 1890.

The Religious Exercises in the Public Schools shall be:—

(a) The Reading, without note or comment, of the following selection from the authorised English Version of the Bible or the Douay Version of the Bible.

(b) The use of the following forms of prayer.

SCRIPTURE READINGS.

PART I.—HISTORICAL.

1. The Creation	Gen. i, 1-19
2. The Creation—continued.	Gen. i, 20-31
3. The Fall of Man.	Gen. iii,
4. The Deluge	Gen. viii, 1-22
5. The Covenant with Noah	Gen. ix, 1-17
6. The Trial of Abraham ...	Gen. xxii, 1-18
7. Isaac Blesses Jacob	Gen. xxvii, 1-29
8. Esau's Blessing	Gen. xxvii, 30-45
9. Jacob's Vision.	Gen. xxviii, 10-22
10. Jacob's Return to Bethel	Gen. xxxv, 1-15
11. Joseph and his brethren	Gen. xxxvii, 1-22
12. Joseph Sold into Egypt	Gen. xxxvii, 23-36
13. Pharaoh's Dreams	Gen. xli, 1-24
14. Joseph's Interpretations	Gen. xli, 25-43
15. Jacob's Sons' Visit.	Gen. xlii, 1-20
16. Jacob's Sons' Return from Egypt	Gen. xlii, 21-38
17. The Second Visit to Egypt	Gen. xliii, 1-14
18. Joseph and his Brethren	Gen. xliii, 15-34
19. Joseph and his Brethren—continued.	Gen. xliiv, 1-13
20. Joseph and his Brethren—continued.	Gen. xliiv, 14-34
21. Joseph Discovers himself to his Brethren.	Gen. xliiv, 1-12
22. Jacob and his Household go into Egypt	Gen. xliiv, 1-6, 28-34
23. Jacob's Interview with Pharaoh	Gen. xliiv, 1-12
24. Death of Jacob	Gen. xliiv, 1-21
25. Burial of Jacob	Gen. l, 1-26
26. Moses at the Burning Bush	Exod. iii, 1-20
27. Grievous Oppression of the Hebrews.	Exod. v,
28. The Passover.	Exod. xii, 1-20
29. The Israelites Escape Through the Red Sea	Exod. xiv, 10-31
30. The Song of Deliverance	Exod. xv, 1-22
31. Giving of Manna	Exod. xvi, 2-35
32. The Water from the Rock	Exod. xvii,
33. The Ten Commandments.	Exod. xx, 1-17
34. The Covenant with Israel	Exod. xxiv,
35. The Tabernacle	Exod. xl, 17-36
36. Spies sent into Canaan.	Num. xiii, 17-33
37. The People Rebel at the Report of the Spies.	Num. xiv, 1-30
38. The Song of Moses.	Deut. xxxii, 1-14

39	The Death of Moses	Deut. xxxiv,	
40	Joshua Succeeds Moses.....	Josh. i,	1-17
41	The Covenant with Joshua.....	Josh. xxiv,	1-28
42	The Call of Samuel.....	I Saml. iii,	
43	The Israelites Desire a King	I Saml. viii,	1-20
44	Samuel Anoints Saul	I Saml. ix, 21-27, xi,	1-11
45	Samuel Anoints David.....	I Saml. xvi,	
46	David and Goliath.....	I Saml. xvii,	1-27
47	David Overcomes Goliath	I Saml. xvii,	28-54
48	David and Jonathan	I Saml. xviii,	1-16
49	David Instructed as to the Building of the Temple	I Chron. xvii,	1-17
50	David's Advice to Solomon.	I Chron. xxviii,	1-20
51	David's Preparation for Building the Temple.....	I Chron. xxix,	1-19
52	Solomon's Wise Choice.....	I Kings iii,	1-15
53	Preparations for Building the Temple	I Kings v,	
54	Solomon's Prayer at the Dedication of the Temple.....	II Chron. vi,	1-21
55	Solomon's Prayer—continued.	II Chron. vi,	22-42
56	Elijah	I Kings xvii,	
57	Elijah and the Prophets of Baal.....	I Kings xviii,	1-21
58	Discomfiture of the Prophets of Baal	I Kings xviii,	22-46
59	Elijah in the Wilderness	I Kings xix,	1-13
60	Elijah and Elisha	II Kings ii,	1-15
61	Naaman the Leper	II Kings v,	1-19
62	The Fall of Israel.	II Kings xvii,	6-24
63	Public Worship of God Restored	II Chron. xxix,	20-36
64	Deliverance under Hezekiah	II Kings xix,	1-19
65	Deliverance under Hezekiah—continued.	II Kings xix,	20-36
66	Rejoicing of the Israelites at the Restoration of Divine Worship	II Chron. xxx,	
67	Jerusalem Taken by Nebuchadnezzar	II Chron. xxxvi,	5-21
68	The Golden Image	Dan. iii,	1-18
69	The Fiery Furnace	Dan. iii,	19-30
70	Daniel in the Lion's Den	Dan. vi,	
71	The Temple Rebuilt	Ezra i, 1-6 & iii,	

PART 2.—THE GOSPELS

1	Christ the Word	John i,	1-18
2	The Birth of Christ Announced.....	Luke ii,	8-20
3	The Visit of the Magi.	Matth. ii,	1-12
4	The Song of Simeon	Luke ii,	25-40
5	Jesus in the Temple	Luke ii,	41-52
6	The Baptism of Jesus Christ	Matth. iii,	1-17
7	The Temptation of Our Lord	Luke iv,	1-15
8	Testimony of John the Baptist	John i,	19-34
9	The First Disciples	John i,	35-51
10	Jesus at Nazareth	Luke iv,	16-32
11	At Capernaum	Matth. iv,	13-25
12	Sermon on the Mount	Matth. v,	1-12
13	Sermon on the Mount—continued.	Matth. v, 13-20,	33-37
14	Sermon on the Mount—continued	Matth. v,	38-48
15	Sermon on the Mount—continued	Matth. vi,	1-18
16	Sermon on the Mount—continued.	Matth. vi,	19-34
17	Sermon on the Mount—continued.	Matth. vii,	1-14
18	Sermon on the Mount—continued.	Matth. vii,	15-29
19	The Miraculous Draught of Fishes	Luke v,	1-15
20	The Healing of the Paralytic	Luke v,	16-26
21	The Twelve Apostles Sent Forth	Matth. ix, 36-38, x,	1-11
22	The Centurion's Servant—The Widow's Son	Luke vi,	1-17
23	The Declaration Concerning John.....	Matth. xi,	2-19
24	The Feast in Simeon's House.	Luke vii,	36-50
25	Privileges and Responsibility	Matth. xi,	20-31
26	The Sabbath	Luke vi,	1-11
27	Parable of the Sower	Mark iv,	1-20

28. Parable of the Tares, etc..... Matth. xiii, 24-35
 29. Parable of the Tares Explained, with other Parables
 Matth. xiii, 36-52
 30. Children Brought to Jesus—Conditions of Discipleship...Mark x, 13-30
 31. Tribute to Cæsar—The Widow's Offering
 Matth. xxii, 15-22, Mark xii, 41-44
 32. Christ Confessed Matth. xvi, 13-28
 33. Christ Feeding Five ThousandMark vi, 30-41
 34. Christ Walking on the Sea Matth. xiv, 22-33
 35. The Transfiguration Matth. xvii, 1-13
 36. The Great Supper Luke xiv, 7-24
 37. The Lost Sheep and Lost Piece of SilverLuke xv, 1-10
 38. The Two SonsLuke xv, 11-32
 39. The Pharisee and the Publican Luke xviii, 9-17
 40. Blind Bartimeus-Zaccheus the Publican ...Luke xviii, 35-43, xix, 1-10
 41. The Good Samaritan Luke x, 25-37
 42. The Good Shepherd John x, 1-18
 43. Christ One with the Father..... John x, 22-42
 44. Humility John xiii, 1-17
 45. The Death of Lazarus John xi, 30-48
 46. The Triumphal Entry into Jerusalem
 Mark xi, 1-11, Matth. xxi, 9-16
 47. Parable of the Ten Virgins Matth. xxv, 1-13
 48. Parable of the Talents Matth. xxv, 14-30
 49. The Judgment Matth. xxv, 31-46
 50. Christ Comforts the Disciples John xiv, 1-14
 51. The Holy Spirit Promised John xiv, 15-31
 52. Christ the True VineJohn xv, 1-17
 53. Last Sayings of JesusJohn xvi, 1-15, 26-33
 54. The Prayer of Christ John xvii, 1-26
 55. The Box of Precious Ointment Matth. xxvi, 1-13
 56. The Last Supper Matth. xxvi, 17-29
 57. The Agony in the Garden—Betrayal of Jesus Matth. xxvi, 30-56
 58. Christ before Caiaphas and Peter's Denial Matth. xxvi, 57-75
 59. Christ before PilateMatth. xxvii, 1-25
 60. The CrucifixionMatth. xxvii, 26-43
 61. The Crucifixion—continued..... Luke xxiii, 39-56
 62. The Resurrection Mark xvi, 1-7, John xx, 3-18
 63. The Journey to EmmausLuke xxiv, 13-35
 64. Jesus Appears to His Disciples—the Doubt of Thomas
 John xx, 19-29
 65. Jesus Appears again to His Disciples..... John xxi, 1-23
 66. The Ascension Matth. xxviii.

FORM OF PRAYER.

Most merciful God, we yield Thee our humble and hearty thanks for Thy fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning; we pray thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words, and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be prepared to enter on the duties of the morrow with renewed vigour both of body and mind; and preserve us we beseech Thee, now and forever, both outwardly in our bodies and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord. Amen.

Our Father, who art in Heaven, hallowed be Thy name. Thy kingdom come. Thy will be done on earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

The Grace of our Lord Jesus Christ, and the love of God, and the Fellowship of the Holy Ghost, be with us all evermore. Amen.

APPENDIX D.

REGULATIONS OF THE ADVISORY BOARD AS TO
TEACHERS' CERTIFICATES

Revised August 31st, 1899.

The following regulations have been adopted by the Advisory Board in regard to the examination of teachers and granting of certificates :—

TEACHERS' CERTIFICATES.

1 The certificates hereafter granted by the Advisory Board of Education for the public schools of the Province of Manitoba shall rank as first, second, or third class. Those of the first-class shall be sub-divided into grades A and B; those of the second and third classes shall be each of one grade. The first and second shall be valid during the pleasure of the Board, the third class certificates shall be valid for three years.

2. There shall be two parts in the examination for granting certificates—one for testing the literary acquirements of the candidates, to be known as the non-professional examination; the other for testing their knowledge of the theory and practice of education, to be known as the professional examination.

NON-PROFESSIONAL EXAMINATION.

THIRD CLASS.

1. *Reading and Orthoepy*.—Oral reading with proper pronunciation and expression. [Value 100; minimum required 60.]

Writing and Spelling.—On all papers.

2. *English Grammar*.—Etymology and Syntax. EXERCISES.

Text Book.—Tweed's Grammar for Common Schools—Lee and Shepard. Supplementary—West's Grammar.

3 *Composition and Rhetoric*.—Familiar and business letters; themes based upon prescribed prose literature; principles of rhetoric as outlined in prescribed text book.

Text Book.—Welsh's English Composition.

1900. Composition from Models (new edition), pages 1-184.

4. *Poetical Literature*.—Intelligent comprehension of and familiarity with the prescribed poems; memorising the finest portions; oral reading of prescribed poems.

1900 The following selections from Tennyson: Recollections of the Arabian Nights, the Lady of Shalott, Enone, The Lotus-Eaters, "You ask me why, tho' ill at ease," "Of old sat Freedom on the Heights," "Love thou thy land with love far brought," The Epic, Morte d'Arthur, Ulysses, St. Agnes' Eve, Sir Galahad, "As thro' the land at eve we went," "Sweet and low, sweet and low," "The splendour falls on castle walls," "Tears, idle tears, I know not what they mean," "Thy voice is heard thro' rolling drums," "Home they brought her warrior dead," "Ask me no more; the moon may draw the sea," Lancelot and Elaine, To Virgil, Early Spring, Freedom, Crossing the Bar.

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

Text Book—Arabella B. Buckley's History of England, Clement's History of Canada.

6. *Geography*.—The general geography of the world; geography of Canada and the British Empire more particularly.

Text Book—The High School Geography.

7. *Arithmetic*—

Text Book—Hamblin Smith's Arithmetic to the end of Chapter XXVI Supplementary for schools requiring additional exercises.—Thompson, Ballard & McKay's High School Arithmetic.

8. *Algebra*.—Fundamental laws of algebra; elementary rules; simple equations of one, two, and three unknown quantities; factoring; problems.

Text Book.—C. Smith's Elementary Algebra, Chapters I. to X. inclusive. Supplementary for schools requiring additional exercises.—Robertson & Birchard's High School Algebra.

9. *Euclid*—Book I. with exercises.

Euclid's definitions will be required, and no axioms or postulates except Euclid's may be assumed unless in the case of the 12th axiom.

The actual proof of propositions as given in Euclid will not be required; but no proof of any proposition occurring in Euclid will be admitted in which use is made of any proposition which, in Euclid's order, occurs subsequently. The enunciations will be set according to Euclid. Abbreviations for words may be used, but not the algebraical symbols + and −, or indices.

(The definitions, axioms, postulates, enunciations as required will be found in Todhunter's Euclid.)

NOTE—The First Book of Hall and Stevens' Euclid and the first ten chapters of Stringham's revision of C. Smith's Algebra, are bound together and contain all that is required for this examination in the subjects of Algebra and Euclid.

10. *Botany*.—Elements of Structural Botany.

The course in third-class Botany shall be entirely practical and descriptive, and shall cover the following

The flower, its parts, their functions and relations as observed in the actual study of specimens of the following orders:—Ranunculaceæ, Cruciferae, Leguminosæ, Rosaceæ, Onagraceæ, Saxifragaceæ, Sapindaceæ and Liliaceæ.

The classification of members of these orders to their species (Spotton's Botany being the limit).

The leaf in veneration, venation, phyllotaxis, surface, margin, outline, base, apex and function.

The study of flower arrangement and opening.

The simple study of fruits and their classification—as apocarpous and syncarpous, dehiscent and indehiscent.

The simple study of the root and stem, with drawings of cross section and branch systems.

Pollination, fertilisation, and the development of the seed from the ovule

The study of hairs, tendrils, runners and such modification of parts.

Germination, illustrating the growth of the seed and conditions. Plant food, assimilation, respiration and transpiration. Simple drawings of all the parts

Plants shall be submitted at the examination.

Text Books—Spotton's High School Botany (Manitoba edition), and Manitoba Course of Agriculture, Series 1.

Book of reference for Teachers.—Bergen's Elements of Botany (Ginn & Co.).

11. *Agriculture*.—

Text Book—Manitoba Course of Agriculture, Series 2.

12. *Physiology*.—

Text Book—Physiology for young people (New Pathfinder, No. 2)

13. *Book-keeping*.—

Text Book—High School Book-keeping, chapters 1 to 6 inclusive, chapters 8 to 10 inclusive, penes-writing, indexing.

14. *Drawing*.—Prang's Elementary Course, Books 8 and 9. Teachers' Manual, Part IV

Sketches from nature—more stress on rapid sketching, noticing the masses of form and colour, trees, flowers, bits of landscape. Guidance as to the use of copying.

Study of appearances—some lessons on Theory, drawing from the rectangular object below the eye, above the eye, observing convergence, finding vanishing points, etc. Books, chairs, tables, simple school room objects thoughtfully drawn, brightly rendered (freehand work throughout).

Foreshortening, proportion, convergence as principles to be observed in good drawing; stress on simplicity and grace, on character in the rendering of a sketch; free sketching for criticism and comparison; thoughtful selections for the books.

First steps in instrumental drawing, use of a few geometrical problems (See 1 to 9), ability to read the working drawings illustrated in Book 8, to make a simple pattern accurately, to show from a single object two or three views figured.

Special features of the senior work—as the lessons under design, studies in light and shade, and colour, etc., to be met or adopted according to local conditions, (read notes on covers of pupils' drawing books.)

15. *Music*.—Normal Music Course Third Reader, Chromatic Scale, Minor Scales, Third Time Chart, Modulation, Exercises in vowels, Humming exercises, Breathing exercises.

Candidates will not be allowed to write for a second third-class certificate

SECOND CLASS.

ENGLISH.

1. *Reading and Orthoepy*—Oral reading, with proper pronunciation and expression [Value 100, minimum required 60]

2. *Writing and Spelling*.—On all papers.

3. *Grammar*—(One paper.) West's English Grammar.

4. *Rhetoric and Composition*.—(One paper.)

(a) The reading of the selections contained in Alexander and Libby's Composition from Models, pages 249 to 457, in connection with the investigation of rhetorical principles, along the lines laid down in Genung's "Outlines of Rhetoric."

(b) The writing of an essay on one of a number of subjects to be assigned by the examiner. The essay should not exceed two foolscap pages in length.

Text Books—Composition from Models, Alexander and Libby; Outlines of Rhetoric, Genung (Ginn & Co.)

5. *Poetical Literature*.—(One paper.)

1900. Coleridge—The Ancient Mariner, Youth and Age.

Longfellow—Evangeline, A Psalm of Life, The Wreck of the Hesperus, "The Day is Done," The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, Excelsior, The Bridge, A Glean of Sunshine.

Wordsworth—(Palgrave's Golden Treasury of Songs and Lyrics), The Education of Nature, ("Three Years She Grew,") "She was a Phantom of

Delight," A Lesson, ("There is a Flower, the Lesser Celandine"), To the Skylark, The Green Linnet, To the Cuckoo, To the Daisy; and the following sonnets: To a Distant Friend, "Why Art Thou Silent?" England and Switzerland, "Two Voices are There," "Milton! Thou Shouldst be Living at this Hour," Westminster Bridge, The Inner Vision, "Most Sweet it is, With Uplifted Eyes," "O Friend! I know not which way I must look," To Sleep, Within King's College Chapel.

HISTORY AND GEOGRAPHY.

1. (a.) *English History* from the Revolution of 1688 to the peace of 1815 Green's History.
 (b.) *Roman History* (Creighton's Rome—Primer).
 (c.) *Greek History* (Fyffe's Greece—Primer)
2. (a.) *Canadian History*.—Clement's History of Canada.
 (b.) *Geography*.—Outlines of physical and mathematical geography; commercial and physical geography of Europe and America.
 Text Book.—The High School Geography.

MATHEMATICS

1. *Arithmetic*.
 Text Book.—Hamblin Smith's Arithmetic
 Supplementary for schools requiring additional exercise.—Thompson, Ballard & McKay's High School Arithmetic.
2. *Algebra*.—Elementary rules; easy factoring; highest common measure; lowest common multiple; square root; fractions; simple equations of one, two, and three unknown quantities, indices; surds; easy quadratic equations of one and two unknown quantities.
 Text Book.—C. Smith's Elementary Algebra.
 Supplementary for schools requiring additional exercises.—Robertson & Birchard's High School Algebra.
3. *Euclid*.—Bb. I, II, III.
 Euclid's definitions will be required, and no axioms or postulates except Euclid's may be assumed, unless in the case of the 12th axiom.
 The actual proof of propositions, as given in Euclid, will not be required, but no proof of any proposition occurring in Euclid will be admitted, in which use is made of any proposition which, in Euclid's order, occurs subsequently. The enunciations will be set according to Euclid. Abbreviations for words may be used, but not the algebraical symbols + and −, or indices.
 (The definitions, axioms, postulates, enunciations as required will be found in Todhunter's Euclid.)
4. *Book-keeping*.—High School Book-keeping, chapters 1 to 6 inclusive, chapters 8 to 10 inclusive, precis writing, indexing.

SCIENCE.

1. *Botany*.—Elements of structural botany.
 Plants will be submitted to the candidates for examination and identification.
 Texts Books—Spotton's High School Botany (Manitoba edition) and the Manitoba Course of Agriculture, Series 1.
2. *Physics*.—The elements of physics.
 Text Book—Gage's Introduction to Physical Science, (See page 7).
3. *Agriculture* }
 4. *Music* } Same as for Third Class Certificate.
 5. *Drawing* }

* (Candidates who have passed the examination in Book-keeping, Agriculture, Music, and Drawing, for third class certificates, will be exempt from examination in these subjects for second class.)

FIRST CLASS.

ENGLISH.

1. *Writing and Spelling*.—On all papers.
2. *Rhetoric and Composition*.—(Two papers.)
 - (a) The reading of selected prose authors in connection with the investigation of rhetorical principles along the lines laid down in Genung's *Outlines of Rhetoric*.
 - (b) The writing of an essay on one of a number of subjects based on the selections prescribed for rhetorical study.

Texts for 1900.—The following selections from *Representative Essays*, *Conversations*—De Quincey; *Compensation*—Emerson, *On a certain Condescension in Foreigners*—Lowell; *Kin Beyond the Sea*—Gladstone.
Outlines of Rhetoric, Genung.
3. *History of the English Language and Literature*.—(One paper.)
History of English Language—Lounsbury, Part 1; *English Literature*—Stopford Brooke.
4. *Literature*.—(Two papers.)
 - (a) Shakespeare—*Macbeth*, *The Tempest*.
 - (b) Chaucer—*The Prologue to the Canterbury Tales* (Clarendon Press, Text)
 Milton—*Paradise Lost*, Book I.

MATHEMATICS.

1. *Algebra*.—The Algebra prescribed for the second class examination, together with cube root, quadratic equations, ratio, proportion, variations, and the progressions.—(C. Smith's *Elementary Algebra*, inclusive of the whole of Chapter 28.)
2. *Euclid*.—Definitions and books I., II., III., IV., definitions of book V., book VI., propositions 1, 2, 3, A, 4, 33.
 Euclid's definitions will be required, and no axioms and postulates except Euclid's may be assumed unless in the case of the 12th axiom.
 The actual proof of propositions as given in Euclid will not be required, but no proof of any proposition occurring in Euclid will be admitted, in which use is made of any proposition, which in Euclid's order occurs subsequently. The enunciations will be set according to Euclid. Abbreviations for words may be used, but not the algebraical symbols + and −, or indices.
 (The definitions, axioms, postulates, enunciations as required will be found in Todhunter's *Euclid*.)
3. *Trigonometry*.—Up to and including the solution of plane triangles.—Hamblin Smith's.

SCIENCE

1. *Geography*.—The *Eclectic Physical Geography*.—American Book Company.
2. *Chemistry*.—*Elements of Inorganic Chemistry*.—Remsen's *Briefer Course*.
 NOTE.—A practical as well as theoretical knowledge of the subject is required.
3. *Physiology*.—Huxley's *Elementary Lessons*.

HISTORY.

- English*.—Green's *Short History of the English People*, Chapters iii. vii., ix.
 4226.

Canadian—Bourinot's How Canada is Governed.

Holders of Second Class Certificates, actually employed in teaching, who have had five years' successful experience, may be permitted to take the first class examination in two parts.

Part 1.—Mathematics and History.

Part 2.—English and Science.

Candidates must write on Book-keeping, Botany, Agriculture, Music, and Drawing if they have not passed in these subjects before.

MARKS REQUIRED TO PASS.

Candidates must obtain at least 50 per cent. of the aggregate marks, and 34 per cent. on each subject, except in the case of oral reading, where 60 per cent. is required.

SCIENCE TEACHING IN THE PUBLIC SCHOOLS OF MANITOBA.

COLLEGIATE AND INTERMEDIATE SCHOOLS.

1. *Chemistry*.—At the examination for first class teachers it is the intention to make the examination practical. Forty per cent. of the paper will be on practical work.

Practical examinations in this subject will be held in the Laboratories of Winnipeg, Brandon, and Portage la Prairie Collegiate Institutes.

2. *Physics*.—The examination for second class teachers shall be an experimental course, defined as follows :

Chapter I. Meaning of "Matter," "Energy," "Motion," "Rest," and "Force." Three states of matter ; Constitution of matter. Volume, mass, density. Various manifestations of Force. Measurement of force in gravitation units. Molar and molecular forces. Properties of matter. Equilibrium of forces. Gravitation. Meaning of weight. Distinction between hypothesis, theory and law.

Chapter II. Properties and laws of gases, liquids and solids. Buoyancy. Archimedes' principle. Determination of the specific gravity of bodies. The barometer. Air pump. Common and force pumps. Syphon. Boyle's tube. Brahma Press. The hydrostatic paradox.

Chapter III. The meaning of Momentum, Acceleration, Velocity. Effects of force continuously applied to matter. Meaning of equal masses. Statement of Newton's Laws of Motion. The application of these laws. Centre of Gravity. Determination of centre of gravity. Equilibrium of bodies. Curvilinear motion. The pendulum. Graphic representation of force and motion. Composition and resolution of forces.

Chapter IV. Meaning of Work. Measurement of work in gravitation units. A practical acquaintance with the C. G. S. system of units. The law of machines. The pulley, wheel and axle. Levers. Use of the balance. Inclined plane.

Chapter V. Theory of heat. Sources of heat. Temperature. Effect of heat. Elementary laws of heat. Latent heat. Specific heat. The calorie. Thermometry. Use of Fahrenheit and Centigrade. Heat convertible into potential energy, and *vice versa*. Mechanical equivalent. Steam engine. Conservation and correlation of energy.

Chapter VI. The voltaic cell. Study of common kinds of cells. Polarisation of plates. Direction of current. Some effects produced by an electric current. Potential and electro-motor force. Ohm's law. Methods of combining cells. Laws of currents. The galvanometer. Laws of resistance of a conductor. Magnets and magnetism. Electric light, arc and incandescent. Telegraph. Telephone. Static electricity.

Chapter VII Sound caused by vibrations Method of propagation. Velocity, Reflection, Interference, Intensity, Pitch, Quality, Resonators, Vibrations of strings and wires. Nodes and loops. Noise and music.

Chapter VIII. Nature of Light Rectilinear propagation. Images through a pinhole. Beam, Pencil, Ray. Photometry. Laws of reflection and refraction. Images in plane, concave and convex mirrors. Drawing of images. Lenses. Drawing images produced by a lens. Prism. Dispersion and colour. Spectrum. Recomposition of white light.

Text—Introduction to Physical Science—Gage. Fifty per cent. of the paper will be practical.

The following physical apparatus is required for the second class course :— Balance, Metric System of Weights, two Dynamometers, ½lb. Glass tubing, sizes ¼" to ½", Spirit Lamp, Barometer Tube, Boyle's Tube, Air Pump and Receiver, two Flasks, Glass Models of Common and Force Pumps, Glass Models of Hydrostatic Press, Glass Models for showing that liquids transmit pressure equally in all directions, Syphon, Archimedes' Principle, Specific Gravity Bottle, Apparatus for illustrating Hydrostatic Paradox, Hydrometer, Set of Pulleys (4), Wheel and Axle, Ball and Ring to illustrate expansion under heat, Compound Bar, Fahrenheit Thermometer, Centigrade Thermometer, Pith Ball Pendulum, Stick Sealing Wax and Glass Rod for illustrating positive and negative electricity, large Bar Magnet, Horseshoe Magnet, Bi-chromate of Potash Cell (bottle form), four feet Copper Wire for Conductoi, one Measuring Stick (metrical), Electric Machine, Electrophonic, Leyden Jar and Discharger, Galvanometer, Electroscope, Magnetic Needle, Tuning Fork, two Triangular Prisms, one Plane Prism, Set of Lenses (6), Apparatus for studying Reflection of Light, Concave and Convex Mirrors (combination).

3 *Botany*.—At the examination for second and third class teachers fifty per cent. of the paper will be practical.

Attention is called to the fact that the new Manitoba edition of Spotton's Botany is now the authorized text book for Manitoba. The first part of this book substitutes Manitoba plants for a number of those in the old edition not found in this Province. The second part of the Manitoba edition, called "Wild Plants of Canada," is now perfectly adapted for practical work in Manitoba, having a full list of Manitoba wild flowers, as well as a list of the scientific names and orders of garden and hot-house plants.

The examination will be conducted on the Manitoba edition.

The attention of inspectors and teachers is called to the requirements of the Department as to submitting botanical note-books for inspection, and also as to the formation of a Herbarium in every Collegiate and Intermediate school.

Agriculture.—At the examination for second and third class teachers forty per cent. of the paper will be practical.

The attention of teachers is called to the necessity of familiarizing the candidates with the forty prescribed experiments before other experiments are undertaken.

Inasmuch as the teaching of agriculture in the public schools generally is necessarily confined to the chemical and physical apparatus provided by the Department, teachers preparing candidates for the examination are reminded of the importance of having the candidates instructed in the use of the apparatus provided by the Department, on which the examination will be conducted.

Candidates for entrance to the Collegiate Schools, in addition to the other work in agriculture, will be examined in the prescribed experiments.

PERSONS ELIGIBLE WITHOUT EXAMINATION.

1. The following persons shall be eligible for certificates. —

Holders of First or Second class professional or non-professional certificates, obtained on examination in the North-West Territories since January, 1894, to receive certificates of equal standing in this Province.

2. The following persons shall be eligible for non-professional certificates :—

(a) Undergraduates of the University of Manitoba, who have passed the Preliminary Examination (1892 and thereafter) to receive second class certificates on passing in book-keeping, agriculture, botany, music, and drawing, as prescribed for second class certificates ; those who have passed the previous Examination (1893 and thereafter), and have reached 50 per cent. of the aggregate marks, and 34 per cent. on each subject, and who present a certificate to that effect, to receive a certificate of first class, Grade B, on passing in book-keeping, agriculture, botany, music, and drawing, as prescribed for second class certificates.

(b) Graduates of the University of Manitoba, who have first or second class standing in Honour Courses, or in the General Course, to receive a certificate of first class, Grade A, on passing in book-keeping, agriculture, botany, music, and drawing, as prescribed for second class certificates.

(c) Graduates of any other University in Her Majesty's Dominions, on the presentation of satisfactory documents, to receive certificates of such class as the Advisory Board may deem them entitled to.

NORMAL SCHOOL COURSE.

1. Before being allowed to take professional training, all teachers shall have at least the corresponding non-professional standing.

2. Only those who have had third class professional training and at least one year's successful experience in teaching, shall be allowed to take the first or second class professional course.

THIRD CLASS.

The Science of Education.

Nature and aim of education, teaching, instruction. Outline of useful portions of mental science ; application of the principles derived therefrom to teaching and government.

Text—White's Pedagogy. Unconscious tuition—Huntingdon. Quick's Educational Reformers. Lectures.

The Art of Education.

(1) Methods of teaching each subject on the programme of studies. School Organization. School Management. Duties of teachers and pupils as set forth in the Public School Law and Regulations. Physical culture.

(2) Practice in teaching.

Texts—Public Schools Act ; Blaikie's Sound Bodies for our Boys and Girls. High School Cadet Drill Manual. Lectures.

SECOND CLASS.

The Science of Education.

The nature and aim of education, teaching and instruction. Psychology and ethics as the scientific basis of the art of education : their application to the development of the intellectual and moral powers.

Texts—White's Pedagogy. Sully's Psychology. Lectures.

The Art of Education.

(1) Outlines of general method ; its application to the teaching of each subject on the public school course of studies ; school organization ; school management ; physical culture ; practical training in music and drawing.

(2) Practice in teaching.

Texts.—White's Pedagogy. Public Schools Act. Lectures.

The History of Education.

Systems and theories of education ; eminent educators.

Texts--Quick's Educational Reformers (Appleton's Edition, 1890).
Lectures.

FIRST CLASS.

The Science of Education.

Nature, form, and limit of education ; development and training of man ,
educational values ; psychological and logical sequences of subjects ,
general method.

Texts.--Rozenkranz' Philosophy of Education ; Sully's Handbook of
Psychology ; Jevon's Elements of Logic (Hill), selected portions ; Corre-
lation Report and Report of Committee of Ten. Lectures.

The Art of Education.

(Application of principles derived from method and sequence to the
teaching of each subject in the course of study ; school organization ; school
management ; physical culture ; practical training in music and drawing.)

(2) Practice in teaching.

Texts--Public Schools Act. Regulations of the Department of Education
and of the Advisory Board, so far as printed. Lectures.

The History of Education.

Systems and theories of education.

Text--Rosenkranz' Philosophy of Education, Part III. Lectures.

Quick's Educational Reformers (Appleton's Edition, 1890) ; Spencer's
Essay on Education ; History of Educational Sloyd. Lectures.

COLLEGIATE OR HIGH SCHOOL.

The same as for First-class Certificate.

MARKS REQUIRED TO PASS WRITTEN EXAMINATION.

Candidates must obtain at least 34 per cent. on each subject, and 50 per
cent. on all subjects.

GENERAL RULES

NON-PROFESSIONAL CERTIFICATES.

1. All non-professional certificates shall issue on August 10th of each
year, or, should that be a legal holiday, on the following day

2. No non-professional certificate shall issue until the applicant therefor
shall have filed with the Department of Education a certificate of moral
character, signed by a clergyman or other responsible person.

3. No non-professional certificate shall be a license to teach in a public
school in Manitoba.

PROFESSIONAL CERTIFICATES.

Professional certificates shall be issued to persons who have fulfilled the
following requirements :--

THIRD CLASS.

1. To have at least a non-professional third class certificate.

2. To have attended at least a full session at a normal school, after obtaining such non-professional certificate, and to have passed the professional examination

3. To have received a satisfactory report on conduct and practical teaching from the Principal of the Normal School.

4. Those third class teachers who have attended the Normal School for third class teachers in this province for a period not less than nine weeks, and whose non-professional third class certificates have expired, may on the recommendation of a Public School Inspector, have their professional training allowed them on any further non-professional certificates of higher grade obtained by them in the province.

5. No professional third class certificate shall be valid as a license to teach for a longer period than three years.

SECOND CLASS.

1. To have a non-professional second class certificate.

2. To have attended at least one full session at the Provincial Normal School after obtaining such non-professional certificate, to have passed the professional examination, and to have received a satisfactory report on conduct and practical teaching from the Principal of the Provincial Normal School.

3. To have taught successfully in this province for one year, after having obtained a non-professional second class certificate.

FIRST CLASS.

1. To have a non-professional first class certificate, or a degree in arts entitling the holder to a non-professional first class certificate.

2. To have attended at least one full session, either for first or second class candidates, at the Provincial Normal School, to have passed the professional examination for a first class certificate, and to have received a satisfactory report on conduct and practical teaching from the principal of the Provincial Normal School.

3. To have taught successfully in this province for one year, after having obtained a non-professional first class certificate.

COLLEGIATE OR HIGH SCHOOL CERTIFICATE.

(Principals of Collegiate or High Schools must hold this certificate.)

1. To have the degree of Bachelor of Arts from some university in Her Majesty's Dominions.

2. To have a professional first class certificate.

COLLEGIATE OR HIGH SCHOOL ASSISTANT'S CERTIFICATE.

1. To have standing equivalent to that of the previous examination in the University of Manitoba.

2. To have a professional first class certificate.

SPECIALIST'S CERTIFICATE.

1. Candidates on presenting to the Advisory Board sufficient evidence of being able to read French or German and to speak either of these languages fluently and correctly, may receive a temporary certificate, entitling them to teach in a Collegiate or High School as specialists in such language. Such certificates may be made permanent after a year on evidence of successful teaching.

2. Specialists in drawing, music, elocution, and calisthenics, may secure certificates on such conditions and for such periods as the Advisory Board may from time to time determine.

Diagram Showing area of Landsacquired, resumed (by Govt) and sold (after Development). in the Last 10 Years.

1928-29.

Sq. Yds 1,40,000

