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BOARD OF EDUCATION.

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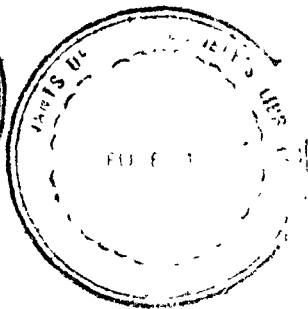
SPECIAL REPORTS
ON
EDUCATIONAL SUBJECTS.

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.



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[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.

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THE
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IN
ONTARIO.

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THE SYSTEM OF EDUCATION IN ONTARIO.

[NOTE.—Part I. of this Report consists in the main of extracts from the official handbook to the educational system of the Province, written in 1893 by Mr. John Millar, now Deputy Minister of Education. This useful book is entitled "The Educational System of the Province of Ontario." A copy of it was specially furnished by the Education Department of Ontario for the purposes of this Report.

Appendices C, D, E, F, and G have all been taken from the same work, and Appendix A is part of an official document also supplied by the Education Department.

Part II., which deals only with the state of education in the Province in 1899 (as well as Appendix B, which gives certain recent regulations), has been compiled from the admirably arranged "Report of the Minister of Education for the year 1899," also furnished by the Ontario Education Department.

Part III. consists of statistical tables for the school year 1898, selected from among those given in the Appendix to the Report for 1899.]

PART I.—GENERAL DESCRIPTION OF THE SYSTEM.

INTRODUCTION

"From the earliest settlement of Ontario," writes Mr. Millar in his account of the Educational System of the Province, "schools were established as the wants of the inhabitants required." . . . "The Legislature soon recognised the needs of the country, and made grants of land and money in aid of elementary, secondary, and superior education. Statutes were passed from time to time for the purpose of opening schools to meet the demands of the people. The sparsely settled condition of the Province delayed for a while the organization of the system. It was not until 1844 that the elementary schools were put on a comprehensive basis. In that year the Rev. Egerton Ryerson, LL.D., was appointed Chief Superintendent of Education, and the report which he presented to the House of Assembly sketched in an able manner the main features of the system of which he was the distinguished founder, and of which he continued for thirty-three years to be the efficient administrator. In 1876 the office of chief superintendent was abolished, and the schools of the Province placed under the control of a member of the Government with the title of Minister of Education. In this way they have been since administered, and such improvements as have been considered necessary have been made from time to time by means of amendments to the school law and regulations of the Education Department."

Central
Administration.

N.B.—Recent reports of the Minister of Education and other documents relating to education in Ontario may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

This Department consists of the members of the Executive Government; and its head, as already stated, is the Minister of Education. Subject to the provisions of any statute in that behalf, and the regulations of the Department, there may be established the following schools:—(1) Kindergartens, (2) Public Schools, (3) Night Schools, (4) High Schools, and Collegiate Institutes, (5) Art Schools, (6) County Model Schools, (7) Normal Schools, (8) Schools of Pedagogy, (9) Teachers' Institutes (10) Mechanics' Institutes, (11) Industrial Schools.

"It is the duty of the Minister to direct all the educational forces in the country, first from his place as a member of the Legislative Assembly, and secondly through the officers of his department. From the discussions of educational questions in the provincial parliament his position as a member gives him the best facilities for recognising the working of the school law, and ascertaining the trend of public opinion. As the head of his department his constant official intercourse with trustees, inspectors and teachers, gives him the greatest opportunity for prescribing from time to time whatever amendments to the regulations may be considered wise in the interests of high and public schools. From the wide sweep of the legislation which he is expected to direct, and from his position as a member of the Government responsible to the people's representatives, he is able to advance such legislation as will guard the unity of the system and preserve its symmetry."

"Ontario may claim to have some features of her system that are largely her own. Among them may be mentioned: a division of state and municipal authority on a judicious basis; clear lines separating the function of the university from that of the high schools, and the function of the high schools from that of the public or elementary schools, a uniform course of study; all high and public schools in the hands of professionally trained teachers; no person eligible to the position of inspector who does not hold the highest grade of a teacher's certificate, and who has not had years of experience as a teacher; inspectors removable if inefficient, but not subject to removal by popular vote; the examinations of teachers under provincial instead of local control: the acceptance of a common matriculation examination for admission to the universities and to the learned professions; a uniform series of text books for the whole Province; the almost entire absence of party politics in the manner in which school boards, inspectors and teachers discharge their duties; the system national instead of sectarian, but affording under constitutional guarantees and limitations protection to Roman Catholic and Protestant separate schools and denominational universities."

"The municipal system of Ontario affords a full measure of local self-government. The province is for the most part divided into counties, which are subdivided into minor municipalities, consisting of townships, and of incorporated villages, towns, and cities. These corporations are given certain powers, and have certain responsibilities with respect to education. Through their muni-

cipal councils counties are under obligation to make grants of money to high schools, and both counties and townships must contribute certain sums in aid of public schools. Each township is divided into school sections and each of these sections is provided with a public school. There is a board of trustees for each school section, incorporated village, town, and city. Much the greater part of what is expended for public schools is provided by the school section, village, town, or city. The ratepayers (men and women) elect the trustees, who, within the provisions of the provincial statutes or regulations of the Education Department, appoint the teachers and determine the amounts to be expended for buildings, equipments, and salaries. It thus follows that the system of education in Ontario is essentially democratic; and in those matters which affect the sentiments or touch the pockets of the people, each locality has almost entire control. It is not, however, considered wise to decentralise as regards the granting of certificates to teachers and inspectors, the authorising of text-books, the fixing of courses of study, and the prescribing of the duties of trustees, inspectors, and teachers. These are questions which, though still under the control of the people, are regulated by a responsible government."

"There is no established church in Ontario, or connection between Church and State. The constitution gives the Province control of its educational affairs, and the great majority of the people believe that schools and colleges should be non-denominational. No religious body has any voice in the management of the high and public schools, or the university. They are institutions of a Christian people. The doctrines of no church are taught, but the principles of Christianity form an essential feature of the daily exercises. . . . The co-operation of the clergy of all denominations in educational gatherings is quite common, and recognition of religion is fully shown in the regulations which have been prescribed by the Education Department."

The School and the Churches.

I. PRIMARY EDUCATION.

"By the Public Schools Act each Board of Trustees in cities, towns, and incorporated villages has power to establish kindergartens for children between the ages of four and seven years. The system has been introduced into all the large cities and into many of the principal towns. Each of the provincial normal and model schools in Toronto and Ottawa has also a kindergarten, with two regular teachers on the staff, assisted by those taking the training course. In all these schools the principles of Froebel's system are followed, and the effect has been to create much interest in this method of training young children. A small fee is generally charged, and the cost has to some extent militated against their establishment. Experience has, however, shown that the expense need not be high. A genuine kindergartner can, with the aid of her assistants in training, superintend from fifty to one hundred children, provided she begin with no more than twenty, adding ten or twenty more as she gets an assistant

Kindergartens.

ready to take charge of them. These pupil teachers are not paid, and may not become teachers, as it is held that all women should learn to interest and train young children according to the Froebelian methods. It is found indispensable to the success of a school of the kind that the mothers of the community should take a lively interest in the training thus given to their children. Where this is the case, and a good kindergartner employed, cheerfulness, intelligence, activity, and a fondness for the school work are aroused among the pupils. At the normal kindergartens many visitors, especially ladies, are present almost daily, and wherever these institutions are established the results are quite observable in the superiority of the public schools."

In 1898 the province had 116 kindergartens attended by 11,083 pupils. 240 teachers were employed.

Administra-
tion.

"Townships are divided by their municipal councils into sections, and each of these has its own school (a few have two schools) managed by a board of three trustees, who hold office for three years—one going out of office annually, when his successor is elected. A grant of money is paid by the Government to each school according to the average attendance of pupils, and the county council is obliged to make an equal appropriation. In addition the township council must give a grant of 100 dollars (150 dollars if two teachers are employed) to each school, and the ratepayers of the section are taxed to raise whatever further sum the trustees require to maintain the school. Since 1871 the schools have all been free."

"Cities, towns, and incorporated villages in Ontario also receive their share of the legislative grant for public schools and the balance necessary is raised by the municipal council at the request of the board of trustees. The public school board consists of six or more members, two elected from each ward, of whom one retires annually. If the board so decides, the elections may be held by ballot, and on the same day as the municipal elections. The graded system of classification, under the direction of the principal or inspector, is adopted, and promotions are usually made twice a year. As in rural schools, the public schools are all free, and free text books, under the Act of 1891, may also be provided by the trustees in cities, towns, and villages, or each pupil may be charged a small fee for their purchase. Night schools and kindergartens may also be established."

"Trustees have extensive duties. To them is largely entrusted the amount of money to be expended for school sites, buildings, equipment, and maintenance. They select the teachers and determine the number, grade, and description of schools to be established and maintained. In cities and towns the boards have erected a large number of very handsome school buildings furnished with the latest improvements as to heating and ventilation, maps and apparatus, and provided with furniture of the most modern character."

Compulsory
education.

"It is assumed that the parent as well as the State has duties to perform regarding education. The parent is not denied the right to have his children educated at a private school, a church school or college, or a denominational university, but, if he so

decides, he is not thereby relieved of his duty in the way of paying his share towards the support of the institutions sustained, or partly sustained, by the State. It is held to be the duty of the state to provide free elementary schools. . . . All persons are taxed to support education, because its general diffusion is for the public good. It is held that compulsory education is a necessary corollary of free education. If the state gives the boon of free schools to all, it has a right to see that the expected advantages are realized. On this principle the Truancy and Compulsory Education Act of 1891 was passed. . . . By this Act all children between the ages of eight and fourteen are obliged to attend school for the full term during which the school is open, and parents or guardians who fail to send their children are subject to penalties. The rights of conscience are sufficiently guarded. Penalties are not inflicted if the child is under efficient instruction at home, or unable to attend through sickness or other unavoidable cause, or is excused by a justice of the peace, or by the principal of the school, or if he has passed the high school entrance examination. Any person employing a child under fourteen years of age during school hours is liable to a penalty of twenty dollars. When the services of a child are deemed urgent, an absence from school for six weeks of the term may be granted. Provision is made for sending a child who is vicious or immoral to an industrial school. To nip truancy in the bud is regarded as the most effective means of preventing a recourse to the penalties of the Act. Truant officers must be appointed for every city, town, and incorporated village, and may be appointed for every school section. These officers are vested with police powers, and have authority to enter factories, workshops, stores, and other places where children may be employed, and ascertain whether there is any violation of the Act. Regulations may be made by the local authorities for the better enforcement of the statute. The truant officers must report annually to the Education Department according to prescribed forms."

"The public school has usually five successive classes, but in the case of towns in which instruction is given in the lowest class of the high school without the imposition of any fee, it is not compulsory on the public school board to maintain a fifth class in the primary school.

"There is a fixed course of study for each of the five classes, of the ordinary public school, which will be found in detail in Appendix A (Regulations of the Educational Department, Schedule A). It includes the following subjects:—Reading, Writing, Arithmetic, Grammar, Geography, History, Drawing, Music, Physiology, and Temperance.

"Public School Leaving Examinations are held each year, at the same time as the High School Entrance Examinations, for those pupils who take up fifth form work. The main object of this regulation is to afford the pupils of rural schools who cannot conveniently attend a high school an incentive for higher work. Only those pupils are eligible for this examination who have

Subjects of
Instruction.

Leaving
Examina-
tions.

passed the entrance examination, or who have made at least the total number of marks required, and are recommended by the principal of the public school. The examination papers are prepared by the Education Department, and the questions are based upon the following subjects:—Arithmetic and Mensuration (value 200), English Grammar and Rhetoric (150), English Poetical Literature (150), English Composition (100), History (100), Geography (100), Book-keeping and Penmanship (100), Drawing (50), Reading (50), there are besides two optional papers, each valued at 75, one of them being on Temperance and Hygiene and the other on Agriculture. The standard required is one-third of the marks in each subject and one-half of the total marks obtainable. To meet the cost of the examination a fee of one dollar is required of each candidate, and the papers are read by the Inspector and the Principal of the county model school. Any public school pupil who has passed the high school Entrance Examination may be a candidate, and a special grant is made by the Legislature for those schools that successfully prepare pupils for this examination. No grant is, however, paid to a school in a city, town or village where there is a high school, as it is not deemed desirable for such schools to take up this work. To prevent the junior classes from being neglected it is necessary that at least two teachers be employed, and as a guarantee of ability to undertake the course, the principal must hold at least a second-class certificate."

Statistics
(for 1898,
unless other-
wise stated).

Population of Ontario (1891), 2,114,321; school population 591,300. Total number of registered pupils, 478,194 (under 5 1,387, between 5 and 12, 476,584; over 12,223). Average attendance, 273,451. Percentage of average attendance to total number attending school, 57.

Classification of pupils. In 1st Reader, Parts I and II., 179,360; 2nd Reader, 90,624; 3rd Reader, 97,693; 4th Reader, 89,670; 5th Reader, 20,847.

Number of pupils learning writing, 464,460; arithmetic 469,603; drawing, 447,813; geography, 343,759; history, 245,370; grammar and composition, 313,637; temperance and hygiene 219,776.

Total number of public school houses, 5,587, of which 2,374 were brick, 487 stone, 2,355 frame, and 371 log.

Number of teachers employed in the public schools, 8,465 (male 2,656, female 5,809). Of these 3,585 have attended a normal school; 476 hold provincial first-class certificates or first-class certificates of the old County Board; 3,414 hold one or other type of second-class certificate; 4,333 hold third-class or other certificate.

In the public schools the highest salary paid to a teacher was 1,500 dollars; the average salary of male teachers 396 dollars and of female teachers 293 dollars.

Separate
Schools.

"The Roman Catholics of Ontario have certain educational privileges guaranteed to them by the Act of Confederation. All ratepayers, no matter what may be their religious belief, are, however, liable to pay public school rates, unless, in the manner provided they become separate school supporters. The term

'separate schools' applies to Protestant and coloured persons as well as to Roman Catholics. As a matter of fact, the exception to the general public school system is confined chiefly to Roman Catholics, who desire to establish separate schools in localities where their supporters are sufficiently numerous for the purpose. It is provided that any number of heads of family, not less than five, being residents of the place and Roman Catholics, may unite and establish a separate school. Such ratepayers are required to give notice to the clerk of the municipality of their intention to become separate school supporters, and they are then exempted from the payment of rates towards the public school until they give a contrary notice to the same municipal officer. It is optional with a Roman Catholic whether he continues to be a public school supporter, but in cities and towns where separate schools have been established most Roman Catholics have become supporters of these schools. In a few of the rural districts, and especially in Eastern Ontario, where there is a considerable French element, a number of separate schools have been formed, but in most counties of the Province the large majority of the people are Protestant, and very few separate schools have been established.

"The separate schools are all under Government inspection and are generally conducted in accordance with the same regulations as the public schools. Like the latter, they are under the control of boards of trustees, who are elected by the separate school supporters. The teachers, except those who are members of certain religious orders, are required to comply with the same regulations in order to receive certificates. The course of study pursued by the pupils is nearly the same as that for the public schools, and the text books, except those for religious instruction, are in many instances the same. Separate school pupils pass the same entrance examinations as public school pupils for admission to the high schools, and both classes of schools share in the legislative grant in proportion to the attendance."

STATISTICS OF SEPARATE SCHOOLS.

(i.) ROMAN CATHOLIC.

	Schools Open	Total Receipts	Total Expenditure.	Number of Teachers	Number of Pupils
1898	345	\$389,185	\$349,481	744	41,667

(ii) PROTESTANT.

	Schools Open.	Total Receipts	Total Expenditure	Number of Teachers.	Number of Pupils
1898	8	\$5,567	\$4,895	12	505

Training of
Teachers.

“One of the most valued features of the system of education in Ontario is the extensive provision made for the training of teachers. Every position from the lowest in the Kindergarten to the highest in a collegiate institute must be filled by a trained teacher. No teacher of a high or public school receives a permanent certificate who does not possess qualifications of a three-fold nature—(1) scholarship, (2) a knowledge of pedagogical principles, and (3) success shown by actual experience.

“Among educationists it is now fully admitted that scholarship alone does not fit a person to undertake the duties of a teacher. Just as the lawyer, doctor or clergyman receives professional training at a school of law, medicine or theology, so it has come to be admitted that the teacher should acquire special training at a normal school or a school of pedagogy. It was formerly customary for the candidate for the teaching profession to obtain his special training at the same time that he acquired his literary and scientific attainments. Under this system, normal schools undertook non-professional as well as professional work, and chairs of education were established in universities whereby the undergraduate in arts might receive such instruction in the science of education as would enable him as a newly-fledged B.A. to take charge of a school. In Ontario there is a clear separation of the professional from the academic courses. It is assumed that the professional training of a teacher should be taken up *after*, and not in conjunction with, the acquisition of knowledge at a high school or university. . . .

“A person who desires to become a teacher must first pass the ordinary departmental or university examinations which will be hereafter described. In this respect his course is nearly similar to that of the student who wishes to take up any other profession. He takes up his English Literature, his Algebra, his Botany and his Latin in the same class in school or college with those who intend to become farmers, mechanics, or editors. The successful candidates at the same university examinations are admitted a few months afterwards without any further non-professional tests—some to a course in law, some to a medical school, some to a theological college, and others to an institution for the training of teachers. To train students how to teach is not, it is held, the province of university or high school, and the graduates of these institutions, no matter how high their scholarship, could not, on the strength of their diplomas, hold positions as teachers. It is contended that a professional school should not be expected to give instruction in the ordinary branches taught in school or college, and that its functions are better discharged, and discharged in shorter time, when its students, before being admitted, have finished their course at university or high school.

“Another feature which characterizes the system of training teachers in Ontario is the value attached to experience. It is assumed that a person may pass his university examination, and, after taking a course at a training school, fail when in charge of his own school. It is held that the course for teachers-in-

training at an ordinary practice school, though valuable, must necessarily be surrounded by conditions more or less artificial; that there cannot be given training in many points of discipline, and that the lack of continuity in the teaching done by students stands in the way of an estimate being made of their ability to bring on pupils. It is further contended that there are other necessary qualifications for a teacher which can be acquired or tested only by actual experience, that a teacher must learn how to govern himself, to 'get on' with pupils, parents, and trustees, and to show that he is capable of exercising a large amount of 'common sense'. For such reasons it is provided that no permanent certificate is given to any high or public school teacher who has not in the opinion of his inspector proved himself successful. The lowest grade of certificate is valid only for three years, and the holder who fails to 'work up' for one of a higher grade or who, in spite of his scholarship or professional training, shows that he has mistaken his calling, is obliged to give way and allow his position to be held by another. It is moreover felt that in a large graded school, where important administrative ability is required, the principal should have first shown his efficiency in a subordinate position. On this ground the B.A. who has received his professional certificate after attending the School of Pedagogy must serve as an assistant for at least two years in a high school or collegiate institute before becoming eligible for a head master's certificate. In other words, a high school teacher must serve an apprenticeship for two years before he can get the highest grade of certificate, and the public school teacher has a similar period of probation before he can secure a first class certificate. There is, at the same time, every incentive held out to the energetic teacher to rise in the profession. Many of the best positions as teachers, and nearly all the positions as inspectors, are held by those who started at the lowest step of the stairs.

"In the establishment of training schools it is assumed that the different grades of schools—kindergartens, public schools and high schools—require teachers of different qualifications, whose professional attainments should be gained at institutions specially provided in each case for the purpose. With this view there have been established in Ontario the following training schools for teachers—

"(1) Kindergartens, including the local schools of this kind where the training is given for assistants' certificates, and the provincial kindergartens connected with the normal schools where the training is given for directors' certificates.

"(2) County Model Schools, where all public school teachers receive their first professional training, and from which third class certificates, valid for three years, are awarded.

"(3) Provincial Normal Schools, for the further training of public school teachers who desire to obtain second class certificates, which are valid for life.

"(4) The School of Pedagogy, for the training of those who desire

to obtain certificates as first class public school teachers, assistant high school teachers, and specialists in one or more of the six departments of Classics, Mathematics, English, Modern Languages, Natural Science, and the Commercial Course. The School of Pedagogy also gives the professional training which, with the necessary scholarship and experience, enables its graduates to obtain subsequently certificates as public school inspectors or principals of high schools and collegiate institutes.

Kindergarten
Teachers.

"A young woman who desires to become a regular teacher in a Kindergarten must take one year's training at some local school of the kind which has been established by a public school board. If she is intelligent, fond of young children, and ready to read such literature as bears on her work, an extensive preliminary course at a high school is not essential, but she will be all the better qualified by having first attended one for three or four years. After the year's training an examination must be passed, conducted by the Education Department; but the certificate gained only qualifies to teach as an assistant. The holder of such a certificate becomes, however, eligible to attend either of the normal Kindergartens at Toronto or Ottawa, and a year's additional course there is required in order to obtain a certificate as director. This certificate qualifies her to take charge of any Kindergarten established by a board of public school trustees."

County
Model
Schools.

"To begin teaching in any public school in Ontario it is necessary to obtain what is called a third-class certificate from a county board of examiners, and only those are eligible for the examination who have attended a session at a county model school. To be admitted to a course of training at one of these institutions it is necessary to have first passed the high school primary examination. The board of examiners consists of the public school inspector and two other persons appointed by the county council holding first-class certificates and actually engaged in teaching. They receive for their services 4 dollars per diem and travelling expenses. This board, subject to the regulations of the Education Department, sets apart at least one public school in each county for the training of third-class teachers. The course of study for the pupils is the same as in any other public school. There are 59 county model schools in Ontario, and the average number of students-in-training at each is about 30. A grant of 150 dollars by the Legislature and an additional 150 dollars by the county council are made to each of these institutions, mainly to assist the trustees to provide an efficient staff. The course of professional training extends over about four months—from September to December. The time of the teachers-in-training is taken up with (1) observation of the work done by the regular teachers, (2) practice lessons given to the classes or to sections of a class, and (3) criticisms, discussions of methods, and lectures by the principal on pedagogical principles. A third-class certificate is valid for only three years, and if the holder has by that time no higher non-professional attainments than a high school primary certificate, or if he has not been successful in teaching, he is not eligible to enter a normal

school, and may be obliged to retire from the profession. This regulation is based on the principle that a life certificate should be given to no teacher until he is tried by the only true test—that of experience. The object is to prevent incompetent persons from holding positions, and by offering their services at low salaries, shutting out energetic teachers and injuring the schools.

“It was intended that as far as possible third-class teachers should be assistants, and the intention has been observed in cities and towns, but the supply of second-class teachers is not yet sufficient to confine third-class teachers to subordinate positions in rural districts, where there is often only one teacher in each school. It is, however, quite common for third-class teachers to have passed the junior leaving or even senior leaving examination before attending a county model school, and the good education thus gained by a three or four years' previous attendance at a high school or collegiate institute gives even to rural schools a class of young men and women earnest in their work.”

“To have a permanent licence to teach in a public school it is necessary to obtain at least a second-class certificate. This certificate can be secured only by teachers who have attended the normal school and passed an examination at the close of the session. The examination, which is both written and practical, is conducted by inspectors appointed from time to time by the Minister of Education. In addition to these tests a favourable report from the principal of the normal school is also essential.”

Normal
Schools.

“Two normal schools, with large model or practice schools as adjuncts, have been established, one in Toronto and the other in Ottawa. There are two sessions each year, and only those students are admitted who have passed the high school junior leaving examination, and who have, as reported by the inspector under whom they have served, taught successfully one year as third-class teachers. It is customary, however, for the students to have taught two or three years before being admitted to the normal school. With this experience in their own schools, after having had their preliminary professional training at a county model school and with the scholarship gained previously by three or four years' attendance at a high school or collegiate institute, the teachers-in-training of the normal schools occupy valuable vantage ground in the acquisition of pedagogical knowledge and professional skill. In order still further to confine their attention during the session to practical work and the discussion of principles and methods, a preliminary entrance examination must be passed on most of the books prescribed for the course.”

“The work of the pupils of the model schools is in harmony with that of ordinary public schools and several of the early weeks of the session are partly employed by the normal school students in observing the teaching done by the regular teachers. Subsequently they are required to take charge of the model school classes under the immediate direction and criticism of these teachers and with the advantage of lectures from the masters.”

of the normal schools on Psychology, the Science and History of Education, and the application of the general principles of Pedagogy to the methods of instruction peculiar to each branch of study. The important aim of the normal school course is not to train teachers to become imitators, but rather to encourage individuality and self-reliance, not to cause them to become mechanical, or the slaves of methods, but to lead them to understand the principles upon which all good teaching and school management are based. About 100 students attend each normal school every session."

Inspection.

"The system of Education in Ontario makes provision for a thorough inspection of all classes of schools. School inspection is needed (1) to enforce the general rules and regulations sanctioned by the school authorities, and (2) to see that the proper methods of instruction are employed and that the teaching is made effective. In order to secure proper supervision it is necessary that the inspector should be well qualified, and that he should be invested with sufficient authority to enforce the prescribed regulations. It is assumed that no person is qualified for this important position who is not possessed of a wide range of scholarship, and who has not had several years of experience as a teacher. Without the latter, there can be no guarantee of fitness to deal with the many details of school management, and without the former there would be a lack of that culture and broadness of view which scholarly attainments are presumed to give. The public school inspector requires a knowledge of the work of elementary schools. Experience gained only in a high school will not suffice. The following is the regulation regarding the qualifications of public school inspectors:—

Any person with five years' successful experience as a teacher, of which at least three years shall have been in a public school; who holds either specialist's non-professional standing obtained on a University examination, or a Degree in Arts from any University in Ontario, with first-class graduation honours in one or more of the other recognized departments in such University; and who has passed the examinations of the Ontario Normal College for a specialist's certificate, shall be entitled to a certificate as an inspector of public schools.

"It is not deemed expedient to have these officers elected by a popular vote. Other elements than those of fitness might then determine the appointment. The high qualifications required limit the number of candidates and shut out the ordinary 'office seeker' from the list of applicants. County inspectors are appointed by the county councils, and city inspectors by the public school boards. When a vacancy occurs, the position is generally filled by appointing some teacher with the prescribed qualifications, who, by ability and application, has gained a reputation in his profession.

"The removal of an inspector seldom occurs. It is provided that the county or city inspector cannot be dismissed except by a two-thirds vote of the council or board appointing him, unless for misconduct or inefficiency, in which case he may be dismissed by a majority vote, or by the Lieutenant-Governor in Council. It is quite customary for inspectors to hold their positions for

more than twenty years, and when they keep themselves abreast of the educational progress of the country they become more useful with increased experience. By his intercourse with the members of the municipal councils, trustee boards, and the teachers of his district, the position of an inspector is a most important one for exercising through his scholarship, professional attainments, and character a valuable influence upon the pupils of the public schools.

"The statute requires each municipal council of a county to appoint an inspector of public schools. If there are more than one hundred and twenty schools in the county the council must appoint two inspectors. The salary of county inspectors varies from about 900 to 1,600 dollars according to the number of schools. The minimum rate is 10 dollars for each teacher, and 5 dollars of this is paid by the Legislature. In cities, if there are more than three hundred teachers, two inspectors must be appointed. In some of the smaller cities and most of the towns the county inspector is also inspector of the city or town schools. It is usual in these places for the principal to perform many duties pertaining to the organization of the schools that would otherwise be discharged by the inspector.

In the larger cities, where the inspector devotes all his time to the service of the board, the salary varies from about 1,200 to 3,000 dollars, the Legislature allowing, as in the case of county schools, 5 dollars for each teacher.

In the system of education for Ontario there has been a judicious division of responsibilities among different authorities. What has largely added influence for good to the position of inspector is the fact that he is free from many of the duties assigned to such an officer in some other countries. He has nothing to do with the authorization of text books or the fixing of courses of study. He does not engage the teachers, but in rural schools it is quite customary for trustees, in selecting teachers, to seek his advice. In cities his recommendations are almost invariably sought by the committee of the board to whom the selection of teachers is assigned, and it rarely happens that the trustees ignore his opinion on a matter of this kind.

The inspector is not required to undertake the responsibility of licensing teachers in Ontario. By entrusting this duty to a board of examiners he is saved from the 'pressure' that might otherwise be brought to bear on him to grant certificates. He has, however, as chairman of the board of examiners, a proper influence in preventing incompetent persons from entering the profession, and without his approval no teacher in his inspectorate can attend a normal school. It therefore follows that inspectors have power to block incompetent teachers from receiving permanent certificates.

The inspector is also relieved from a more embarrassing responsibility—that of determining the academic qualifications of applicants for teachers' certificates. This duty is entrusted to a board of examiners, acting not under local, but under provincial authority. The aim has been to place the inspector in such

a position as will enable him to give his best thoughts and efforts to the most important duties of school supervision and to have his tenure of office so secured that he need not fear being disturbed so long as he discharges his duties energetically, honestly, and judiciously.

Teachers'
Institute.

"The Educational Association of Ontario has been in existence for more than thirty years, and meets during the Easter holidays for the reading and discussion of papers relating to various questions of educational interest. The meetings of this body have done much towards giving direction to the school legislation of the Province. The association may be regarded, in fact, as an 'Educational Parliament'. It receives a grant of 200 dollars a year from the Legislature, and its proceedings are published for the information of its members. Besides the sessions of the general association, very many valuable papers are read and discussed in sections of that body. In this way there have been organized sections for the kindergartners, public school teachers, high school teachers, training school teachers, inspectors, etc. There have also been formed associations for the advancement of classics, mathematics, modern languages, and science. The high and public school trustees have organized a provincial association which has, in like manner, contributed much to the discussion of educational questions. It is now a section of the general 'Educational Association'.

"Besides the provincial association, there is organized in each county or inspectoral district a 'teachers' institute' for the purpose of imparting instruction in methods of teaching, and for discussing educational matters, subject to the regulations of the Education Department. A grant of 25 dollars is paid by the Legislature to each institute, and the county or city gives a grant of an equal amount. Many of the associations have valuable libraries of professional works. The public school inspector takes a leading part in the work of these county associations, and he is generally aided by the more experienced public school teachers, and the teachers of the one or more high schools or collegiate institutes situated within his district. A director of teachers' institutes, appointed by the Education Department, frequently attends these meetings, and very often other prominent persons are invited to give addresses on educational topics. The main object, however, is to have discussed pedagogical principles and methods of teaching, and to enable teachers to 'compare notes' regarding their daily duties. Dr. Arnold, of Rugby, felt it to be necessary that his pupils should 'drink from a running stream rather than from a stagnant pool.' . . . In cities these associations often meet monthly under direction of the inspector. Sometimes he finds it desirable to have teachers of the same grade meet together. These institutes have also had the effect of creating greater interest in school work among the general public."

II. SECONDARY EDUCATION.

“With the approval of the Lieut-Governor in Council high schools may be established by the council of any county, in any municipality containing not fewer than one thousand inhabitants. If two or more municipalities form a district, with an adjacent incorporated village, a high school may be established in such district if it contains at least three thousand inhabitants. Each district is, however, generally confined to one municipality. The municipal council of a city may establish as many high schools as it may deem expedient, subject to the approval of the Lieut-Governor in Council. The following are the requirements of a high school, and the Government grant may be withheld if its efficiency or the requirements are not maintained:—

High Schools.

- (1) No connection with a public school as regards premises.
- (2) A site of at least half an acre in extent, well fenced, well drained, planted with shade trees, and suitably provided with walks in front and rear.
- (3) A playground, and all other necessary provision for physical exercise.
- (4) A well or other means of supplying pure drinking water.
- (5) Water-closets for the sexes, separate and in separate yards, and properly screened from observation.
- (6) A building large enough to provide ample accommodation for every pupil in attendance, with all necessary provision for light, heat, and ventilation, and two entrances with covered porches.
- (7) Suitable separate cloak rooms for boys and girls, furniture, desks, black-boards, and maps, apparatus, and library of reference of the maximum value recognised for schools with two masters.
- (8) A principal, and at least two assistants.

“Collegiate institutes are nearly the same as high schools as regards the regulations by which they are governed. They receive larger grants from the Legislature in view of the superior equipment required for their establishment and the necessity of employing teachers of higher attainments, and a greater number of them, than for high schools. The following is the provision of the statute under which a high school may become a collegiate institute:—

Collegiate Institutes.

On the report of the Minister of Education, and subject to the regulations of the Education Department, any high school having (1) suitable school buildings, out-buildings, grounds and appliances for physical training; (2) a library, containing standard books of reference in the subjects of the high school curriculum; (3) a laboratory, with the necessary chemicals and apparatus for teaching the elements of the sciences; (4) a staff of at least five teachers, four being specialists, one in each of the following departments: Classics, Mathematics, Natural Science, Modern Languages, including English, and any one of the staff being a specialist in the Commercial Department; (5) such other assistants as will secure thorough instruction in all the subjects on the curriculum of studies approved by the Education Department for collegiate institutes; may be constituted a collegiate institute by order of the Lieutenant-Governor in Council.

“The regulations also provide:—

(1) No high school shall be raised to the status of a collegiate institute without such a minimum equipment in the way of library, physical and chemical apparatus, gymnasium, maps and globes, as is the maximum recognised for high schools with three or more masters.”

(2) Any collegiate institute that fails to comply with the conditions prescribed herein for the status of a collegiate institute may, on the joint report of the high school inspectors, be reduced to the rank of a high school, and deprived of the special legislative grant, at the discretion of the Minister of Education.”

Trustees.

“Each high school or collegiate institute is managed by a board of trustees, whose duties are similar to those of public schools. Each board consists of at least six trustees, and, except in the case of cities and towns separated from the county, three of these are appointed by the county council, and three by the council of the town or village where the high school is situated. If the district is composed of more than one municipality, then each of these municipalities is represented on the high school board. In towns separated from the county all the trustees are appointed by the town council. In cities the council also appoints all the trustees, and if two high schools are established, twelve trustees are appointed, and if more than two, the council appoints eighteen trustees. Each trustee so appointed holds office generally for three years. Two other trustees holding office for one year may be added, one by the public school board and the other by the separate school board of the city, town or incorporated village where the high school or collegiate institute is situated. High school trustees cannot be members of the municipal council.”

Finance.

“The cost of each high school and collegiate institute is made up of the expenditure required for ‘Permanent Improvements and ‘Maintenance.’ The former of these must be met entirely by the district or municipality, and consists mainly of the expenditure for school site, building, furniture, and equipment. The latter consists of the usual outlay for the salaries of teachers and other officers, repairs, fuel, stationery, and sundry expenses for ordinary school purposes, and is met from four sources, viz.: (1) Government grants; (2) county grants; (3) district or municipal grants; and (4) fees of students.

“(1.) Government grants to the high schools and collegiate institute are mainly based on the efforts made by the locality. If the local expenditure is good, a correspondingly liberal grant may be expected from the Legislature, so far as the annual appropriation will allow. As a minimum each high school receives a fixed grant of 375 dollars, and each collegiate institute an additional grant of 275 dollars. On the condition and suitability of the premises a high school is entitled to a maximum grant of 150 dollars and a collegiate institute to one of 200 dollars. For equipment there is a maximum grant of 200 dollars and one of 600 dollars on the basis of salaries of the teachers. The remainder of the grant is distributed on the basis of average attendance. The grants in full vary from about 500 dollars to 1,800 dollars on the basis thus outlined.

"(2) The county council is required to make a grant to each high school or collegiate institute in the county equal to the grant made by the Legislature. This grant is intended to meet the cost of instruction for county pupils, that is, for those pupils of the county who do not reside in the municipality or district where the high school is situated. It sometimes happens that the equivalent of the Government grant would not be sufficient to meet the cost of maintenance for county pupils, and in that case the county is liable for whatever additional amount is necessary to meet its share of the cost of maintenance. The principle involved in this part of the statute is that the county should pay for the education of county pupils

"(3.) After the county and legislative grants have been received whatever further sums, in addition to any fees which have been paid, may be required to meet the cost of maintenance, must be made up by the municipality or district where the high school is situated, on the requisition of the Trustee Board. Under the provisions of the Act the municipal grant raised for this purpose is, as a matter of fact, its proportionate share of the cost of maintenance. If, for instance, there are as many county as resident pupils, the county and district pay equal shares of the cost of maintenance after deducting the legislative grant. Should there be any dispute as regards these amounts the Act provides a ready settlement by arbitration.

"(4) County councils may require a portion of the liability of the county to be paid by the county pupils in fees not exceeding one dollar per month, the fee being uniform for all high schools in the county. Resident pupils may also be required by the board to pay fees, thus lessening the amount to be raised by the municipality. It thus follows that the question of free high schools is left to be determined by each locality, and it has been found that this option is more satisfactory than making all high school free by Act of Parliament, or fixing a uniform fee for the Province. Non-resident pupils, that is those from other counties, must pay such fees as the board deems expedient, but such fees must not be greater than the cost of maintenance or less than those of county pupils. Of the 128 high schools and collegiate institutes 48 of them are free, and the fees in the others vary from 2.50 to 26 dollars per year."

"A uniform examination is held every year about the first of July for admission to high schools and collegiate institutes. Each high school has a board of examiners for the purpose, consisting of the principal of the high school, the public school inspector, and two qualified teachers who have no pupils at the examination, one being appointed by the public school board and the other by the separate school board of the city, town, or village where the high school is situated. The examiners are paid 1 dollar per pupil for their services, and the cost may be met by fees from the candidates or by the county and district for their respective shares. The examination papers are prepared by the high school inspectors and public and separate school

Entrance
Examina
tion.

inspectors appointed by the minister of education and sent in sealed envelopes to the presiding examiner, to be opened during the hours of the examination. Only those pupils who pass the examination and whose admission has been confirmed by the high school inspectors can be admitted to a high school or collegiate institute. The examination is based on the course of the fourth form of the public schools, and includes the following subjects and values:—Reading, 50 marks; drawing, 50; neatness, 35; writing, 50; orthography, 30; literature, 100; arithmetic, 100, grammar, 100; geography, 75; composition, 100; history, 75. Optional papers are set in temperance and hygiene and agriculture, each valued at 75. The standard required to pass is one-third in each subject and one-half of the aggregate number of marks. There is also provision for recommending in case of failure the following classes of candidates:—(a) Those who fail to reach the standard prescribed in some subject, but who make considerably more than the aggregate marks required, and (b) those who in the opinion of the examiners, on account of age or for some special reason, should be recommended. The reasons should be set forth in each case. The report of the board of examiners and the answer papers (to provide for any appeals) are sent to the Education Department. The regulations also provide for the provisional admission, during the interval between examinations, of pupils who were unable to be present at the regular examination, and who would suffer if not allowed to attend a high school. Certificates are granted to all pupils whose admission has been confirmed by the high school inspectors. About 20,000 candidates annually write at the entrance examination and about half that number pass.”

Statistics,
1898.

Number of collegiate institutes, 37; high schools, 93; total, 130.

Number of pupils enrolled, 23,301; percentage of average attendance, 60.

Number of teachers, 571. Average salary for principals, \$1,177; for assistants, \$814. The salaries of specialists in collegiate institutes range from about \$1,000 to \$1,500. The cost per pupil is about \$34.26.

Departmental Examinations.

“The origin and development of the system of examinations conducted by the Education Department may be readily understood by considering the general aims of written examinations.

“(1.) Examinations furnish valuable aid to both teachers and students regarding the manner in which the work of the school should be taken up. They tend to give direction to the teaching, and to prevent faulty methods of instruction and a consequent waste of time and energy. It is held that a proper system of examination does much to improve the discipline of school or college, and that wherever examinations are ignored the *morale* of the institution will be found weak and the education inferior. In Ontario the aim has been, by making physical training compulsory and by emphasizing the inculcation of high moral principles, to reduce to a minimum the possible evils of examinations, and to guard carefully their educational value while

utilizing them for other purposes for which their application is indispensable

“(2) Examinations are serviceable as tests for the promotion of pupils. They are almost essential, but do not supply the only *data* for this purpose. In the schools of Ontario promotions are generally made by the principal, aided by the members of his staff. The principal and his assistants prepare their own questions, and hold examinations at the close of each term. The promotions are not, however, based entirely on “percentages” gained at the final examinations. The daily, weekly, or monthly class records are also taken into account, and to some extent the general estimate made by the teachers as to the pupil’s industry and ability. Evidence of *power* and fitness to begin the work of a higher class is recognized as the main consideration in deciding upon the promotion of a pupil.

The pupils in either a high or public school may be promoted from time to time and reach the highest form, on the recommendation of the principal, who is responsible for the organization of his classes. No pupil is obliged to take any examinations other than those prescribed by the principal, and parents are left free to have their children write or not at the departmental or any other examinations. It is found, however, desirable and expedient in practice to modify this feature of school organization in view of the third object of examinations”

“(3) Examinations are held for the purpose of granting certificates that have a qualifying or commercial value. These cannot be left to be awarded by the teachers or other local authorities of each school. To do so would furnish no guarantee of uniformity in standards, and without such uniformity the value of the certificates granted would be slight. The estimate of teachers may, however, receive consideration in special cases where a candidate, through sickness or other cause, clearly fails to do himself justice. Uniformity is secured by the system of departmental examinations adopted for the entire Province. It is also found convenient for teachers in high schools to utilize generally the departmental examinations for purposes of promotion, and the regulations regarding the mode by which these are conducted have, moreover, in view the direction given to the teaching, and their consequent educational effect upon all the pupils of the schools.

“In short, the aim of the system is to secure at the same time the three objects of examinations here mentioned, and to lessen, as far as possible, the evils that are said to be associated with tests of this kind. The method is practically a combination of the systems of admission to college by certificate and by examination.

“The plan adopted in Ontario has greatly reduced the number of examinations. For instance, the high school entrance examination is conveniently used by public school teachers as a test for promotion to the fifth form, and the high school primary and leaving examinations serve as promotion examinations to higher forms in the secondary schools.

“ Some years ago in Ontario each of the four or five universities held its own matriculation examinations. The law society, the medical council and the divinity schools had their own entrance examinations. There were besides, examinations held for admission to normal schools and other training institutions for teachers. Dentistry, pharmacy and engineering each had its own tests for admission to a course of study for these professions. What made matters worse was that the courses prescribed were not based on a common curriculum, the examinations were held at different periods of the high school term, and pupils were under the expense, in most cases, of going from home in order to write at any one of these examinations.

“ This condition of affairs, so annoying to high school teachers in the organization of their classes, has been entirely changed by having prescribed a uniform course of study for all the schools, by the adoption of a system of uniform examinations for the Province, and by the acceptance on the part of the different universities and the various learned bodies of the certificates awarded by the Education Department. The examinations are held at the same time and on the same papers in every high school and collegiate institute. The student who passes the examination may secure a certificate or certificates which will admit him as a matriculant to any university in the Province; to the school of practical science; to a course of study in law, medicine, dentistry, or pharmacy; to a course of theology in any divinity school, or to a county model school, or some other institution for the professional training of teachers.

“ The examination papers are prepared by examiners qualified by experience as teachers in high schools or universities to set suitable papers. To avoid narrowness in style the examiners are selected from a wide field, and are changed from time to time. The answer papers of candidates are read by university graduates actually engaged in teaching. As a matter of fact, the papers are valued by teachers who are familiar with the same work in their own schools, and whose pupils are candidates at the same examination. The regulations make such necessary provision as prevents any identification of the papers read by any of the associate examiners.

“ An important feature of the examination system in Ontario is that a student's calling in life need not necessarily be determined by the course taken up in school. If he has no special object in view but to secure a good education, no better plan is open to him for this purpose than to strive to gain a high school leaving certificate. Should he afterwards decide to enter a university, or to take up a professional course, he is in the possession of the necessary passport, without being obliged to turn again to his books and prepare for an examination.

“ The course of study for Form I. in high schools is prescribed with the object of requiring all students to receive at first a good business education. The object in view is to guarantee that the interests of the great body of students will not suffer by having undue attention given to subjects required for entering

the professions. The examinations that may be held in the junior classes, or Form I., are left almost entirely to the teachers. Those students who, in addition to the requirements in other subjects, show proficiency in reading, drawing, and the commercial course, receive commercial certificates signed by the principal. A student who receives a high school commercial certificate has taken about the same course as a pupil from the elementary schools who has passed the public school leaving examination.

“Examinations are held annually in July, in the courses of study prescribed for Forms II., III. and IV. of high schools. Candidates who pass the examination for Forms I. and II. receive high school primary certificates; for Form III. high school junior leaving certificates, or university matriculation certificates, and for Form IV., senior leaving certificates, and perhaps university matriculation certificates with honours.”

“The highest positions in the teaching profession are open only to the graduates of the School of Pedagogy. This institution is located in Toronto, and in it are trained the first class public school teachers, the assistants and principals of high schools and collegiate institutes, and the public school inspectors. Its importance may be seen from the additional fact that only first class teachers are eligible to be appointed principals of county model schools or members of county boards of examiners. The associate examiners for the departmental examinations must be university graduates actually engaged in teaching, and this provision practically leaves the work of reading the papers in the hands of persons who have passed through the School of Pedagogy

The School
of Pedagogy

“The graduates of the School of Pedagogy are in fact the teachers of the teachers of the public schools. As high school teachers they educate the students of the secondary schools, and as principals of model schools they give the professional training required at first of every public school teacher. At the departmental examinations they may be said to guard the avenues for admission to the universities and to the professions, and at county board examinations they are the judges of the qualifications of those who become third class teachers. In fact their influence as inspectors and teachers is so far-reaching as to extend, it may be said, to the entire half million children attending the schools of the Province.

“To be admitted to the School of Pedagogy it is necessary for a student to have at least a high school senior leaving certificate. A large number of its students are, however, B.A.'s of the various universities of the Province, many of them being graduates of high honour standing. Teachers who hold second class certificates from one of the normal schools, and have taught two years, are exempted from attendance, but must, like others, hold senior leaving certificates and pass the final examination. When they pass this examination they receive first class public school teachers' certificates, which also qualify them to teach as assistants in high schools. Third class teachers, who have taught three years and hold senior leaving certificates, by attending the

School of Pedagogy and passing the examination, are entitled likewise to first class public school teachers' certificates. The other certificates granted qualify only to teach in high schools or collegiate institutes, but first class certificates answer for both purposes.

"As in the case of the normal schools the course of study is almost entirely professional. Besides observation of the teaching done in the provincial model schools, including the kindergartens, an important part of the course consists of model lessons given by the lecturers and practice lessons by the students themselves who are formed into classes for the purpose. It is held that much valuable training can be given, and many requisites of a good teacher tested, before he is allowed to take charge of a class, even as an assistant. The ability to show the logical arrangement of a subject to be taught, to recognise the salient points to be brought out in a presentation lesson, to show, as a teacher, accuracy of language and grasp of the matter to be taken up before a class—these and kindred characteristics of a good teacher should, and may, be acquired before any chance is given to experiment on a class of high school pupils. Those who desire to become specialists in collegiate institutes must first pass the non-professional examinations required at the university. For them an additional course of training is provided in methods and a higher standard is exacted at the professional examination.

"When a teacher-in-training shows that he possesses good teaching ability he may complete the course in half a year, but in many instances a year's work is found necessary. He then passes the examination of the School of Pedagogy and enters upon the practical part of his training. The "Interim Certificate" which he receives qualifies him to teach for six months in any high school or collegiate institute. He is thrown, as any regular assistant, upon his own resources, and he receives the advice and support of an experienced principal, who, as a rule, if teaching ability is exhibited, desires to retain him as a permanent member of his staff. At the close of the half year those who have been thus serving their "apprenticeship" are required to pass a practical examination in teaching, conducted by the high school inspectors or other persons appointed by the Minister. If successful they receive permanent certificates, but if they have proved themselves failures in the work, they are no longer allowed to remain in the profession.

The holder of an assistant's certificate, if a graduate in arts of a British or Canadian university, who has taught successfully two years in a high school, is entitled to a principal's certificate, and if before or after this he qualifies by examination as a specialist, he has gained the highest certificate awarded by the Department.

"About 100 students attend the School of Pedagogy each session."

"The inspectors of high schools are appointed by the Government, and are selected from principals of collegiate institutes, who have attained the front rank in their profession. The

inspectors
High
schools.

important functions of the secondary schools and the regulations under which they are conducted render their inspection a matter which largely affects elementary as well as higher education. . . . It has been fully acknowledged by educationists that work of this kind to be properly performed must be assigned to experts practically engaged as teachers in high school or university. The high school inspectors, like the public school inspectors, are also largely relieved from the responsibility of licensing teachers. They have, however, and properly so, a voice like public school instructors, in preventing incompetent persons from entering the profession.

"The high school inspectors have thus been enabled to devote their energies to the proper work of supervision, and acting under regulations of the Education Department, their official visits have tended much to improve the character of the schools. Their reports to trustees have in a few years brought about great improvements in the accommodations, large additions to the libraries and apparatus, and superior appliances for physical training. More satisfactory still has been the advance made in the qualifications of the teaching staffs . . ."

III. UNIVERSITY EDUCATION.

History of the University of Toronto (from the University of Toronto Calendar for 1896-97).—The movement which ended in the establishment of the University of Toronto as the centre of the educational system of the Province of Ontario originated with General Simcoe, the First Governor of Upper Canada, who repeatedly expressed his conviction, both before his departure from England and also during his term of office (1792-1796), that the best interests alike of the Government and of the inhabitants demanded the establishment of a University in Upper Canada. It was not, however, during his administration that the project assumed a definite form

The
Provincial
University.

In 1797 the Legislative Council and House of Assembly in a joint address to King George III. asked "that his Majesty would be graciously pleased to direct his Government in the Province to appropriate a certain portion of the waste lands of the Crown as a fund for the establishment and support of a respectable Grammar School, in each district thereof; and also a College or University for the instruction of youth in the different branches of liberal knowledge." To this address a favourable answer was transmitted, and the acting Lieutenant-Governor, the Hon. Peter Russell, was directed to determine the manner and character of the appropriation. In accordance with this request the Executive Council of Upper Canada reported on the 1st December, 1798, that an appropriation of 500,000 acres would be sufficient for the support and maintenance of four Grammar Schools and a University. For the foundation of the latter nothing was done until 1827, when a Royal Charter was granted for the establishment at or near York, as Toronto was then called, of a college "with the style and privilege of a University." to be called "King's College," having for its endowment that

portion of the grant of "waste lands" originally provided for the University in the report above referred to. These lands were in 1828 exchanged for 225,944 acres of Crown Reserves. . . . The opening of the College was delayed for fourteen years. In consequence of public representations on the sectarian character of the College, all religious tests were abolished by an amended charter which passed the two Houses of the Provincial Legislature and received the Royal Assent in 1837. In 1842 the affairs of the University had assumed such a condition as to render its organisation possible, and Faculties of Arts, Medicine, Law and Divinity were established. In that year the erection of the College Building was begun. In 1843 the first matriculation of students took place, and inaugural addresses and lectures were delivered on the 8th and 9th June of that year.

The agitation which resulted in the amended charter of 1837 had continued after the opening of the College in 1842, owing to efforts made to defeat the purpose of the amendment, and in 1849 an Act of the Legislature effected important modifications in the constitution of King's College whereby all instruction in Divinity was discontinued, and a larger measure of public control of the affairs of the University instituted, through the formation of a Senate, of which a number of the members were appointed by the Crown. The name was now changed from that of the University of King's College to that of "The University of Toronto."

Three years afterwards the University underwent a further transformation, by which the Act of 1853 abolished its Faculties of Medicine and Law, and divided its functions between the two newly organised corporations of the "University of Toronto" and "University College." To the Senate were assigned the duties of framing the curriculum, holding examinations and admitting to degrees in Arts, Law and Medicine, while to the President and Professors of University College, as a distinct and independent corporation with special powers, were assigned the teaching in Arts and the entire discipline and control of students. The models followed in the reorganisation of the Universities, it was claimed, were the University of London and University College, London, both of which had then been only recently established. For thirty-four years the University of Toronto and University College performed the functions respectively assigned to them by this Act . . . and for thirty-four years the constitution of the two corporations above mentioned remained unchanged. Other collegiate bodies, principally denominational schools of theology, entered into affiliation with the University, and, with regard to their especial requirements, the course of study in Oriental Languages was augmented; but the Faculty of University College continued to do the work of instruction for nearly all the students in Arts who presented themselves for examination. The candidates for examinations and degrees in Medicine were trained in medical schools in affiliation with the University, and in the Faculty of Law the examinations were based upon text-books prescribed by the Senate, without teaching.

In 1887 both the University of Toronto and University College were remodelled by the University Federation Act. The main object of renewed legislation was to secure a more uniform standard of higher education by the union of the various denominational universities of Ontario with the Provincial University. Since the proclamation of the Act, Victoria University at Cobourg, representing the Methodist body, has entered into federation with the University of Toronto. The governing body of this institution is now represented on the Senate of the University of Toronto, its graduates elect representatives to the same body, and by the removal of the faculty and students of Victoria University to Toronto, the Union of the two Universities has been effected. Under the Federation Act, the theological colleges also, formerly in affiliation with the University of Toronto, have become federated colleges, and enjoy increased representation on the Senate.

"The faculty of University College, by the Act of 1887, consists of professors and lecturers in Classical Languages and Literature (including lecturers in Ancient History), Oriental Languages, English, French, German, and Moral Philosophy. All other portions of the Arts course are assigned to the Faculty of the University of Toronto, of which the lectures are made equally available to the students of University College, and those of all federating universities and colleges.

A Faculty of Medicine in the University of Toronto was established immediately upon the passing of the Act in 1887, and teaching is imparted in all branches of medical science. All the advantages of the Faculty of Arts are available for the students in Medicine, and the laboratories of the scientific departments are utilised equally by students in both faculties.

In 1888 a stimulus was given to the study of scientific methods of farming by the affiliation of the Ontario Agricultural College, and the adoption of a curriculum of study for the degree of Bachelor of the Science of Agriculture. Similarly an examination for the degree of Doctor of Dental Surgery was instituted, as a consequence of the affiliation of the Royal College of Dental Surgeons of Ontario. The College of Pharmacy was subsequently admitted to affiliation, and with the extension of the same privileges to the Toronto College of Music, a curriculum of study was prepared for the degree of Bachelor of Music. The School of Practical Science was affiliated in 1889, and graduates of the School are specially eligible on certain conditions for the degrees of Bachelor of Applied Science and of various degrees in Engineering in the University. By a recent enactment of the Senate a curriculum was prescribed leading to the degree of Bachelor and Doctor of Pedagogy.

Thus,* "the highest institution of learning in Ontario controlled by provincial authority is the University of Toronto. It is the

* Millar . Educational System of the Province of Ontario.

keystone of the educational structure . . . It is cheerfully sustained by Protestant and Roman Catholic, and it has a large body of devoted graduates representing all the leading religious denominations. . . . It is a conservative force guarding the educational citadel from ill-advised innovations, and at the same time an agent of progress and enlightenment . . .”

“The entire system of education in Ontario has been established with the object of making good citizens. It is assumed that the state is benefited by having its educational facilities brought as nearly as possible within the reach of all. With all our public schools free, and our high schools either free or available by the payment of comparatively low fees, the University of Toronto also opens its doors on easy terms to all students who pass the matriculation examinations . . . Accepting the honest convictions of those favourable as well as of those adverse to denominational oversight in the training of youth, the University Federation Act has presented a solution of a problem at one time embarrassing to statesmen and dangerous to the progress of higher education.”

“For many years the University experienced repeated changes in its local habitation as well as in the scope of its functions. The stately pile which forms the centre of the cluster of collegiate buildings devoted to the work of the University was partly destroyed by fire some years ago, but it has since been reconstructed with many internal improvements. Considerable extension has been effected in the numbers, capacity, and adequate equipment of the lecture rooms and laboratories. Much attention has also been given to improvements in heating, lighting, and ventilation.

“The new school of biology, which harmonises in structure with the University, is one of the handsomest and most substantial buildings on the Continent devoted to that department of science. Its corridors, lecture rooms, and laboratories are of a very spacious character. The central portion is assigned to the University Biological Museum. This contains, in addition to other collections, an extensive and valuable series of preparations used for illustrating the lectures in animal and vegetable morphology and embryology.

“To the south and east of the University stands the School of Practical Science, a large four-storey building, where students have extensive facilities for gaining proficiency in the different departments of applied science. The accommodation has in view extensive courses in chemistry, mineralogy, assaying and engineering.

“A new building for chemistry was provided in 1893 to the west of the School of Practical Science. This building is in the form of a quadrangle, with the lecture-rooms on one side and the laboratories on the other. There is laboratory accommodation for 200 students, and the lecture-rooms hold about 350. . . . Between the School of Biology and the University has recently been completed the new library, on plans embracing the most recent improvements derived from the experience of leading universities in Germany and the United States. It contains a

fire-proof room to accommodate 120,000 volumes, a reading-room to accommodate 200 students, and seminary rooms for various departments of instruction

"The large number of ladies who have of late years taken up the B A course gave rise to a project for the erection of a residence for women attending the University. A suitable site has been offered for the purpose by the University authorities and a number of the citizens of Toronto have taken considerable interest in the object."

"By legislative enactment the Provincial University consists of the University and University College, which have their respective functions. Various bodies are entrusted with the management of these institutions.

Organization.

1. *The Crown*—The supreme authority in all matters continues to be the Crown, from whom emanated the charter that erected the University. All appointments, therefore, res~~er~~ with the Lieutenant-Governor, and all statutes of the Senate to be binding must receive his approval. All property is vested in the Crown and is managed and administered by an officer appointed by the Government.

2. *The Board of Trustees*.—This body is entrusted with general powers as to the management of the endowment, and consists of ten members, viz, the Chancellor, the Vice-Chancellor, the President of University College, five members elected by, but not necessarily members of, the Senate of the University, and two members elected by, but not necessarily members of, the Council of University College

3. *The Senate*.—This body consists of (a) *ex-officio* members, (b) appointed members, and (c) elected members, making 61 in all. The function of the Senate is the general administration of the University. It has to do with the appointment of examiners, the prescribing of courses of study, the fixing of standards for examination, the granting of degrees, and may be said to give general direction as regards the policy to be pursued in University matters. The Chancellor is elected by the graduates and the Vice-Chancellor is chosen from actual members of the Senate at its first meeting after a triennial election.

4. *Convocation*—Convocation consists of the whole body of graduates of the University in all its faculties. It elects the Chancellor, and, in divisions according to faculty, it elects members of the Senate as its representatives in arts, law, and medicine. The result of its discussions is not binding on the Senate, but may be communicated to that body for action to be taken thereon.

5. *The University Council*.—This body is composed of a president, who shall also be president of the University College, and the professors in the University. It has full authority and responsibility of discipline over all students in relation to professors and other teachers. It has also entire authority respecting the societies and associations of the students. All

officers and servants of the University are also subject to its authority, and on its report the laboratory fees to be paid by students are determined by the Lieutenant-Governor in Council.

6. *The Council of University College.*—Like the University Council, this body has control over students of University College and authority over its servants. It consists of the president and professors of the college, together with the dean of residence. It has larger duties and powers, however, than the University Council, being constituted a corporation."

Faculties -
The Arts
Course.

"The University possesses teaching faculties in law and medicine as well as in arts. It was felt that the advantages of a well-equipped faculty for the course in arts might readily be made available for the students of medicine and thus elevate the standard of medical education. A similar opportunity gave rise to the establishment of a faculty of law. To furnish instruction for students in arts has always, however, been held to be the main object of the Provincial University. Its endowment has been regarded as primarily intended for the advancement of higher education, and its resources have been guarded in the interests of those taking the B.A. course. The close relations which exist between the University and the secondary schools of Ontario have given to the former a national position . . . This connection is now felt by the University to be far more valuable than a large addition to its endowment . . . The curriculum has been arranged with due regard for the aims of those who desire simply a liberal education as well as of those intending to enter some profession. It has provided such a course of literature, mathematics, science, and philosophy as serves the purposes of all students who desire a high academic training, and, by its provisions for affiliation and federation, facilities are secured in the interests of the various religious denominations and of the learned professions.

"The division of the arts course into what are termed university and college subjects respectively, marks an important development of university organization. To the university professoriate are assigned the departments of Mathematics, Physics, Chemistry, Biology, Physiology, Mineralogy and Geology, History and Ethnology, Italian, Spanish, Comparative Philology, Political Economy, Constitutional History, Logic, and Mental Philosophy. In University College are taken up Greek, Latin, Ancient History, English, French, German, Oriental Languages, and Ethics. This arrangement has the advantage of relieving the colleges of the expense necessary for providing the costly laboratories required in the teaching of modern science, and at the same time affording better facilities for closer intercourse between teacher and students in departments where smaller classes are desirable. The division thus made has also introduced a principle which gives every faculty for the union or federation of different colleges with the Provincial University."

University
Federation.

"The main object of the University Federation Act of 1887 was to secure a uniform standard of higher education by the union of the various denominational universities of Ontario with the

Provincial University It was contended that a high standard can best be maintained when there are uniform examinations for graduation as well as for matriculation, that modern requirements—especially in the departments of science—call for extensive equipments which can be better provided by a union of resources, that the mingling of students of various sects tends to cultivate broader Christian sentiments and more patriotic views of citizenship; and that members of churches need not be taxed to maintain half a dozen universities to do work already provided by the State.

“It was moreover felt that all the advantages claimed for denominational oversight might be retained in connection with the plan of university federation. A college federated with the University of Toronto carries on the same work as University College; and its students have the same privileges secured to them as the students of the latter institution by the establishment of the university professoriate. For instance, the undergraduates, who one hour of the day receive instruction in Latin or Moral Philosophy in different colleges meet together another hour of the day to receive lectures from university professors in Mathematics, Civil Polity, Chemistry or Biology. A university federating with the Provincial University ceases to exercise its degree-conferring powers except in Divinity. Its students take the same university examinations in the different years as the students of University College, and the degrees conferred give them the status of *alumni* of the Provincial University. The governing authorities of a federated college are represented on the Senate of the University of Toronto, and its graduates elect representatives to the same body. Under the Federation Act the theological colleges also, formerly in affiliation with the University of Toronto, have become federating colleges and enjoy increased representation on the Senate. The following institutions are now federated to or affiliated with the Provincial University.—

Victoria University (Methodist).
 Knox College (Presbyterian).
 St. Michael's College (Roman Catholic).
 Wycliffe College (Episcopalian).
 Huron College (Episcopalian).
 The School of Practical Science.
 The Ontario Agricultural College
 Trinity Medical School.
 Royal College of Dental Surgeons.
 Ontario College of Pharmacy.
 Women's Medical College
 Toronto College of Music.”

There are, however, other corporations with the power of granting degrees which are not affiliated to the University of Toronto. These institutions are more or less closely connected with various religious denominational bodies—thus Trinity College, Toronto, is connected with the Episcopal Church,

Queen's College with the Presbyterian community. The McMaster University is supported by the Baptists, while the Roman Catholic University is the University of Ottawa.

"The University of Ottawa has no regular endowment. It is conducted by members of a religious order, the Oblates of Mary Immaculate. Some fifty members of this religious order are engaged in educational work here without salary. They receive from the University in return for their services, board, clothing, a small allowance for vacation annually, and an assurance of ample assistance in sickness and old age."

IV. TECHNICAL EDUCATION.

The School
of Practical
Science.

"The School of Practical Science was founded by Act of the Legislative Assembly in 1877. An arrangement was entered into with the Council of University College, whereby the students of the school received instruction in those university subjects which were included in the work of the school. In 1889 the school was affiliated to the University of Toronto. In 1890 very large additions were made to the original building. The latter was set apart for the work in chemistry, mineralogy, and assaying, while the engineering and architectural departments were accommodated in the new building, a large portion of which is occupied by the engineering laboratory. This laboratory has been equipped with the most modern machinery and apparatus for carrying on original investigations in steam engineering, hydraulic and electrical engineering, strength of materials of construction, standards of length, etc. The cost in fees for a full course is 120 dollars.

"The department of chemistry is provided with laboratories for qualitative and quantitative analysis, toxicology, etc. In the department of mining engineering there are laboratories for assaying, blowpipe analysis, microscopic lithology, etc. For instruction in surveying and practical astronomy the school is supplied with a good collection of the ordinary field instruments—transit levels, etc.—and also with a ten-inch theodolite for astronomical and geodetic work.

"The departments of instructions are:—

1. Civil engineering, including sanitary engineering.
2. Mechanical and electrical engineering.
3. Mining engineering.
4. Architecture.
5. Analytical and applied chemistry.

"The instruction given in each of these departments is designed to give the students a thorough knowledge of the scientific principles underlying the practice in the several professions, and also to give him such a training as will make him immediately useful when he enters into active professional work."

* See Papers relating to University Education of Roman Catholics in certain Colonies. (Colonial Office Return, London, 1900. Cd. 415.)

The institution known as the "Ontario Agricultural College and Experimental Farm" is situated about a mile to the south of the city of Guelph, in the centre of an extensive agricultural and noted stock-raising district, readily accessible by rail from all parts of the province. The farm consists of 550 acres, about 400 of which are cleared. It is composed of almost every variety of soil, and hence is well suited for the purpose for which it was selected.

Ontario Agricultural College

The instruction given at the institution is embraced under two heads, a course of study and a course of apprenticeship. The latter is intended for special students who come in for practical farming for the autumn, winter, and spring terms, during which they are employed in the station in each of the six departments of practical farm labour. The course of study is for two years, at the end of which time a diploma is granted. Holders of a diploma who have attained a certain standard in the theoretical and practical work of the first two years, may remain for a third. In 1888 the college was affiliated with the University of Toronto, and an examination for the degree of Bachelor of the Science of Agriculture was instituted, to which only students of the third year in the Ontario Agricultural College may be admitted.

The design of the Government of Ontario has been to provide a general education for all classes, and such a training as will enable any student who so desires to take a professional course. With the exception of the fees required, the academic training is provided at the public expense, but it is not the policy of the Province to provide free for students a professional education. Perhaps the only exceptions to this principle are to be found in the case of the Agricultural College and the School of Practical Science. As the interests of the farmers are largely bound up with those of the Province generally, the subject of agriculture has due recognition in the public school curriculum, and liberal grants from the Legislature have been made to farmers' institutes. The expenditure annually made in behalf of the Agricultural College at Guelph is justified by the growing importance of a knowledge of scientific agriculture to the farming community, and by the high position gained by the institution among colleges with a similar object. Encouragement is also generously given in the public and high schools, as well as in the mechanics' institutes, to drawing as a preliminary training for various industrial pursuits, and the erection and equipment of the School of Practical Science has been demanded in view of the immense mineral resources of the Province, which are only now beginning to be fully valued.

Professional Schools.

In the case of other professions, such as law, medicine, dentistry, etc., the intention has been to require those who take up those pursuits to gain, at their own expense, the knowledge or training necessary. These professions have, however, been placed by law on such a basis as to guarantee to the public that those who follow such callings shall be persons of good education and high professional acquirements. The statutes give largely to the members of each profession the power to make regula-

tions regarding the examinations to be passed by those desiring to enter such profession.

"The Law Society, which has its permanent seat at Osgoode Hall, Toronto, makes regulations for admission to the profession of law. In order to enter upon the course a student must pass the matriculation examination for admission to the arts faculty of a university, and must then take a five years' course and pass the examinations, which cover an extensive field of professional reading. Many students previously take the B.A. or LL.B. degree in a university, and thereby shorten the course to one of three years. There has been established by this society a law school, which students must attend for a portion of the time.

"The College of Physicians and Surgeons for Ontario prescribes the course of study and conducts the examination for all students who enter the medical profession. To begin the study a student must pass the matriculation examination (with the addition of science) as conducted by the Education Department. As in the case of law, five years are necessary to complete the course. There are six medical colleges in the Province, including the medical department of the Provincial University, but a degree from any university or college will not relieve a candidate from passing the examinations prescribed by the College of Physicians and Surgeons of Ontario.

"The College of Dentistry, Toronto, which is affiliated with the Provincial University, controls the entrance to that profession, and the College of Pharmacy, also affiliated with the Toronto University, prescribes the course of study and conducts the examinations for those who desire to become druggists.

"Powers somewhat similar in character are held by surveyors and civil engineers. The Ontario Veterinary College, Toronto, has acquired a more than provincial reputation by the thorough training it gives to those who intend to practise the veterinary art. A number of commercial colleges have been established in the principal cities of the Province, where good facilities are offered to those desiring a business education. The increased attention now required to be given in the high schools and collegiate institutes to the different departments of a business education has no doubt enabled these institutions to give a good commercial training without requiring students to be at the expense of attending a commercial college. The incorporation of the "Stenographic Reporters' Association" is expected, by the powers and privileges conferred, to give valuable aid towards the study and practice of a profession growing in value. Music, both vocal and instrumental, has attained a high position in Ontario through the efficiency of the College of Music (affiliated with Toronto University), the Conservatory of Music, and the various ladies' colleges. These latter institutions, as well as the different art schools, have contributed much towards the progress of the fine arts, and the character of the exhibits made at the Art School Examinations of the Education Department has for years been most commendable."

V. SPECIAL SCHOOLS.

Institute for the Deaf and Dumb.

"The Legislature of Ontario has made ample provision to meet the educational requirements of the deaf mutes of the Province. The institution for the deaf and dumb, situated at the city of Belleville, is open to all deaf mutes from seven to twenty-one years of age who are residents of Ontario, and who are not deficient in intellect and are free from contagious diseases

"The object in founding and maintaining this institute is to afford educational advantages to those who are, on account of deafness, either partial or total, unable to receive instruction in public schools. The period of instruction is seven years, with a vacation of nearly three months during the summer of each year. Parents or guardians who are able to pay are charged the sum of 50 dollars a year for board. There are no charges for tuition, books or medical attendance. Clothing must be furnished by parents or friends.

"The course of instruction is both scholastic and industrial. In the former the work is analogous, so far as the capacity of the pupils will allow, to that of the elementary schools. The modes of instruction employed are the manual alphabet, signs, writing, and articulation or visible speech.

"In the industrial department, the trades of printing, carpentering, and shoe-making are taught to boys, and girls are instructed in general domestic work, tailoring, dressmaking, sewing, knitting, the use of the sewing machine, and such ornamental and fancy work as may be desirable.

"Since the institution was opened in 1870, no fewer than 908 children have received the benefits of the instruction given. Most of those who have attended have turned out well, and have become an intelligent, law-abiding class. . . . In the organisation and management of the institute, advantage has been taken of the most improved methods of instruction recognised in America and in Europe for training the deaf and dumb."

Institution for the Blind.

"The institution for the education of the blind was established in the city of Brantford in 1872. Like the institution for the deaf and dumb, it is intended to be supplementary to the public school system of the Province. Youths between the ages of seven and twenty-one are admitted who are not disqualified by disease or mental capacity, but whose sight is so defective or impaired as to prevent them from receiving education by the ordinary methods. No charges are made for tuition in the case of pupils admitted from Ontario.

"Pupils are taught arithmetic, grammar, geography, reading, writing, and at a more advanced stage, English literature and history. Reading is taught by the use of embossed type traced by the fingers, and writing with the aid of a grooved card, which acts as a guide to the hand. The ordinary expedients in the

case of blind pupils are employed to give information in geography and natural history. Where the ability of the pupils justifies, very valuable instruction is given in vocal and instrumental music. Many graduates of the institution have shown marked proficiency with the pianoforte, organ, or violin. . . . A kindergarten class is now an important department of the institution. . . . Considerable attention is given to industrial training. . . . In a few sessions an intelligent youth may graduate as a competent workman and become able to earn a living for himself. Girls are instructed in sewing and knitting, including the use of sewing and knitting machines, and have in this way been trained to provide for themselves a comfortable living.

"Attention is paid to physical training by instruction in gymnastic and calisthenic exercises. The health of the pupils is carefully looked after, and satisfactory provision is made for religious instruction by devotional exercises morning and evening, and by attendance at the churches of their respective denominations every Sunday. The pupils have access to a good library of embossed books which are increased in numbers from year to year."

VI. INDUSTRIAL SCHOOLS.

"According to the provisions of 'The Industrial Schools Act of Ontario, Boards of Trustees in any city or town may establish schools in which industrial training is provided, and in which children are lodged, clothed, and fed, as well as taught. A Board of Trustees may delegate these powers, rights, and privileges to a benevolent or philanthropic society, but in such a case the chairman and secretary of the board and the school inspector become members of the board of management.

"The trustees provide the teachers necessary for the industrial school, and the general superintendent of the school must, when practicable, be selected from the teachers so appointed. Any person may bring before the police magistrate, or before some other competent authority, any child apparently under the age of fourteen years who comes within the following descriptions:—

1. Who is found begging or receiving alms, or being in any street or public place for the purpose of begging or receiving alms ;
2. Who is found wandering, and not having any home or settled place of abode or proper guardianship or not having any lawful occupation or business or visible means of subsistence ;
3. Who is found destitute, either being an orphan or having a surviving parent who is undergoing penal servitude or imprisonment ;
4. Whose parent, step-parent or guardian represents to the judge or magistrate that he is unable to control the child, and that he desires the child to be sent to an industrial school under this Act ;
5. Who by reason of the neglect, drunkenness, or other vices of the parents, is suffered to be growing up without salutary parental control and education, or in circumstances exposing him to lead an idle and dissolute life ;
6. Who has been found guilty of petty crime, and who, in the opinion of the judge or magistrate before whom he has been convicted, should be sent to an industrial school instead of a gaol or reformatory.

“The judge or magistrate, if satisfied on enquiry that it is expedient to deal with the child under the Act, may order him to be sent to a certified industrial school for a period not extending beyond the time when the child will attain the age of sixteen years. The trustee board or society may admit into its industrial school all children apparently under the age of fourteen years who are committed by judge or magistrate and it has power to place such children at such employments and cause them to be instructed in such branches of useful knowledge as are suited to their years and capacity.

“The Act provides for having, as far as practicable, Roman Catholic children sent to Roman Catholic industrial schools, and other children to other industrial schools. A minister of the religious persuasion to which the child appears to belong may visit the child at the schools on such days and at such times as may be fixed by the regulations of the Education Department.

“The Minister of Education may at any time order any child to be discharged under certain conditions from an industrial school.

“The school corporation or society may make rules for the management and discipline of the industrial school, but such rules must be consistent with the Act, and must be approved by the Education Department before being enforced.

“In case a child sent to an industrial school has not resided in the city or town in which the said school is situated, or to which it is attached, for a period of one year, but has resided for that period in some other county, city, or town, the school board or society may recover from the corporation of such county, city, or town the expense of maintaining the child.

“An Industrial School was established a few years ago at Mimico, a short distance from Toronto. The total expenditure was about 100,000 dollars, which was partly raised by subscription and partly met by the Legislature and city corporation. The buildings consist of one large and three smaller “cottages,” besides workshops, and a large new building will soon be ready for occupation. There is a farm of fifty acres attached, and by working upon this as well as in the workshops, the boys are trained to industrious habits. About 200 children are in attendance. The cost is about 2 dollars a week for each, and the Legislature make a grant of 3,500 dollars to the institution.”

*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. Number of Public School Teachers' Certificates, 1899.

	Male.	Female.	Total.
Third Class, per County Model School Reports - - - - -	432	726	1,158
Second Class—			
From Ottawa Normal School -	56	160	216½
Toronto Normal School -	36	226	262
First Class—			
From Ontario Normal College -	43	20	63

b. Remarks on the Supply of Qualified Teachers.

It is to be hoped that the establishment of a third Normal School will be followed by the appointment of a larger number of second-class teachers in our Public Schools than heretofore. It is unfortunate that Boards of Trustees do not yet fully realise the advantage of having in our schools teachers of high qualifications. Too often there is a disposition in some places to secure the so-called cheap teacher, regardless of the important interests involved. Teachers of character and ability cannot be expected to remain in the profession unless their services are better remunerated. Young men and young women of energy cannot be blamed should they withdraw from a profession in which they find high scholarship and valuable experience are not properly appreciated. It may be doubted if a higher standard is exacted in other countries for teachers' certificates. In Ontario the standard has been very much advanced from what it was a dozen years ago. With the abolition of the Primary examination, a student who desires to become a teacher will ordinarily attend a High School three years, and with a year's professional training subsequently exacted, it will be readily conceded that the expense involved in entering the profession is considerable.

Teachers in training at Various Classes of Normal Schools, 1877-1899.

(Taken from the Report for 1899.)

Year	County Model Schools.			Normal College			Normal and Model Schools, etc					
	No of schools.	No of teachers-in-training	No that passed final examination.	No. of teachers	No of students	Receipts from fees of Normal College	No. of Normal School teachers	No of Normal School students	No. of Model Schools and Kindergarten teachers	No of Model Schools and Kindergarten pupils	Receipts from fees of Normal Schools, Model Schools, and Kindergarten pupils	Expenditure, Normal and Model Schools
1877	50	1,146	1,124	—	—	\$ c.	13	257	8	643	\$ c.	\$ c.
1882	46	882	837	—	—	—	16	260	15	799	13,783 50	44,885 02
1887	55	1,491	1,376	—	—	—	13	441	18	763	16,427 00	40,188 66
1892	59	1,268	1,225	10	96	1,650 00	12	428	22	842	19,016 00	45,724 12
1897	60	1,645	1,384	12	180	4,374 00	13	447	23	832	18,797 59	46,390 91
1898	60	1,288	1,166	12	176	2,600 00	10	458	24	858	20,537 41	46,949 63
1899	61	1,271	1,158	12	148	1,845 00	10	478	25	863	10,903 00	46,335 03

d. Teachers' Institutes, 1877-1898.

(Taken from the Report for 1899.)

Year	Receipts.						Expenditure.		
	No of Teachers Institutes	No of members	Total No of teachers in province.	Amount received from Government grants	Amount received from municipal grants	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid
1877	42	1,181	6,468	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1882	62	4,305	6,857	2,900 00	300 00	1,088 84	9,394 84	453 02	5,355 33
1887	66	6,781	7,594	1,800 00	1,379 45	730 66	10 405 05	1,234 08	4,975 50
1892	69	8,142	8,430	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897	73	7,627	9,178	2,425 00	2,017 45	901 15	12,446 20	1,479 38	6,598 84
1898	75	8,238	9,209	2,659 00	1,857 50	876 25	12,829 49	1,529 34	6,730 60

e. Temporary and Extended Certificates issued during 1899.

COUNTIES	Temporary Certificates authorised by the Minister of Education during the Year.	Third Class Certificates extended by the Minister of Education during the Year.
Essex - - - -	10	6
Frontenac - - - -	4	—
Kent - - - -	—	1
Lanark - - - -	1	1
Leeds - - - -	—	1
Norfolk - - - -	2	—
Ontario - - - -	—	2
Oxford - - - -	—	1
Peel - - - -	1	—
Prescott and Russell - - - -	1	—
Prince Edward - - - -	—	1
Renfrew - - - -	3	4
Stormont - - - -	—	2
Welland - - - -	—	1
District of Parry Sound and Nipissing - - - -	11	2
Eastern Ontario, R.C.S.S.	20	4
Western Ontario, R.C.S.S.	5	—
Total, 1899 - - - -	58	26
Total, 1898 - - - -	47	22
Increase - - - -	9	4

The periods of service were . three years and under, 6 ; seven years and over, 20.

f. Specialists' Certificates

Among the "Revised Regulations" adopted in 1896 appears the following:—Any person who obtains an Honour Degree in the department of English and History, Modern Languages and History, Classics, Mathematics, or Science as specified in the calendars of any University of Ontario, and accepted by the Education Department, is entitled to the *non-professional qualification of a specialist* in such department. A graduate who has not taken an Honour Degree in one of the above courses is entitled to the non-professional standing of a specialist on submitting to the Education Department a certificate from the Registrar of the University that he has passed, subsequent to graduation, the examinations prescribed for each year of the Honour course of the department for which he seeks to be recognised as a specialist, and which he has not already passed in his undergraduate's course; or any examination which is recommended by the University as equivalent thereto, and accepted as such by the Education Department.

Professional qualifications.—Every candidate for the professional examinations must hold the necessary non-professional

standing before writing at the examinations at the Normal College for a specialist's certificate. The holder of an Assistant High School Teacher's Certificate who has the necessary non-professional standing is not required to attend the Normal College, but may write at the examination for specialist on the paper in "Methods" only. This paper may be taken at Hamilton or at any other place in the Province if the candidate makes arrangements with the Public School Inspector to preside. The department must be informed of such arrangements at least one month before the examination.

Commercial Specialists.

Any person who passes an examination in the subjects set forth in the course for Commercial Specialists (each subject to be valued at 100), and who is the holder of a High School Assistant's Certificate, obtained either before or after passing such examination, shall be entitled to a Commercial Specialist's Certificate.

The course for Commercial Specialists is as follows.—

Book-keeping.—Single and double entry book-keeping; wholesale and retail merchandising, commission business, manufacturing; warehousing, steamboating, exchange, joint stock companies, municipalities, societies and public institutions, statements and balance-sheets, partnership adjustments, liquidation and administration of estates, auditing, filing papers, and the use of special columns and the various other expedients in book-keeping to save time and labour and secure accuracy of work.

Penmanship.—Theory and practice of penmanship, Spencerian and vertical, ledger headings, marking and engrossing.

Commercial Arithmetic.—Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, application of logarithms, stock and investments, partnership settlements, partial payments, equation of payments and exchange.

Banking.—Money and its substitutes; exchange, incorporation and organisation; banks; business of banks, their relation to each other and to the business community; the clearing house system, legal requirements as to capital, shares, reserves, dividends, note issue, insolvency and consequent liability.

Business Forms.—Invoices, accounts, statements, due bills, orders, receipts, wages, house receipts, deposit receipts, deposit slips, bank pass books, promissory notes, bills of exchange, bank drafts, cheques, bonds, debentures, coupons, instalment scripts, stock certificates, stock transfers, proxies, letters of credit, affidavits, balance sheets, pay sheets, time sheets and special forms of general book-keeping, books to suit special cases.

Law of Business.—Contracts, statute of limitations; negotiable paper and endorsements; sales of personal property; accounts, invoices, statements, etc.; chattel mortgages; real estate and mortgages; interest; agency; partnership; corporations; guarantee and suretyship; receipts and releases; insurances; master and servant; landlord and tenant; bailment; shipping and trans-

portation; host and guest; telegraphs; auctions; patents; copyrights, trade marks and industrial designs; affidavits and declarations; subjects and aliens; wills, and joint stock companies.

Stenography.—The principles of Stenography; writing from dictation at a speed of sixty words per minute, and accurate transcription into longhand at a speed of twelve words per minute; the dictated matter to comprise business correspondence or legal documents.

Drawing.—Object and Model Drawing; Perspective and Geometrical Drawing.

The examination in Drawing will be on the papers used at the Art School examinations in Primary and advanced Geometry and Perspective and in Model, Memory and Blackboard Drawing. For the rest of the course the examinations will be held in July, and application with the fee of \$5 should be sent to the Public School Inspector not later than the 24th of May.

Books of reference recommended by the examiners:—

- The Canadian Accountant. By Beatty and Johnson.
- Expert Book-keeping. By C. A. Fleming, Owen Sound.
- The Theory of Finance. By Geo. King. C. & E. Layton, Farringdon St., London, E.C.
- Money and the Mechanism of Exchange. By W. S. Jevons. The Humboldt Publishing Co., New York.
- Banking Act of 1890. The Carswell Co., Adelaide St., Toronto, Ont.
- The Laws of Business. By C. A. Fleming.
- Expert Book-keeping. By C. A. Fleming.
- Complete Phonographic Instructor. By Sir I. Pitman.

II.—THE PUBLIC SCHOOL LEAVING EXAMINATIONS

The Regulations in regard to this were amended in 1899 and now read as follows:—

The Public School Leaving Examination is identical with the examination prescribed for Part I. of Junior Leaving Standing. Public School Leaving Certificates are issued by the Public School Inspector to all pupils of Public Schools in his inspectorate who pass the examination of Part I. of Junior Leaving Standing. The holders of Public School Leaving Certificates dated before 1899 will be entitled to certificates of having passed the examination of Part I. Junior Leaving Standing by passing the examinations in Arithmetic and Mensuration, Grammar and History, the prescribed percentage on the total of these subjects being also exacted.

Part I., Junior Leaving Standing.—The subjects prescribed for Part I. of Junior Leaving Standing are the following: Reading, Drawing, Geography, Botany (or Agriculture), Writing with Book-keeping and Commercial Transactions, English Grammar, English Literature, Arithmetic and Mensuration, English Composition and History. The course in Agriculture

will include part of what is taken up in the authorised text book. For 1900 no examination will be held in Reading, English Literature, Drawing, Book-keeping, Botany (or Agriculture), but no name of a student who has not given due attention to these subjects is to be included in the confidential report of the Principal.

No grant to a High School will be paid until the Principal and Chairman of the School Board report that each obligatory subject of the course, whether prescribed for examination or not, has, in their judgment, received due attention on the part of the pupils while attending the school.

It is expected that throughout the course, until pupils have completed what is required for Part I. of Junior Leaving Standing, at least two half-hour lessons per week will be given regularly to Reading, and an equal time to English Literature. Regarding Drawing, Book-keeping, Botany or Agriculture, at least two half-hour lessons per week for each of these subjects are to be given regularly to pupils enrolled in Form I of the High School or Form V of the Public School; that is, practically, during the first year of the course in preparation for Part I. of Junior Leaving Standing.

*Public School Leaving Examinations 1892-99
(from the Report for 1899)*

Year.	No. of Candidates examined.	No. of Candidates passed.
1892	432	195
1893	539	268
1894	2,021	690
1895	2,630	1,395
1896	3,239	1,826
1897	4,578	2,242
1898	5,280	1,980
1899	4,368	2,825

*Entrance Examinations, 1877-1899 (taken from the
Report for 1899).*

Year.	No. of Candidates examined.	No. of Candidates passed.
1877	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,314	10,502
1898	16,861	9,611
1899	16,309	10,604

III.—CONTINUATION CLASSES.

An interesting development of the Public Schools in Ontario is the "Continuation Classes," an outgrowth of the elementary school that connects it more closely with the higher educational grades, High School, &c. The following is taken from the Report for 1899 :—

Continuation Classes.—Under the provisions of the Amendment of 1899 to the Public Schools Act, the course of study for Continuation Classes is extended to include the subjects prescribed for Form II. of the High School course. More advanced work of the High School may be taken up if requested by the Trustees and approved by the Public School Inspector. In Class (a) the Principal must give regular instruction to pupils of Form V. or to those doing higher work. In the other classes, the teachers must have such qualifications as are approved by the Public School Inspector

There are now four grades of Continuation Classes, viz. :—
 (a) Schools in which the Principal holds a First Class Certificate and gives regular instruction only to pupils of Form V., or to those doing higher work. (b) Schools in which there are at least two teachers, and a class in regular attendance of at least ten pupils who have passed the High School Entrance examination. (c) Schools where there are at least five; and (d) in which there are at least three, who have passed the High School Entrance examination, and are in regular attendance.

No grant will be paid for Continuation Classes unless the Inspector reports that the obligatory subjects, whether prescribed for examination purposes or not, have received proper attention. The grant will be paid according to the nature and extent of the work done, and not on the results of examinations. In order that a school may obtain the grant, it will be necessary that the minimum number of pupils be enrolled during each month of the full academic year.

It should be understood that no pupil, unless he intends to become a teacher, is required to write at the examination for Part I. Junior Leaving Standing (Public Schools Leaving). No grant will be paid to a school on account of the success of pupils at the Public School Leaving examination, and a school entitled to rank in one of the grades for Continuation Classes, will receive its share of the appropriation for such classes, even if no pupils from the school should become candidates at any examination. The Legislative Grant for a Continuation Class will depend upon the number of the different grades in the Province, and cannot be determined until the County Inspectors make their reports for Continuation Classes to the Education Department. It should be recollected that the success of pupils at the High School Entrance examination in no way affects the question of whether or not a school is entitled to be placed in any of the grades for the academic year then ending.

IV.—THE COURSE OF STUDY IN PUBLIC AND HIGH SCHOOLS

(Remarks from the Report for 1899)

a. Agriculture—It is of the first importance that the training given in our High and Public Schools should be as practical as possible, and that the subjects taken up in the Public Schools and also in the lower Forms of the High Schools should have in view the pursuits that will necessarily be followed by the great majority of our citizens. The fact should not, however, be overlooked, that the value of the training given in our schools does not depend so much upon the knowledge gained as the habits which the pupils form. If, in all matters that pertain to character building, the work of the schools is of the proper kind, the subjects to be taken up are of secondary importance. If the influence of the teacher makes the pupil intelligent, industrious and law-abiding, the amount of Grammar, Arithmetic, Algebra, etc., acquired will not be a matter of prime importance. After all, only the beginning of an education can be gained at best in our schools, and if pupils go forth to the active duties of life with correct principles of conduct inculcated, it may be assumed they will become valuable members of society. It is a fact, however, that only a small proportion of the pupils attending the Public Schools ever enter a High School, and that of those who attend our secondary schools only a fraction will ever be enrolled in our Universities. Under these circumstances, it must be admitted that the requirements of the masses of children must control in determining the courses of study to be taken up. No course of study for our Public Schools can be commended that overlooks the needs of the farming community. For many years Agriculture was an optional branch for the elementary schools. For the first time the subject is made compulsory for rural schools. Every pupil in the Fifth Form, and even in the Fourth Form of these Schools, is now required to give attention to Agriculture. Valuable results may be predicted if the subject is taken up carefully by our Public School teachers. It is well known that the study of Agriculture really embraces the study of certain departments of elementary Science, and that the knowledge to be gained is not valuable to agriculturists alone, but should be valuable to every young person in the Province. In this connection it is to be hoped that "Nature Study," as work of this kind is often called, will hereafter receive greater prominence in all our elementary schools. Some of our Public School Inspectors are giving special encouragement to studies of this kind, and the pupils in our rural schools are having their attention more frequently directed to the beauties of nature and the intellectual gain resulting from an examination of the elementary features of Botany, Geology, Zoology, Chemistry, etc.

The following circular was issued by the Education Department in 1899 :—

Circular to Members of Municipal Councils and School Boards.

I wish to call your attention to the provisions of an Amendment to the Public Schools Act, passed at the last Session of

the Legislative Assembly, and assented to the 1st of April, 1899. This Statute, entitled "An Act to improve the laws respecting Public Schools," gives important powers to Municipal Councils and Trustee Boards. The section of the Act reads as follows:—

"(1) The council of every municipality may, subject to the Regulations of the Education Department, employ one or more persons holding the degree of Bachelor of the Science of Agriculture or a certificate of qualification from the Ontario Agricultural College, to give instruction in Agriculture in the separate, public and high schools of the municipality, and the council shall have power to raise such sums of money as may be necessary to pay the salaries of such instructors, and all other expenses connected therewith. Such course of instruction shall include a knowledge of the chemistry of the soil, plant life, drainage, the cultivation of fruit, the beautifying of the farm, and generally all matters which would tend to enhance the value of the products of the farm, the dairy and the garden.

"(2) The trustees of any public, separate or high school or any number of boards of such trustees, may severally or jointly engage the services of any person qualified as in the preceding section for the purpose of giving similar instruction to the pupils of their respective schools, providing always that such course of instruction shall not supersede the instruction of the teacher in charge of the school, as required by the regulations of the Education Department.

"(3) As far as practicable, the course of lectures in agriculture by such temporary instructor shall occupy the last school period of each afternoon, and shall be open to all residents of the school section or municipality."

By the late amendments to the Regulations of the Education Department, the programme of study for Public Schools has been amended so as to make Agriculture a compulsory subject in all rural schools. This addition to the course of study will enable the pupils of all country districts to gain some valuable though elementary knowledge of what must necessarily concern a farming community. As may be expected, the information gained by means of the instruction given by the teachers and by the study of the authorised text-book, will necessarily be limited, in view of the age of the pupils. At the same time, their minds will be prepared to take a deeper interest than they otherwise would do in matters concerning the most important industry of the Province. The provisions of the section of the Amendment quoted will show that the local authorities are now vested with power to supplement largely the instruction gained in the Public Schools. It is well understood that a keener interest in agricultural matters has been fostered by means of Farmers' Institutes. I wish to urge upon all persons concerned the importance of taking advantage of the provisions of the late Amendment to the Statute, in order to continue in a more advanced form that instruction in Agriculture, the foundations for which are laid in all our rural schools.

b. Manual Training.—Manual training is now an optional subject of the High School and Public School courses of study, and much attention has been given in Canada within the last year to this modern department of educational work. The progress of science, in this latter part of the nineteenth century, has revolutionised all our industries, and it is safe to predict that in the approaching century many changes may be expected regarding the relative values of different branches of study. The curriculum of fifty years ago will not do to-day, and unless the Province realises the important changes in the world's progress, it would be unreasonable to expect the laudable position, which our schools have held in the past, to be retained. In the United States, as well as in England and Germany, technical training has come to the front as an educational topic of discussion. In those countries, manual training has become a well recognised department of elementary and secondary education. It will not suffice to limit the benefits of technical education to those who are enrolled in universities or even in attendance at High Schools. A limitation of this character would be unreasonable, in view of the fact that such a very small percentage of persons ever attend the higher seats of learning. Technical education must, in its more elementary forms such as manual training, be taken up in the Public Schools, if we are to have well trained mechanics, farmers and merchants.

Education, to be effective, must not be one-sided. The intelligent use of the brain is no more needed than the intelligent exercise of the physical activities. Skilful hand-work is really mind work in a high degree. The hand should be made to become the servant of the mind. Instruction in elementary science, free-hand and geometrical drawing, modelling in clay, etc, may be made to incite a love for that self-activity which it is the duty of the teacher to cultivate. Instruction in manual training will cultivate the perceptive faculties, will create love for manual skill, dexterity, and taste for design, it will induce young persons to observe for themselves, to acquire knowledge at first hand, and to make them more self-reliant. The fact should not be overlooked that by far the larger number of men in every civilised community are workers, and therefore a skilled hand becomes as important as a well filled head. It is unfortunately true that in many departments of industry at the present day, there are too few skilled artisans to put into form the ideas of the designers. The unrest sometimes found among working classes arises from a lack of that skilful training which would enable them to make good use of their opportunities. To furnish that training which enables boys and girls to earn an honest living should be an important aim of every school. It is often said that the brightest boys come from the country. If the statement is analysed, it will be found that the main advantage which the country boy has over the one from the city is that he has had the advantage of manual training, which is too often entirely denied to the one from the city.

The advance of applied science, with the resulting subdivision

of labour so marked at the present day, has rendered instruction in technical education essential, in view of the changed economic conditions. Years ago the mechanic was usually proficient in the various departments of his work. His training enabled him to make a complete article, and he did not confine his attention to few processes. The work of the shoemaker, the blacksmith, the carpenter, etc, is very different from what it was half a century ago. The country must adapt itself to the new requirements.

c. Temperance and Hygiene.—It is also worthy of notice that the number of pupils receiving instruction in Temperance and Hygiene has increased from 33,926, in 1882, to 219,776, in 1898. Having regard to the great importance of the knowledge of physiology and the injurious effects of alcoholic stimulants on the human system, provision was made by the statute in 1886 for placing this subject on the course of study for Public Schools. Instruction was also provided under departmental regulation for teachers-in-training at County Model Schools and Normal Schools, to be followed by an examination as an essential prerequisite to their final recognition as duly qualified teachers. In 1893, this subject was made compulsory for entrance to High Schools and Collegiate Institutes, so that no pupil who pursues his studies as far as the Fifth Form can fail to be reasonably well acquainted with the conditions on which his health and physical vigour depend, as well as with the dangerous tendency of stimulants and narcotics to produce weakness and disease.

V—SEPARATE SCHOOLS IN 1898.

a. Roman Catholic Separate Schools.

Year.	Schools—Expenditure— Teachers.				Number of pupils attending—Number of studies							
	School open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and hygiene.
1867	161	48,628	42,719	210	18,924	18,924	10,749	10,559	8,606	5,088	—	—
1872	171	68,810	61,817	254	21,406	21,406	13,099	12,189	8,011	7,908	—	—
1877	185	120,266	114,806	384	24,952	24,952	17,982	17,961	13,154	11,174	—	—
1882	190	166,789	154,340	890	26,148	26,148	21,052	21,524	18,900	11,695	7,518	2,033
1887	229	329,348	211,223	491	30,378	30,378	27,824	28,501	19,608	18,678	21,818	8,378
1892	312	526,064	389,838	662	37,466	37,466	35,565	35,936	26,299	32,756	32,682	11,056
1897	340	835,334	502,169	752	41,630	41,630	39,734	40,165	27,471	26,071	36,463	13,127
1898	345	889,135	549,481	744	41,667	41,667	41,473	41,396	29,078	24,188	37,345	17,964

b. Protestant Separate Schools.

The complete list of Protestant Separate Schools is as follows
 No. 5 Bromley, No. 9 Cambridge, No. 1 Marlboro', No. 6 Plantagenet North, Puslinch, Rama, L'Orignal, Penetanguishene.

They were attended by 505 pupils. The whole amount expended for their maintenance was \$4,895. One teacher held a First Class, five a Second Class, five a Third Class, and one a Temporary Certificate.

VI — HIGH SCHOOLS.

a Diffusion of High School Education (from the Report for 1899).

When the High School System of the Province was first inaugurated, its primary object was to prepare pupils for the learned professions, and especially for the University. While in that respect our High Schools amply fulfil their original purpose, in later years the course of education which they provide has been considered a desirable qualification for various other pursuits in life. Many young men in preparing for mercantile life or for agriculture take advantage of the High School, perhaps not so much because of the direct training which it gives for their intended calling as for the superior culture which it provides. In 1872, 486 High School pupils when they had finished their High School education entered mercantile life. In 1898 the number had increased to 1,491. Similarly (in 1872) 300 High School pupils left the High School for agricultural pursuits, and in 1898, 1,050 pupils pursued a similar course. In all, the High Schools gave to mercantile life and to agriculture in 1898, 2,541 pupils of well recognised educational standing, and to the Universities and learned professions the same year, 1,336. The whole number who left the High School for mercantile life since 1872 was 24,094, and for agriculture, 18,920.

b Tendencies of High School Education, 1867 to 1898.

The following figures in regard to High School studies, together with some remarks suggested by them, are taken from the Report for 1899:—

Year	Languages					Vocal Music	Book-keeping and commercial transactions	Left for mercantile life.	Left for agriculture	Who joined learned professions	Matriculated.	Number of schools charging fees.
	Latin.	Greek	French	German	Drawing							
1867	5,171	802	2,164	—	878	—	1,333	—	—	—	56	57
1872	3,860	900	2,828	341	2,176	—	3,127	486	300	213	78	28
1877	4,955	871	3,091	442	2,758	—	3,021	555	328	504	146	35
1882	4,091	815	5,303	962	3,441	—	5,642	881	646	751	272	87
1887	5,409	907	6,180	1,350	14,295	1,955	14,064	1,141	882	791	305	58
1892	9,006	1,070	10,308	2,796	16,980	948	16,700	1,311	1,006	308	471	77
1897	16,873	1,421	15,761	5,169	12,252	160	11,617	1,368	1,153	409	652	97
1898	19,313	1,466	13,866	6,238	10,947	30	11,026	1,401	1,050	499	837	79

From a study of the classification of High Schools and Collegiate Institutes, two or three very striking changes in the tendency of higher education may be worthy of notice. For instance, in 1867, only 1,283 pupils, or 23 per cent. of the whole number, studied commercial subjects, such as book-keeping; in 1898 this subject was taken by 11,026 pupils, or 47 per cent. of the whole attendance. In 1867, 5,171 pupils, or 90 per cent. of the whole attendance, studied Latin; in 1898 the number of pupils in Latin was 19,313, about 83 per cent. of the number in attendance. In 1867, 15 per cent. studied Greek; in 1898, only six per cent. were engaged in studying this subject. In 1867, 38 per cent. of pupils studied French, and none studied German; in 1898 these numbers had increased to 60 per cent. and 27 per cent. respectively. There also has been a large increase in the number studying Drawing, the total in 1867 being 676, and in 1898, 10,947

c. Departmental Instructions for the High School Entrance Examination, 1900.

(i.) No teacher who has pupils writing at the High School Entrance Examination is eligible as Examiner where such pupils are writing.

When the County Council recommends the holding of an examination at any place other than the High School, the presiding examiner shall be paid the sum of \$3 per diem, and travelling expenses, for conducting such examination, and the examiners shall be allowed the sum of \$1 per candidate for reading the examination papers. It shall be lawful for the County Treasurer to pay all the expenses of such examination on the certificate of the County Inspector.

(ii.) *Duties of Inspector.*—The Inspector shall notify the Department not later than the 3rd day of May in each year, of the number of persons desiring to be examined at any High School or other authorised place within his jurisdiction.

In any city or town forming a separate inspectoral division, the Inspector or Inspectors of such city or town shall preside at the examinations, and in conjunction with the Board of Examiners for such city or town, shall read the papers and report to the Department.

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

In the case of examinations affiliated with a High School, the Inspector, within whose district such affiliated examinations are held, shall appoint presiding examiners, who shall be teachers in actual service, notice of which shall be sent to the Education Department; and such Inspector, together with the examiners of the High School* with which the examination is affiliated, shall be the Board of Examiners in all such cases

Where, from the number of candidates, or any other cause, additional presiding examiners are required, the Inspector shall make such appointments as are necessary, preference being given to the other members of the Board of Examiners. The inspector shall not appoint as presiding examiner any teacher who has taken part in the instruction of any of the candidates in the room where he presides, or who is not in actual service.

Where more examinations than one are held in an inspectorial division, the papers will be sent by the Education Department to the Inspector, or the presiding examiner, as the case may be.

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

(iii.) *Duties of Presiding Examiners.*—To be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and to see that the candidates are supplied with the necessary stationery, and seated so far apart as to afford reasonable security against copying.

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

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

To see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions given.

To submit the answers of the candidates to the examiners, according to the instructions from the Board.

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

Every candidate shall write his answers on one side only of the paper, and shall number each answer. He shall arrange the sheets numerically, according to the questions, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. No paper shall be returned to a candidate after being placed in the hands of the presiding examiner.

Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note, or paper having any reference to the subject on which he is writing, shall be required by the presiding

examiner to leave the room and his paper and the papers of all the guilty parties shall be cancelled.

(v.) *Duties of Examiners.*—The papers of the different candidates shall be so distributed that the same examiner shall read and value the answers in the same subject throughout.

Marks are to be deducted for mis-spelt words and for want of neatness as indicated on the question papers.

d. The Question of Free High Schools (from the Report for 1899).

The opinion that High School Education is mainly for the benefit of the wealthy classes is held by very few of our citizens. The influence of secondary schools in promoting the excellence of elementary schools is seen in the increased ambition of pupils, who as a result not only stay longer in the Public Schools, but who do better work in consequence of the goal placed before them. The energies of Public School teachers are quickened on account of the demand made upon them by the High Schools.

Free elementary schools have, since 1871, been guaranteed to Ontario. The question of free High Schools is left to be determined by the authorities of each municipality. Discussions have frequently arisen in many parts of the Province regarding the principle of free secondary education. The fees of county pupils attending High Schools cannot exceed \$10 per annum. In many counties, commendable liberality has been shown in having county pupils admitted free or by the payment of a less amount than the minimum fee. The rule observed regarding resident pupils varies. In 51 High Schools and Collegiate Institutes, no fees are charged resident pupils. In the other institutions fees vary from \$1 to \$32 per annum. It would be a misfortune should the doors of our High Schools and Collegiate Institutes be closed to the children of parents in the humbler walks of life. . . . To confine the benefits of our High Schools to the children of parents who are in a position to pay high fees will necessarily restrict the number of well-trained mechanics, merchants, and farmers.

VII.—EMPIRE DAY IN PUBLIC AND HIGH SCHOOLS.

a. Circular of March, 1899.

The following extracts from a circular issued to Inspectors are taken from the Report of the Minister of Education for 1899.

In accordance with a resolution adopted by the Dominion Education Association at Halifax, N.S., in August, 1898, the Education Department of Ontario adopted the following minute on March 1st, 1899:—

“The School Day immediately preceding the 24th of May shall be devoted specially to the study of the history of Canada in its relation to the British Empire and to such other exercises as might tend to increase the interest of the pupils in the history of

their own country and strengthen their attachment to the Empire to which they belong—such day to be known as ‘Empire Day.’”

“‘Empire Day’ this year falls on Tuesday, the 23rd of May. It is not necessary to specify in detail how the day should be observed. The outline given below might be taken generally as a guide to teachers and trustees—

“The Forenoon.—Part of the forenoon might be occupied with a familiar talk by the teacher on the British Empire, its extent and resources; the relation of Canada to the Empire, the unity of the Empire and its advantages; the privileges which, as British subjects, we enjoy, the extent of Canada and its resources; readings from Canadian and British authors by the teacher, interesting historical incidents in connection with our own country. The aim of the teacher in all his references to Canada and the Empire should be, to make Canadian patriotism intelligent, comprehensive and strong

“The Afternoon.—The afternoon, commencing at 2.30 p.m., might be occupied with patriotic recitations, songs, readings by the pupils and speeches by trustees, clergymen, and such other persons as may be available

“The trustees and public generally should be invited to be present at these exercises.

“During the day the British Flag or Canadian Ensign should be hoisted over the school building.

“Will you kindly inform the teachers of your Inspectoral District of the action of the Department and of the purposes of ‘Empire Day’ as herein set forth.”

b. Remarks from the Report for 1899.

On the 23rd of May last, the day before the commemoration of Her Majesty’s birthday, the schools of this Province, as well as of the other Provinces of the Dominion, celebrated what will hereafter mark a step in the advancement of that unity of the Empire, to which so much attention has been given of late years. It may be expected that the celebration of Empire Day will in future be characterised by the same objects as marked the event in 1899. The day is not a holiday in the ordinary sense of the term, but it may be presumed that hereafter its annual recurrence will be devoted to exercises of a patriotic character, like those of last year. Inspectors in all parts of the Province, as well as Principals of schools, deserve no small credit for the excellent manner in which the event was inaugurated. In most of the schools, part of the forenoon was taken up by the teachers with references to the history of the British Empire, and the admirable heritage which we, as subjects of Her Majesty, enjoy. In the afternoon, trustees, members of Municipal Councils, members of Parliament, clergymen, and other prominent citizens, gave addresses to the children assembled in the schools or in halls, to which the public was generally invited. . . . It is satisfactory to know that in no instance does there appear to have

been any disposition to cultivate what is termed the "jingo spirit" among the pupils attending our Public Schools. . . . The events which have lately been transpiring in another part of the Empire have brought to the attention of all our citizens the common interest felt by all who live under the British flag. There need be little fear, I think, of any tendency on the part of the people of this Province to become fond of war or anxious to depart from those principles of government which had influence for so many years in the preservation of peace. . . . In the addresses given in many places attention was directed to those ideals of liberty which have guided our statesmen, to the advance of education, the growth of tolerance, the progress of self-government, and the improvement in the moral atmosphere among Anglo-Saxon communities. Attention was doubtless called, and properly so, to the magnificent resources of our country, to the literature and art left us by our British ancestry, and to the distinguished men and women who have given their talents, their means, and even their lives, for the promotion of Christian civilisation. The opportunity appears to have been well employed for filling the minds of the pupils with the highest kind of patriotism—a patriotism inspired by a higher conception of civic duty, improved devotion to the public interests, willingness to offer personal service in behalf of one another, and a disposition to give assistance for the promotion of social improvement. . . . It is evident that exercises of this character cannot fail to impress the children attending our schools with the great blessings possessed by those who have reaped the advantage of centuries of progress towards the highest type of constitutional government.

VIII.—UNIVERSITY EDUCATION.

a. From the Annual Report of the Council of the University of Toronto for the academical year 1898-99.

For some years past the Departments of Psychology and Physics have been in urgent need of increased accommodation for lecture rooms and laboratories. Previously to the present session it has been impossible to provide for these requirements. Owing to the closing of the University College residence, however, the Council has been enabled to make arrangements for the utilisation of a portion of the residence wing for this purpose. Several vacant rooms have been fitted up at small expense, and thus temporary facilities have been furnished for some of the more pressing needs of these Departments, as well as for the work of advanced students, both graduate and undergraduate, who are prosecuting researches under the direction of the staff.

In consequence of the increased numbers of students in several Departments, there is a growing need for two large lecture-rooms, similar to those in the Chemical and Biological Buildings. This want is especially felt in the departments of History and Psychology. Hitherto these Departments have been obliged to make use of the examination halls in the main building, which are extremely unsuitable for lecture purposes.

The Council begs to direct the attention of your Honour to the increased necessity which exists for the re-organisation of the Department of Mineralogy and Geology and for its establishment on a basis commensurate with the importance of these subjects of study, and on a parallel with the provision which has been made for the teaching of the other sciences.

With the close of the academic session, Dr. Pike severed his connection with the University, after almost twenty years of service as Professor of Chemistry. Under his administration the Department of Chemistry has made remarkable progress; especially in the practical work of the laboratory and in the introduction and encouragement of the work of research. Under his direction also the present Chemical Building was erected, and its admirable arrangements are almost wholly owing to his skill and foresight.

b. The following tables exhibit the numbers attending the Pass and Honour Lectures in University subjects.

PASS.

Subjects	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Logic.	Political science.	History.
First year - -	132	37	-	85	-	-	-	-	-
Second year - -	-	6	9	-	35	138	128	-	80
Third year - -	-	7	-	-	-	-	-	40	37
Fourth year - -	30	-	-	-	-	32	-	65	31
Totals - -	162	50	9	85	35	170	128	105	148

In no case do the numbers given above include honour students. Instruction in Physics, Biology and Chemistry was given to 63 students of the first year in Medicine, and in Physics to 73 students of the first year and to 40 students of the second year in the School of Practical Science.

HONOUR.

Subjects.	Mathematics.	Physics.	Chemistry.	Biology.	Mineralogy and Geology.	Philosophy.	Political Science.	History.	Spanish.	Italian.	Phonetics.
First year - -	36	42	55	15	-	-	-	-	13	44	47
Second year - -	52	32	33	12	14	18	24	27	4	21	-
Third year - -	13	18	17	12	13	20	24	48	4	14	-
Fourth year - -	7	12	3	11	2	16	24	48	2	6	-
Totals - -	108	104	108	50	29	54	72	123	23	85	47

The second year lectures in Chemistry and the fourth year lectures in Biology were attended by 49 students of the second year in Medicine. Instruction in Mathematics was given to 73 students of the first year and to 40 students of the second year in the School of Practical Science.

c. The Laboratories

The following table exhibits the numbers taking the practical work in the laboratories of the University:—

Laboratories.	Physical.	Chemical.	Mineralogical.	Biological.	Psychological.
Fourth year - -	12	3	2	11	16
Third year - -	18	17	13	12	15
Second year - -	13	33	14	12	-
First year - -	17	15	-	15	-
Totals - -	60	68	29	50	31

d. Numbers examined in the Faculties and Departments.

During the year thirteen hundred and thirty-four candidates were examined in the different Faculties and Departments, as follows:—

Faculty of Law - - - -	6
Faculty of Medicine - - - -	190
Faculty of Arts - - - -	905
Department of Agriculture - - - -	11
Department of Pedagogy - - - -	6
Department of Dentistry - - - -	137
Department of Music - - - -	10
Department of Pharmacy - - - -	63
Department of Applied Science - - - -	6
Total - - - -	<u>1,334</u>

e. Students in the Faculty of Medicine.

The following table exhibits the number of the students registered as in attendance upon the lectures given by the staff of the Faculty of Medicine:—

Students of the fourth year - - - -	55
Students of the third year - - - -	56
Students of the second year - - - -	54
Students of the first year - - - -	73
Occasional students - - - -	70
Total - - - -	<u>308</u>

f. Subjects taught in the Faculty of Science.

Subjects taught in the Faculty of Science of the University of Toronto.—

Subjects	Number of Students.	
	2nd Term Session 1898-9	1st Term Session 1899-00.
Algebra - - - - -	108	139
Euclid - - - - -		
Plane trigonometry - - - - -		
Analytical geometry - - - - -		
Calculus - - - - -		
Astronomy - - - - -	108	131
Sound - - - - -		
Light, heat, electricity and magnetism - - - - -		
Hydrostatics - - - - -		

Practical instruction in Chemistry and Biology was given to 63 students of the first year, and to 49 students of the second year in Medicine, and in Physics to 85 students of the School of Practical Science. During the session eleven graduates in Arts were engaged in original research in the Psychological Laboratory and one in the Biological Laboratory.

g. University College.

(i.) The numbers of registered students taking full or partial courses in University College were as follows:—

	Fourth Year.	Third Year.	Second Year.	First Year.	Post-graduate.	Total.
Matriculated students	129	108	102	102	-	441
Occasional students	26	25	21	70	-	142
Extra-mural students	-	4	6	6	-	16
Graduated students	5	2	2	1	3	13
Totals	160	139	131	179	3	612

(ii.) The following tables exhibit the number of students attending the Pass and Honour Lectures in University College subjects:—

PASS.

	Greek.	Latin.	English.	French.	German.	Oriental.	Ethics.	Ancient History.
Fourth year	7	25	54	28	11	4	-	-
Third year	5	26	67	21	12	6	38	-
Second year	20	70	65	38	35	9	-	-
First year	24	113	105	64	47	23	-	105
Totals	56	234	291	151	105	47	33	105

HONOUR.

	Greek.	Latin.	English.	French.	German.	Oriental.	Ethics.	Ancient History.
Fourth year - -	12	12	49	21	19	3	10	-
Third year - -	8	11	27	23	21	4	29	-
Second year - -	10	9	36	21	17	4	-	50
First year - -	18	27	77	53	48	-	-	27
Totals - - -	48	59	189	118	105	11	39	77

There were during the session 170 women students in attendance at University College.

h. Subjects taught by the Faculty of the School of Science.

SUBJECTS.	Number of Students.	
	2nd Term. Session 1898-9.	1st Term. Session 1899-00.
Organic and inorganic chemistry - - -)	149	181
Applied chemistry - - - - -)		
Assaying - - - - -)		
Mineralogy and geology - - - - -)	83	145
Petrography - - - - -)		
Metallurgy - - - - -)		
Mining and ore dressing - - - - -)		
German - - - - -)		
Statics - - - - -)	147	185
Dynamics - - - - -)		
Strength of materials - - - - -)		
Theory of construction - - - - -)		
Machine design - - - - -)		
Compound stress - - - - -)		
Hydraulics - - - - -)		
Thermodynamics and theory of the steam engine - - - - -)		
French - - - - -)		
Drawing - - - - -)	146	177
Architecture - - - - -)		
Plumbing, heating and ventilation - - - - -)		
Mortars and cements - - - - -)		
Brick and stone masonry - - - - -)		
Surveying - - - - -)	144	177
Geodesy and astronomy - - - - -)		
Spherical trigonometry - - - - -)		
Least squares - - - - -)		
Descriptive geometry - - - - -)		
Electricity - - - - -)	99	110
Magnetism - - - - -)		
Dynamo-electrical machinery - - - - -)		
Mechanics of machinery - - - - -)		
Rigid dynamics - - - - -)		

IX.—ART TEACHING.

a. Art Schools and Departmental Drawing Examinations.

Tables showing the number of Certificates awarded since the commencement of this branch of the Education Department.

(i.) Certificates awarded in Primary Art Course from 1883 to 1899.

Year.	Freehand Drawing.	Geometry.	Perspective.	Model Drawing.	Blackboard Drawing.	Teachers' Certificates.	Total.
1882 . . .	28	21	17	12	28	—	106
1883 . . .	84	89	58	47	76	—	354
1884 . . .	153	174	139	138	86	66	756
1885 . . .	214	529	301	168	198	122	1,532
1886 . . .	634	672	149	662	414	77	2,608
1887 . . .	643	1,204	428	444	122	103	2,944
1888 . . .	805	882	520	403	236	133	2,979
1889 . . .	1,002	961	394	470	494	187	3,508
1890 . . .	1,000	1,009	290	811	313	130	3,553
1891 . . .	1,085	1,569	292	746	422	164	4,278
1892 . . .	1,361	1,419	569	1,120	720	338	5,527
1893 . . .	1,769	1,277	439	876	392	220	4,973
1894 . . .	1,383	719	548	550	562	153	3,915
1895 . . .	1,813	1,429	658	1,311	991	341	6,543
1896 . . .	1,195	569	361	1,110	1,121	265	4,621
1897 . . .	716	500	212	704	516	114	2,762
1898 . . .	854	311	173	1,224	604	149	3,315
1899 . . .	1,062	465	168	1,128	1,170	160	4,153
Total . . .	15,801	13,799	5,716	11,924	8,465	2,722	58,427

(ii.) Certificates awarded in Advanced Art Course from 1883 to 1899

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental Design.	Industrial Design.	Teachers' Certificates.	Total.
1883 . . .	5	5	12	18	—	—	—	40
1884 . . .	16	5	12	12	—	—	—	45
1885 . . .	33	18	35	29	—	—	4	119
1886 . . .	35	24	19	48	—	—	3	129
1887 . . .	59	27	28	25	34	—	14	187
1888 . . .	22	17	39	44	20	—	9	151
1889 . . .	65	36	58	24	25	—	14	222
1890 . . .	62	30	76	43	22	—	15	248
1891 . . .	30	52	67	66	38	—	23	326
1892 . . .	24	32	53	72	37	—	13	231
1893 . . .	58	54	73	62	54	—	13	314
1894 . . .	31	44	58	79	68	—	24	304
1895 . . .	56	52	78	58	29	—	11	284
1896 . . .	60	74	103	113	—	29	17	396
1897 . . .	61	47	126	95	—	41	18	388
1898 . . .	67	73	169	187	—	44	18	658
1899 . . .	61	65	152	160	—	57	22	521
Total . . .	795	659	1,158	1,135	327	171	218	4,463

(iii.) Certificates awarded in Mechanical Drawing Course from 1883 to 1899.

Year.	Advanced Geometry.	Machine Drawing.	Building Construction.	Industrial Design.	Architectural Design.	Advanced Perspective.	Teachers' Certificates.	Total.
1883	2	3	1	2	-	3	-	11
1884	1	1	1	1	-	1	-	5
1885	12	32	4	25	-	12	4	89
1886	14	13	5	23	-	14	3	77
1887	6	5	12	18	-	6	2	49
1888	8	7	7	15	-	11	2	50
1889	13	23	11	20	-	12	3	82
1890	11	23	5	8	-	12	2	61
1891	3	31	3	31	-	28	2	103
1892	17	25	13	38	-	15	2	110
1893	14	33	10	47	-	35	10	149
1894	12	17	6	90	-	9	3	137
1895	5	22	9	31	-	12	3	82
1896	7	9	5	-	9	12	3	45
1897	16	13	4	-	6	15	-	54
1898	6	19	2	-	7	8	-	42
1899	25	20	5	-	7	18	-	75
Total	172	296	108	354	29	223	39	1,221

(iv.) Certificates Awarded in Industrial Art Course from 1885 to 1899.

Year.	Modelling in Clay.	Wood Carving.	Wood Engraving.	Lithography.	Painting on China.	Total.
1885	14	-	-	-	-	14
1886	11	7	-	-	-	18
1887	8	2	-	-	-	10
1888	10	3	1	1	9	24
1889	7	1	3	2	6	19
1890	7	4	-	1	6	18
1891	5	2	1	-	7	15
1892	2	1	-	1	3	7
1893	5	2	-	1	3	11
1894	4	2	-	2	10	18
1895	5	3	2	6	18	34
1896	3	2	-	3	30	38
1897	5	3	1	4	17	30
1898	7	5	-	1	17	30
1899	9	14	-	2	17	42
Total	102	51	8	24	143	328

(v.) Certificates awarded for Extra Subjects from
1885 to 1899.

Year.	Drawing from the antique	Shading from casts	Architectural designs	Drawing from life.	Painting from life	Painting oil colours.	Painting water colours	Sepia	Monochrome	Pastel	Sculpture in marble	Photogravure.	Reposée work	Industrial design	Pen and ink	Machine drawing.	Engraving on copper	Crayon portraits	Total
1885	-	-	-	-	-	9	7	-	-	-	-	-	-	-	-	-	-	-	16
1886	-	-	-	-	-	12	7	-	-	-	-	-	-	-	-	-	-	-	19
1887	-	-	-	7	-	32	9	-	-	-	-	-	2	-	-	-	-	-	50
1888	-	-	-	15	12	25	14	13	1	-	2	-	2	-	-	-	-	-	84
1889	-	-	-	12	8	16	21	3	2	-	-	-	-	-	-	-	-	-	62
1890	-	-	-	7	4	23	18	10	4	-	-	-	-	-	-	-	-	-	71
1891	-	-	-	4	5	20	26	3	6	-	-	-	-	-	-	-	-	-	73
1892	-	-	-	2	6	21	16	7	1	-	-	-	-	-	-	-	-	2	65
1893	11	-	2	5	9	35	21	7	4	-	-	-	-	-	-	-	-	-	94
1894	11	-	2	8	6	29	16	5	7	-	-	-	-	10	-	1	-	-	95
1895	26	-	6	14	4	39	24	10	1	-	-	-	-	17	-	5	1	-	147
1896	14	-	-	12	6	34	38	6	1	2	-	1	-	13	1	1	-	-	129
1897	19	11	1	17	6	38	42	7	3	5	-	3	-	22	3	4	-	-	179
1898	22	12	-	12	9	37	28	7	6	6	1	6	-	15	4	6	-	-	171
1899	19	14	-	17	2	10	22	8	1	4	-	3	-	31	13	5	-	-	149
Total	122	37	11	132	77	394	309	86	37	15	3	13	4	108	21	22	1	2	1,384

b. Literary and Scientific Societies receiving grants.

The following Institutions receive Legislative Grants: 1. Hamilton Literary and Scientific Institution; 2. Kingston School of Mining; 3. Ontario Historical Society; 4. Ottawa French Canadian Institute; 5. Ottawa Literary and Scientific Society; 6. Ottawa St. Patrick's Literary and Scientific Association; 7. Ottawa Field Naturalist Club; 8. Toronto Canadian Institute; 9. Toronto Astronomical and Physical Society.

All of these Institutions give popular lectures on literature or science; some of them publish their transactions and others have museums, all of which are greatly appreciated by the public and assist in developing a taste for Literature, Science and Art.

c. Progress of School Architecture and Decoration.

Extract from an inaugural address given by Dr. S. P. May, Superintendent of Art Schools, to the officers and members of the Dufferin Art School League, in December 1899.

*A History of the Progress of School Architecture and the
Decoration of School Rooms in the City.*

It is not generally known, and I presume that even some members of the Advisory Board for School Art Leagues are not aware, that fifty years ago the Education Department supplied architectural plans for the erection of school houses. The late Chief Superintendent of Education, the Rev. Dr. Ryerson, the founder of the public school system, whose memory we all revere, and whose name will be handed down to posterity as a great Canadian educationist, philanthropist and true Christian, was the first man in Canada to direct public attention to the importance of school architecture.

It was through his exertions that in 1850 Parliament voted the sum of £200 per annum for purchasing plans, engravings, etc., for the improvement of school architecture; these plans were published and distributed from time to time through the Upper Canada Journal of Education, and eventually school trustees made so many applications for specifications for erecting school buildings, that it became necessary for a book to be published on this subject.

In 1857 Dr. Hodgins, then Deputy Superintendent of Education, published under the authority of the Chief Superintendent, "The School House, its architecture, external and internal arrangements." This book was profusely illustrated with engravings of elevations and plans for school buildings, and was of great value in awakening an interest in school architecture, for, as some of us remember, at that time we had a large number of log school houses, and the trustees of rural schools seemed satisfied that so long as they could afford shelter for the school children, they need make no attempt to make the school attractive to the pupils; they considered learning to be a good thing, and approved of children attending school, but they did not care about external architectural beauty, nor the internal decoration of school rooms.

In 1859, two years after the publication of "The School House," the grant for school architecture was increased to \$800.00 per annum.

In 1872 the Education Department offered prizes to Inspectors and Teachers for the best architectural designs and plans for rural school houses. Thirty persons competed, and seventeen awards were made to the value of \$230.00; seven prizes were taken by school inspectors, and ten by school teachers.

In 1876 a new edition of "The School House," with illustrated papers on School Hygiene and Ventilation, was published by Dr. Hodgins. I consider that a proper attention to Light, Heat, and Ventilation is of more importance than external decorations in the construction of school buildings. If school rooms are not well ventilated and lighted, most injurious effects are produced on the mental development and physical health of children, which are often felt in after life. It is a well known hygienic fact that if a child breathes foul air, he is in a state of physical discomfort; consequently in his indiscriminating mind the feelings of pain

and lassitude are associated with school, and cause a dislike for books and study.

The ill health of pupils and teachers, sometimes credited to overwork, is frequently due to draughts and foul air in the school room.

Another important thing is the arrangement of light in the school room. We frequently find windows on the right of the desks of the pupils, and sometimes on three or four sides of a room; this, together with the white walls, and interminable blackboards surrounding the children, no doubt produces Myopia or nearsightedness, and how frequent it is that we now see school children using spectacles, fifty years ago such a thing was unknown.

In the same year, 1876, the Education Department exhibited at the Centennial Exhibition models of school buildings for Collegiate Institutes, Public Schools in cities and towns, also for Schools in rural districts, made to a working scale with ground plans and references as to cost of erection, accommodation, etc. At the close of the exhibition these models, which were much sought after by foreign educationists, were divided between the representatives of Japan and the United States. We also exhibited large framed photographs of Collegiate Institutes, High Schools, and Public Schools erected in different parts of this Province.

I may mention that a similar collection of large photographs for the Paris Exposition of 1900 has been prepared under the authority of the Hon. Mr. Harcourt, Minister of Education.

In 1886, Dr. Hodgins, under the direction of the Hon. Adam Crooks, first Minister of Education, published "Hints and Suggestions on School Architecture and Hygiene," with plans and illustrations, and I may here state that the Education Department is now offering prizes for the best architectural plans for school houses.

In regard to the internal decoration of school houses I may say that from 1851 to 1878 the Educational Depository supplied schools at half cost price with historical and other prints and engravings, which were reproductions of the works of Raphael and other old masters, together with plain and coloured engravings by Landseer and other modern painters, also small busts of eminent and celebrated men of ancient and modern times.

The annual reports of the Chief Superintendent and the Ministers of Education show that after good school houses had been erected, internal decoration was not uncommon. I claim, therefore, that the Education Department of this Province took the lead of all other countries in encouraging the decoration of public school walls with pictures, engravings, plaster casts, etc.

It was not until 1880 that France commenced the æsthetic culture of the pupils of common schools. In that year a commission of thirty eminent men were appointed to report on the decoration of schools, and art for schools. This commission was charged with the duty of studying the means of introducing into the system of instruction the æsthetic education of the eye. Its labours extended over a year. In the report it is said: "The special task of this commission was to devise means and ways for

improving æsthetic education through the eye, not by specific direct instruction set forth in programmes, but by the operation of the environments of the school, and the artistic character of its appliances. These environments and appliances were considered by the commission mainly under four heads: 1. The æsthetic character of the school building, including its artistic ornamentation, both exterior and interior; 2. The furnishing of objects of art for the observation and study of the pupils; 3. The rewards of merit; 4. Illustrating apparatus."

Soon after this a Committee was appointed in Manchester, England, with similar functions to those of the French Commission. This was followed by the organisation of an association with the same object in view, in London, England, with Mr. Ruskin as President.

In 1883, the Committee on Drawing of the Boston School Board called attention to what had been done in this direction in Manchester and London, and suggested the advisability of organising a similar association for their schools. In this connection it remarks: "We hold with the English Committee that a love for the beautiful is perhaps only second to religion as a protection against the grosser forms of self-indulgence, and that it can best be kindled at an age when the mind is specially susceptible to the influence of habitual surroundings."

About the same time our present Premier, the Hon. Dr. Ross, then Minister of Education, introduced mural decoration in the school buildings under Government control; the walls of the Toronto and Ottawa Normal Schools were either tinted or papered, and decorated with oil paintings, reproductions of the different ancient and modern Schools of Art, and life-size busts of distinguished men of ancient and modern times, thus surrounding the teachers in training with examples of art, and studies of the great and good. The result which followed and will follow we cannot calculate, for we know that in human culture the most potential forces impressed on our minds are produced by our environments, that although these forces are imperceptible and scarcely seem to have existence, they cause an unconscious tuition, an invisible intangible influence on our minds, to which no resistance can be made because its very existence is unnoticed and unknown.

X.—PUBLIC LIBRARIES.

a. Public Libraries (not free).

The following extracts are taken from the annual reports for the year ending 30th April, 1899:—

1. *Classification of Public Libraries Reporting 1898-99.*

Public Libraries, with libraries, reading rooms and evening classes - - - - -	2
Public Libraries, with libraries and reading rooms - - - - -	128
Public Libraries, with libraries only - - - - -	117
Total - - - - -	<u>247</u>

2. *Public Libraries—Receipts and Balances on hand.*

The total receipts of Public Libraries	
was	\$75,875 36
Balances on hand	5,969 83

3. *Public Libraries—Expenditure.*

The total expenditure of 247 Public Libraries was	\$69,905 53
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4 *Public Libraries—Assets and Liabilities.*

Assets of 247 Public Libraries	\$358,395 72
Liabilities of 247 Public Libraries	16,021 00

5. *Number of Members in Public Libraries.*

247 Public Libraries have 32,249 members.

6. *Number of Volumes in Public Libraries and Number of Volumes Issued.*

Number of volumes in 247 Libraries	436,124
Number of Volumes issued in 247 Libraries	734,642

7. *Reading Rooms in Public Libraries.*

128 Libraries reporting have reading rooms.
128 Libraries subscribed for 2,717 newspapers and periodicals.

8. *Evening Classes in Public Libraries*

2 Libraries had 35 pupils in the drawing courses.

b *Evening Classes in Public Libraries, 1898-9 (from the Report for 1899).*

Public Libraries.	Number of Students	Primary Course
Galt	9	Practical Geometry.
	20	Descriptive Geometry, Machine Drawing and Advanced Perspective.
Peterboro'	14	Machine Drawing.
	43	

*c. Certificates awarded to Public Libraries in 1899.
Primary Drawing Course.*

Public Libraries.	Number of Students for Examination.	Number of Proficiency Certificates.					Total Proficiency Certificates.
		Freehand.	Geometry.	Perspective.	Model.	Black-board.	
Galt	3	1	-	-	1	-	2
	3	1	-	-	1	-	2

*d. Certificates awarded to Public Libraries in 1899.
Mechanical Drawing Course.*

Public Libraries.	Number of Students for Examination.	Number of Proficiency Certificates.					Total Proficiency Certificates.
		Advanced Geometry.	Machine Drawing.	Building Construction.	Architectural Design.	Advanced Perspective.	
Galt	11	-	2	-	-	-	2
Peterboro'	13	-	5	-	-	-	5
	24	-	7	-	-	-	7

e. Abstract showing Number of Public Libraries in each County and District.

Name.	No.	Name.	No.	Name.	No.	Name.	No.	Name.	No.
Addington	6	Frontenac	3	Lambton	12	Northumberl'd	9	Renfrew	9
Algoma	11	Glengarry	3	Lanark	8	Ontario	12	Russell	12
Brant	6	Greenville	9	Leeds	4	Oxford	12	Stormont	1
Bruce	22	Grey	17	Lennox	1	Parry Sound	6	Simcoe	15
Carleton	3	Hamburton	1	Lincoln	3	Peel	13	Victoria	12
Dufferin	10	Haldimand	10	Mantoulin Isl'd	2	Perth	9	Waterloo	13
Dundas	7	Halton	5	Middlesex	12	Peterborough	3	Welland	9
Durham	4	Hastings	4	Muskoka	5	Prescott	1	Wellington	18
Elgin	11	Huron	15	Nipissing	4	Prince Edward	2	Wentworth	6
Essex	7	Kent	19	Norfolk	4	Ramy River	3	York	21

The following Abstract *f* shows the progress of Public Libraries at intervals of five years since 1883, when only 93 libraries reported having 13,672 members, who borrowed 251,890 books; there are now (for the year ending 30th April 1899) 364 libraries reporting with 121,397 members and readers who borrowed 2,547,131 volumes.

In addition there are 42 libraries which did not report, or were incorporated after the 1st of May, 1899.

Free Libraries are rapidly increasing and are greatly appreciated. In 1883 only one Free Library had been established, but now the Superintendent's report shows that there are 120 Free Libraries, and that several others have been established since the 30th of April, 1899.

f—Abstract showing the Progress of Public Libraries from 1883 to 1899.

Year	Institutes reporting	Number of members	Number of evening classes	Number of pupils	Number of reading rooms.	Number of newspapers and periodicals	Number of volumes in libraries	Number of volumes issued	Total receipts.	Total assets.
1883	98	13,072	28	1,758	59	1,540	154,093	251,920	\$ 59,716 00	\$ 225,190 00
1888	167	32,016	41	1,102	104	3,041	311,048	744,466	103,843 68	403,578 75
1893	255	84,088	41	1,117	156	4,745	510,326	1,415,867	180,556 26	685,412 17
1898	347	111,208	2	79	200	5,884	789,082	2,358,140	118,783 21	870 167 54
1899	364	121,397	2	35	200	5,839	802,047	2,547,131	183,421 20	935 975 81

g. Free Libraries.

The following extracts are taken from the annual Reports for the year ending 30th April, 1899 (for details see Table C).

1. Free Libraries' Receipts and Balances on hand.

The total receipts of 117 Free Libraries was - - - - \$117,545 84
Balances on hand - - - - 8,407 05

2. Free Libraries' Expenditure.

The total expenditure of 117 Free Libraries was - - - - \$109,138 79

3. Free Libraries' Assets and Liabilities.

Assets of 117 Free Libraries - - - \$577,580 09
Liabilities " - - - 113,902 49

4. Number of Readers in Free Libraries.

117 Free Libraries report having had 89,148 readers.

5. Number of Volumes in Free Libraries, and Number of Volumes Issued.

Number of Volumes in 117 Free Libraries 425,923
Number of volumes issued - - - 1,812,489.

6. Reading Rooms in Free Libraries.

72 Free Libraries subscribed for 3,112 newspapers and periodicals.

XI.—REPORTS OF THE INDUSTRIAL SCHOOLS, 1899.

a Victoria Industrial School.

The total attendance for the year was 47,529 days.

The total number registered for the year was 186.

69 boys were in attendance during the entire year.

55 were sent out during the year, and 62 came in.

The attendance at present is 132 boys.

The boys are employed as follows:—

Farm - - - - 27	Printing - - - 15
Carpenter shop - - 17	Engine-room - - 7
Tailor shop - - - 19	Conservatories - - 9
Shoe shop - - - 17	Cottages - - - 22
Laundry - - - 8	Bake-room - - - 3
Kitchen - - - 8	Office - - - 2
Dining-room - - - 15	School all day - - 11
Knitting-room - - 6	

b. Alexandra Industrial School.

The total attendance for the year was 9,177 days.

The total number registered was 36.

10 were in attendance during the entire year.

13 were sent out during the year and 13 came in.

The attendance at present is 25 girls.

The girls are taught to knit and sew, and to work in the kitchen, the laundry, and to do general household work.

XII.—EXAMINATION REQUIREMENTS, 1900, 1901, 1902.

The following are the Examination Requirements for the years 1900, 1901, and 1902:—

<i>a. Junior Leaving Standing</i>	- - -	Part I.
<i>b. " " " "</i>	- - -	Part II.
<i>c. Senior Leaving Standing</i>	- - -	Part I.
<i>d. " " " "</i>	- - -	Part II.

Note.—It is expected that throughout the course, until pupils have completed what is required for Part I. of Junior Leaving Standing, at least two half-hour lessons per week shall be given regularly to Reading, and an equal time to English Literature. Regarding Drawing, Book-keeping, Botany or Agriculture, at least two half-hour lessons per week for each of these subjects are to be given regularly to pupils enrolled in Form I. of the High School or Form V. of the Public School: that is practically during the first year of the course in preparation for Part I. of Junior Leaving Standing

a. Junior Leaving Standing, Part I.
Geography

The building up of the earth; its land surface; the ocean; comparison of continents as to physical features, natural products

and inhabitants, relations of physical conditions to animals and vegetable products, and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth, lines drawn on the map, with reasons for their position, relation of the positions of the earth with respect to the sun, to light and temperature; the air; its movements; causes affecting climate. Natural and manufactured products of the countries of the world, with their exports and imports; transcontinental commercial highways and their relation to centres of population. internal commercial highways of Canada and the chief internal commercial highways of the United States; commercial relations of Great Britain and her colonies. Forms of Governments in the countries of the world and their relation to civilisation. One examination paper.

Arithmetic and Mensuration.

Proofs of elementary rules in Arithmetic; fractions (theory and proofs), commercial Arithmetic; mental Arithmetic, Mensuration of rectilinear figures. One examination paper. (The questions will call for accuracy and will have special reference to the requirements of ordinary life.)

English Grammar.

Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence and paragraph, exercises chiefly on passages from authors not prescribed. One examination paper. (The questions will call for such an elementary knowledge of the subject as will be of special value in the ordinary use of the language)

English Composition.

For examination purposes an essay of about two pages of foolscap on one of the themes prescribed by the examiners will be required. The penmanship, spelling, punctuation, construction of sentences, the logical arrangement of the thought, the literary accuracy and aptness of the language, and the general plan or scope of the whole essay will be specially considered by the examiners. One examination paper.

History of Great Britain and Canada

Great Britain and Canada from 1763 to 1885, with the outlines of the preceding periods of British History.

The Geography relating to the History prescribed. One examination paper.

b. Junior Leaving Standing, Part II.

Note—The subjects prescribed for Part II. of Senior Leaving Standing are the following (Regulations 46 amended); English

Grammar and Rhetoric, English Composition, English Literature Ancient History, Arithmetic and Mensuration, Algebra, Geometry, Physics, and Latin, and one of the following groups:—(a) French and Greek; (b) German and Greek; (c) French, German, and Chemistry; (d) French, Physics, and Chemistry; (e) German, Physics, and Chemistry; (f) Botany, Physics, and Chemistry.

A candidate, who has already obtained a certificate of having passed Part I. of Form II., will not be required to take the papers in Arithmetic and Mensuration, English Grammar and Rhetoric, and the obligatory Physics.

English.

ENGLISH GRAMMAR AND RHETORIC: Etymology and Syntax, including the inflection, classification and elementary analysis of words, and the logical structure of the sentence; rhetorical structure of the sentence and paragraph; exercises chiefly on passages from authors not prescribed; the main facts in the development of the language. One examination paper.

COMPOSITION: An essay, to which special importance will be attached, on one of several themes set by the examiners. In order to pass in this subject, legible writing, correct spelling and punctuation, and proper construction of sentences are indispensable. The candidate should also give attention to the structure of the whole essay, the effective ordering of the thought, and the accurate employment of good English vocabulary.

About two pages of foolscap is suggested as the proper length for the essay; but quality, not quantity, will be mainly regarded. One examination paper.

LITERATURE: Such questions only shall be set as may serve to test the candidate's familiarity with, and intelligent and appreciative comprehension of the prescribed texts. The candidate will be expected to have memorised some of the finest passages. In addition to the questions on the prescribed selections, others shall be set on a "sight passage" to test the candidate's ability to interpret literature for himself. One examination paper.

1900.

LONGFELLOW: *Evangeline*, A Psalm of Life, 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 Gleam of Sunshine

WORDSWORTH: 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 unuplifted eyes"), "O Friend! I know not which way I must look," To Sleep, Within King's College Chapel.

1901.

TENNYSON: Elaine, Lady of Shalott, St. Agnes' Eve, Sir Galahad, Lotos-Eaters, Ulysses, Crossing the Bar, Early Spring, "You ask me why," "Of old sat Freedom," "Love thou thy land," the six interlude songs and "Tears, idle tears," in "The Princess."

1902.

SCOTT: Lay of the Last Minstrel.

Ancient History.

(1) General outlines of Greek History to the Battle of Cheronea, 338 B.C.

(2) General Outlines of Roman History to the Death of Augustus, authorised text-book, omitting.—

(1) Greek History—Chaps. II, III, VI, VII, XI, XII, XXIV, XXX, XXXI.

(2) Roman History—Chaps. II, III, IV, V, XXIX.

NOTE.—It is desirable, however, that the teacher make oral use of such portions of the omitted chapters as are necessary to make clear the historical connections between important events.

One examination paper.

Mathematics.

ARITHMETIC AND MENSURATION: Proofs of elementary rules in Arithmetic: fractions (theory and proofs); commercial Arithmetic; mental Arithmetic, Mensuration of right parallelepipeds, pyramids and prisms; the circle, sphere, cylinder and cone. One examination paper.

ALGEBRA: Elementary Rules, Highest Common Measure; Lowest Common Multiple; Fractions; Square Root; Simple Equations of one, two and three unknown quantities, Indices, Surds; Quadratics of one and two unknown quantities.

One examination paper.

GEOMETRY: Euclid, Books I., II., and III., easy Deductions.

One examination paper.

Elementary Experimental Science (Physics).

Use of metre rule; use of calipers and vernier for more accurate metric measurements (*e g*, diameters of wires, thickness of glass, plates, etc.); numerical calculations in the metric system.

Use of balance

Specific gravity, by specific gravity bottle and hydrostatic balance, of liquids and of solids.

Boyle's law; barometer; diffusion of gases.

Use of Fahrenheit and Centigrade thermometers; determination of zero and boiling point; boiling point dependent on pressure.

Expansion of solids, liquids and gases; examples.
 Specific heat, latent heat; easy numerical examples.
 Transmutation of matter, indestructibility of matter.
 Solution, precipitation, crystallisation and evaporation.
 One examination paper.

Latin.

Translation into Latin of English phrases and easy sentences to illustrate Latin accidence and the common rules of Latin syntax.

Translation into Latin of easy narrative English based upon the first twenty-five chapters of the prescribed Cæsar.

Translation at sight (with the aid of vocabularies) from some easy prose author.

Translation from prescribed texts, with grammatical and other questions naturally arising from the extracts set for translation.

The following are the texts prescribed:—

1900: VERGIL, *Aeneid*, Book II.; CÆSAR, *Bellum Gallicum*, Book V.

1901: VERGIL, *Aeneid*, Book II.; CÆSAR, *Bellum Gallicum*, Books II., III.

1902: CORNELIUS NEPOS, *Lives of Themistocles, Aristides and Hannibal*; CÆSAR, *Bellum Gallicum*, Book IV. (omitting Chap. 17) and Book V., Chaps. 1-23; VERGIL, *Aeneid*, Book II. (1-505).

Two papers will be set: (1) Translation of English into Latin. (2) Prescribed texts and translation at sight, with questions on Grammar, etc.

N.B.—The Roman method of pronouncing Latin is recommended

French.

The candidates knowledge of French will be tested by (1) simple questions on grammar, (2) the translation of simple passages from English into French, (3) translation at sight of easy passages from modern French, and (4) examinations on the following texts:—

1900: ENAULT, *le Chien du capitaine*; FEUILLET, *la Fée*.

1901: DE MAISTRE, *Voyage autour de ma chambre*; LABICHE, *la Grammaire*.

1900. LAMENNAIS, *Paroles d'un croyant*, Chaps. VII. and XVII.; PERRAULT, *le Maître Chat ou le Chat Botté*; DUMAS, *Un nez gelé*, and *la Pipe de Jean Bart*; ALPHONSE DAUDET, *la Dernière Classe*, and *la Chèvre de M. Seguin*; LEGOUVÉ, *la Patte de Dindon*; POUVILLON, *Hortibus*, LOTI, *Chagrin d'un vieux forcat*; MOLIÈRE, *l'Avare*, Acte III., sc. 5 (*Est-ce à votre cocher*. . . sous la nuëne). VICTOR HUGO, *Waterloo*, Chap. IX., ROUGET DE L'ISLE, *la Marseillaise*, ARNAULT, *la Feuille*, CHATEAUBRIAND, *l'Éxilé*; THEOPHILE GAUTIER, *la Chimère*; VICTOR HUGO, *Extase*; LAMARTINE, *l'Automne*; DE MUSSET, *Tristesse*; SULLY PRUDHOMME, *le Vase brisé*; LA FONTAINE, *le Chêne et le Roseau*.

MADAME EMILE DE GIRARDIN, la Joie fait peur.

Two papers will be set: (1) prescribed texts and translation at sight; questions on Grammar, (2) the translation of English into French.

Greek

Translation into English of passages from prescribed texts.

Translation at sight (with the aid of vocabularies) of easy Attic prose, to which special importance will be attached

Grammatical questions on the passages from prescribed texts will be set, and such other questions as arise naturally from the context.

Translation from English into Greek of sentences and of easy narrative passages based upon the prescribed prose texts

The following are the prescribed texts:

1900: Selections from XENOPHON, *Anabasis I*, in White's *Beginner's Greek Book* (pp. 304-428) with the exercises thereon; HOMER, *Iliad I*.

1901: Selections from XENOPHON, *Anabasis I*, in White's *Beginner's Greek Book* (pp. 304-428) with the exercises thereon; HOMER, *Iliad I*.

1902: Selections from XENOPHON, *Anabasis I*, in White's *Beginner's Greek Book* (pp. 304-428) with the exercises thereon; HOMER, *Iliad VI*.

Two papers will be set: (1) prescribed texts and translation at sight; questions on Grammar; (2) the translation of English into Greek

German.

The candidate's knowledge of German will be tested by: (1) simple questions on grammar, (2) the translation of simple passages from English into German, (3) translation at sight of easy passages from modern German, and (4) an examination on the following texts:—

1900: HAUFF, *das kalte Herz*, Kalif Storch.

1901: LEANDER, *Träumereien* (selected by Van Daell).

1902: GRIMM, *Rotkäppchen*, ANDERSEN, *Wie's der Alte Macht*, *Das neue Kleid*, Venedig, Rothschild, *Der Bär*; ERTL, *Himmelschlüssel*; FROMMEL, *Das eiserne Kreuz*; BAUMBACH, *Nicotiana*, *Der Goldbaum*; HEINE, *Lorelei*. *Du bist wie eine Blume*; UHLAND, *Schafer's Sonntagsglied*. *Das Schloss am Meer*; CHAMISSE, *Das Schloss Boncourt*; CLAUDIUS, *Die Sterne*, *Der Riese Goliath*; GOETHE, *Mignon*, *Erkönig*, *Der Sanger*; SCHILLER, *Der Jüngling am Bache*.

LEANDER, *Träumereien* (selected by Van Daell), pp. 1-44.

Two papers will be set: (1) Prescribed texts and translation at sight; questions on Grammar; (2) translation of English into German

Elementary, Experimental Science (Chemistry).

Properties of Hydrogen, Chlorine, Oxygen, Sulphur, Nitrogen, Carbon and their more important compounds. Nomenclature,

Laws of combination of the elements. The Atomic Theory and Molècular Theory.

One examination paper.

Botany.

The practical study of representatives of the flowering plants of the locality and representatives of the chief subdivisions of cryptogams, such as a fern, a lycopod, a horsetail, a liverwort, a moss, a lichen, a mushroom, and a chara. The drawing and description of parts of plants and classification. Comparison of different organs, morphology of root, stem, leaves, and hair, parts of the flower, reproduction of flowering plants, pollination, fertilisation and the nature of fruit and seeds. At the examination two plants to be selected by the presiding examiner will be submitted, one for classification and one for description. In classification, candidates will be allowed to use their floras (the authorised text-book in Botany).

One examination paper.

Physics (of Optional Group).

ELECTRICITY.—Voltaic cells, common kinds; chemical action in the cell; magnetic effects of the current; chemical effects of the current; voltameter; astatic and tangent galvanometers; simple notions of potential; Ohm's law, with units; best arrangement of cells; electric light, arc and incandescent; magnetism; inclination and declination of compass; current induction; induction coil; dynamo and motor; electric bell; telegraph; telephone; electro-plating. **SOUND.**— Caused by vibrations; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air; propagated by waves; its velocity; determination of velocity; pitch; standard forks, acoustical $C = 512$, musical $A = 870$; intervals; harmonic scale; diatonic scale; equally tempered scale, vibration of air in open and closed tubes, with wave-lengths; resonators; nodes and loops; vibration of strings and wires; reflection of sound; manometric flames. **LIGHT.**— Rectilinear propagation; image through a pin-hole; beam; pencil; photometry; shadow and grease spot photometers; reflection and scattering of light; laws of reflection; images in plain mirrors; multiple images in inclined mirrors; concave and convex mirrors; drawing image's refraction; laws and index of refraction; total reflection; path through a prism; lenses; drawing image produced by a lens; simple microscope; dispersion and colour; spectrum; recomposition of white light.

c. Senior Leaving Standing, Part I.

Note.—In order to obtain Senior Leaving Standing, a candidate must pass the examination of Part I. of Junior Leaving Standing, and in addition the subjects herein prescribed for Parts I. and II. of Senior Leaving Standing, which may be taken at one examination or at different examinations.

Unsuccessful candidates at any previous Senior Leaving Examination will be allowed to write in 1900 for Senior Leaving Standing by selecting the same options in the course as they were allowed to take in 1899.

The subjects of Part I. of Senior Leaving Standing are the following.—English Composition, English Literature, Algebra, Geometry, Trigonometry, English and Ancient History.

English.

COMPOSITION: An essay, to which special importance will be attached, on one of several themes set by the examiner.

One examination paper.

LITERATURE: The candidate will be expected to have memorised some of the finest passages. Besides questions to test the candidate's familiarity with, and comprehension of, the following selections, questions may also be set to determine within reasonable limits his power of appreciating literary art.

RHETORIC: Reading of prose authors in connection with the study of rhetoric

One examination paper.

1900.

LONGFELLOW: *Evangeline*, *A Psalm of Life*, *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 Gleam of Sunshine*

SHAKESPEARE. *Macbeth*.

MILTON: *L'Allegro*, *Il Penseroso*, *Lycidas*, *On the Morning of Christ's Nativity*.

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 till this hour," *Westminster Bridge*, *The Inner Vision* ("Most sweet it is with unuplifted eyes"), "O Friend! I know not which way I must look," *To Sleep*, *Within King's College Chapel*.

1901.

TENNYSON: *Elaine*, *Lady of Shalott*, *St. Agnes' Eve*, *Sir Galahad*, *Lotos-Eaters*, *Ulysses*, *Crossing the Bar*, *Early Spring*, "You ask me why," "Of old sat Freedom," "Love thou thy land," the six interlude songs and "Tears, idle tears," in "The Princess."

MILTON: *Paradise Lost*, Book VII.

SHAKESPEARE: *Julius Cæsar*.

1902.

SCOTT: Lay of the Last Minstrel.

MILTON: Paradise Lost, Book I.

SHAKESPEARE: The Merchant of Venice.

Mathematics.

ALGEBRA: Elementary Rules, Highest Common Measure; Lowest Common Multiple; Fractions; Square Root; Simple Equations of one, two, and three unknown quantities; Indices; Surds; Quadratics of one and two unknown quantities; Theory of Divisors, Ratio, Proportion, and Variation; Progressions; Notation; Permutations and Combinations; Binomial Theorem; Interest Forms; Annuities.

One examination paper.

GEOMETRY: Euclid, Books I., II., III., IV., and V.; Definitions of Book V.; Deductions.

One examination paper.

TRIGONOMETRY: Trigonometrical ratios with their relations to each other. Sines, etc., of the sum and difference of angles with deduced formulas; Use of Logarithms; Solution of Triangles; Expressions for the area of Triangles, Radii of circumscribed, inscribed, and escribed circles.

One examination paper.

History.

English History from the discovery of America to 1763.

General outlines of Greek History to the battle of Chæronea, 338 B.C. Special attention to be paid to the following: General characteristics of Greece and the Greeks; ancient institutions; constitution of Athens and Sparta; Persian wars; growth of the Athenian Empire; characteristics of the age of Pericles; Peloponnesian wars; rise of Thebes; Theban Supremacy; rise of Macedon; downfall of Greece.

General outlines of Roman History to the death of Augustus. Special attention to be given to the following: General characteristics of Italy and the Roman People; struggle of the Plebeians for political and social equality; conquest of Italy; Punic wars; how Rome governed and was governed; internal and external history of Rome from the downfall of Carthage to the death of Augustus.

The Geography relating to the History prescribed.

One examination paper.

d. Senior Leaving Standing, Part II.

Note.—The subjects of Part II. of Senior Leaving Standing are the following:—Physics, Latin, and one of the following groups: (a) French and Greek, (b) German and Greek, (c) French and German, (d) French and Chemistry, (e) German and Chemistry (f) Biology and Chemistry.

Physics

MECHANICS. Measurement of velocity, uniformly accelerated rectilinear motion; metric units of force, work, energy and power; equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity. laws of friction; numerical examples.

HYDROSTATICS. Fluid pressure at a point, pressure on a horizontal plane, pressure on an inclined plane, resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not; transmission of pressure, Bramah's press, equilibrium of liquids of unequal density in a bent tube; the barometer; air-pump, water-pump, common and force; siphon

ELECTRICITY. Voltaic cells, common kinds, chemical action in the cell. magnetic effects of the current, chemical effects of the current, volta-meters; electro-plating; astatic and tangent galvanometers, simple notions of potential; Ohm's law; shunts, measurement of resistance, electric light, arc and incandescent, current induction; induction coil, dynamo and motor; the joule and watt; electric bell, telegraph; telephone, elements of terrestrial magnetism.

One examination paper.

Latin.

Translation into English of passages from prescribed texts.

Translation at sight of passages of average difficulty, similar in style to the authors read

Grammatical questions on the passages from prescribed texts will be set, and such other questions as arise naturally from the context.

Translation into Latin of easy passages of English, similar in style to the authors read.

The following are the prescribed texts:—

1900: CAESAR, *Bellum Gallicum*, Bk. V.; VERGIL, *Aeneid*, Bk. II. HORACE, *Odes*, III., IV.; LIVY XXI.

1901: CAESAR, *Bellum Gallicum*, Bks. II., III., VERGIL, *Aeneid*, Bk. II. HORACE, *Odes*, I., II.; LIVY XXI

1902: CAESAR, *Bellum Gallicum*, Bk. IV., omitting Chap. 17, and Bk. V., Chaps. 1-23; VERGIL, *Aeneid* II., lines 1-505; HORACE, *Odes* I., II.; CICERO, *Pro Lege Manilia*, *Pro Marcello*, *Philippic XIV*

Two examination papers.

French.

The prescription of work in grammar, the translation of English into French and sight translation is the same for Senior Leaving Standing as for Junior Leaving Standing, but the examination will be of a more advanced character.

The following are the prescribed texts:—

1900: ENAULT, *le Chien du capitaine*; FEUILLET, *la Fée, le*

Roman d'un jeune Homme pauvre; LABICHE, Voyage de M. Perrichon.

1901: DE MAISTRE, Voyage autour de ma chambre; LABICHE, la Grammaire; ERCKMANN-CHATRIAN, Madame Thérèse; LABICHE, le Poudre aux yeux

1902: LAMENNAIS, Paroles d'un croyant, Chaps. VII. and XVII.; PERRAULT, le Maître Chat ou le Chat Botté; DUMAS, Un nez gelé and la Pipe de Jean Bart; ALPHONSE DAUDET, la Dernière Classe and la Chèvre de M. Seguin; LEGOUVÉ, la Patte de Dindon; POUVILLON, Hortibus; LOTI, Chagrin d'un vieux forcat; MOLIÈRE, L'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne); VICTOR HUGO, Waterloo, Chap. IX.; ROUGET DE L'ISLE, la Marseillaise; ARNAULT, la Feuille, CHATEAUBRIAND, l'Exilé, THÉOPHILE GAUTIER, la Chimère, VICTOR HUGO, Extase; LAMARTINE, l'Automne; DE MUSSET, Tristesse; SULLY PRUDHOMME, le Vase brisé; LA FONTAINE, le Chêne et le Roseau.

MADAME EMILE DE GIRARDIN, la Joie fait peur.

MÉRIMÉE, Colomba.

Two examination papers.

Greek.

Translation into English of passages from prescribed texts.

Translation at sight of passages of average difficulty, similar to the authors read.

Grammatical questions on the passages from proscribed texts will be set, and such other questions as arise naturally from the context.

Translation into Greek of ordinary narrative passages of English, similar to the authors read.

The following are the prescribed texts:—

1900: XENOPHON, Anabasis, I. (Chaps. I.-VIII.), HOMER, Iliad, I., Odyssey XV.; LYSIAS, Contra Eratosthenem, and Epitaphius.

1901: XENOPHON, Anabasis I. (Chaps. I.-VIII.); HOMER, Iliad I., Odyssey XV.; LUCIAN, Charon, Vera Historia II.

1892: XENOPHON, Anabasis I. (Chaps. I.-VIII.); HOMER, Iliad VI.; Odyssey XVII.; LUCIAN, Charon, Vera Historia II.

Two examination papers.

German.

The prescription of work in grammar, the translation of English into German and sight translation is the same for Senior Leaving Standing as for Junior Leaving Standing, but the examination will be of a more advanced character.

The following are the prescribed texts:—

1900: HAUFF, das kalte Herz, Kalif Storch; EICHENDORFF, Aus dem Leben eines Taugenichts; WILHELM, Einer muss heiraten; BENEDIX, Eigensinn.

1901: LEANDER, Traumereien (selected by Van Daell);

BAUMBACH, der Schwiegersohn, GERSTACKER, Germalshausen, ELZ, Er ist nicht eifersüchtig, WICHERT, Post Festum.

1902. GRIMM, Rotkappchen, ANDERSEN, Wie's der Alte Macht, Das neue Kleid, Venedig, Rothschild, Der Bar; ERTL, Himmelsschlüssel, FROMMEL, Das eiserne Kreuz, BAUMBACH, Nicotiana, Der Goldbaum, HEINE, Lorelei, Du bist wie eine Blume, UHLAND, Schäfer's Sonntagslied, Das Schloss am Meer, CHAMISSO, Das Schloss Boncourt; CLAUDIUS, Die Sterne, Der Riese Golhath; GOETHE, Mignon, Erlkönig, Der Sänger; SCHILLER, Der Jüngling am Bache.

LEANDER, Traumerzien (selected by Van Daell), pp. 1-44.

EBNER-ESCHENBACH, Die Frierherren von Gemperlein; WILHELMI
Einer muss heiraten

BENEDIX, Eigensinn.

Two examination papers.

Chemistry.

Chemical Theory. The study of the following elements, with their most characteristic compounds, in illustration of Mendeleeff's Classification of the Elements: Hydrogen, Sodium, Potassium, Magnesium, Zinc; Calcium, Strontium, Barium; Boron, Aluminium, Carbon, Silicon, Tin, Lead; Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth, Oxygen, Sulphur, Fluorine, Chlorine, Bromine, Iodine, Manganese, Iron. Elementary Qualitative Analysis.

A practical examination shall be held in connection with the subject, a pure salt will be sent out for qualitative analysis, and the candidate shall be allowed the use of an analytical table. One examination paper.

Biology.

1. *Elements of Zoology*: Thorough examination of the external form, the gills, and the viscera of some common fish. Study of the prepared skeleton of the same. Demonstration of the arrangement of the muscular and nervous systems and the sense-organs, as far as these can be studied without the aid of the microscope.

Comparison of the structure of the frog with that of the fish. The skeleton of the pectoral and pelvic girdles and of the appendages of the frog should be studied, and the chief facts in the development of its spawn till the adult form is attained should be observed.

Examination of the external form of a turtle and a snake.

Examination of the structure of a bird.

Study of the skeleton and also of the teeth of a cat or dog.

Study of the crayfish as a type of the Arthropods.

Comparison of the crayfish with an insect (grasshopper, cricket, or cockroach); also with a millipede and a spider.

Examination of an earthworm.

Study of a fresh-water mussel.

The principles of zoological nomenclature as illustrated by some of the common fresh-water fish, such as the sucker and the herring, bass and perch.

Study of an amœba, or paramœcium as a type of a unicellular animal.

The modifications of the form of the body in vertebrates in connection with different methods of locomotion. The natural habits of the various animals examined.

2 *Elements of Botany*: The examination will test whether the candidate has practically studied representatives of the flowering plants of the locality in which the preparatory school is situated, and representatives of the chief subdivisions of cryptogams, such as a fern, a lycopod, a horsetail, a liverwort, a moss, a lichen, a mushroom, and a chara.

An elementary knowledge of the microscopic structure of the bean and the maize. Attention will be given in the examination to drawing and description of parts of plants supplied, and to their classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilisation, and the nature of fruit and seeds.

A practical examination shall be held in connection with this subject. The material for examination will consist of two plants, a microscopic section and an animal.

Two examination papers.

e. Question Papers.

The papers in Part I. for Junior Leaving Standing will be different from those set for Matriculation. The Examiners will be expected, moreover, to set papers for the purposes of candidates who desire to become teachers, but it is not intended that the questions shall be more difficult than the Regulations have called for since 1896. The papers in Arithmetic and Mensuration and Grammar and Rhetoric, as hereinbefore mentioned, shall be submitted to candidates, when writing on Part II. of the Junior Leaving Course, in addition to the papers in these subjects taken by candidates when writing on Part I. For the optional groups, the examinations will be equal in difficulty, as near as may be, in order that candidates who begin the optional subjects at the same time during their High School course may have equal advantages in preparing for the examinations.

f. Percentages.

Each question paper will hereafter be valued at 100 (Regulation 43). Candidates for Junior and Senior Leaving Standing will be required to make 50 per cent. of the aggregate marks prescribed for each of the parts into which the examinations are divided, as well as $33\frac{1}{3}$ per cent. on each paper. Seventy-five per cent. of the aggregate will be required for Honours. If, after all the answer papers are read, any question paper should be

found, by the Board of Examiners, easier or more difficult than intended, the minimum on the paper shall be correspondingly raised or lowered, and the total number of marks correspondingly raised or diminished. Each candidate who makes the required aggregate may be awarded a certificate, even though he should fail to obtain the minimum in a subject, provided he was regarded as fit to pass in that subject by the staff, as shown from the confidential report sent to the Department before the examinations

g Commercial Diploma

The course for a Commercial Diploma will, as heretofore, consist of two parts (I and II). Part I. will be the same as Part I of Junior Leaving. Part II. will embrace the Commercial subjects mentioned in Regulation 50, viz. —Book-keeping and Writing: Commercial Transactions, Business forms and usages. Stenography (Theory). Stenography (Dictation) Book-keeping shall be taken up in six sets as follows:—

Set I. shall show transactions extending over a period of two months, the transactions of the first month being done by Single Entry, and of the second by Double Entry, and showing the change from Single to Double Entry. Books to be used: Day Book (1st month), Journal Day Book (2nd month), Cash Book, Bill Book and Ledger.

Set II. The transactions shall be the same as for Set I., those of the first month being done by Double Entry, and of the second month by Single Entry, and showing the change from Double Entry to Single Entry. Books to be used: Four Column Journal with special columns for Mdse. Purchases and Sales (1st month), Day Book (2nd month), Cash Book, Bill Book and Ledger

Set III. A Double Entry set with two partners. Books to be used: Journal Day Book with a special column for Mdse. Sales, Cash Book, Invoice Book, Bill Book, and Ledger, the first three as books of original entry.

Set IV. A Double Entry set, a continuation of Set III, the posting being done in the same ledger. A third partner shall be admitted and the transactions shall include shipments and consignments. Books to be used: Journal Day Book, Cash Book, Invoice Book, Sales Book, Bill Book, and Ledger, the first four as books of original entry

Set V. A Double Entry set: a continuation of Set IV., the posting being done in a new ledger. A fourth partner shall be admitted, and the transactions shall include wholesale merchandising, shipment companies, and merchandise companies. Books to be used: The same as for Set IV.

Set VI. A set in Manufacturing. Books to be used: Journal Day Book, with a special column for Mdse. Sales, Cash Book, Time Book, and Ledger.

The Cash Book shall be a book of original entry in all of the Double Entry sets, various special columns being used in the different sets. A monthly Trial Balance shall be used in connection with Sets III., IV., and V., and Statements of Resources and Liabilities, and of Losses and Gains for all of the sets. The transactions in the different sets shall be different from year to year. The sets may recur triennially, and shall consist of not less than twenty pages of foolscap.

The book-keeping sets of pupils who write at the examination for a Commercial Diploma shall be examined by the teacher and a report sent to the Education Department.

Business Forms and Usages.—Negotiable paper; promissory notes; special notes; bills of exchange, acceptance; negotiation of bills, notes; cheques; collection of accounts; discharge and dishonour; special forms of due bills and orders; accounts, invoices and statements; interest; partnerships; receipts and releases; banking; and commercial correspondence.

Stenography.—At the examination in dictation in stenography, the candidate shall be required to have attained the rate of fifty words per minute. He shall also be required to transcribe his work into longhand at the rate of twelve words per minute. The dictated matter shall consist of business letters and legal documents.

Four examination papers, each valued at 100.

PART III.—STATISTICAL TABLES FOR THE YEAR 1898

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The following statistical tables are taken from the Report of the Minister of Education for 1899:—

TABLE I.—PUBLIC SCHOOLS.

	Number of pupils in the different branches of instruction, 1898.																					
	Reading.					Writing.	Arithmetic.	Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Book-keeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	
	1st Reader Part I.	1st Reader Part II.	2nd Reader.	3rd Reader.	4th Reader.																	5th Reader.
1. Counties, etc	69,248	46,728	57,880	61,586	57,031	14,879	294,762	298,960	222,968	210,034	120,149	191,842	81,013	110,657	123,036	128,798	15,994	13,758	13,418	1,225	2,205	1,204
2. Cities	14,455	9,000	13,068	15,309	13,066	2,999	67,258	67,955	67,952	58,767	60,727	54,321	13,119	21,453	47,225	65,331	5,026	2,841	2,841	3,139	779	—
3. Towns	14,802	9,435	11,809	12,405	11,656	1,301	60,972	61,286	59,563	45,380	39,172	43,836	14,433	23,013	31,501	37,849	2,109	1,386	1,308	122	432	40
4. Grand Total, 1898	98,565	65,163	82,707	89,360	81,753	19,179	422,987	428,207	410,468	314,131	220,048	289,499	108,566	155,123	201,812	231,973	23,129	17,985	17,567	4,486	3,416	1,244
5. Grand Total, 1897	100,075	65,482	83,423	90,942	81,823	19,412	425,801	431,704	411,982	314,718	208,078	290,716	107,570	156,493	197,216	241,432	23,668	17,984	17,169	5,161	4,100	2,189
6. Increase	—	—	—	—	—	—	—	—	—	—	11,970	—	995	—	4,596	—	—	—	—	—	—	—
7. Decrease	1,510	319	716	1,582	70	238	2,814	3,497	1,514	537	—	1,217	—	1,370	—	9,509	539	—	—	675	684	945
8. Percentage	23	15	19	20	19	4	97	98	94	72	51	66	25	36	46	53	5	4	4	1	1	1

The System of Education in Ontario

Part III.—Statistical Tables for the year 1898.—continued.

TABLE 2.—PUBLIC SCHOOLS.

	School population.—Pupils attending the Public Schools, 1898													Average attendance of pupils.	Percentage of average to total attendance		
	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys	Girls	Attending less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.			No of children 8 to 14 (inc.) who did not attend any school during the year.	No of children 8 to 14 (inc.) who did not attend 100 days during the year.
1. Counties, etc.	382,683	1,274	305,846	182	807,302	161,618	145,784	27,191	44,853	65,689	72,122	87,423	10,624	2,238	57,875	137,195	52
2. Cities	121,915	2	67,952	3	67,957	34,611	33,346	1,998	4,453	10,351	11,978	30,237	10	42	3,801	50,280	74
3. Towns	86,757	21	61,429	18	61,468	31,282	30,226	2,675	4,972	10,409	13,112	30,149	151	285	5,804	40,305	66
4. Grand total, 1898	591,355	1,297	435,227	203	436,727	227,511	209,356	31,864	53,778	86,379	97,312	156,809	10,685	2,565	67,070	247,780	57
5. Grand total, 1887	590,055	1,209	430,642	246	441,137	280,835	210,822	32,446	54,725	90,147	97,824	157,885	8,180	2,243	68,791	248,548	56
6. Increase	1,215	28	4,415	43	4,480	2,974	1,456	582	947	8,768	612	1,026	2,505	322	1,721	768	1
7. Decrease	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8. Percentage	-	.80	99.65	5	-	52	48	7	12	20	22	37	2	1	1	-	-

Part III.—Statistical Tables for the year 1898—continued

TABLE 3—PUBLIC SCHOOLS

	Public School Teachers 1898.														
	Total number			Average Salaries			Attended a Normal School	Certificates							
	Public School teachers	Male.	Female	Highest Salary Paid.	Average Salary, male teacher	Average Salary, female teacher	Number of teachers who have attended a Normal School	Total number of certi- ficates	Provin- cial 1st class	Provin- cial 2nd class	1st class old County Board	2nd class old County Board	3rd class	Tem- porary certifi- cates	Other certifi- cates.
1. Counties, etc. -	6,082	2,322	3,760	\$ 800	\$ 346	\$ 250	1,751	6,082	163	1,768	17	13	4,080	46	—
2. Cities - - -	1,372	150	1,222	1,500	888	448	1,105	1,372	171	948	14	7	61	—	171
3. Towns - - -	1,011	184	827	1,150	626	291	739	1,011	98	699	13	4	192	5	—
4. Grand Total 1898	8,465	2,656	5,809	1,500	396	293	3,585	8,465	432	3,410	44	24	4,338	51	171
5. " 1897	8,376	2,690	5,686	1,500	391	294	3,479	8,376	337	3,336	53	32	4,345	55	218
6. Increase -	89	—	123	—	5	—	106	89	95	74	—	—	—	—	—
7. Decrease -	—	34	—	—	—	1	—	—	—	—	9	8	12	4	47
8. Percentage -	—	31	60	—	—	—	43	—	4	41	1	1	52	1	2

Part III.—Statistical Tables for the year 1898—continued.

TABLE 4.—PUBLIC SCHOOLS.

	RECEIPTS AND EXPENDITURE.									
	Legislative Grants	Municipal Grants and Assessments.	Clergy Reserve Fund, Balances and other Sources	Total Receipts for all Public School Purposes.	Teachers' Salaries	Sites and Building School Houses	Maps, Apparatus, Prizes, and Libraries.	Rent and Repairs, Fuel and other Expenses.	Total Expenditure for all Public School Purposes.	Balances
	\$ c	\$ c	\$ c	\$ c	\$ c	\$ c.	\$ c	\$ c.	\$ c	\$ c.
1. Counties, etc	245,268 78	1,869,762 01	931,573 42	3,066,604 21	1,723,387 24	183,770 12	40,270 35	416,300 74	2,368,734 45	702,869 76
2. Cities	53,191 00	968,259 82	158,022 46	1,169,473 28	646,534 11	204,738 28	12,671 10	266,175 17	1,129,118 66	40,354 62
3. Towns	42,011 00	457,359 91	94,811 36	594,182 27	377,238 63	37,913 57	4,752 33	130,476 25	550,380 78	43,801 49
4. Grand Total, 1898	340,470 78	3,305,381 74	1,184,407 24	4,830,259 76	2,747,159 98	426,421 97	57,699 78	811,952 16	4,043,233 89	737,025 87
5. Grand Total, 1897	339,863 30	3,136,948 00	1,176,023 72	4,652,831 01	2,717,261 09	350,456 70	54,798 27	790,985 42	3,913,501 48	739,329 53
6. Increase	607 48	168,437 75	8,383 52	177,428 75	29,898 89	75,965 27	2,901 51	20,966 74	129,732 41	47,696 34
7. Decrease	—	—	—	—	—	—	—	—	—	—
8. Percentage	7	68	25	—	68	11	1	20	—	—
Cost per Pupil										
1. Counties, etc.	7 69	—	—	—	—	—	—	—	—	—
2. Cities	16 61	—	—	—	—	—	—	—	—	—
3. Towns	8 95	—	—	—	—	—	—	—	—	—
4. Province	9 26	—	—	—	—	—	—	—	—	—

Part III.—Statistical Tables for the year 1898—continued.

TABLE 5.—HIGH SCHOOLS, 1898.

d. RECEIPTS AND EXPENDITURE.																																		
	Legislative grants	Municipal grants (country).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts	Teachers' salaries	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies	Total expenditure.	Balances.	Charges per year																					
1. Total, 1898	\$58,279 41	87,060 35	116,870 28	37,897 86	60,259 03	380,966 98	242,654 93	22,644 17	3,519 52	59,932 00	\$28,750 68	32,216 25	42 free. 51 fee.																					
2 " 1897	\$56,662 84	89,209 75	117,167 04	40,287 04	69,479 79	372,796 46	244,067 00	23,249 41	5,708 65	61,124 45	339,144 51	33,651 95	33 free 60 fee																					
3. Increase	\$1,626 57	—	—	—	—	—	—	—	—	—	—	—	9 free. 9 fee																					
4. Decrease	—	\$1,549 40	296 76	2,389 18	9,220 76	11,829 53	1,412 07	5,605 24	2,184 13	1,192 39	10,393 83	1,435 70	—																					
5. Percentage	17	24	82	10	17	—	78	7	1	19	—	—	—																					
Cost per pupil, \$28 56																																		
b MISCELLANEOUS INFORMATION																																		
	Brick, stone or frame school house.	Size of playground	Schools under United Board	Value of library.	Value of scientific apparatus.	Value of charts, maps and globes.	Gymnasium	Value of gymnasium and appliances	Museum.	Estimated value of museum.	Schools using authorized Scripture readings	Schools opened and closed with prayer	Schools using Bible	Religious instruction untaught	Commencement exercises	No of pupils in—				Occupation of parents.														
																Form I	Form II	Form III	Form IV	No of pupils from municipalities composing the High School district.	From other municipalities within the county	From other counties.	Who entered mercantile life.	Who became occupied with agriculture	Who joined a learned profession.	Who became teachers.	Who left for other occupations.	Commercial.	Agricultural	Mechanical.	Professional.			
1. Total, 1898	B 30	S 9	F 3	186	30	26,976	35,839	5,718	7	5,076	16	680	37	91	29	2	60	4,468	3,389	3,310	523	6,019	4,241	830	666	654	237	762	1,003	2,520	5,363	2,853	954	
2 " 1897	B 28	S 9	F 2	185	30	26,612	34,278	5,545	10	6,731	15	795	40	90	31	3	66	4,853	3,974	2,856	499	6,635	4,686	801	539	650	165	1,070	898	2,542	5,655	2,969	1,016	
3. Increase	—	—	—	—	—	364	1,561	173	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
4. Decrease	2	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5. Percentage	87	10	3	—	42	—	—	—	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

The System of Education in Ontario.

Part III.—Statistical Tables for the year 1898—continued.

TABLE 6.—COLLEGIATE INSTITUTES, 1898.

	a. RECEIPTS AND EXPENDITURE.											Charges per year.	
	Legislative grants	Municipal grants (Country).	Municipal grants (local).	Fees.	Balances and other sources.	Total receipts	Teachers' salaries.	Building, rent and repairs.	Maps, apparatus, prizes and libraries.	Fuel, books and contingencies	Total expenditure		Balances.
1 Total, 1898	\$41,923 59	45,596 86	215,210 77	66,587 91	49,164 60	418,483 68	289,231 94	29,621 85	8,829 01	77,575 63	400,258 33	18,225 30	9 Free. 28 Fee.
2 " 1897	\$44,597 16	43,518 83	201,519 03	70 572 35	34,483 24	394,690 61	288 769 73	18,377 53	3,870 82	65,813 81	376,831 89	17,558 72	10 Free. 27 Fee.
3. Increase	—	\$2,078 03	13,691 74	—	14,681 36	23,793 02	462 21	11,244 32	—	11,761 72	23,426 44	366 58	1 Fee. 1 Free
4. Decrease	\$2,673 57	—	—	3,984 54	—	—	—	—	41 81	—	—	—	—
5. Percentage	10	11	51	16	12	—	72	7	1	20	—	—	—

Cost per pupil, \$34 54.

	b MISCELLANEOUS INFORMATION.																																
	Block, stone or frame school house	Size of playground.	Schools under United Board	Value of library	Value of scientific apparatus	Value of charts, maps, and globes.	Gymnasium.	Value of gymnasium and appliances	Museum.	Estimated value of music.	Schools using authorized books.	Schools opened and closed with prayer.	Schools using Bible	Religious instruction imparted.	Commencement exercises.	No. of pupils in—				Occupation of parents.													
	B	S	acres													Form I.	Form II.	Form III.	Form IV.	No. of pupils from municipalities composing the High School district.	From other municipalities within the county	From other counties	Who entered mercantile life	Who became occupied with agriculture	Who joined a learned profession.	Who became teachers.	Who left for other occupations	Commercial	Agricultural	Mechanical	Professional.		
1 Total, 1898	33	4	86	15	29,696	36,170	5,193	34	55,356	19	2,452	23	30	12	—	30	4,899	3,212	2,490	1,010	8,270	2,562	479	825	396	262	674	992	3,814	3 331	3,013	1,433	
2. " 1897	33	4	894	15	28,406	35,736	5,089	34	55,574	15	1,683	22	36	11	1	31	5,283	3,288	2,507	1,130	8,562	3,062	594	779	454	244	636	1,065	4,126	3,236	3,352	1,494	
3. Increase	—	—	—	—	1,290	434	113	—	—	4	769	1	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
4. Decrease	—	—	31	—	—	—	—	—	—	—	—	—	—	—	—	1	384	76	17	120	282	290	115	46	—	—	—	—	—	—	—	—	—
5. Percentage	89	11	—	41	—	—	—	—	—	51	—	62	100	33	—	82	42	27	21	9	71	25	4	—	—	—	—	—	—	33	89	25	13

Part III.—Statistical Tables for the year 1898—continued

TABLE 7.—COLLEGIATE INSTITUTES, 1898.

	Number of pupils in the different branches of Instruction.										Examinations, etc.														
	1. Total, 1898	2	3. Increase	4. Decrease	5. Percentage	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
Zoology	229	9,395	835	7,332	3,091	4,284	5,652	1,715	5,528	30	6,303	6,610	6,785	39	469	450	165	340	339	9	123	175	8	43	7
Latin	301	8,954	871	7,453	2,399	5,204	6,652	1,206	6,144	30	8,313	7,102	6,839	9	560	865	333	270	126	8	151	178	9	35	7
Greek	-	441	-	-	212	-	-	509	-	-	-	-	-	39	-	-	-	70	11	1	-	-	-	8	-
French.	132	-	36	121	-	920	-	-	616	-	1,430	552	154	-	91	415	168	-	-	-	28	3	1	-	-
German.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Writing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Book-keeping and Commercial Transactions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stenography	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Drawing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vocal Music	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Drill	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Calisthenics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gymnastics.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
How many pupils obtained Commercial Diplomas in 1898.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed Primary Examination.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed Junior Leaving Examination.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed Senior Leaving Examination	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed Departmental Matriculation Examination.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed the Junior Matriculation Examination at any University.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed the Senior Matriculation Examination at any University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 1st Class Matriculation Honours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. 2nd Class Matriculation Honours.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed Matriculation Examination, Law Society, 1898	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed Matriculation Examination, Medical Council, 1898	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No. passed the Preliminary Examination for a Student in Surveying, 1898	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TABLE 8.—KINDERGARTENS, 1898.

Note.—The system of Kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the School System of the Province, by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that in the short space of ten years, 69 Kindergartens were established, with 160 teachers, attended by 6,375 children under six years of age.

No. of Kindergartens.	Number of Teachers.	No. of Pupils attending.	Average attendance.
116	240	11,083	4,573.

TABLE 9.—NIGHT SCHOOLS. 1898.

No. of Night Schools	No. of Teachers.	No. of Pupils attending.*	Average attendance.
18	42	1,504	363

* This number does not include the attendance at the classes established by Mechanics' Institutes and Art Schools.

Part III.—Statistical Tables for the year 1898—continued.

TABLE 10.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), also Normal College and Normal and Model Schools. From the year 1867 to 1898, compiled from Returns in the Education Department.

No	Subjects compared	1867	1872	1877.	1882	1887	1892	1897.	1898
1	Population	—	1,620,851	—	1,926,022	—	2,114,321	—	—
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817	611,212	595,238	590,055	591,800
3	High Schools (including Collegiate Institutes)	102	194	104	104	112	128	130	130
4	Normal College and Normal and Model Schools	3	3	4	6	6	6	7	7
5	Total Public Schools in operation	4,261	4,480	4,955	5,013	5,277	5,577	5,574	5,587
6	Total Roman Catholic Separate Schools	161	171	185	190	229	312	340	345
7	Grand total of all schools in operation	4,527	4,788	5,248	5,313	5,624	6,023	6,051	6,069
8	Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348	17,469	22,837	24,390	28,301
9	Total students and pupils attending Normal College, Normal and Model Schools	800	800	900	1,059	1,204	1,570	1,492	1,492
10	Total pupils attending Public Schools	382,719	433,256	465,908	445,364	462,839	448,204	441,157	436,727
11	Total pupils attending Roman Catholic Separate Schools	18,024	21,406	24,952	26,148	30,873	37,406	41,020	41,667
12	Grand total, students and pupils attending High, Public, Separate, Normal College and Normal and Model Schools	408,139	463,430	500,989	484,910	511,876	509,777	508,659	503,187
13	Total amount paid for the salaries of Public and Separate School Teachers	1,093,516	1,371,594	2,088,099	2,144,448	2,458,540	2,752,628	2,886,061	2,914,880
14	Total amount paid for the erection and repairs of Public and Separate School Houses, and for libraries and apparatus, books, fuel, stationery, etc.	379,672	385,770	1,035,390	882,526	1,288,565	1,301,280	1,829,609	1,477,885
15	Grand total paid for Public and Separate School Teachers' Salaries, the erection and repairs of the school houses, and for libraries, apparatus, etc.	1,473,188	2,207,364	3,073,489	3,026,974	3,742,105	4,053,917	4,215,670	4,392,715
16	Total amount paid for High School (including Collegiate Institutes), Teachers' salaries	94,820	141,812	211,607	253,864	327,452	470,828	532,837	531,887
17	Total amount paid for erection and repair of High School (including Collegiate Institutes) houses, maps, apparatus, prizes, fuel, books, etc.	13,100	31,360	51,417	89,857	168,160	215,871	383,139	202,957
18	Amount paid for other educational purposes*	332,825	499,690	250,968	262,207	280,832	353,987	446,820	342,916
19	Grand total paid for educational purposes	1,920,023	2,820,226	3,587,481	3,633,002	4,618,549	5,084,604	5,278,466	5,470,475
20	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857	7,504	8,480	9,128	9,209
21	Total male teachers	2,849	2,628	3,020	3,062	2,770	2,734	2,734	2,743
22	Total female teachers	2,041	2,860	3,448	3,785	4,870	5,710	6,344	6,466

* Colleges and Private Schools are included for 1867 and 1872

TABLE 11.

SUMMARY OF STATISTICS FOR 1898.

a. ELEMENTARY SCHOOLS.¹

Number of Public Schools - - - - -	5,587
Increase for the year - - - - -	13
Number of Roman Catholic Separate Schools -	345
Increase for the year - - - - -	5
Number of Protestant Separate Schools - -	8
Number of Kindergartens - - - - -	116
Number of teachers - - - - -	240
Number of Night Schools - - - - -	18
Number of teachers - - - - -	42
Amount expended for Public School Houses (sites and buildings) - - - - -	\$426,422
Amounts expended for Public School teachers' salaries) - - - - -	\$2,747,159
Amount expended for all other purposes - -	\$869,652
Total amount expended on Public Schools - -	\$4,043,233
Increase - - - - -	\$129,732
Number of persons in the Province between the ages of 5 and 21 - - - - -	591,300
Increase for the year - - - - -	1,245
Number of registered pupils of all ages in the Public Schools during the year - - - - -	436,727
Decrease for the year - - - - -	4,430
Average attendance of pupils in the Public Schools during the year - - - - -	247,780
Decrease for the year - - - - -	768
Number of pupils in Roman Catholic Separate Schools - - - - -	41,667
Increase for the year - - - - -	47
Average attendance of pupils in Roman Catholic Separate Schools - - - - -	25,671
Increase for the year - - - - -	675
Number of pupils in Protestant Separate Schools	505
Decrease for the year - - - - -	38
Average attendance of pupils in Protestant Sepa- rate Schools - - - - -	266
Decrease for the year - - - - -	55

¹ The Curriculum of Elementary Schools embraces the following subjects: Reading, Writing, Arithmetic, Composition, Drawing, English Literature, Geography, Music, Grammar, History, Physiology and Temperance, Drill and Calisthenics, Book-keeping, Algebra, Geometry, Botany, Elementary Physics, Agriculture.

a. ELEMENTARY SCHOOLS—cont.

Number of pupils attending Kindergartens	-	11,083
Increase for the year	- - - 390	
Average attendance of pupils at Kindergartens	-	4,573
Increase for the year	- - - 211	
Number of pupils attending Night Schools		1,504
Increase for the year	- - - 98	
Average attendance of pupils at Night Schools	-	363
Increase for the year	- - - 46	
Percentage of average attendance to total attendance in Public Schools	- - - -	57
Number of persons employed as teachers in the Public Schools during the year. Men, 2,656, women, 5,809, total	- - - -	8,465
Decrease: men, 34;		
Increase: women, 123, increase	- - 89	
Number of teachers who have attended a Normal School	- - - -	3,585
Increase for the year	- - - 106	
Number of teachers who have attended a County Model School in 1899	- - - -	1,271
Average annual salary of male teachers in Public Schools	- - - -	\$396
Increase for the year	- - - \$5	
Average annual salary of female teachers in Public Schools	- - - -	\$293
Decrease for the year	- - - \$1	

b. SECONDARY SCHOOLS.¹

Number of High Schools (including 37 Collegiate Institutes)	- - - -	130
Number of teachers in High Schools	- - -	571
Decrease for the year	- - - 8	
Number of pupils in High Schools	- - -	23,301
Decrease for the year	- - - 1,089	
Amount expended for High School teachers' salaries	- - - -	\$531,887
Amount expended for High School houses (sites and buildings)	- - - -	\$52,266
Amount expended for all other High School purposes	- - - -	\$144,856
Total amount expended on High Schools		\$729,009

¹ The Curriculum of Secondary Schools includes all the subjects required for Matriculation at the University (see below, Appendix G).

APPENDIX A.

REGULATIONS OF THE EDUCATION DEPARTMENT OF THE
PROVINCE OF ONTARIO.

(Approved by the Education Department, October 20th, 1896.)

PUBLIC SCHOOLS.

Sites and School Houses.

1. THE site of every public school shall admit of easy drainage and shall be accessible by the best highways in the section. Its area shall be not less than half an acre, and if the school population of the section exceeds seventy-five, the area shall be not less than one acre. The grounds shall be levelled and drained, enclosed by a neat and substantial fence and planted with shade trees. The school house shall be placed at least 30 feet from the public highway.

2. There shall be a well or other means of procuring water, so placed and guarded as to be secure against pollution from surface drainage, or in any other way. Every rural school shall be provided with a woodshed.

3. The closets for the sexes shall be under different roofs. They shall be separated by a high close-board fence, their entrances screened from observation, and locked after school hours. They shall be properly cleansed and disinfected when necessary, and approached by proper walks from the school house so as to be accessible with comfort at all seasons of the year.

4. Where the average attendance of any section for three years exceeds 50 pupils a school house with two rooms shall be provided. An additional room and teacher shall be required for each additional 50 pupils in average attendance. Every school house shall afford separate entrances with covered porches and suitable cloak rooms for boys and girls.

5. Every schoolroom shall contain a superficial area of at least 12 square feet, and a cubic content of at least 250 feet, for each pupil in average attendance. A uniform temperature throughout the room of at least 67 degrees shall be maintained, and provision made for a complete change of atmosphere three times every hour. The windows, both sashes, shall be adjusted by weights and pulleys and provided with suitable blinds. Light, where possible, shall be admitted from the left of the pupil.

Furniture and Equipment.

6. Every school house shall be seated with either double or single desks, single desks being preferred. The desks shall be fastened to the floor in rows facing the teacher's platform, with suitable aisles between the rows and with passages at least three feet wide between the outside rows and

the walls of the school room. Desks according to the following scale shall be considered as meeting all legal requirements.---

Age of Pupils.	Seats.			Desks			
	Height		Slope of Back.	Length.		Width.	Height next Pupils.
	Front.	Rear.		Double.	Single.		
Five to eight years	11 in	10½ in.	2 in.	36 in	18 in	12 in	22 in
Eight to ten years	12 "	11½ "	2 "	36 "	18 "	12 "	23 "
Ten to thirteen years	13 "	12½ "	2½ "	36 "	20 "	13 "	24 "
Thirteen to sixteen years	14 "	14½ "	3 "	40 "	22 "	13 "	26 "

7. There shall be one blackboard, at least four feet wide, extending across the whole room in rear of the teacher's desk, with its lower edge not more than 2½ feet above the floor or platform; and, when possible, there should be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a trough five inches wide for holding crayons and brushes.

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

(a) Where a brick wall is built solid, and also in cases of frame buildings, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

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

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

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

(e) The liquid colouring should be made as follows:—Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be ninety-five per cent strong; the dissolving process will require at least 12 hours. Fine emery flour, with enough chrome green or lamp black to give colour, should then be added until the mixture has the consistency of thin paint. It may then be applied, in long even strokes, up and down, the liquid being kept constantly stirred.

8. Every school shall have at least one globe not less than nine inches in diameter, properly mounted; a map of Canada; a map of Ontario; a map of the world and of the continents; one or more sets of tablet lessons of Part I. of the First Reader; a standard dictionary; a gazetteer; a numeral frame; a suitable supply of crayons and blackboard brushes; an eight-day clock; shelving for baskets; hooks for caps and cloaks; and two chairs in addition to the teacher's chair.

9. The Trustees shall appoint one of their number or some suitable person to keep the school house and premises and all fences, outhouses, walks, windows, desks, maps, blackboards and stoves in proper repair. They shall also provide for whitewashing walls and ceilings if finished in plaster (or for washing if finished in wood), every year during the summer holidays, and shall employ a caretaker whose duty it shall be to sweep the floors daily, and wash them at least quarterly and to make fires one hour before the opening of school, from the 1st of November to the 1st of May in each year.

10. No public school house or school grounds, unless otherwise provided for in the conveyance to the trustees, shall be used for any other than public school purposes without the consent of the trustees, and no advertisements shall be posted in any school room or distributed to the pupils unless approved in the same way.

11. The first Friday in May each year shall in rural school sections and in incorporated villages be devoted to the planting of shade trees, the making of flower beds, and otherwise beautifying and improving the school grounds. Songs and recitations designed to cultivate greater interest in trees and flowers and in the study of nature shall form part of the exercises of the day.

Duties of Pupils.

12. Every pupil registered in a public school shall attend punctually and regularly every day of the school year in which his name is so registered. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow-pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm and judicious parent.

13. Every pupil on returning to school after absence from any cause shall give orally or in writing to the teacher, a proper reason for his absence. A pupil may retire from school at any hour during the day at the request, either oral or written, of his parent or guardian. A pupil may be suspended who fails or neglects to provide himself with the text books or other supplies required in his course of study, or to pay the fees imposed for such purposes by the trustees.

14. Every pupil shall be responsible to the teacher for his conduct on the school premises or on the way to or from school, except when accompanied by his parents or guardians, or by some person appointed by them on their behalf. Any pupil who injures or destroys school property or furniture may be suspended until the property or furniture destroyed or injured is made good by the parent or guardian of such pupil.

School Terms and Organization.

15. Unless otherwise directed by the Trustees, the pupils attending every public school shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon. One hour at least shall be allowed for recreation at mid-day, and ten minutes during the forenoon and afternoon terms, but in no case shall the hours of study be less than five hours per day, including the recess in the forenoon and afternoon, provided always the Trustees may reduce the hours of study for pupils in the First and Second Forms.

16. Pupils not registered in a day school may attend a night school from the 1st of October until the 31st of March. The hours of study in the night school shall not exceed 2½ hours per session. Pupils shall not be admitted to a night school who are under 14 years of age or who attend school during the day. Night schools shall be subject to the same regulations as public schools with respect to the discipline of pupils, the duties and qualifications of teachers and the use of text books.

17. The course of study for public schools shall be taken up in five forms as hereinafter set forth, and pupils shall be classified by the teacher with respect to their attainments in all the subjects of the form to which they are assigned or from which they are to be promoted. Pupils who have passed the high school entrance examination and such other pupils as are considered qualified by the teacher and inspector shall be entitled in both rural and urban schools to receive instruction in the subjects of the Fifth Form, provided that, in a municipality having a high school if resident pupils of the First Form are not charged fees it will not be deemed obliga-

to be given to any class is to be determined by the teacher, who shall be guided in this matter by the inspector. Subjects of the course of study marked with an asterisk are optional.

18. An optional subject shall be taken only with the consent of the Trustees and the Inspector, and where the teacher is the holder of a first or second class certificate and has passed an examination in the option which he undertakes to teach. The Trustees of any rural school may, by resolution passed at a regular meeting of the board, require agriculture to be taught in the fourth and fifth forms of the school, and in such cases the inspector shall report to the Trustees at least annually, the extent of the course taken by the pupils and their standing. Not more than three periods of 30 minutes each shall be given per week to the study of all the optional subjects. In urban schools such instruction may be given in domestic economy as the Trustees deem expedient.

19. In school sections where the French or German language prevails, the Trustee may, in addition to the course of study prescribed for public schools, require instruction to be given in reading, grammar and composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorised text books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text book prescribed for public schools shall be set aside because of the use of the authorised text books in French or German.

Continuation Classes.

20. In schools where instruction for the primary examinations has been given under former regulations similar to what may be given by the establishment of a continuation class in connection with any public school under the provisions of Section 8 of the Public Schools Act, 1896, the principal of the school shall be deemed qualified so long as he remains principal of such school. In the case of any subsequent appointment as principal, the qualifications shall be a first class certificate for schools in class (a) hereinafter mentioned.

21. Any grant made by the Legislature for public school leaving examinations and continuation classes shall be distributed by the Minister of Education among the schools of the three grades hereafter mentioned, viz. —(a) Schools in which the principal holds a first class certificate (unless occupying the position in 1896), and gives regular instruction only to pupils who have passed the high school entrance examination (one or more of whom have also passed the public school leaving examination) and who are taking the full course required for primary standing. (b) Schools in which there are two or more teachers and a class in regular attendance of at least 10 pupils who have passed the high school entrance examination (one or more of whom have also passed the public school leaving examination) and who are taking the full work required for primary standing. (c) Schools in which there is a class in regular attendance of at least five pupils who have passed the high school entrance examination (one or more of whom have also passed the public school leaving examination) and who are taking the full course prescribed for primary standing. Any person holding a second class certificate shall be deemed qualified to conduct the classes in schools under divisions (b) and (c). Before a grant is paid to any school for a continuation class the inspector shall certify to its efficiency, and to the competence of the teachers employed to give the instruction required by the regulations of the Education Department. Any school receiving a grant under this regulation shall not receive any additional allowance on account of pupils who may pass the public school leaving examination. (Modified in 1899, see § III. of Part II., above.)

Public School Courses of Study.

22. Subject to any instructions issued by the Minister of Education from time to time, the limitations and examination requirements of each Form in the public school shall be as set forth in Schedule A—Public School Courses of Study. (See below.)

High School Entrance Examinations.

23. At every high school and collegiate institute and such other places as may be recommended by the county council, examinations to be known as high school entrance examinations, to be conducted on the subjects prescribed for the Fourth Form of public schools, shall be held annually. The county council may impose a fee not exceeding one dollar upon each county pupil writing at the entrance examination. Boards of trustees may impose similar fees upon resident and non-resident pupils writing for the entrance examination at high schools and collegiate institutes.

24. Any person intending to write at this examination shall notify the inspector in whose district he proposes to write on or before the 1st day of May. Where more examinations than one are held in the same inspectorial division, he shall notify the inspector of the place at which he desires to be examined. The answer papers of the candidates shall be read by the Board of Examiners constituted under Section 38 of the High Schools Act, 1896.

25. The answers of candidates at the entrance examination shall be appraised according to the following scale, viz.: In reading, spelling, drawing, writing, 50 each; in physiology and temperance, composition, history, geography, 100 each; in grammar and literature, 150 each; in arithmetic, 200. Two marks shall be deducted for each misspelled word on the dictation paper, and one mark for every misspelled word in any other paper. Reasonable deductions may also be made for want of neatness.

26. Any candidate who obtains one-third of the marks in each subject and one-half of the aggregate marks shall be considered as having passed the examination. The examiners may also award pass standing to candidates who have not made a bad failure in any subject but who have made a high aggregate above the half required, or whose case on account of age or other circumstances demands special consideration. The decision of the Board of Examiners shall be final with regard to the admission or rejection of any candidate, but the inspector may submit to the board for re-consideration the complaint of any candidate or any other person with regard to the examination.

27. In the interval between the annual examinations, pupils may be admitted to a high school by the Minister of Education on the joint report of the principal of a high school and the public school inspector, showing the attainments of such pupil, his age, and the reasons for his non-attendance at the entrance examination prescribed by the Department. No pupil shall be admitted until his case is disposed of by the Minister. The names of such pupils shall be included in the report of the Board of Examiners at the next annual examination.

Public School Leaving Examinations.

28. Public school leaving examinations will be held annually at every high school and collegiate institute, and at such other places as may be recommended by the inspector. A person who wishes to write at the public school leaving examination must, before the 24th of May, give the necessary notice to the inspector on a form to be obtained from him. The answer papers will be examined at the Education Department immediately after the examination is held, and a report of the results will be forwarded to the inspector, or to the high school principal, if the examination was held at a high school centre. The Board of Trustees where such examination is held shall pay all the cost of the examination, but will receive from the inspector half the fees paid by candidates.

29. Candidates at the public school leaving examination shall take the following subjects, to be valued as herein mentioned, viz.: reading, 50; drawing, writing with book-keeping and commercial transactions, English composition, English literature, history, geography, algebra, geometry, botany each 100; English grammar and rhetoric, arithmetic and mensura-

tion, each 150. Any candidate who obtains one-third of the marks in each subject and one-half (67 per cent for honours), of the aggregate marks shall be considered as having passed the public school leaving examination, provided, also, that a candidate who fails on one or more subjects may, if he makes considerably more than 50 per cent. on the total, be awarded a public school leaving certificate. The Board of Examiners for high school entrance examinations may admit to a high school candidates who have failed at a public school leaving examination, providing they have made one-quarter of the marks on each entrance examination subject.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Accommodation and Equipment.

30 The plans of every high school hereafter erected, and the plans and site of every high school hereafter established, shall be subject to the approval of the Minister of Education. In all high schools established since July, 1891, or to be hereafter established, there shall be a principal and at least two assistants. No new high school shall be entitled to receive any grant that does not provide at least the amount fixed by the instructions of the Minister of Education with regard to accommodation and the equipment required as the maximum in distributing the legislative grant to schools with two masters.

31. Any high school may be raised to the status of a collegiate institute when it is shown to the satisfaction of the Education Department that the trustees have provided . (a) adequate school buildings ; (b) equipment of the value and character required as the maximum in the case of high schools with three or more masters , (c) four specialists, viz, one in classics, one in mathematics, one in science, one in modern languages including English (one of whom or some other member of the staff being also a commercial specialist), and (d) such other assistants as will secure thorough instruction in all the subjects of the high school course as far as senior matriculation into the University of Toronto. A collegiate institute may be reduced to the rank of a high school on the joint report of the high school inspectors, approved by the Education Department.

32. Every high school that complies with the regulations of the Education Department shall be entitled to the following grants . (a) a fixed grant of 375 dollars ; (b) in respect of school accommodation, a maximum of 100 dollars in the case of high schools with two masters and of 150 dollars in the case of high schools with three or more masters , (c) in respect of equipment, ten per cent of the total approved expenditure but so as not to exceed 110 dollars in the case of high schools with two masters ; or 220 dollars in the case of high schools with three or more masters ; (d) in respect of salaries ten per cent. of the expenditure over 1,500 dollars but so as not to exceed 600 dollars in any case ; (e) such amount *pro rata* in respect of average attendance as may remain unexpended of the grant.

33. Every collegiate institute that complies with the regulations of the Education Department shall be entitled ; (a) to a fixed grant of 375 dollars ; (b) to a grant in respect of equipment of 275 dollars ; (c) to a grant in respect of school accommodation of 200 dollars ; (d) to ten per cent. of the expenditure on salaries over 1,500 dollars but so as not to exceed 600 dollars ; and (e) to a grant on the basis of average attendance out of any unexpended balance of the legislative grant.

34. In apportioning the legislative grant on equipment, the maximum recognized in the case of high schools with two masters shall be as follows : library, 300 dollars ; physical and chemical apparatus, 300 dollars ; maps and globes, 50 dollars, and models for drawing, 50 dollars ; gymnasium, not including equipment, 400 dollars. In the case of collegiate institutes and high schools with three masters the maximum recognized shall be : library,

600 dollars ; physical and chemical apparatus, 600 dollars ; maps and globes, 100 dollars, and models for drawing, 100 dollars ; gymnasium, not including equipment, 800 dollars.

35. When the value of the library has reached the maximum herein recognized, ten per cent. of the annual expenditure by the High School Board on supplemental reading in English Literature will be allowed. The catalogue of the equipment shall be kept by the principal of the school and shall be accessible to any officer of the Education Department. The instructions of the Minister of Education in the matter of grading shall be followed in appropriating the grant for buildings and premises. On the report of a high school inspector, such reductions may be made in the grants payable upon the salaries of the staff, and the character and equipment of the school buildings and their appendages as the Minister of Education may deem expedient.

High School Organization.

36. In every high school or collegiate institute the head teacher shall be called the principal, and the other teachers assistants. The authority of the principal of the high school shall be supreme as to all matters of discipline on the school premises, where the public and high school occupy the same building. The provisions of the Public Schools Act, 1896, Section 76, and the regulations of the Education Department with respect to the duties of pupils attending a public school shall apply to teachers and pupils of high schools.

37. The principal of a high school or collegiate institute shall hold a principal's certificate and the assistants shall hold high school assistant's certificates. Special teachers of music, drawing, drill, gymnastics and calisthenics, shall possess qualifications satisfactory to the Minister of Education. If, after due advertisement, a high school board is unable to obtain a qualified assistant, a temporary certificate may be granted by the Minister of Education for the current half year to a suitable person on the application of the board.

38. The principal shall determine the number of pupils to be assigned to each form and the order in which the subjects in each form shall be taken up by the pupils. The principal shall make such promotions from one form to another as he may deem expedient, he shall also assign the subjects of the course of study among the assistants.

39. The course of study in high schools shall be taken in four forms. The subjects marked with an asterisk in Forms I. and II. are optional ; all the other subjects are obligatory. No subjects shall be taken in any form other than the subjects herein prescribed. All pupils shall take the obligatory subjects in Forms I. and II. and such other subjects in any of the forms as may be required for departmental or other examinations or as may be chosen by their parents or guardians and the principal of the school, provided that pupils taking the course for a commercial diploma shall be required to take only the subjects of such course. Typewriters may be furnished by the Board of Trustees for the use of the pupils. At the option of the Board of Trustees and the principal, the art school drawing course may be taken in Forms II. and III., and agricultural chemistry, physiology and temperance and vocal music may be taken in any form.

40. Reading shall be taught twice a week during the academic year to all the pupils in each of the sub-divisions of Forms I. and II. and to the pupils in the other forms in connection with the English Literature. Writing shall be taught during the first term at least twice a week in the lowest division of Form I., and provision shall be made for additional practice in school hours. Half-hour periods separate from the other subjects shall be allotted to reading and writing in the time table. Where the average number of pupils in a class exceeds twenty-five, the time devoted to reading and writing shall be proportionately extended. On the report of a high school inspector a

deduction from the legislative grant may, at the discretion of the Minister of Education, be made of 50 dollars in the case of the non-observance of any high school or collegiate institute of any part of this regulation.

41. In high schools and collegiate institutes having a gymnasium, drill, gymnastics and calisthenics shall be taught in half-hour periods and in organized classes not less than three times a week in each division of Forms I, II, and III, but shall be optional in Form IV, additional time shall be allowed for practice by pupils under efficient supervision. No pupil shall be exempted from the course prescribed, except upon a medical certificate or on account of evident physical disability. During the months of May, June, September, October, and November, the principal may substitute for drill, etc., not more than twice a week, such sports and games as he may approve of. In high schools having no gymnasium, drill and calisthenics shall be taught as the weather may permit, and gymnastics may be omitted.

High School Course of Study.

42. The details of the courses of study and examination requirements in each form in high schools shall be as set forth in Schedule B—High School Courses of Study (See below.)

High School Examinations.

43. An examination will be held annually by the Education Department, subject to the conditions hereinafter contained, on the high school course of study at each high school and collegiate institute and at such other centres as may be approved. Candidates intending to write should make application to the public school inspector before the 24th of May on a form to be obtained from him. One examination paper will be given in each subject except in the case of Biology of Form IV, in which there shall be two papers, and of Latin, Greek, French, and German for Forms III. and IV., in which there shall be two examination papers—one in Authors and Grammar and one in Composition. The papers shall be valued as follows:—

Form I.—Reading (oral examination), 50; Drawing, English Composition History, Geography, Algebra, Geometry, Botany, Writing with Book-keeping and Commercial Transactions, English Grammar and Rhetoric, Arithmetic and Mensuration, each 150.

Form II.—Part I.—English Grammar and Rhetoric, 200; Arithmetic and Mensuration, 200; History of Great Britain and Canada, 150; Physics, 100; Part II.—English Composition, 100; English Literature, 150; Algebra, 150; Geometry, 100. Optional Subjects.—Latin, Greek, French, German, each 150.

Form III.—English Composition, 100; English Literature, 150; Algebra, 150; Geometry, 125; Ancient History, Physics, Botany, Chemistry, Latin, Greek, French, German, each paper 75.

Form IV.—Part I.—English Composition, 100; English Literature, 150; Algebra, 150; Geometry, 125; Trigonometry, 125; English and Ancient History, 100. Part II.—Physics, 100; Chemistry and Biology, each 75; Latin, Greek, French, and German, each paper 75.

Commercial Course.—The examination for Commercial Diploma will be as hereinafter defined and as set forth in Schedule B.

High School Certificates.

44. Candidates at high school examinations will be awarded a certificate in the form, or in Part I. or II. of the form, as the case may be (where part of a form is prescribed as a separate division of their examination) in which they may have passed. The examination in any form, or in Part I. or II. of any form (where a form is divided for examination purposes)

may be taken in such order or at such intervals of one or more years as the candidate may desire. Candidates who fail in any subject in a form, or in the part of a form prescribed for their examination, shall, if they present themselves again, take the whole examination in such form or part of a form. No candidate shall be required to pass a second time in the form or part of a form for which he has received a certificate.

45. To obtain primary standing candidates shall take the public school leaving examination as defined for public schools (which shall be that for Form I.), and at the same time or in a different year, both parts of Form II. taken together. To pass the public school leaving examination or the examination of Form II., candidates must obtain one-third of the marks assigned to each subject, and 50 (67 for honours) per cent. of the aggregate of marks, provided that in the case of the former a candidate who fails on one or more subjects may, if he makes considerably more than 50 per cent. on the total, be awarded a certificate. They may also write on the optional subjects of Form II. The marks obtained on the optional subjects shall be added to the aggregate marks, by way of bonus, provided the candidate receives one-third of the marks assigned to the subject.

46. To obtain junior leaving standing candidates shall take the public school leaving examination and Part I. of the Second Form examination, unless they have already passed these examinations, and the following subjects of the Third Form examination, viz. :—English Composition, English Literature, Ancient History, Algebra, Geometry, Latin and one of the following groups, viz. :—(a) French and Greek ; or (b) German and Greek ; or (c) French, German and Chemistry ; or (d) French, Physics, Botany, and Chemistry ; or (e) German, Physics, Botany and Chemistry. Candidates who obtain one-third of the marks assigned to the subjects in Part I. of the Second Form shall be given a certificate to that effect. A separate certificate will also be given to candidates who pass on the same standard in the subjects of the Third Form, no percentage on the total being required for either of these certificates, but 67 per cent. giving honours in the latter case. (See above, Part II., § XII., a and b.)

47. To obtain senior leaving standing candidates shall take the public school leaving examination and Part I. of the Second Form examination, unless they have already passed these examinations ; and in addition Part I. of the Fourth Form examination ; and of Part II., Form IV., Latin and Physics, with one of the following groups, viz. :—(a) Greek and French, or (b) Greek and German, or (c) French, Chemistry and Biology, or (d) German, Chemistry and Biology. Certificates will be given candidates who pass one or both parts of Form IV. at this examination, the standard for passing being one-third on each paper. No percentage will be required on the total, but 67 per cent. will secure honours when Parts I. and II. are taken together. Candidates for senior leaving standing who hold junior leaving standing are required to take only Part I. of the Fourth Form examination and the subjects of Part II. of the Fourth Form, hereinbefore mentioned. (See above, Part II., § XII., c and d.)

48. A candidate for junior or senior leaving standing who has passed Part I. of the Second Form examination, shall be awarded a certificate on application to the Education Department of having passed in Form II., notwithstanding his failure to obtain junior or senior leaving standing, providing such candidate has obtained one-third of the marks at this examination in the subjects of Part II. of the Second Form examination.

49. The standing of the second, third, and fourth years in Arts after a regular course in any University in the British dominions, will be accepted in lieu of the primary, junior leaving and senior leaving standing respectively.

50. The course for a commercial diploma may be taken in two parts. Both parts may be taken in different years or in the same year, at the option of the candidate. Part I. shall consist of book-keeping and writing, 200 marks ; commercial transactions, business forms and usages, 200 marks ;

stenography (theory), 100 marks ; stenography (dictation), 100 marks. Part II. shall consist of the examination papers in Form II. in arithmetic and mensuration, history of Great Britain and Canada, English composition, English literature and algebra. The marks in these subjects shall be the same as in Form II. Candidates shall be required to make one-third of the marks in each subject in each part, and one-half of the aggregate of each part to obtain pass standing. Candidates who hold a certificate of having passed in Form II., or in any part of a higher form, shall be required to write only on Part I. of the Commercial Course.

SPECIALISTS' STANDING.

51. Any person who obtains an Honour degree in the department of English and History, Moderns and History, Classics, Mathematics, or Science as specified in the calendars of any University of Ontario and accepted by the Education Department, shall be entitled to the non-professional qualification of a Specialist in such department. A graduate who has not taken an Honour degree in one of the above courses shall be entitled to the non-professional standing of a Specialist on submitting to the Department of Education a certificate from the Registrar of the University that he has passed, subsequent to graduation, the examinations prescribed for each year of the Honour course of the Department for which he seeks to be recognised as a Specialist, and which he has not already passed in his undergraduate course ; or any examination which is recommended by the University as equivalent thereto and accepted as such by the Education Department.

EXAMINATION AND OTHER FEES.

53. The fees authorised by the Education Department shall be as follows : Candidates for the Entrance Examination, if so ordered by the Board of Trustees or the County Council, 1 dollar ; Public School Leaving, 2 dollars ; Commercial diploma, each part, 2 dollars ; Second Form examination, Part I., 2 dollars ; the whole of Form II., 5 dollars ; Third Form examination, 5 dollars ; Fourth Form examination, Parts I. and II., each 3 dollars ; taken together, 5 dollars ; for candidates for examination in one or more subjects only, for the purpose of completing a course for pass matriculation into any university or learned profession, 2 dollars ; Tuition County Model School, when so ordered by the Board of Trustees, 5 dollars ; kindergarten assistants, 3 dollars ; directors, 5 dollars ; examination Normal School, 2 dollars ; examination Normal College, 10 dollars, appeals of all kinds, 5 dollars. (Fee to be refunded if the appeal is sustained.)

KINDERGARTENS.

54. No person shall be appointed to take charge of a kindergarten in which assistant teachers or teachers-in-training are employed, who has not passed the examination prescribed for a director, of kindergartens ; and no person shall be paid a salary or allowance for teaching under a director who has not passed the examination prescribed for directors or assistant teachers. No person shall be admitted to the course of training prescribed for assistants who is not seventeen years of age and who has not primary standing, or who has not spent at least three years in a high school. Any person who has taken the equivalent of such a course at some other educational institution may, on the recommendation of the inspector, be admitted to training with the consent of the Minister of Education. No person shall be admitted to the course prescribed for a director unless such a person has obtained an assistant's certificate.

55. Any person who attends a kindergarten for one year and passes the examinations prescribed by the Education Department shall be entitled to an assistant's certificate. The holder of an assistant's certificate, or the holder of a second-class provincial certificate shall, on attending a provincial kindergarten one year and on passing the prescribed examinations, be entitled to a director's certificate.

56. The examination for directors shall include psychology and the general principles of Froebel's system, history of education; theory and practice of the gifts and occupations, Mutter and Kose-Lieder; botany and natural history; miscellaneous topics, including discipline and methods of morning talks, each 100, practical teaching, 500, bookwork, 400. There shall also be a sessional examination in music, drawing, and physical culture to be reported by the principal to the examiners at the final examination. The examination for assistants shall include the theory and practice of the gifts (two papers), theory and practice of the occupations (one paper), miscellaneous topics, including the general principles of Froebel's system and their application to songs and games, elementary science, morning talks and discipline (one paper), each paper, 100; bookwork, 400. Any director sending up candidates to the examination for assistants' certificates shall certify that the Pease-work and Modelling have been satisfactorily completed.

COUNTY AND CITY MODEL SCHOOLS.

57. The Board of Examiners for every county shall, and the trustees of any city, with the approval of the Minister of Education, may set apart at least one public school for the professional training of third-class teachers. The principal of such school shall be the holder of a first-class certificate from the Education Department and shall have at least three years' experience as a public school teacher. In every model school there shall be at least three assistants on the staff who shall be the holders of first or second-class certificates. The County Board of Examiners shall distribute the teachers-in-training among the county model schools as may be deemed expedient.

58. The model school term shall begin on the second of September and shall close on the fifteenth day of December. During the term the principal of the public school to which the model school is attached shall be relieved of all public school duties except the management and supervision of the public school. The assistants shall give such instruction to the teachers-in-training as may be required by the principal or by the regulations of the Education Department. There shall be a room for the exclusive use of the teachers-in-training either in the public school buildings or elsewhere equally convenient.

59. Application for admission to a model school shall be made to the inspector not later than the twenty-fifth of August. Any person who has primary or a higher standing, or who is considered eligible by the Board of Examiners for a district certificate and who will be eighteen years of age before the close of the term may be admitted as a teacher-in-training. The teachers-in-training shall be subject to the discipline of the principal with an appeal in case of dispute to the Chairman of the County Board of Examiners. Boards of Trustees may impose a tuition fee, not exceeding 5 dollars, on each teacher-in-training.

60. The course of study in model schools shall consist of instruction in school management, to be valued for examination purposes at 100; instruction in the science of education, 100; instruction in the best methods of teaching all the subjects on the public school course of study, two papers, 100 each; instruction in the school law and regulations so far as they relate to the duties of teachers and pupils, instruction in school hygiene, music and physical culture, 50 each; and such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the

art of school government. The final examination of the Education Department will be limited to school management, the science of education, methods, school hygiene, and the school law and regulations.

61. The principal of the school shall submit to the Board of Examiners a report with respect to the standing of every teacher-in-training, having regard to his conduct during the session, his aptitude as a teacher, his powers of discipline and government in the school room and such other qualities as in the opinion of the principal are necessary to a successful teacher. The principal shall also report the standing of each teacher-in-training in the subjects of hygiene, music and physical culture as determined by at least one sessional examination. These reports shall be considered by the Board of Examiners at the final examination in estimating the standing of the candidates for a certificate in all cases of doubt.

62. During the last week of the session the county board of examiners shall require each teacher-in-training to teach in the presence of such members of the board as may be appointed for that purpose, two lessons of 20 minutes each, one of which shall be assigned by the presiding examiner one day before, and the other 40 minutes before it is to be taught. Each lesson shall be valued at 100, shall be appraised by different examiners and shall not be taught in the same form nor in the same subject. The Board of Examiners shall also submit the candidates to a practical test of their ability to place upon the blackboard with neatness and despatch any exercise for pupils they may deem expedient. The time allowance for such a test shall not exceed 10 minutes and the valuation 50.

63. Any teacher-in-training having primary standing who obtains 40 per cent of the marks assigned to each subject (including practical teaching), and 60 per cent. of the aggregate shall be awarded a third class certificate valid for three years. At the request of the county board and with the permission of the Minister of Education, a certificate for a shorter period and valid only within the jurisdiction of the county board, to be known as a district certificate, may be awarded to teachers-in-training who obtain a lower percentage, or to such other persons whose non-professional standing would entitle them only to district certificates. The board may reject any candidate whose scholarship appears to be defective. The decision of the board with respect to the examination shall be final.

DISTRICT MODEL SCHOOLS.

64. The Minister of Education may set apart two public schools in each of the districts of Thunder Bay, Algoma, Parry Sound and Nipissing as Model Schools for candidates for district certificates. No school shall rank as a district model school unless the teaching staff consists of at least three teachers, viz. : a principal holding a first class certificate and at least one of his assistants holding a second-class certificate. Teachers-in-training at district schools shall take the course of study and the final examinations prescribed for public school leaving examinations. Candidates for teachers' certificates at the district model school examinations shall be at least 18 years of age, and shall take such a course of professional training in the subjects prescribed for county model schools as the Inspector of the district may direct.

65. In cities and counties where the French or German language prevails, the Board of Examiners, with the approval of the Education Department, may establish a model school for the training of teachers of French or German origin ; such school shall hold one term each year, viz. : from the 1st of September to the 1st of July. The course of study shall be the non-professional course required for a public school leaving certificate and the professional course required for a county model school. The examination in English shall be conducted on the papers prescribed for the public school leaving certificate. The examination in French or German shall be limited

to reading, grammar, and composition, and may be both oral and written. The papers in French and German shall be prepared by the Board of Examiners. The board may submit the teachers-in-training to such an examination on the professional course as it deems expedient.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

66. There shall be two sessions of the normal school each year ; the first session shall open on the third Tuesday in January and the second session on the third Tuesday in August. The sessions shall close in June and December at such dates as may be determined by the Minister of Education. Any teacher who has at least junior leaving standing, and who has taught a public school successfully for one year, or who, after passing the county model school examination, has taught under the supervision of the inspector of a city having a city model school, six months thereafter may be admitted as a normal school student.

67. Before being registered, every student admitted to a normal school shall be examined, in writing or orally, by the normal school masters upon the books prescribed for the calendar year as the reading course for teachers. Any teacher may be refused registration whose examination does not show a thorough acquaintance with such reading course. The course of study after admission shall be limited and valued for examination purposes as follows :—Psychology and Science of Education, 200 ; History of Education and School Management, each 150 ; Methods of Teaching (four papers), each paper 100 ; Practice Teaching in the Model School, 400.

68. The principal of the normal school shall be responsible for the discipline and management of the teachers-in-training. He shall prescribe the duties of the staff subject to the approval of the Minister of Education ; he shall cause sessional examinations to be held in temperance, agriculture, reading, writing, drawing, music and physical culture, each valued at 50 marks, and shall keep a record of the same. The staff shall carry out the instructions of the principal with regard to discipline, management, methods of study and all matters affecting the efficiency of the normal school and the progress of the teachers-in-training.

69. Teachers-in-training shall attend regularly and punctually throughout the session and shall submit to such discipline and direction as may be prescribed by the principal. They shall lodge and board at such houses only as are approved by the principal. Ladies and gentlemen shall not board at the same house and shall have no communication with one another except by permission of the principal or one of the masters.

70. Teachers-in-training shall take a written examination towards the end of each session, to be conducted by the staff, covering every subject on the course of study. The standing of candidates at this examination shall be added to the marks prescribed for the final examination. At the close of each session candidates shall submit to a written examination conducted by the Education Department. The examiners shall have power to reject any candidate who shows deficiency of scholarship.

71. An examination in practical teaching, to be conducted according to the instructions of the Minister of Education, shall be required of every teacher-in-training. This examination shall be valued at 200 marks. Any candidate who obtains 34 per cent. of the marks in each subject of the written examinations (the sessional and final written examination being taken jointly); and 34 per cent. of the marks in teaching (the report of the staff and the report of the special examiners being taken jointly), and 50 per cent. of the aggregate marks shall be entitled to pass standing. Candidates making 75 per cent. of the aggregate marks shall be awarded honours.

72. The terms of the Provincial Model School shall correspond with the public school terms in cities. The hours of study shall be from 9.30 a.m. to 12 a.m., and 1.30 p.m. to 3.30 p.m. The regulations of the Education

Department with regard to pupils and teachers in public schools shall apply to the teaching staff and to pupils of the model school, subject to any modifications that may be made by the Minister of Education from time to time.

73. The head master and head mistress of each model school and the director of the Provincial Kindergarten shall act under the direction of the principal of the normal school to which their respective departments are attached, and shall be responsible to him for the order, discipline and progress of the pupils, and for the accuracy and usefulness of the lessons conducted by the teachers-in-training. All members of the teaching staff shall report themselves for duty to the principal of the normal school not later than one day before the re-opening of the school after the Easter, Mid-Summer and Christmas vacations.

ONTARIO NORMAL COLLEGE.

74. The Ontario Normal College shall open each year on the 1st of October and close on the 31st of May. Any person who has senior leaving standing or who is a graduate in arts of any university in the British Dominions, and who will be eighteen years of age before the close of the college year, may be admitted as a teacher-in-training on application to the Minister of Education on or before the 15th of September.

75. The course of study shall consist of lectures on Psychology, the History of Educational Systems, the Science of Education, the best methods of teaching each subject on the high school course of study, School management; instruction in Reading, School Hygiene, Writing, Drawing, Stenography, Physical Culture; practice teaching; and such other subjects as may be prescribed by the Minister of Education. The marks allowed for examination purposes shall be as follows: Psychology and Science of Education, each 200; History of Education, School Management, Methods in English, in Mathematics, in Science, in Classics, and in French and German, each 150.

76. Teachers-in-training shall lodge in such houses only as are approved by the principal; ladies and gentlemen shall not board in the same house nor shall they mingle together in the class-rooms or in the halls of the Normal College. They shall attend regularly and punctually upon lectures and shall submit to the rules of the college with regard to discipline, or any other matter required by the principal, and shall undertake such practice teaching as may be prescribed by the Minister of Education.

77. The principal shall be responsible for the organization and management of the college and for the discipline of the teachers-in-training. He shall prescribe the duties of his staff, and shall from time to time be present at their instruction and at the practice teaching of the teachers-in-training. He shall report the sessional examinations to the Education Department on the forms prescribed by the Minister of Education, and shall make in addition such observations with respect to the conduct of each teacher-in-training and his aptitude as a teacher as he may deem expedient.

78. Each lecturer shall explain and illustrate the best method of dealing with each branch of his department as it should be taught in the different forms of a high or public school, and shall, as far as possible, explain and justify his methods on scientific principles, giving model lessons for classes in different stages of advancement. He shall keep a record of the practice teaching of each teacher-in-training, and shall report to the principal from time to time any breach of discipline or any irregularity on the part of the teachers-in-training or any other matter that comes to his notice which may affect the work of the college.

79. Teachers-in-training shall take two written examinations during the session, viz., one in December and the other in March, and such oral examinations as may be considered necessary for testing their knowledge of methods and their teaching ability. These examinations shall be conducted by the staff of the college; the number of papers at the sessional examinations and the value of the marks in each subject shall be the same as are prescribed for the final written examination. No teacher-in-training shall be recommended to pass by the examiners who has made less than 34 per cent. of the marks at the sessional examinations (50 marks being the maximum for each) in reading, writing, drawing, or physical culture. Any candidate who obtains 34 per cent. of the marks in each subject of the examinations (the sessional and final written examinations being taken jointly) and 50 per cent. of the aggregate marks, shall be entitled to pass standing. Candidates making 75 per cent. of the aggregate marks shall be awarded honours.

80. At the end of May in each year the teachers-in-training shall submit to an examination conducted by the Education Department. Any candidate who obtains the required standing in Psychology, the Science of Education, the History of Education, School Management, Methods in Mathematics, Methods in English, Methods in Latin, Methods in Elementary Science (the primary course in Botany and Physics) and methods in one of the following groups, viz.: (a) Greek, or (b) French and German, or (c) Chemistry, Physics and Biology, shall be entitled to a normal college interim certificate. The holder of a specialist's non-professional certificate in any of the courses recognised by the Education Department, who passes the final examination (including methods in the subjects of his non-professional certificate) shall be entitled to a normal college interim specialist's certificate in the subjects of his non-professional specialist's course.

THE EDUCATIONAL COUNCIL.

81. The Educational Council, authorised by the Education Department Act, 1896, to conduct departmental examinations, shall hold its first meeting each year as may be fixed by the Minister of Education and shall organise by electing as chairman one of its members. Subsequent meetings of the Council shall be held from time to time as may be determined by the Council.

82. The Council shall appoint examiners of well known ability as teachers either in a university or high school, to prepare examination papers for the examinations of the pupils in the second, third and fourth forms of high schools and collegiate institutes, and such other examinations as may be transferred to the Council with the approval of the Education Department. The Council shall also appoint examiners of well known experience as inspectors or teachers (from lists to be submitted by the Minister of Education), to prepare examination papers at all other departmental examinations.

83. For the purpose of reading the answer papers of candidates at the examinations of Forms II., III. and IV., the Council shall appoint, as associate examiners, graduates of any of the universities in the British dominions or specialists according to the regulations of the Education Department actually engaged in teaching. For the purpose of reading the answer papers of candidates of other examinations the Council shall appoint as associate examiners, persons holding first class certificates (in the case of kindergarten examinations, teachers specially qualified) in actual service. The lists from which such selection is made shall be furnished by the Minister of Education and shall in each case contain, if required by the Council, the names of at least twice the number of associate examiners to be appointed. The number of examiners appointed by the Council for each examination shall be subject to the instructions of the Minister of Education from time to time.

84. All communications or references requiring the attention of the Council shall be addressed to the Education Department. The Registrar of the Council shall submit for consideration all matters referred by the Minister of Education. The Council shall report promptly to the Minister of Education all matters that require any action by the Education Department or any of its officers. The Council shall appoint an executive committee. The Education Department shall appoint a chairman of the Board of Examiners who shall exercise such supervision over the examinations as the Council may order. Candidates may have their papers re-examined on placing an appeal to that effect in the hands of the Minister of Education within 20 days after the publication of the results of the examination.

TEACHERS' CERTIFICATES.

85. The Minister of Education may issue certificates, on the report of the Educational Council or the Education Department, as follows, viz., any person who attends a public kindergarten for one year and passes the prescribed examination shall be entitled to an assistant's certificate, any person who has obtained an assistant's certificate and who has attended a provincial kindergarten one year and passes the prescribed examinations shall be entitled to a director's certificate. Any person who attends a normal school one term and who passes the prescribed examinations shall be entitled to a second class public school certificate. Any person who has passed the final examinations of the normal college shall be entitled to a normal college interim certificate.

86. A normal college interim certificate shall entitle the holder, if under 21 years of age, to teach in a public school only, and if over 21 years, to teach in public or high school. After two years' successful experience as teachers, the holders of such certificates shall, on the report of the inspector concerned, be entitled to a permanent certificate as a first class public school teacher or as a high school assistant, ordinary or specialist, according to the class of school in which the experience was acquired. Normal college interim certificates may be extended from year to year on the report of a public or high school inspector. Any graduate in Arts in any university in the British Dominions, who holds a high school assistant's certificate, and who, as shown by the report of the high school inspector, has taught successfully three years (two of which at least were spent in a high school), shall be entitled to a certificate as principal of a high school or collegiate institute.

87. A third class certificate shall be valid for the full period of three years from the date thereof, and may on expiration be renewed by any Board of Examiners for any period not exceeding three years, on the following conditions, viz. —(a) Where the applicant has re-passed the Form II. examination or holds any other non-professional certificate of a higher grade; (b) where the applicant attempted such examination and obtained a standing acceptable to the Board; (c) where the applicant has re-passed the county model school examination. The certificate of any teacher who has not taught the full period of three years for which his certificate was granted may be extended by the county board for any time lost by sickness or any other cause. In all cases the report of the inspector with respect to the efficiency of the applicant as a teacher must be satisfactory. All renewals shall be issued with the authority of the Board, and shall be limited to the jurisdiction of the Board of Examiners granting the same.

88. In case it appears that a duly qualified teacher is not available, and that it is in the public interest that a teacher should be temporarily retained in any school, the Minister of Education may, on the report of the inspector, extend a third class certificate for one year, such certificate to be valid only under the Board of Trustees applying for the same. With the consent of the Minister of Education, a temporary certificate may be given by the inspector to any person of suitable character and attainments where a qualified teacher is not available.

PUBLIC SCHOOL INSPECTORS AND DUTIES OF INSPECTORS GENERALLY.

89. Any person with five years' successful experience as a teacher, of which at least three years shall have been in a public school; who holds either specialist's non-professional standing obtained on a university examination, or a degree in arts from any university in Ontario with first class graduation honours in one or more of the other recognised departments in such University; and who has passed the examinations of the Ontario Normal College for a specialist's certificate shall be entitled to a certificate as an inspector of public schools.

90. Every inspector, of any class of schools conducted under the Education Department, while officially visiting a school, shall have supreme authority in the school, and may direct teachers and pupils in regard to any or all of the exercises of the school-room. He shall, by personal examination or otherwise as he may be directed by the Minister of Education, ascertain the character of the teaching in the schools which he is authorised to visit, and shall make inquiry and examination in such manner as he may think proper, into the efficiency of the staff, the accommodation and equipment of the school, and all matters affecting the health and comfort of the pupils. He shall report to the Minister of Education any violation of the Schools Act or the regulations of the Education Department in reference to the class of schools for which he is inspector.

TEACHERS' INSTITUTES.

91. Every teachers' institute shall have one meeting each year on a Friday and Saturday to be named by the management committee. The county council may allow Thursday to be taken also if considered expedient. The institute shall hold two sittings per day of three hours each for at least two days, and one evening sitting. All questions and discussions foreign to the teachers' work shall be avoided. The officers of the institute shall be a president, vice-president and secretary-treasurer. There shall be a management committee of five persons, to be appointed by the members of the institute. The officers and the management committee shall be elected annually.

92. The inspector shall furnish the secretary of the institute with a list of teachers in his county or inspectoral division. Every public school teacher shall attend continuously all the sessions of the institute of his county or inspectoral division and shall answer to the calling of the roll at the opening and closing of each session. A report of the sessions attended by each teacher shall be sent by the secretary to the Board of Trustees employing such teacher.

TEACHERS' READING COURSE.

93. The Minister of Education may prescribe a course of reading for the teachers of public schools. The course shall extend over three years and certificates for reading more than three books in one year shall not be granted by the Inspector. For the purposes of the course the year shall correspond with the calendar year. A teacher may enter on the course by taking any of the books prescribed for the year. The list of books for each year will be announced by the Education Department.

94. Any teacher who desires a certificate of having taken the public school teachers' reading course shall make a synopsis of not less than ten or more than fifteen pages of each book read, and shall transmit the same to the inspector of his district on or before the 30th of June in each year. Such synopsis shall be accompanied by a fee of twenty-five cents and a declaration that the books prescribed for the year were read and that the synopsis submitted was prepared without assistance by the person signing the same.

95. The management committee of each teachers' institute shall appoint two persons, who with the inspector shall form a committee for determining whether the synopsis made by the teacher desiring a certificate indicates that the books have been read intelligently. The inspector shall issue a certificate for each book so read, on the form prescribed by the Minister of Education to every teacher whose synopsis has been found satisfactory. If a teacher is unable to read all the books prescribed for the year or if his synopsis of any book has been rejected, he may substitute the books of the next year for those omitted or rejected.

96. Any teacher who submits to the Education Department certificates showing that he has satisfactorily read nine of the books prescribed, shall be entitled to receive from the Minister of Education a diploma certifying to the completion of one full reading course covering three years. Additional diplomas shall be awarded to teachers who complete additional courses of three years.

RELIGIOUS INSTRUCTION.

97. Every public and high school shall be opened with the Lord's Prayer, and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorised by the Department of Education. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the trustees to that effect in writing; and it shall be the duty of the trustees to make such provision in the premises as they may deem expedient.

98. The Scriptures shall be read daily and systematically, without comment or explanation; the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the trustees, by resolution, may direct. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

99. No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire. If in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious instruction, such absence shall not be treated as an offence against the rules of the school.

100. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon, and if the clergy of more than one denomination apply to give religious instruction in the same school house, the Board of Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees to allow a clergyman of any denomination, or its authorized representative, to give religious instruction to the pupils of his own church providing it be not during the regular hours of the school. Emblems of a denominational character shall not be exhibited in a public school during regular school hours.

GRANTS TO WEAK SCHOOLS.

101. Where on the report of the inspector or on other satisfactory evidence it appears that any school section is so limited in area, or is so remote from market or railway accommodation, or has suffered from any exceptional cause as to clearly establish the inability of the ratepayers to

bear the ordinary burdens of taxation for school purposes, the Minister of Education may appropriate to such section out of the grant to poor schools such sum of money from year to year as he may deem expedient.

102. The inspector shall submit to the county council at the regular meeting thereof in January or June of each year, a list of schools in his inspectorial division where the assessment for school purposes is insufficient for the proper maintenance of the school, and shall indicate in each case any special reason why the statutory grants for school purposes should be supplemented by the county council.

103. All schools receiving special grants, either from township or county councils, shall receive from the Poor School Fund, voted by the Legislature, the equivalent of such special grant, provided the sum voted by the Legislature is sufficient. When the legislative grant is not sufficient to admit of paying the equivalent of the county or township grant, then such grant shall be made *pro rata*. Any portion of the Poor School Fund remaining after such payments are made may be distributed among other weak schools on the report of the inspector.

SUPERANNUATED TEACHERS.

104. Any subscriber to the fund for superannuated teachers who fails or neglects to pay the annual subscription of four dollars on or before the 31st of December in any year, shall be required to pay for such year the sum of five dollars. In the case of persons under sixty years of age who have been placed upon the superannuated list, proof of disability for professional service shall be furnished annually to the Department. Should it appear that any superannuated teacher under sixty years of age is capable of resuming his profession, the allowance shall in the meantime be withdrawn. No allowance shall be paid unless satisfactory evidence of good moral character is furnished to the Education Department annually, or when required.

TEXT BOOKS.

105. The copyright of every authorised text book shall, where possible, be vested in the Education Department. The publisher of an authorised text book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.

106. Before any authorised text book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publication of such book as may be required by the Minister of Education. Any authorised text book shall be subject at every stage of its manufacture to the inspection and approval of the Education Department as regards printing, binding and paper, and may be removed from the list of authorised text books in case the publisher fails to comply with the regulations of the Education Department.

107. Every authorised text book shall bear the imprint of the publisher, and shall show upon the cover the authorised retail price. No part of an authorised text book shall be used for advertising purposes, and no change shall be made in the letterpress, binding or paper of any authorised text book without the consent of the Minister of Education. Books recommended as reference books shall not be used as text books by the pupils, and any teacher who permits such books, or any other book not authorised as a text book for the public schools, to be used as such, shall be liable to such penalties as are imposed by the School Act.

GENERAL DIRECTIONS TO TRUSTEES.

108 The notice calling an annual or special meeting should be signed by the secretary or by a majority of the trustees. Any ratepayer may call the meeting to order and nominate a chairman as soon as the hour appointed arrives. The business of all school meetings should be conducted according to the following rules of order :—

(1) *Addressing Chairman.*—Every elector shall rise previously to speaking and address himself to the chairman.

(2) *Order of speaking.*—When two or more electors arise at once, the chairman shall name the elector who shall speak first, when the other elector or electors shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read.*—Any elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

(5) *Protest.*—No protest against an election, or other proceedings of the school meeting, shall be received by the chairman. All protests must be sent to the inspector within twenty days at least after the meeting.

(6) *Adjournment.*—A motion to adjourn a school meeting shall always be in order, provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(7) *Motion to be in writing and seconded.*—A motion cannot be put from the chair, or debated, unless the same be seconded. If required by the chairman, all motions must be reduced to writing.

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

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

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

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

(12) *Minutes.*—At the close of every annual or special meeting the chairman should sign the minutes, and send forthwith to the inspector a copy of the same, signed by himself and the secretary.

(13) *Legal Trustee.*—Every trustee declared elected by the chairman of the school meeting is a legal trustee until his election is set aside by proper authority.

(14) *Use of Seal.*—The seal of the school corporation should not be affixed to letters or notices, but only to contracts, agreements, deeds, or other papers, which are designed to bind the trustees as a corporation for the payment of money, or the performance of any specified act, duty or thing.

INSTRUCTIONS AND REGULATIONS.

109. Instructions may be issued by the Minister of Education from time to time to inspectors or other officers in carrying out the provisions of these regulations.

110. All former regulations of the Education Department are repealed, subject to such provisions for the years 1896 and 1897 as are contained in the Circular of Instructions issued by the Minister of Education on the date of the adoption of these regulations.

SCHEDULE A.—PUBLIC SCHOOL COURSES OF STUDY.

Form I.

Reading.—The use of the Tablets and Parts I. and II. of the First Reader.

Spelling.—Spelling from dictation and orally.

Writing.—Writing from blackboard copies.

Geography.—Conversations respecting the earth ; its divisions of land and water, its plants and animals ; explanation of any reference to places in the reading lessons.

English Language.—Oral exercises in language, correction of mistakes in conversation.

Arithmetic.—Notation and numeration to 1,000 ; addition and subtraction ; mental arithmetic.

Drawing.—The exercises in first Reader and blackboard exercises.

Music.—Rote singing

Form II.

Reading.—The Second Reader ; easy questions on the literature of every lesson.

Spelling.—Oral spelling, and dictation on slates and paper ; blackboard exercises.

Writing.—Copy books Nos. 1 and 2.

Geography.—Local geography and elementary definitions ; map of the world ; map geography of all places referred to in reading lessons.

English Language.—Oral and written exercises in language and composition ; correction of mistakes in conversation.

Arithmetic.—Notation and numeration to 1,000,000 ; multiplication and division ; mental arithmetic.

Physiology and Temperance.—Conversations on temperance, the use of alcoholic stimulants, and the laws of health.

Drawing.—Authorised Drawing Course, Nos. 1 and 2.

Music.—Rote singing, continued ; easy notation.

Form III.

Reading.—The Third Reader ; literature of every lesson.

Spelling.—Course in Form II. continued.

Writing.—Copy Books Nos. 3 and 4.

Geography.—Definitions ; general geography of the Dominion of Canada ; North and South America ; Ontario more particularly ; map drawing.

Grammar and Composition.—Classes of words and their inflections, simple analysis, descriptive and letter writing.

History.—Conversations on British and Canadian History; local history.

Arithmetic.—Reduction; compound rules, bills and accounts, averages and aggregates, sharing and measurements; mental arithmetic.

Physiology and Temperance.—Conversations on temperance; the physical effects of intoxicating liquors; importance of exercise.

Drawing.—Authorised Drawing Course, Nos. 3 and 4.

Music.—Easy exercises in musical notation; songs.

Form IV.

Reading.—The Fourth Reader; the literature of every lesson.

Spelling.—Systematic orthography and orthoepy.

Writing.—Copy Books Nos. 5 and 6.

Geography.—Geography of Canada and the British Empire; the continents, map drawing.

Grammar and Composition.—Elements of formal grammar, analysis and composition. Descriptive, narrative and letter writing.

History.—Leading events in Canadian and British History, with special attention to Canadian History since 1841.

Arithmetic.—Measures, multiples, fractions, percentage, interest, mental arithmetic.

Physiology and Temperance.—Digestion, respiration, the circulation of the blood, and the nervous system. The effects of alcohol and narcotics.

Drawing.—Authorised Drawing Course Nos. 5 and 6.

Music.—Course in Form III., continued.

Form V.

Reading.—Practice in oral reading continued.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence, rhetorical structure of the sentence and paragraph; exercises chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects, familiar letters.

English Poetical Literature.—Intelligent and appreciative comprehension of the prescribed texts, memorisation of the finest passages, supplementary reading from authors prescribed by the teacher; oral reading of the texts. The examination in literature will consist of "sight work" as well as of questions on the prescribed texts.

History.—The History of Canada; British History.

Geography.—The building up of the earth; its land surface; the ocean; comparison of continents as to physical features, natural products and inhabitants; relations of physical conditions to animal and vegetable products, and of national products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth; lines drawn on the map, with reasons for their position; relation of the positions of the earth with respect to the sun, to light and temperature; the air; its movements, causes affecting climate. Natural and manufactured products of the countries of the world, with their exports and imports; trans-continental commercial highways and their relation to centres of population; internal commercial highways of Canada and the chief internal commercial highways of the United States; commercial relations of Great Britain and her colonies. Forms of governments in the countries of the world and their relation to civilisation.

Arithmetic and Mensuration.—Proofs of elementary rules in arithmetic ; fractions (theory and proofs) ; commercial arithmetic ; mental arithmetic ; mensuration of rectilinear figures.

Algebra.—Elementary rules, highest common measure ; lowest common multiple ; fractions begun.

Geometry.—Euclid, Book I., propositions 1-26 ; easy deductions.

Drawing.—Object and model drawing, High School Drawing Course, Books Nos. 1 and 2.

Bookkeeping.—Bookkeeping by single and double entry ; commercial forms, such as drafts, notes and cheques ; general business transactions. The Bookkeeping shall be specially suitable for farmers and artisans, or for retail merchants and general traders.

*Botany.—The practical study of representatives of the following natural orders of flowering plants : Ranunculaceæ, Cruciferae, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferae, Compositae, Labiatae, Capuliferae, Araceæ, Liliaceæ, Iridaceæ, Coniferae, and Gramineæ (types contained in text-book). Drawing and description of plants and their classification. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, germination, reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds. In the examination a plant belonging to one of the above-mentioned orders to be selected by the presiding examiner shall be submitted to the candidates for description and classification.

*Agriculture.—The course in the authorized text book.

*Latin and Greek.—The Elementary Latin Book, Grammar Composition and sight reading. The Beginner's Greek Book begun.

*French and German.—Grammar, Composition and sight reading.

SCHEDULE B. —HIGH SCHOOL COURSES OF STUDY.

Form I.

Reading.—Practice in Oral Reading.

English Grammar and Rhetoric.—Etymology and Syntax, including the inflection, classification, and elementary analysis of words and the logical structure of the sentence ; rhetorical structure of the sentence and paragraph ; exercises chiefly on passages from authors not prescribed.

English Composition.—Essays on familiar subjects ; familiar letters.

English Poetical Literature.—Intelligent and appreciative comprehension of the prescribed texts ; memorization of the finest passages ; Supplementary Reading from authors provided in the High School library or supplied by pupils under the authority of the High School Board ; oral reading of the texts. The examination will consist of "sight" work as well as of questions on the prescribed texts.

History.—The History of Canada ; British History.

Geography.—The building up of the earth ; its land surface ; the ocean, comparison of continents as to physical features, natural products and inhabitants ; relations of physical conditions to animal and vegetable products, and of natural products and geographical condition to the occupations of the people and national progress. Form, size and motions of the earth ; lines drawn on the map, with reasons for their position ; relation of the positions of the earth with respect to the sun, to light and temperature ; the air ; its movements ; causes affecting climate. Natural and manufactured products of the countries of the world, with their exports and imports ; transcontinental commercial highways and their relation to centres of population ; internal commercial highways of Canada and the chief internal commercial highways of the United States ; commercial relations of Great Britain and her colonies. Forms of governments in the countries of the world and their relation to civilization.

Arithmetic and Mensuration.—Proofs of elementary rules in Arithmetic, Fractions (theory and proofs), Commercial Arithmetic; Mental Arithmetic, Mensuration of rectilinear figures.

Algebra.—Elementary rules, Highest Common Measure, Lowest Common Multiple, Fractions begun.

Geometry.—Euclid, Book I., propositions 1-26, easy deductions.

Drawing.—Object and Model Drawing, High School Drawing Course, Books 1 and 2, * Perspective Drawing, Book 3.

*Bookkeeping.—Bookkeeping by single and double entry; commercial forms, such as drafts, notes and cheques, general business transactions. The bookkeeping shall be specially suitable for farmers and artisans, or for retail merchants and general traders.

*Stenography.—The elements of Pitman's system.

*Latin and Greek.—The Elementary Latin Book, grammar, composition and sight-reading. The Beginner's Greek Book begun.

*French and German.—Grammar, composition, conversation, dictation and sight-reading.

*Botany.—The practical study of representatives of the following natural orders of flowering plants.—Ranunculaceæ, Cruciferae, Malvaceæ, Leguminosæ, Rosaceæ, Sapindaceæ, Umbelliferae, Compositæ, Labiatae, Cupuliferae, Araceæ, Liliaceæ, Iridaceæ, Coniferae and Gramineæ (types contained in text-book). Drawing and description of plants and their classification. Comparison of different organs, morphology of root, stem, leaves and hairs, parts of the flowers, germination reproduction of flowering plants, pollination, fertilization, and the nature of fruits and seeds. At the examination in Botany a plant belonging to one of the prescribed orders, to be selected by the presiding examiner, will be submitted to the candidates for description and classification.

Form II.

Reading.—The course in Form I. continued.

English Grammar and Rhetoric.—The course in Form I. continued, with the main facts in the development of the language.

English Composition.—The course in Form I. continued. For examination purposes an essay of about three pages of foolscap on one of the themes prescribed by the examiners will be required. The penmanship, spelling, punctuation, construction of sentences, the logical arrangement of the thought, the literary accuracy and aptness of the language, and the general plan or scope of the whole essay will be especially considered by the examiners.

English Poetical Literature.—The course in Form I. continued, with the prescribed texts. At the examination every candidate will be tested as to his familiarity with, and intelligent comprehension of the prescribed texts, and as to his knowledge from memory of the finest passages in prose and poetry. His ability to interpret literature for himself and his knowledge of English Literature generally will be tested by questions on a "sight" passage not contained in the text prescribed.

History.—Great Britain and Canada from 1763 to 1871, with the outlines of the preceding periods of British History. The Geography relating to the History prescribed.

Arithmetic and Mensuration.—Course in Arithmetic Form I. reviewed and completed. Mensuration; right parallelepipeds, pyramids and prisms, the circle, sphere, cylinder and cone.

Algebra.—The course in Form I. reviewed and completed, with simple equations of one, two and three unknown quantities; simple products.

Geometry.—Euclid, Book I.; deductions.

*Latin and Greek.—The course in Latin in Form I. continued, with the prescribed author. The Beginner's Greek Book, to page 301; sight trans-

lation. In Latin and Greek Grammar the examination questions in this Form shall be based mainly on prose passages. The sentences for translation into Latin and Greek shall be the same in idiom and vocabulary as in the text books, the sentences for translation into English shall consist of "sight" work and shall be of the same character as the sentences in the text books.

*French and German.—The course in Form I. continued, with the reader. In French and German Grammar the examination in Form II. shall be based mainly on prose passages; the sentences for translation into French or German shall be the same in idiom and vocabulary as in the authorised text books, the sentences for translation into English shall consist of "sight" work and shall be of the same character as the sentences in the authorised text books.

*Physics.—An experimental course defined as follows:—Metric system of weights and measures. Use of the balance. Phenomena of gravitation. Matter attracts matter. Laws of attraction. Cavendish experiment. Attraction independent of condition. Illustration of weight of gases, liquids and solids. Specific gravity. Meaning of the term "a form of matter." All matter may be subjected to transmutation. "Chemistry," application of measurement by weight (mass) to such transmutation leads to the theory of elements. Matter indestructible. Meaning of "Force." Various manifestations of force, with illustrations from the phenomena of electricity, magnetism and heat. Force measured in gravitation units; consequent double meaning of the terms expressing units of weight as mass and units of weight as force. Meaning of "work." Measurement of working gravitation units. Meaning of "Energy." Effects of force continuously applied to matter. Laws of matter in motion. Velocity; Acceleration. Statement of Newton's laws of motion. Definition of "Mass." Meaning, value and application of "g." Mass a measure of matter. Conservation of energy. Energy, like matter, indestructible and transmutable. Study of the states of matter. Properties and law of gases, liquids and solids. Laws of diffusion. Elementary laws of heat. Mechanical equivalent. Latent heat. Specific heat. Caloric.

*Bookkeeping.—Bookkeeping by single and double entry; business forms, usages and correspondence. The Principal and the Board of Trustees may arrange any other course in Bookkeeping that in their opinion is better adapted to the interests of the pupils taking up the subject.

*Stenography.—Course in Form I. continued.

Form III.

English Composition.—Essay-writing.

English Poetical Literature.—Course in Form II. continued, with the prescribed texts.

History.—Outlines of Roman History to the death of Augustus, and of Greek History to the Battle of Chaeronea. The geography relating to the history prescribed.

Algebra.—Course in Form II. reviewed; Square Root; Indices; Surds; quadratics of one or two unknown quantities.

Geometry.—Euclid; Books I, II., and III. Deductions.

Latin and Greek.—Course in Form II. continued; with the prescribed texts. The examination in Latin and Greek shall consist of translation into English of passages from prescribed texts; translation at sight (with the aid of vocabularies) of easy Attic prose and of passages from some easy Latin prose author; translation from English into Greek and Latin of sentences and of easy narrative passages based on the prescribed prose texts and such grammatical and other questions as arise naturally from the prescribed texts. Practice in the translation of Greek and Latin beyond the prescribed texts shall be expected of candidates.

French and German.—Course in Form II. continued; with the prescribed texts. In Form III. the examination in Grammar shall consist mainly of

translations into French or German of short English sentences as a test of the candidate's knowledge of grammatical forms and structure and the translation of passages from English into French or German and "sight" translation. Practice in French and German beyond the prescribed texts shall be expected of candidates.

Chemistry.—An experimental course defined as follows:—Properties of Hydrogen, Chlorine, Oxygen, Sulphur, Nitrogen, Carbon and their more important compounds. Nomenclature. Laws of combination of the elements. The Atomic Theory and Molecular Theory.

Physics.—**ELECTRICITY.**—Voltaic cells, common kinds; chemical action in the cell; magnetic effects of the current; chemical effects of the current; voltmeter; astatic and tangent galvanometers; simple notions of potential; Ohm's law, with units; best arrangement of cells; electric light, arc and incandescent; magnetism; inclination and declination of compass; current induction; induction coil; dynamo and motor; electric bell; telegraph; telephone; electro-plating. **SOUND.**—Caused by vibrations; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air; propagated by waves; its velocity; determination of velocity; pitch; standard forks, acoustical $C = 512$, musical, $A = 870$; intervals: harmonic scale; diatonic scale; equally tempered scale; vibration of air in open and closed tubes, with wave-lengths, resonators; nodes and loops; vibration of strings and wires; reflection of sound; manometric flames. **LIGHT.**—Rectilinear propagation; image through a pinhole; beam; pencil, photometry; shadow and grease-spot photometers; reflection and scattering of light; laws of reflection; images in plain mirrors; multiple images in inclined mirrors; concave and convex mirrors; drawing images; refraction; laws and index of refraction; total reflexion; path through a prism; lenses; drawing image produced by a lens; simple microscope; dispersion and colour; spectrum; recombination of white light.

Botany.—The practical study of representatives of the flowering plants of the locality and representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horse-tail, a liverwort, a moss, a lichen, a mushroom and a chara. The drawing and description of parts of plants and classification. Comparison of different organs, morphology of root, stem, leaves and hair, parts of the flower, reproduction of flowering plants, pollination, fertilisation and the nature of fruit and seeds. At the examination two plants to be selected by the presiding examiner will be submitted, one for classification and one for description. In classification candidates will be allowed to use their floras (the authorised text-book in Botany).

Form IV.

English Composition.—Course in Form III. continued.

English Poetical Literature.—Course in Form III. continued, with the prescribed texts. The examination questions will test within reasonable limits the power of appreciating literary art.

History.—English History from the discovery of America to 1763. Ancient History, the course in Form III. reviewed. The geography relating to the History prescribed.

Algebra.—Course in Form III. reviewed. Theory of Divisors; Ratio, Proportion and Variation; Progressions; Notation; Permutations and Combinations; Binomial Theorem; Interest Forms; Annuities.

Geometry.—Euclid. The course in Forms II. and III. reviewed; Books IV. and VI.; Definitions of Book V.; Deductions.

Trigonometry.—Trigonometrical ratios, with their relations to each other; Sines, etc., of the sum and difference of angles with deduced formulas; Use of Logarithms; Solution of Triangles; Expressions for the area of triangles; Radii of circumscribed, inscribed and escribed circles.

Latin and Greek.—Course in Form III. continued, with the prescribed texts. In Form IV. the examination in Latin and Greek shall be of an

advanced character and shall include the translation into Latin and Greek of ordinary narrative passages of English. The Roman method of pronouncing Latin is recommended.

French and German.—Course in Form III. continued, with the prescribed texts. The course of study in Form IV in grammar, composition, and sight translation shall be the same as in Form III., but the examination shall be of a more advanced character.

Physics.—An experimental course defined as follows:—**MECHANICS.**—Uniformly accelerated rectilinear motion, particularly under gravity; composition and resolution of forces; triangle and parallelogram of forces; friction; polygon of forces; with easy examples. **HYDROSTATICS.**—Fluid pressure at a point; pressure on a horizontal plane, pressure on an inclined plane; resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not; transmission of pressure; Bramah's press; equilibrium of liquids of unequal density in a bent tube; the barometer; air pump; water pump, common and force; siphon. **ELECTRICITY.**— Voltaic cells, common kinds; chemical action in the cell; magnetic effects of the current; chemical effects of the current; voltmeter; astatic and tangent galvanometers; simple notions of potential; Ohm's law, with units, best arrangement of cells; electric light, arc and incandescent; magnetism; inclination and declination of compass; current induction, induction coil; dynamo and motor; electric bell; telegraph; telephone, electro-plating. **SOUND.**—Caused by vibrations; illustration of vibrations, pendulums, rods, strings, membranes, plates, columns of air; propagated by waves; its velocity; determination of velocity; pitch; standard forks; acoustical C=512, musical A=870; intervals; harmonic scale; diatonic scale, equally tempered scale; vibration of air in open and closed tubes, with wave lengths, resonators; nodes and loops; vibration of strings and wires; reflection of sound; manometric flames. **LIGHT.**—Rectilinear propagation; image through a pin-hole; beam; pencil, photometry; shadow and grease-spot photometers; reflection and scattering of light; laws of reflection; images in plain mirrors; multiple images in inclined mirrors; concave and convex mirrors; drawing images; refraction; laws and index of refraction; total reflection; path through a prism; lenses; drawing image produced by a lens; simple microscope; dispersion and colour, spectrum; recombination of white light.

Chemistry.—Chemical theory. The practical study of the following elements, with their most characteristic compounds, in illustration of Mendelejeff's classification of the elements. Hydrogen; Sodium; Potassium; Magnesium, Zinc; Calcium; Strontium; Barium; Boron, Aluminium; Carbon, Silicon, Tin, Lead; Nitrogen; Phosphorus; Arsenic; Antimony; Bismuth; Oxygen, Sulphur; Fluorine, Chlorine, Bromine, Iodine; Manganese, Iron. Elementary Qualitative Analysis. At the examination in Practical Chemistry for Form IV. the material for determination shall be sent from the Education Department, and shall consist of one pure simple salt. In the qualitative analysis of this salt the candidates shall not be allowed the use of text-books, analytical tables, notes, or charts. Places shall be allotted to the candidates so that each one shall be at least ten feet away from any other candidate. Each candidate shall have exclusive use of one set of reagents, apparatus and lamp, while at work. If the number of candidates should exceed the accommodations of the laboratory, the candidates shall be examined in sections.

Biology.—**ELEMENTS OF ZOOLOGY.**—Thorough examination of the external form, the gills and the viscera of some common fish. Study of the prepared skeleton of the same. Demonstration of the arrangement of the muscular and nervous systems and the sense organs, as far as these can be studied without the aid of a microscope. Comparison of the structure of the frog with that of the fish. The skeleton of the pectoral and pelvic girdles, and of the appendages of the frog, and the observation of the chief facts in the development of its spawn, till the adult form is attained. Examination of the external form of a turtle and a snake. Examination of the structure of a pigeon or a fowl. Study of the skeleton and also of the teeth and viscera of a cat or dog. Study of the crayfish as a type of the *Arthropoda*

Comparison of the crayfish with an insect (grasshopper, cricket, or cockroach), also with a millipede and a spider. Examination of an earthworm and a leech. Study of a fresh-water mussel and a pond snail. The principles of zoological nomenclature as illustrated by some of the common fresh-water fish, such as the sucker and herring, bass and perch. Study of an amoeba or paramecium as a type of a unicellular animal. The modifications of the form of the body in vertebrates in connection with different methods of locomotion. **ELEMENTS OF BOTANY.**—The practical study of representatives of the flowering plants of the locality in which the school is situated, and representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horsetail, a liverwort, a moss, a lichen, a mushroom, and a chara. An elementary knowledge of the microscopic structure of the bean and the maize. The drawing and description of parts of plants and classification. Comparison of different organs, morphology of root, stem, leaves, and hair, parts of the flower, reproduction of flowering plants, pollination, fertilisation, and the nature of fruit and seeds. The material for examination will consist of two plants, a microscopic section and an animal. The plant designated "A" is to be identified by means of the flora. Twenty minutes shall be allowed for this operation. The text-books shall then be taken from the candidates and the paper with the plant designated "B," the animal and the microscopic section distributed. Each candidate is to be allowed the use of a compound microscope during the second period. The material for this examination will be sent from the Education Department.

COMMERCIAL DIPLOMA COURSE.

The course shall consist of bookkeeping, business forms and usages and stenography. Bookkeeping shall be taken in six sets as follows:—

Set I. shall show transactions extending over a period of two months, the transactions of the first month being done by *Single Entry*, and of the second by *Double Entry*, and showing the change from *Single* to *Double Entry*. Books to be used: *Day Book* (first month), *Journal Day Book* (second month), *Cash Book*, *Bill Book*, and *Ledger*.

Set II. The transactions shall be the same as for Set I., those of the first month being done by *double entry*, and of the second month by *Single Entry*, and showing the change from *Double Entry* to *Single Entry*. Books to be used: *Four Column Journal* with special columns for *Mdse. Purchases and Sales* (first month), *Day Book* (second month), *Cash Book*, *Bill Book* and *Ledger*.

Set III. A *Double Entry* set with two partners. Books to be used: *Journal Day Book* with a special column for *Mdse. Sales*, *Cash Book*, *Invoice Book*, *Bill Book*, and *Ledger*, the first three as Books of original entry.

Set IV. A *Double Entry* set, a continuation of Set III., the posting being done in the same *Ledger*. A third partner shall be admitted and the transactions shall include shipments and consignments. Books to be used: *Journal Day Book*, *Cash Book*, *Invoice Book*, *Sales Book*, *Bill Book*, and *Ledger*, the first four as books of original entry.

Set V. A *Double Entry* set; a continuation of Set IV., the posting being done in a new *ledger*. A fourth partner shall be admitted, and the transactions shall include wholesale merchandising, shipment companies, and merchandise companies. Books to be used: The same as for Set IV.

Set VI. A set in *Manufacturing*. Books to be used: *Journal Day Book*, with a special column for *Mdse. Sales*, *Cash Book*, *Time Book* and *Ledger*.

The *Cash Book* shall be a book of original entry in all of the *Double Entry Sets*, various special columns being used in the different sets. A monthly *Trial Balance* shall be made in connection with Sets III., IV., and V., and *Statements of Resources and Liabilities*, and of *Losses and Gains* for all of the sets. The transactions in the different sets shall be different from year to year. The sets may recur triennially, and shall consist of not less than twenty pages of foolscap.

The bookkeeping sets of pupils who write at the examination for a commercial certificate shall be sent, prepaid, to the Education Department, with the examination papers and shall be certified by the teacher to be the work of the candidate.

Business Forms and Usages.—Negotiable paper; promissory notes; special notes; bills of exchange; acceptance; negotiation of bills, notes; cheques; collection of accounts, discharge and dishonour; special forms of due bills and orders; accounts, invoices and statements; interest, partnerships; receipts and releases, banking; and commercial correspondence.

Stenography.—At the examination in dictation in stenography, the candidate shall be required to have attained the rate of fifty words per minute. He shall also be required to transcribe his work into longhand at the rate of twelve words per minute. The dictated matter shall consist of business letters and legal documents.

SCHEDULE C.—COURSE FOR COMMERCIAL SPECIALISTS.

Bookkeeping.—Single and Double entry bookkeeping, wholesale and retail merchandising, commission business, manufacturing, warehousing, steamboating, exchange, joint stock companies, municipalities, societies and public institutions, statements and balance sheets, partnership adjustments, liquidation and administration of estates, auditing filing papers, the use of special columns, and the various other expedients in bookkeeping to save time and labour, and secure accuracy of work.

Penmanship.—Theory and practice of penmanship, Spencerian and vertical; ledger headings; marking and engrossing.

Commercial Arithmetic.—Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, application of logarithms, stocks and investments, partnership settlements, partial payments, equation of payments, and exchange.

Banking.—Money and its substitutes; exchange; incorporation and organization of banks; business of banks, their relation to each other and to the business community; the clearing house system; legal requirements as to capital, shares, reserves, dividends, not issue; insolvency and consequent liability.

Business Forms.—Invoices, accounts, statements, due bills, orders, receipts, warehouse receipts, deposit receipts, deposit slips, bank pass books, promissory notes, bills of exchange, bank drafts, cheques, bonds, debentures, coupons, instalment scrips, stock certificates, stock transfers, proxies, letters of credit, affidavits, balance sheets, pay sheets, time sheets, and special forms of general bookkeeping, books to suit special cases.

Laws of Business.—Contracts; statute of limitations; negotiable paper and endorsements; sales of personal property; accounts, invoices, statements, etc.; chattel mortgages; real estate and mortgages; interest; agency; partnership; corporations; guarantee and suretyship; receipts and releases; insurance; master and servant; landlord and tenant; bailment; shipping and transportation; host and guest; telegraphs; auctions—patents; copyrights; trade marks and industrial designs; affidavits and declarations; subjects and aliens; wills, and joint stock companies.

Stenography.—The principles of Stenography; writing from dictation at a speed of sixty words per minute, and accurate transcription into longhand at a speed of twelve words per minute; the dictated matter to comprise business correspondence or legal documents.

Drawing.—Object and Model Drawing; Perspective and Geometrical Drawing.

APPENDIX B—CERTAIN REGULATIONS AS AMENDED
IN 1898 AND 1899.

For the academic year 1898-99 the following modifications were made in the Revised Regulations, which came into force in October, 1896.—

Public School Leaving Examination

This examination will be conducted in 1899 on the course of study prescribed in the regulations, except that physiology and temperance, will as in 1898, be substituted for botany. High school pupils are not eligible to write at this examination. The examination will be conducted by the Entrance Board of Examiners, under the provisions of Section 38 of the High Schools Act, and Sections 23-29 of the Regulations, subject to the usual instructions to examiners.

First Form Examination

This examination, which is open to all pupils, will be conducted as heretofore, the course embracing reading, writing and bookkeeping, drawing, geography, and botany. First Form certificates will have the same qualifying value for teachers' certificates as public school leaving certificates.

Primary Examination.

No examination will be held in Part II of Form II. (Regulation 43), and no certificates that give mere primary standing (Regulations 45, 48 and 49) will be issued after 1898. No change is made in the course to be taken up in Forms I and II of the high school or for continuation classes in public schools, by the abolition of the primary examination.

Junior Leaving Examination.

The amendment of Regulation 46 made for 1898 is continued. This will allow, at the Form III. examination for junior leaving standing, the following options—(a) French and Greek, (b) German and Greek, (c) French, German, and Chemistry, (d) French, Physics, and Chemistry, (e) German, Physics, and Chemistry; (f) Botany, Physics and Chemistry.

The obligatory subjects of Form III. for junior leaving are as already prescribed—viz., English Composition, English Literature, Ancient History, Algebra, Geometry, and Latin.

Unsuccessful candidates at the junior leaving examination will be allowed to write in 1899 for junior leaving standing, by selecting the same options in the course as were allowed in 1898.

Senior Leaving Examination.

The amendment of Regulation 47 made for 1898 is continued. This will allow, at the Form IV. examination for senior leaving standing, the following options.—(a) French and Greek, (b) German and Greek, (c) French and German; (d) French and Chemistry, (e) German and Chemistry, (f) Biology and Chemistry.

The obligatory subjects of Form IV. for senior leaving are as already prescribed—viz., English Composition, English Literature, Algebra, Geometry, Trigonometry, English and Ancient History, Physics and Latin.

Unsuccessful candidates at the senior leaving examination will be allowed to write in 1899 for senior leaving standing by selecting the same options in the course as were allowed in 1898.

Percentage, &c

Candidates for junior and senior leaving standing will be required to make 50 per cent. of the aggregate marks allowed in the subjects prescribed in each of the forms or parts of forms, as well as one-third in each paper; 67 per cent. of the aggregate of each form examination will be required for honours in that form. The examinations in chemistry, physics, and biology in Forms III. and IV. will be equal in difficulty, as near as may be, to the examination in the language or languages for which these subjects are taken as options; and so far as necessary, the maximum marks in each of these subjects will be adjusted for the purpose. There will be two papers in biology of Form IV.; one in botany and one in zoology, with practical work distributed between the two. The time limit for those subjects will be extended.

These modifications, it will be understood make no change in the course or the percentage required by the University for matriculation.

County Model Schools.

(1898).—The abolition of the primary examination will not affect the rights of holders of primary standing obtained in 1898, or in a previous year, to attend county model schools. If a scarcity of teachers should arise in any county after next year, in consequence of the higher requirements, provision will be made to meet the special conditions of the locality. It should be understood that County Boards of Examiners are not allowed to award third-class certificates to candidates who do not make the higher percentage required by Regulation 63. A district certificate shall not be granted under this section of the Regulations unless there is scarcity of teachers, and until the consent of the Department has been first obtained. Renewals, granted under Regulation 87, are valid only in the county where issued.

Beginning with the examinations of the Model Schools in 1900, an additional paper in Methods will be submitted to test the ability of the students-in-training to teach drawing, writing, bookkeeping, and elementary science (botany or agriculture). There will also be an examination in reading.

Normal College.

All students entering the Normal College, irrespective of the academic course which they may have taken, must take the subjects prescribed (see Appendix A., Regulation 80), subject to the following conditions:—

(1.) Holders of senior leaving certificates, granted on departmental examinations, may omit Latin if they do not select Greek.

(2.) Unsuccessful candidates at previous examinations will be allowed to write at the final examination in May of any year without attendance at the Normal College, and may confine themselves to the same subjects as taken previously.

Teachers of ten years' successful experience, who hold normal school certificates, and who have the necessary academic standing, may write at the final examination in May without attendance at the Normal College.

Beginning with the examinations of the Model Schools in 1900, an additional paper in methods will be submitted to test the ability of the students-in-training to teach Drawing, Writing, Bookkeeping, and Elementary Science (Botany or Agriculture). There will also be an examination in Reading.

APPENDIX C.—DUTIES OF INSPECTORS.

THE DUTIES OF COUNTY INSPECTORS

It is the duty of a County Inspector .

1. To visit every Public School within his jurisdiction once in each term, unless required to do so oftener (for the adjustment of disputes or other purposes) by the county council which appointed him, and to see that every school is conducted according to this Act and the regulations of the Department ,

2. To examine, at his visits of inspection, into the condition of the school as respects the progress of the pupils in learning ; the order and discipline observed , the system of instruction pursued , the mode of keeping the school registers , the average attendance of pupils , the character and condition of the building and premises ; and to give such advice to the teachers, pupils and officers of the school as he may consider proper ;

3 To deliver from time to time, public lectures in his district on some subject connected with public school education ,

4. To withhold his order for the amount apportioned from the legislative or municipal grant to any school section , (a) When the school was kept open for less than six months in the year , or (b) When the trustees fail to transmit the annual or semi-annual school returns properly filled up , or (c) When the trustees fail to comply with the school Act, or the regulations of the Education Department , or (d) When the teacher uses, or permits to be used, as a text book any book not authorised by the Education Department , and in every case to report to the trustees and to the Education Department his reasons for so doing ,

5. To give when desired any information in his power to the Minister of Education respecting any Public School matter within his jurisdiction, to prepare and transmit to the Minister of Education, on or before the 1st day of March, an annual report in the form prescribed by the Education Department ,

7. To recommend to the county or township council such special aid as he may deem advisable to be given to new or weak school sections in the county ;

8. To appoint, in his discretion, the time and place for a special meeting ,

9 To give, at his discretion, any candidate, on due examination, a certificate of qualification to teach a school within his district until the next ensuing professional examination of teachers ,

10 To deliver over to his successor, on retiring from office, copies of his official correspondence, and all school papers in his custody, on the order of the county council or public school board appointing him.

The Act also provides :—

No Inspector of schools shall, during his tenure of office, engage in or hold any other employment, office or calling which would interfere with the full discharge of his duties as Inspector.

In addition to these provisions of the statute the following regulations are prescribed.

It is the duty of every County Inspector :—

(1) *To spend at least half a day each term in each school.* Where a school has several departments, the Inspector should devote half a day to each department. When, however, from the character of the work done, an Inspector thinks it would be in the interest of the school to extend his visit over the whole day, he should do so.

(2) *To satisfy himself as to the progress made by the pupils from time to time* This cannot be done without many memoranda of the standing of each class. It will therefore be necessary for the Inspector to make

copious notes in regard to each recitation, showing the condition of each class and the proficiency attained in the several subjects of the curriculum. This part of the work should be thorough and searching, and the conclusions arrived at should be based on the Inspector's own observations.

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

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

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

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

(7) *To report to Trustees in regard to such matters as require their attention.* This duty the Inspector should never neglect. The trustees of a school expect to be informed and directed as to many matters coming under the cognizance of the Inspector, who is, in a certain sense, their officer, and is appointed for the very purpose of aiding them in the discharge of their duties. His report, therefore, on the school should be full. Every necessary change coming within the scope of the duties of the trustees should be mentioned in detail; and in no case should the school grant be withheld until they have had an opportunity of removing any defect to which their attention has been called.

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

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

(10) *To withhold the school grant in certain cases.* Before the school grant is withheld: (a) An opportunity should be afforded the Board of Trustees

to remedy the wrong complained of. (b) A full statement of the case should be sent to the Department, and the consent of the Minister of Education obtained. As the grant can be withheld for any violation of the School Act or Departmental Regulations, the power thus conferred should be exercised judiciously, and only when other remedies fail.

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

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

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

(14) *To suspend a teacher's certificate.* This should be done only when the Inspector is fully satisfied that the teacher is incompetent or immoral, or has wilfully violated the School Law or the regulations of the Education Department. In the final investigation by which such suspension is to be confirmed or set aside, the fullest opportunity should be afforded the teacher to vindicate himself. Judicial fairness should in this instance also characterise the conduct of the Inspector.

(15) *To visit the County Model School at least twice in each term.* It is very desirable that the Inspector should be present at the opening of the Model School, and assist the Principal in its organisation. He should also visit the school during the term, and by his presence and counsel encourage the teachers-in-training in the pursuit of their studies. For two such visits he should be paid by the county council at the same rate as he is paid for Public School inspection.

(16) *To examine carefully in English every pupil according to the course of studies prescribed for Public Schools;* but he shall be at liberty to use his own discretion as to what explanations he will give in any other language that appears to be better known by the pupil. The standard of efficiency recognised in Public Schools where the English language only is taught shall be the standard for French and German schools, reasonable allowance being made for pupils whose mother tongue is French or German. The Inspector shall report at once to the Education Department any school in which the regulations respecting the study and use of English are disregarded by the teacher or trustees.

DUTIES OF CITY AND TOWN INSPECTORS.

Inspectors in cities and towns shall perform similar duties as County Inspectors so far as practicable, and shall, in addition, perform such other duties as may be prescribed by the Board of Trustees. In cities with more Inspectors than one, each Inspector may be required to report separately to the Education Department.

DUTIES OF SEPARATE SCHOOL INSPECTORS.

Inspectors of separate schools shall perform the like duties as Inspectors of public schools, and shall, with regard to separate schools, have, so far as the same is practicable, like power and authority as public school inspectors have with regard to public schools.

DUTIES OF MODEL SCHOOL INSPECTORS.

The Inspector of model schools shall visit each model school at least once in two years, and shall devote a full day to the examination of the teachers-in-training and the inspection of the departments used for model school purposes, and shall report annually to the Minister of Education one the standing of each model school and all other matters affecting the efficiency of the schools.

DUTIES OF HIGH SCHOOL INSPECTORS.

(1) Each high school Inspector shall visit the high schools and collegiate institutes in the section of the Province assigned to him at least once in each year, and shall spend not less than one day in each school having two or three masters, and such additional time in a school with four or over four masters as the interests of the school may require.

(2) At each visit he shall ascertain the character of the teaching in the different departments of study; and shall make enquiry and examination, in such manner as he may think proper, into the efficiency of the staff, the accommodation and equipment of the school, and all matters affecting the health and comfort of the pupils. He shall also report any violation of the High Schools Act or the Regulations of the Education Department in reference to high schools, after making such enquiry as he may think proper.

(3) He shall report to the Minister of Education, within one week after his inspection, the result of his observations and enquiry in a form prescribed for that purpose.

POWERS OF INSPECTOR.

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

APPENDIX D.

EXAMINATIONS AND EXAMINERS.

(1) Examinations will be held annually at each high school and collegiate institute, and at such other places as the Minister of Education may designate, in the courses of study prescribed for each of the Forms I. and II., III. and IV. These examinations shall be known respectively as the High School Primary, the High School Junior and Senior Leaving Examinations, and the University Pass and Honour Matriculation Examinations.

(2) The Minister of Education may act in conjunction with the Senate of the University of Toronto in conducting these examinations by means of a Joint Board of the Education Department and University of Toronto, to be appointed as soon after the first day of October in each year as is practicable.

(3) The Joint Board shall elect a chairman from their number who shall retain his right to vote as a member of the Board. In case of any vacancy on the Board the appointing body may fill the same for the remainder of the term.

(4) The Board shall appoint examiners to prepare the examination papers for the Departmental and university matriculation examinations, but such examiners shall not exceed fifteen in number. The Board shall also appoint such associate examiners as may be necessary for the reading of the answer papers of the candidates at the said examinations.

(5) The examiners shall be selected from persons qualified by experience as teachers in either a university or a high school to set papers suitable for candidates at such examinations.

(6) The associate examiners shall be selected from a list of graduates of universities in the British Dominions actually engaged in teaching, such list to be furnished by the Minister of Education, and to contain the names of at least double the number of associate examiners required.

(7) No examiner or associate examiner shall be appointed who is objected to by three out of the four representatives either of the university or of the Department of Education.

DUTIES OF EXAMINERS.

The following shall be the duties of the examiners :-

(1) To elect at the first meeting a chairman from their number, who shall retain his right to vote as a member of the Board.

(2) To assign at the first meeting the subjects of examination to the different members, and to arrange for having the manuscript of the examination papers in the hands of the Minister of Education at such dates as he may fix.

(3) To revise and approve of all examination papers and to assign values to the questions. The examiners are jointly and severally responsible for the character of the questions in each of the papers.

(4) To arrange in alphabetical order the names of the examiners in each department at the head of each paper in that department, and to give, as far as possible, instructions to candidates in the same form at the head of each paper.

(5) To avoid, as far as possible, questions that consist of numerous parts with different values for each part.

(6) To use capital letters, A, B, etc., to denote the sections of the papers, and figures 1, 2, etc., consecutively throughout, to mark the individual questions. To space in printing and to mark with letters (*a*), (*b*), etc., the several sub-sections under each number.

(7) To place, as far as the nature of the paper allows, optional questions, if any, at the end of the paper.

(8) To take the general management of the work of the associate examiners, and to settle such questions connected therewith as may be referred to them by the chairmen of the sections.

(9) To assist the associate examiners in each section in reading the answer papers and to report to the Minister of Education and Joint Board the results of the examinations.

(10) To settle the results of the examinations in accordance with the standards and regulations of the Education Department and the Senate of the University respectively.

(11) To decide and report upon all appeals in conjunction with such persons as may be appointed for that purpose.

DUTIES OF ASSOCIATE EXAMINERS.

(1) The associate examiners shall be classified into sections according to the subject of examination. An examiner shall be the chairman of each section, or, where an examiner is unable to act, such person as may be appointed for that purpose by the Joint Board.

(2) The chairman of a section shall have general oversight of the work done thereby, and shall spend so much of his time as may be necessary in revising the work of his colleagues, with a view to remove clerical errors and secure practical uniformity in valuing the answers.

(3) Before commencing the actual work of examination the associate examiners of each section shall spend a sufficient time in discussing the answers and reading answer papers jointly, to enable the members to arrive at a consensus of opinion as to the valuation of answers, especially of partial or imperfect answers.

(4) When a section finds that the values assigned to the questions on the examination papers are unsatisfactory, or when it is evident that the examiner has not followed the course of study prescribed by the Education Department or by the curriculum of the University of Toronto, it shall report through its chairman to the chairman of the Examiners or the person acting on his behalf.

(5) No associate examiner shall have in hand more than twenty papers at one time, nor shall he have more than one envelope opened upon his table at one time, except in cases of suspected copying, in which case he shall return each sheet to its proper envelope. The papers shall be returned in the numerical order in which they were received. In cases of suspected copying, the associate examiner shall note on the face of the envelope "Copying, see No. ———, question ———."

(6) One mark shall be deducted for each misspelt word and for each instance of bad English from the marks obtained in each subject. At the Primary and the Junior Leaving Examination in English Composition, an essay will be expected of about sixty lines in length, and at the Senior Leaving Examination of about ninety lines.

(7) At all the examinations in Arithmetic, either arithmetical or algebraic solutions shall be accepted.

(8) In reading the papers each associate examiner shall mark distinctly in the left-hand margin the value assigned by him to each answer or partial answer, shall sum up the total on each page at the foot of the margin, and shall place the result on the face of the envelope, indicating the deductions for misspelt words and incorrect English thereon, thus, *e.g.*, History 80--2 sp.—4 f.s. = 74, and initialing the envelope of each paper examined.

(9) The hours of work shall be from 9 o'clock a.m. to 12 noon, and from 2 o'clock p.m. to 5 p.m. Examiners shall begin and stop work promptly, and shall abstain from all unnecessary conversation during working hours. The work of the examination shall be strictly confidential.

(10) Associate examiners shall be paid the sum of 6 dollars per day, the payment being subject to the restriction that the whole amount paid for the examination shall not exceed the sum of 1.50 dollar per candidate.

(11) Associate examiners who do not reside in Toronto will be allowed their actual railway expenses to and from their usual residences in Ontario.

EXAMINATION PAPERS.

(1) At all the examinations, each paper on the Latin, Greek, French, and German authors shall contain, in addition to questions on passages from the prescribed texts, questions on passages from works not prescribed but similar in style and of equal difficulty; and the meaning shall be given of

words not likely to have been met with by the candidates. The examinations in the "Sight-work" shall determine, not whether the candidate has read more than the prescribed texts, but whether he is familiar with the idioms and constructions met in the prescribed course.

(2) At the Primary and Junior and Senior Leaving Examinations in Poetical Literature, "Sight-work" shall also be given, but at the Leaving examinations the examination papers shall consist of three sections, two being on the prescribed texts, and the third on an "unseen" passage; of these, university candidates shall take the first and second, and departmental candidates the third, with one of the others prescribed by the examiners.

(3) In the subjects of Mathematics, English, and History and Geography the papers for pass matriculants either shall be distinct from those for the Junior Leaving Examination, or shall be supplemented by questions specially adapted to the latter class of candidates.

(4) At the Primary and Junior Leaving Examinations the value of the questions on Grammar, in the paper on Grammar and Rhetoric shall be two-thirds of the value of the whole, and at the Primary examination the value of the questions in Algebra in the paper on Algebra and Euclid shall also be two-thirds of the value of the whole. The questions in Mensuration are for the Junior Leaving Examination only.

(5) At the Senior Leaving and Honour Matriculation Examinations in Botany and Zoology, the specimens for description and identification shall be sent from the Education Department where required, and at the primary examination in Botany they shall be provided by the presiding examiner.

(6) The subjects, number, and values of the papers of the different examinations shall be as follows:—

1. Primary Examination.

	No. of papers.	Value of subject.
English Grammar and Rhetoric - - - - -	One	- 200
English Composition (Essay) - - - - -	"	- 100
English Poetical Literature - - - - -	"	- 200
History and Geography - - - - -	"	- 150
Arithmetic, Mensuration, and Commercial Transactions.	"	- 200
Algebra and Euclid - - - - -	"	- 200
Physics - - - - -	"	- 100
Botany - - - - -	"	- 100
Latin - - - - -	Two—one on Authors and one on Composition and Grammar.	200
French - - - - -	"	- 200
Grammar - - - - -	"	- 200

2. Junior Leaving Examination

	No. of papers.	Value of subject.
English Grammar and Rhetoric - - - - -	One	- 150
English Composition (Essay) - - - - -	"	- 100
English Poetical Literature - - - - -	"	- 200
History and Geography - - - - -	"	- 150
Arithmetic and Mensuration - - - - -	"	- 200
Algebra - - - - -	"	- 150
Euclid - - - - -	"	- 150
Chemistry - - - - -	"	- 200
Physics - - - - -	"	- 200
Latin - - - - -	Two—one on Authors and one on Composition and Grammar.	200
French - - - - -	"	- 200
German - - - - -	"	- 200
Greek - - - - -	"	- 200

3. *Senior Leaving Examination.*

	No. of papers.	Value of subject.	
English Grammar, Philology, Rhetoric, and Prosody.	One	- 200	
English Composition (Essay)	"	- 100	
English Poetical Literature	"	- 200	
History and Geography	"	- 150	
Algebra	"	- 150	
Euclid	"	- 150	
Trigonometry	"	- 150	
Chemistry	} Four	-400 {	
Physics			125
Botany			125
Zoology			75
Latin			75
	Two—one on Authors and one on Composition and Grammar.	200	
Greek	"	- 200	
French	"	- 200	
German	"	- 200	

APPENDIX E.--UNIFORM TEXT BOOKS.*

PROVINCIAL CONTROL.

An important characteristic of the system of education for Ontario is the adoption of a uniform series of text-books for the schools of the Province. The statutes for both High and Public Schools provide :—

No teacher shall use or permit to be used as text-books any books in a model or public school, except such as are authorised by the Education Department, and no portion of the legislative grant shall be paid by the inspector to any school in which unauthorised books are used.

Any authorised text-book in actual use in any public or model school may be changed by the teacher of such school for any other authorised text-book in the same subject on the written approval of the trustees and the inspector, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given.

In case any teacher or other person shall negligently or wilfully substitute any unauthorised text-book in place of an authorised text-book in actual use upon the same subject in his school, he shall for each such offence, on conviction thereof before a Police Magistrate or Justice of the Peace, be liable to a penalty not exceeding 10 dollars, payable to the municipality for public school purposes, together with costs, as the Police Magistrate or Justice may think fit.

The regulations also provide :—

(1.) No book shall be authorised as a text-book in any public school until the copyright thereof has been vested in the Education Department.

(2.) Every text-book for public or high schools printed and published in Canada, shall be subject, at any stage of its manufacture, to the inspection and approval of the department in regard to printing, binding and paper ; in case of using any book not published in Canada, the English edition shall be preferred to any other.

(3.) A sample copy of every edition of every authorised book shall be deposited in the Education Department by the publisher, and no edition of any book shall be considered as approved without a certificate from the Minister of Education approving thereof.

* From Mr. J. Millar's *Educational System of the Province of Ontario*, pp.,83, ff.

(4.) Every authorised book shall bear the imprint of the publisher, and shall show upon the cover or title page the authorised retail price, and no part of the book shall be used for advertising purposes, without the written consent of the Department.

(5.) The Education Department may require the publisher of any text-book to make such alterations from time to time as may be deemed expedient; but no alterations in contents, typography, binding, paper or any other material respect, shall, in any case, be made by the publisher, without the consent of the Education Department.

(6.) Every publisher of an authorised text-book shall, before placing any edition of such authorised book upon the market, execute such agreements and give such security for the due fulfilment of these regulations as may be required by the Education Department.

(7.) All authorised text-books may be published by any firm or publishers in Ontario, on the payment to the original publishers of such sum or sums of money as may be agreed upon between the publishers concerned, and the Minister of Education respectively.

(8.) The Minister of Education may, at his discretion, after making full inquiry into the cost of manufacture, reduce the retail price of any authorised text-book; he may also remove such book from the list of authorised text-books, if the publisher fails to comply with the regulations of the Education Department, or if it be considered to be in the public interest so to do.

(9.) In case the Education Department shall at any time recommend any books as aids to the teacher for private reference or study, it is to be distinctly understood that such books are not to be used as text-books by the pupils, and any teacher who permits such books or any other book not authorised as a text-book for the public schools, to be used as such, shall be liable to such penalties as are imposed by the School Act.

The adoption of a uniform series of text-books for the Province has been attended with many advantages. Among them the following may be mentioned :—

1. The cost to pupils has been less than if the selection of text-books were left to each locality.

2. There are better facilities thereby afforded for securing a uniform course of study, and a uniform standard for departmental and university matriculation examinations.

3. The difficulties have been minimised that arise when pupils remove from one school to another.

4. It has, by limiting their responsibilities, tended to render teachers, Inspectors and other school officials more useful in the discharge of their duties.

5. Annoyance and confusion resulting from the frequent changes of text-books by school boards have been avoided.

6. Parents, teachers, Inspectors and trustees are protected from the incessant importunities of book agents and publishing firms.

7. It is a measure of economy to parents and pupils, as they are saved from the too frequent changes of text-books.

To the Education Department has been given the power to authorise text-books for the high and public schools, and for the various institutions for the training of teachers. In preparing and authorising text-books the following objects have been kept in view :—

(1.) To cover the course of study in each subject so far as possible by one text-book.

(2.) To control and regulate the price of each text-book, and thus protect the public as well as act fairly towards the publishers.

(3.) To reduce the price of text-books should it appear to the Department that the profits are excessive.*

(4.) To keep up a required standard as regards the binding, typography and general workmanship of the books.

(5.) To encourage Canadian teachers of well-known ability to undertake the preparation of text-books.

(6.) To manufacture, as far as possible, all authorised text-books in the Province.

(7.) To prevent frequent changes by teachers and trustees.

(8.) To reduce the number of text-books. This has been especially kept in view as regards the public schools. In high schools where fewer pupils are affected a choice has been allowed in the case of some departments.

By the Public Schools Act of 1891 it has been provided that the public school board of any city, town or incorporated village may provide free text-books for the pupils. In accordance with the democratic principles of the school system it has been considered preferable to leave a matter of this kind to be decided by the ratepayers themselves for each locality. It is yet too soon to say how far this optional power may be taken advantage of by municipalities.

LIST OF TEXT BOOKS

1. The text-books named in Schedules "A" and "B" shall be the authorised text-books for the public schools, for Forms I., II., and III. of collegiate institutes and high schools of the Province of Ontario.

2. The text-books in French or German mentioned in schedule "A" are authorised only for schools where the French or German language prevails, and where the trustees with the approval of the inspector require French or German to be taught in addition to English.

3. The books named in Schedule "B" shall be the authorised text-books in the corresponding subject in the course of study prescribed for the Fifth Form of public schools.

4. All text-books prescribed or required for senior matriculation or for the courses in Form IV. of high schools and collegiate institutes may be used in addition to those mentioned herein.

5. For religious instruction, either the Sacred Scriptures or the Scripture Readings adopted by the Education Department, shall be used by teachers and pupils as prescribed by the regulations of the Education Department

Public Schools—Form I.-IV. (Schedule A.)

The Public School Readers.	\$	c.
First Reader, Part I.	-	0 10
First Reader, Part II.	-	0 15
Second Reader	-	0 25
Third Reader	-	0 35
Fourth Reader	-	0 45
Public School Arithmetic	-	0 25
Public School Geography	-	0 75
Public School Grammar	-	0 25
Public School History of England and Canada (new edition)	-	0 30
Public School Drawing Course—each number (new series)	-	0 05
Public School Hygiene and Temperance	-	0 25
Public School Agriculture	-	0 40
Public School Writing Course—each number to July 1894 (after July, 1894, five cents)	0	06

French-English Readers.		\$	c.
First Reader, Part I.	- - - - -	0	10
First Reader, Part II	- - - - -	0	15
Second Reader	- - - - -	0	25
Third Reader	- - - - -	0	35
Les Grandes Inventions Modernes	- - - - -	0	50
Robert's French Grammar	- - - - -	0	25

German-English Readers.		\$	c.
Ahn's First German Book	- - - - -	0	25
„ Second „	- - - - -	0	45
„ Third „	- - - - -	0	45
„ Fourth „	- - - - -	0	50
„ First German Reader	- - - - -	0	50
Klotz's German Grammar	- - - - -	0	60

Collegiate Institutes and High Schools (Schedule B)

English.		\$	c.
High School Reader	- - - - -	0	60
High School English Grammar	- - - - -	0	75
High School English Composition	- - - - -	0	50
High School Geography	- - - - -	1	00
High School History of England and Canada	- - - - -	0	65
Schmitz's History of Greece and Rome	- - - - -	0	75
Green's Short History of the English People	- - - - -	1	50

Mathematics.		\$	c.
High School Arithmetic	- - - - -	0	60
High School Algebra	- - - - -	0	75
McLellan's Elements of Algebra	- - - - -	0	75
High School Euclid, McKay (Books I, II, III, 50 cents)	- - - - -	0	75

Classics.		\$	c.
Henderson and Fletcher's First Latin Book	- - - - -	1	00
Carruthers and Robertson's Primary Latin Book	- - - - -	1	00
Harkness' Introductory Latin Book	- - - - -	0	50
Harkness' Revised Standard Latin Grammar	- - - - -	1	00
Leighton's First Steps in Latin	- - - - -	1	00
Bradley's Arnold's Latin Prose	- - - - -	1	50
Goodwin's Greek Grammar	- - - - -	1	25
Harkness' First Greek Book	- - - - -	0	90

Moderns.		\$	c.
High School French Grammar	- - - - -	0	75
High School French Reader	- - - - -	0	50
High School German Grammar	- - - - -	0	75
High School German Reader	- - - - -	0	50
Lessons in French, complete (Fasquelles-Sykes)	- - - - -	0	75

Science.		\$	c.
High School Physics	- - - - -	1	00
High School Botany	- - - - -	1	00
High School Chemistry	- - - - -	0	75

Book-keeping and Drawing.		\$	c.
High School Book-keeping	- - - - -	0	65
High School Drawing Course—five parts—each	- - - - -	0	15

Dictionaries Recommended.

1. *English*—Stormonth's English Dictionaries (smaller and larger).
Skeat's Etymological Dictionary (cheap unabridged edition)
The Concise Imperial Dictionary.
2. *Latin*—Anthon's smaller Latin Dictionary.
Harper's (Lewis and Scott's) Latin Dictionary.
3. *Greek*—Liddell and Scott's larger and smaller Greek Dictionaries.
4. *French*—Cassell's French and English, and English and French Dictionaries
Spiers and Surenne's French and English, and English and French Dictionaries.
5. *German*—Blackley and Friedlander's German and English, and English and German Dictionaries.
Flugel's German Dictionary.
6. *Antiquities and Mythology*—Anthon's and Smith's.

APPENDIX F.

REGULATIONS FOR THE SCHOOL OF PEDAGOGY.

The following regulations have been prescribed for the School of Pedagogy :—

(1) Only such persons shall be admitted to the provincial School of Pedagogy or its final written examination as shall have completed at least the twenty-first year of their age on or before the close of the session, and as hold at least a high school senior leaving certificate.

(2) Teachers-in-training on admission to the school, and other candidates at the final written examination, shall each pay a fee of 10 dollars.

(3) The following certificate shall be awarded candidates who pass the prescribed written and practical examinations in December and June (or April and December) : after a session at the school of Pedagogy, specialists' certificates, high school assistants' certificates, and first class certificates to candidates who have had three years' experience in a public school, or who hold a second class certificate, and without a session at the school of Pedagogy, first class certificates to candidates who, holding a second class certificate, have had two years' successful experience in a public school, and specialists' certificates to candidates who hold high school assistants' or first class certificates.

Duties of Staff.

(1) The principal shall be the chief instructor in the theoretical and critical course, and shall be responsible for the organisation and management of the school. He shall have charge of the teachers-in-training and determine the hours for instruction, observation and practice teaching in the School of Pedagogy. He shall prescribe the duties of the lecturers on methods and shall from time to time be present at their instructions and those of the special instructors, and at the practice teaching of the teachers-in-training. He shall, with the assistance of the lecturers and special instructors, furnish the Minister of Education with the prescribed statement of the standing of each teacher-in-training at the close of the session.

(2) Each lecturer shall develop systematically the best method of dealing with each branch of his department in the various stages of a pupil's progress, and shall, as far as possible, explain and justify his methods on scientific principles, giving model lessons for classes in different stages of

advancement. He shall also criticise the practice teaching of the teachers-in-training in the School of Pedagogy, and shall, by suitable records, provide the means of forming a just estimate of the standing of each teacher-in-training.

(3) No certificate or testimonial shall be given to any teacher-in-training or other candidate at the final examination by any of the examiners or members of the staff of the School of Pedagogy.

Duties of Teachers-in-training.

(1) Teachers-in-training shall lodge and board at such houses only as are approved by the principal. Ladies and gentlemen shall not board at the same house. Communication between the sexes is strictly prohibited, except by permission of the principal or one of the lecturers or masters.

(2) Teachers-in-training shall attend regularly and punctually throughout the session, and shall submit to such discipline and perform such duties as may be prescribed by the principal.

(3) The teachers-in-training shall make no presentation to any member of the staff of the School of Pedagogy.

Course of Study and Text Books.

(1) The course of study and training shall be as follows : Psychology, the history and criticism of educational systems, the science of education, lectures with practical illustrations on the best methods of teaching each subject on the programme of studies for high schools, lectures on school organisation and management, observation and practice in the School of Pedagogy ; instruction in reading, temperance and hygiene, writing, drawing, stenography, drill, gymnastics and calisthenics, and such other subjects as may be prescribed by the Minister of Education.

(2) (a) In addition to the text books prescribed for collegiate institutes and high schools, the following are authorised for the School of Pedagogy : Quick's Essays on Educational Reformers (International Educational Series, 1890 edition), McLellan's Applied Psychology, Spencer's Education, Landon's School Management, Fitch's Lectures on Teaching, Manuel of Hygiene, and Houghton's Physical Culture.

(b) The following are recommended for reference : Mahaffy's Old Greek Education, Compayre's History of Pedagogy, Gill's Systems of Education, Radestock's Habit in Education, Dewey's Psychology, Sully's Teachers' Handbook of Psychology (Appleton), Ladd's Outlines of Physiological Psychology

Examinations.

(1) Teachers-in-training shall take the following examinations :—(a) At least one written examination conducted, during the session, by the staff of the school, on the work of the sessions ; (b) final written examination (in December or April), conducted by the staff of the school and such other examiners as the Minister may appoint, in the following subjects, obligatory on all candidates .—Psychology, science of education, history of education, school organisation and management, methods in mathematics, and methods in English. In addition to the foregoing subjects, candidates holding university qualifications shall take methods in Latin, and methods either in Greek or in French and German ; and other candidates, methods in science or classics, or modern languages ; candidates for a commercial specialist's certificate shall take also methods in the commercial subjects ; (c) and a final examination in December, in reading and drill, gymnastics and calisthenics for male teachers, and drill and calisthenics for female teachers, conducted by the staff of the school, unless otherwise ordered by the Minister of Education.

APPENDIX G

UNIVERSITY REGULATIONS.

Matriculation,

Matriculation examinations, formerly conducted by the different universities, are now entrusted to examiners selected by the joint board, which is appointed by the Minister of Education and the Senate of the University of Toronto. This examination is held in the beginning of July, and is called the Junior Matriculation Examination. Candidates may also enter by passing the Senior Matriculation Examination (first year) or at the examination of the second year. High school leaving certificates are accepted *pro tanto* for entering the University. The following provisions have been made by the Senate regarding the matriculation examinations :-

All candidates entering at the junior matriculation examination must take the pass subjects in Latin, Mathematics, English History and Geography, and in one of the following groups : (a) Greek ; (b) French and German ; (c) French, and either Physics or Chemistry ; (d) German, and either Physics or Chemistry

Candidates intending to take, during their university course, any one of the following honour departments, viz. : Political Science, Mathematics and Physics, Chemistry and Mineralogy, Natural Sciences, are recommended to take French and German at matriculation, since these languages must be taken in connection with the above-named honour departments. For a similar reason candidates intending to take, during the university course, either the honour departments of Philosophy or that of Oriental Languages, are recommended to take Greek, French and German at junior matriculation.

Regulations Relating to the Pass Course.

The subjects to be taken by those pursuing the pass course, with the options permitted, are set forth in the following schedule :-

First Year	{ Latin ; English ; History ; Mathematics ; either Greek, or French and German ; any one of the three sciences—Chemistry, Biology, Geology.
Second Year	{ Latin ; English ; History ; Philosophy ; Physics ; either Greek, or French and German.
Third Year	{ Latin, English ; either Greek, or French and German ; any two of the three departments—History and Political Science, Philosophy, Physics.
Fourth Year	{ Latin ; English, either Greek, or French and German ; any two of the three departments—Political Science, Philosophy, Mathematics and Physics.

NOTE.—Hebrew may be substituted for French or German in each of the four years.

Undergraduates in the pass course in the third and fourth years may, in lieu of one or more of the subjects prescribed for each of these years, take certain of the following subjects—namely, Biblical Greek, Biblical Literature, Apologetics, and Church History.

Regulations Relating to the Honour Course.

In this course there are eight honour departments—viz. : I. Classics ; II. Modern Languages ; III. Oriental Languages ; IV. Political Science ; V. Philosophy ; VI. Mathematics and Physics ; VII. Chemistry and Mineralogy ; VIII. Natural Sciences.

Candidates pursuing Department II. will be allowed at and after the examination of 1893 to take either Teutonic or Romance Languages in their fourth year.

Candidates pursuing Department VI. are allowed to take either Mathematics or Physics in their fourth year.

Candidates pursuing Department VIII. are allowed to take either Division I. or Division II. in their fourth year.

An undergraduate is entitled to admission to the degree of Bachelor of Arts, if in each year of his course he passes the examination in the pass and honour subjects of one of these departments (except in the department of Political Science, for which the honour subjects only are required), and also the pass examinations in the subjects and at the respective times mentioned in the following schedule :—

Undergraduates to the honour departments of Philosophy and Oriental Languages may, in the third year, substitute Biblical Literature or Church History for History. Undergraduates in the honour department of Philosophy may also substitute Biblical Greek for the pass Classical Greek (Plato) to be taken in the third year, and Biblical Literature or Apologetics for the pass Economics for the fourth year. Undergraduates in the honour department of Oriental Languages may also substitute Biblical Greek for the pass Classical Greek of the third and fourth years. Undergraduates in the honour department of Political Science may substitute Church History for the pass English of the second year, and Biblical Greek for the pass French or German of the third year. Those exercising these options must present certificates of having attended lectures and passed examinations in the subjects so selected at an affiliated or confederated college or university other than University College. The minimum for passing at such examinations must not be less than the minimum required at the University examinations of third year. These examinations do not count for honours.

In the honour department of Philosophy two distinct examinations are held in the fourth year upon the two systems of philosophy taught in the confederating Arts Colleges.

A candidate for honours in any of these departments is required each year to take the pass papers set in the subjects of his department for that year, except in the department of Political Science, in which only the honour papers are required.

Candidates in the honour subjects of Physics, Chemistry, Biology, and Mineralogy and Geology, will be ranked in the class lists on practical work done in the laboratories of the respective departments during the session, and no candidate will be allowed to proceed to examination in any of these honour subjects unless he presents to the registrar a certificate from the professor that he has attained honour standing in the practical work of that subject.

Fees

The following fees are payable.—	Dols
For each examination after matriculation	5
For change of faculty	5
For admission <i>ad eundem statum</i>	6
For the Degree of B.A.	10
For the Degree of M.A.	20
For admission <i>ad eundem gradum</i>	{ B.A. 20 M.A. 20
For admission to a higher year on the certificate of the head of an affiliated college	5
For dispensation from attendance at lectures in an affiliated college	2
For certificates of honour	(each) 1
Annual library fee	2

Matriculated undergraduates who are registered students of University College, or at any federating university or college, may attend lectures of university professors and lecturers in the Faculty of Arts without payment or fees, except those imposed for laboratory work; but such students must enter their name with the Registrar of the University.

Laboratory fees vary from about two to twenty-five dollars, according to the number of sub-departments. The library fee is two dollars.

Term Work.

Candidates in pass subjects in the Faculty of Arts shall be arranged in the annual class lists in three grades, A, B and C; the minimum for A being seventy-five per cent of the marks, and for B fifty per cent; all under fifty per cent. who pass shall be placed in C.

Reports of attendance at pass lectures in the first and second years shall be made in all departments except those of Chemistry, Natural Science and Physics, and marks for such attendance shall be assigned in connection with the May examinations as follows.

	Marks.
For attendance at four-fifths and over -	- 20
" two-thirds and over -	- 13
" one-half and over -	- 7

No students attending less than one-half the lectures shall receive any marks for attendance.

Reports on term pass work in the first and second years shall be made in all departments except those of Chemistry, Natural Science and Physics. In the department of English five essays at least shall be required during the session from each student, and the reports on term work in that department shall be based on the essays. In other departments the report on term work shall be based on those parts of the work which the professor or lecturer may deem most appropriate as tests of proficiency. The maximum number of marks to be assigned for term work in connection with the May Examination shall be thirty, and no candidate earning less than ten marks shall receive any marks for term work.

Matriculation Scholarships.

Through the liberality of several persons, including the Hon. Edward Blake, M.P., Chancellor of the University, who has given the sum of twenty thousand dollars as a fund for an endowment for junior matriculation scholarships, valuable inducements are offered to deserving students desiring to take a course in arts in the Provincial University. These scholarships vary in value from 25 to 190 dollars. A large number of scholarships, medals and prizes are also awarded in the different years of the course.

University College Fees.

Graduates in Arts, who have pursued the undergraduate course in University College, may attend lectures free; but this privilege does not exempt them from laboratory and other special fees.

For regular students in Arts, "a course of lectures" means a continuous course of instruction offered to matriculated students in Arts in any one year in any subject.

"A partial course of lectures" means any special course or any subdivision, complete in itself, of a course of lectures as above defined.

"A matriculated student in Arts" means a student who is matriculated in the University, and enrolled in University College, and whose name is entered with the Registrar of the University.

"An occasional student" includes every student not being a matriculated student under the above definition, in whose case the Lieutenant-Governor in Council is by law authorised to determine fees for courses of lectures on the report of the Council of University College.

Every matriculated student in Arts shall, on each year's enrolment in University College, pay an enrolment fee according to the following table,

which fee shall include all instruction for which fees are by law chargeable, except laboratory supply charges and library fees —

	Dols.
First Year - Any course or department - - -	25
Second Year - Any course or department - - -	25
Third Year - Chemistry and Mineralogy - - -	20
Natural Sciences - - -	20
Any other course or department - - -	25
Fourth Year - Chemistry and Mineralogy or Physics -	20
Biology - - -	15
Any other course or department - - -	25

The annual enrolment fee of a matriculated student in Arts, taking under the regulations more than one honour course, shall be 25 dollars only

Statistics

	Dols.
Value of land reservation for building - - -	478,000
„ Buildings - - -	640,000
„ Library books, apparatus, etc - - -	120,000
„ Unoccupied land - - -	1,000,000
„ Land leased - - -	326,000
„ Investments - - -	1,000,000
Annual income - - -	118,000
Graduates in Arts (Toronto, 1,660 ; Victoria, 644) - - -	2,304
„ Medicine (Toronto, 808 ; Victoria, 937, of whom 80 are graduates in both) - - -	1,665
„ Law (Toronto, 245 ; Victoria, 98) - - -	343
„ Engineering - - -	5
„ Agriculture - - -	33
„ Dentistry - - -	85
„ Pharmacy - - -	22



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THE SYSTEM OF EDUCATION IN THE PROVINCE OF QUEBEC

[*This account has been compiled mainly from the "Revised Statutes" of the Province. Use has also been made of the annual reports of the Superintendent of Public Instruction for recent years, which have been supplied to the Board of Education by the Quebec Department of Public Instruction.*]

INTRODUCTORY

Among the Provinces of the Dominion, Quebec shares with Nova Scotia the distinction of having two Chambers constituting its Parliament. The Upper Chamber is called the Legislative Council, and the Lower, the Legislative Assembly. The total area of the Province is 347,350 square miles, of which 344,050 square miles are "land area."

Quebec was, of course, one of the original Provinces of the Dominion. The original Act of 1791 divided Canada into two Provinces, Upper Canada, now Ontario, and Lower Canada, now Quebec. The present constitution of the Province was, in its main outlines, fixed by the "British North America Act" of 1867.

It is not without reason that the experience of the Dominion of Canada is cited as showing how completely a fusion may be effected by judicious legislation between two races of different language, creed, and ideals. We need not stop to estimate how far this wonderful fusion of the French and the British, the Roman Catholic and the Protestant, population has been the result of the educational legislation in particular. It is at least obvious that in the three provinces of the Dominion where "separate" or "dissentient" schools are provided for the religious minority in each educational unit of the country, a working arrangement has been devised which recognises in large measure the rights of conscience, at least so far as two broadly distinguished types of religious belief are concerned, while maintaining effective Government control and securing to every school, whether sectarian or not, its *national* character.

The Provinces which first succeeded in this were Ontario, Quebec, and the North-west Territories. But in the last case a distinction must be made, for in the Territories little short of half the financial support of the schools comes from the Government, and it is not until differences of creed involve, or threaten to involve, some disputable incidence of local taxation that the problem becomes really difficult. In Ontario and Quebec, on the other hand, the difficulty of preserving the rights of conscience to "religious minorities" while providing for the local support of all schools by taxation, could hardly have presented

itself in a more striking form. The educational systems of the two Provinces should be studied side by side by those who wish to ascertain how this problem of religious creeds as affecting education has been solved. They make an effective contrast, inasmuch as the preponderance of Protestants in Ontario though smaller is not less decisive than the preponderance of Roman Catholics in Quebec, while in both Provinces the privileges of the vast majority are secured to the dissentient few. The statistics of the census of 1891 show that in Ontario out of a total population of 2,114,320, 358,300 were Roman Catholic, and 1,599,226 Protestant; while in Quebec out of a population of 1,488,535, 175,680 were Protestant, and 1,291,709 Roman Catholic.*

The Regulations which follow in this Report scarcely need any introductory comment, since the *corpus* of school law is admirably clear. On the other hand, the task of abstracting what follows may be justified on the ground that much unnecessary and uninteresting detail has thus been omitted, and that a clearer idea of the main features of the system will be gathered from a study of it than from reading through the Revised Statutes of the Province in their entirety.

It may be as well, however, to draw special attention to one or two points. All persons elected to serve on the local authorities for schools, except Roman Catholic and Protestant clergymen, are obliged to accept office. The relations and the differences between school commissioners and school trustees will be clearly enough explained in what follows, but it must be pointed out here that any powers given to, or any obligations imposed upon, school commissioners apply also to trustees of separate schools in reference to the schools and school districts under their control. Special attention may be called to the provision giving power to school commissioners (*i.e.*, the local authority for the schools of the religious majority in the educational unit of the system) to grant annually a certain sum to school trustees in their municipality (*i.e.*, the local authority for the schools of the religious minority in the same unit) in respect of those children whose parents pay taxes to the school commissioners though they send their children to the dissentient schools.

Equally noteworthy are the financial regulations restricting the levying of taxes on corporations or incorporated companies, including religious, charitable, or educational institutions. The tax may be imposed on such institutions only by the School Corporation (whether of commissioners or of trustees) of the same religious faith as is held in the institution; and must, when collected, be applied to the exclusive benefit of that religious majority or religious minority, as the case may be. It should also be noted that, while the Superintendent is *ex officio* a member of both the Protestant and the Roman Catholic

* The only difference of creed recognised in the educational law of either Province is that between Roman Catholic and Protestant. The Protestant Churches included in the census are Church of England, Presbyterian, Methodist, and Baptist. In Ontario the Methodist is the largest Protestant Communion, and in Quebec the Church of England.

Committees of the Council of Public Instruction, he is entitled to vote only in the Committee to which he, by religion, belongs. The punctual payment of the teachers' salaries every six months figures among the conditions to be fulfilled before a Government grant can be received, and the elasticity of the provisions is well exemplified in the exemption from taxes of poor municipalities which can be shown to have "done their best" to fulfil all the necessary conditions.

Attention may also be drawn to the principle which lies at the root of the financial administration of the schools—the "dollar for dollar principle." The wide power given to the local authorities in the application of Government grants is also notable. The School Corporation can either distribute the money to the schools under it in proportion to the number of children of school age (seven to fourteen years) capable of attending school in each district, or it may make a common fund from which teachers' salaries and all other expenses of the schools are paid. By this method, given a well-constituted school corporation, an elasticity is introduced that may often prevent that objectionable feature of educational systems familiar to any student of them—the *facilis descensus Avernii* of the necessitous school whose grant from Government decreases almost in proportion to its need of assistance.

The protection afforded to teachers by the Regulations will be frequently noticed in what follows, more especially in regard to their dismissal and the term of their tenure.

I.—CENTRAL ADMINISTRATION.

The titular and, in many respects, actual head of the educational system is the Lieutenant-Governor or "the Lieutenant-Governor in Council." He appoints the Superintendent and the officers of the Department of Public Instruction. Lieutenant-Governor.

It is necessary to note that the Department of Instruction is distinct from the Council of Public Instruction. The Department is in reality the staff of the Superintendent,* the Council is the body responsible for all important changes in the method of providing public education, and has, within the limits set by statute and subject to the approval of the Lieutenant-Governor in Council, full power to control the management of all schools. Department and Council.

The Superintendent (with the Department under him) is subordinate to the Council in all matters not expressly assigned to him. Such at least is the practical outcome of the system, though it is not actually stated in the Statutes. The Superintendent is required to enforce regulations made by the Council and approved by the Lieutenant-Governor. Superintendent.

* In the school year 1897-8 the Department consisted of the Superintendent, a French Secretary, an English Secretary, a Special Officer and Assistant Secretary, Curator of Museum, Accountant, Assistant Accountant and Clerk of Statistics, Clerk of Records, Librarian and Clerk of French Correspondence, Clerk of Accounts, Clerk of English Correspondence, Assistant Book-keeper, four ordinary Clerks, and three Messengers.

Committees. For all practical purposes each of the two Committees of the Council has the same statutory powers in regard to matters specially concerning education of its own religious faith as the Council which those two Committees together compose has in regard to all matters not specially concerning one or the other of them. These Committees are called the Roman Catholic and the Protestant Committees.

Classification of Creeds. This is perhaps the most distinctive feature of the educational system, and the religious division, which thus begins with the central authority, will be met with in almost every detail of the local administration. The Public Schools of the Province are classified as Roman Catholic or as Protestant schools; and no Public School exists which is not identified with one or the other of these religious classes.

The phrase used in the Statutes is "religious faith," not religious denomination; but it is hardly necessary to remark that the division is in reality an arbitrary one. For the purposes of education, all those persons who are not members of the Roman Catholic Church are by statute declared to be Protestants; and every school must, by statute, have a religious character and religious instruction corresponding with one or the other of these divisions.

In view of the difficulties that have been experienced elsewhere in elementary education it would be instructive to know what compromise has been devised by the three or four main religious interests that together compose the Protestant Committee, and how far that compromise has been found to satisfy each of the parties to it. Under such a system much would evidently depend on the nature of the compromise devised in practice by the representatives of the various types of belief found in the Protestant Churches. Experience elsewhere shows that on many important questions there is not always identity of positive religious conviction among those who, in contradistinction to Roman Catholics, are called Protestant. The official documents do not show what is the nature of the compromise arrived at. No information is available on this point, and it is therefore useless to speculate on the nature of the religious instruction given in public schools under the central control of the Protestant Committee.

a. The Council of Public Instruction and its Committees.

Composition of the Council.

The Council of Public Instruction, then, is composed of *Roman Catholic* and *Protestant* members, and is divided into two *Committees*, the one consisting of the Roman Catholic and the other of the Protestant members. The Superintendent is a member of the Council, and, *ex officio*, the chairman of it; * but, while he is *ex officio* a member of each of the Committees, he is entitled to vote only in the Committee to which he, by religion,

* In the case of the absence or sickness of the Superintendent, the Council appoints one of its members present to act as chairman of the meeting.

belongs. Thus, like every school corporation (local authority for public education in all grades), every teacher, and nearly all officials connected with education, the Superintendent must be a member of one or the other of the classes of religious faith into which the Province is divided for educational purposes. The position of the Superintendent is, however, exceptional, inasmuch as he alone is directly concerned with both divisions of the system and is the only member of both Committees of the Central Authority.

The Roman Catholic members of the Council (*ie*, the members of the Roman Catholic Committee) are the following:—

(1) The Bishops, ordinaires, or administrators of the Roman Catholic dioceses and apostolic vicariates, situated either in whole or in part in the Province: *ex-officio members*

(2) An equal number of Roman Catholic laymen appointed by the Lieutenant-Governor in Council: *appointed members*

The constitution of the Protestant Committee is not so carefully defined by statute. It consists of "a number of Protestant members, equal to the number of Roman Catholic members appointed by the Lieutenant-Governor in Council, who are appointed in the same manner." The Lieutenant-Governor directly appoints the whole of the Protestant Committee and exactly half of the Roman Catholic Committee.

There is thus no statutory definition of the degree in which one or other of the various types of Protestant belief shall be represented on the Protestant Committee.

Those members of the Council who are appointed as such hold office during pleasure. In the discharge of their duties they are subject to the lawful orders and directions of the Lieutenant-Governor in Council.

The two secretaries of the Department of Public Instruction are joint secretaries of the Council. They enter its proceedings in a book kept for that purpose, procure maps, books, stationery, etc., as directed, and keep the accounts of the Council.† The expenses of the acts and proceedings of the Council are defrayed and accounted for by the Superintendent as part of the contingent expenses of the Department of Public Instruction

The Superintendent may call a special meeting of the Council at any time with due notice. Each Committee holds its meetings separately and may fix their number. Special Meetings.

The secretary of each Committee keeps a record of its proceedings and conducts its correspondence. He deposits the record of proceedings, the correspondence, and all other documents among the archives of the Department of Public Instruction.

* It does not appear whether the *ex-officio* Roman Catholic members are responsible to the Lieutenant-Governor or not, nor to whom they are responsible if not to him. Nothing is said of their resignation or removal.

† It is not provided that one of these two secretaries to the Department should be a Roman Catholic and the other a Protestant. They are secretaries to the whole council; each Committee has, besides, its own secretary

After notice, given at least eight days in advance, special meetings of either Committee may be convened by the chairman or by the Superintendent, and special meetings of either Committee must be so convened if two or more members of either Committee make written request for it.

The Lieutenant-Governor in Council or either of the Committees may require the Superintendent to call a special meeting of the Council of Public Instruction.

The chairman of the Council and of each Committee has, on all questions in which the votes are equal, a second and casting vote. The Council and each of its Committees may appoint sub-committees (or one or two delegates) for the consideration of any matters submitted to them. Sub-committees (or delegates) report their proceedings to the Council or to the Committee by which they were appointed.

Powers of
Council and
Committees.

The powers of the Council and its Committees are defined by two clauses which it may be as well to give in full. (Quebec Revised Statutes, 1910 and 1911)

(1) "The matters and things which by law belong to the Council shall be referred to it, in so far as they shall specially affect the interests of both Roman Catholic and Protestant education, and in such manner and form as the whole shall from time to time be determined by the Lieutenant-Governor in Council on the report of the Superintendent of Public Instruction."

(2) "Everything within the scope of the functions of the Council of Public Instruction, which specially concerns the schools and public instruction generally of Roman Catholics, shall be within the exclusive jurisdiction of the Roman Catholic Committee of the Council. In the same manner everything within the scope of such functions, which specially concerns the schools and public instruction generally of Protestants, shall be within the exclusive jurisdiction of the Protestant Committee."

Except in so far as these two clauses may be held to assign certain matters to one or other of the Committees, the powers of the Council as a whole are as follows:—

(1) To fix the time of their meetings and the mode of proceeding.

(2) To make regulations respecting normal schools.

(3) To make, from time to time, regulations for the organisation, government, and discipline of public schools,* and for the classification of schools and teachers.

(4) To select and cause to be published text-books, maps, and globes, to be used, to the exclusion of all others, in the elementary schools, model schools, and academies under the control of school commissioners or trustees (powers are reserved to the two Committees in respect of text-books, and a special

* This covers practically all the elementary, and much of the secondary, education of the Province. "Model Schools" and "Academies" are of course public schools.

provision secures to the *cure* of a Roman Catholic church the exclusive right of selecting the books having reference to religion and morals for the use of pupils of his religion).

(5) To acquire the copyright of books, maps, pieces of music, and other publications made under their direction.

(6.) To cause to be inserted by the Superintendent, in a book to be kept for that purpose, the names and grades and classes of all teachers who have received diplomas from the Boards of Examiners; and also, the names of all teachers who, after going through the regular course of instruction in any normal school, have received diplomas from the Superintendent.

There is one special provision in regard to the constitution of each of the Committees:—

Special provisions for each Committee.

(i.) The members of the Protestant Committee may associate with themselves five persons to assist them in their labours, who shall not form part of the Council of Public Instruction, but shall have, in the Protestant Committee, the same powers as the ordinary members of that Committee

(ii) Each Roman Catholic Bishop, Vicar Apostolic, or administrator of a Roman Catholic Diocese, may appoint a delegate to represent him at the meetings of the Roman Catholic Committee, if he is unable to be present through illness or absence from the Province. The delegate has at the meetings all the rights of the person appointing him.

This last regulation in regard to certain Roman Catholic members applies also to meetings of the whole Council, but there is no such provision for Protestant members in respect of the meetings either of the Council or of the Protestant Committee.

Special provisions in regard to the powers of the Committees over Boards of Examiners, to cancel teachers' diplomas, and to inquire into the conduct of School Inspectors, will be found below.

Each Committee prepares and revises from time to time a list of text-books, maps, globes, models, and other articles for use in the schools. The list of authorised text-books is revised once in every four years, and the changes made in it are published by the Superintendent in the *Quebec Official Gazette*. A text-book excluded from the revised list cannot be withdrawn from use until a year after the publication of the revision

Text-books.

The Superintendent retains the grant of any municipality which allows text-books, not entered on the authorised list, to be used in its schools.

All text-books entered on the list may become the property of the Roman Catholic or Protestant Committee of the Council of Public Instruction, in consideration of an indemnity to the proprietors to be fixed by the Lieutenant-Governor in Council. Any contestation as to the amount of indemnity must be referred to

three arbitrators appointed, one by the Superintendent, another by the owner of the work, and the third by the two first arbitrators. The award of these arbitrators is final.

Every person has the right to print, publish, and sell the works entered on the list (*i.e.*, the property of either of the Committees) by paying every five years a sum of ten dollars (£2) for each work. The form, paper, type, and binding of such books are determined by the Superintendent. In case any abuse arises from a combination of booksellers to raise the price of text-books, the Roman Catholic or Protestant Committee may fix a maximum price for such works.

**Appoint-
ments.**

School Inspectors, professors, directors and principals of normal schools, the secretaries and the members of boards of examiners, are appointed or removed by the Lieutenant-Governor in Council, on the recommendation of the Roman Catholic or Protestant Committee, according as such appointments or removals concern Roman Catholic or Protestant schools.

**Inquiries and
Appeals.**

The Roman Catholic or Protestant Committee may cause inquiries to be made into all questions concerning public instruction which come respectively under their control.

Whenever the persons interested in the decisions of the Superintendent have no recourse before the Courts, an appeal lies by summary petition (except, of course, when the law declares the decision of the Superintendent to be final) to the Council of Public Instruction or to one of its Committees. In cases where the decision of the Superintendent refers to a difficulty between Roman Catholics and Protestants, the appeal lies to the Council of Public Instruction. In cases of a difficulty between persons of the same religious faith, the appeal is within the jurisdiction of the Committee which represents that faith.

**Donations
and Legacies.**

Each of the Committees may receive by donation, legacy, or otherwise, by gratuitous title money or other property; and may dispose of the same, in its discretion, for the purposes of education. In respect of property so acquired, each Committee has all the powers of a corporation. Should any person make a legacy to the Council of Public Instruction without stating the Committee for which he designed it, the legacy belongs to the Committee of the faith to which, at the time of his death, the testator belonged. If the testator belonged neither to the Roman Catholic nor to the Protestant faith, the legacy is divided between the two Committees, in the proportion of the Roman Catholic and Protestant populations of the Province.

The sums of money granted to Roman Catholics, or Protestants, for educational purposes and not expended, remain at the credit and disposal of the Committee which had the control of them.

**School
Exhibitions.**

The Lieutenant-Governor in Council may, on the recommendation of the Council of Public Instruction, or on the report of the Superintendent, make and promulgate regulations for establishing and maintaining *school exhibitions*, and may appoint

one or more commissioners for that purpose, whose duty it shall be to obey the instructions given by the Lieutenant-Governor in Council.

b The Superintendent of Public Instruction and his staff.

The Superintendent is appointed by the Lieutenant-Governor in Council. He holds office during pleasure, and must give a security to the sum of \$8,000. His salary is \$4,000 per annum. Salary and
ex-officio
Position

The Superintendent, in the exercise of his functions, is bound to comply with the directions of the Council of Public Instruction or with those of the Roman Catholic or Protestant Committee. He is *ex officio* president of the Council, member of each of the Committees (though entitled to vote only in the Committee of his own religious faith), visitor-general of all public schools, and member of the Council of Arts and Manufactures (who control the teaching of drawing). He compiles and publishes statistics and information respecting educational institutions, public libraries, and artistic, literary, and scientific societies, and, in general, respecting all subjects connected with literary and intellectual progress. Every year he draws up, in accordance with the directions of the Council or of its Committees, a detailed statement of the sums required for public education, and submits this statement to the Government. He has power to hold inquiries, to summon before him and administer oaths to witnesses or parties in all difficulties which may arise in reference to schools or school-houses. He may also delegate this power to hold inquiries to the secretaries of the Department or to school inspectors. When the investigation is held at the request of one or more ratepayers, the Superintendent may require the person who applies for it to deposit an amount sufficient to cover the expenses.

The Superintendent is the depository of all documents respecting matters under the control of the Department of Public Instruction, and may deliver copies or extracts thereof, in consideration of a remuneration fixed by the Lieutenant-Governor in Council.

The secretaries of the Department of Public Instruction who may be appointed for the administration of the educational laws are deputy-heads of the Department and act under the direction of the Superintendent. Secretaries.

In the absence of the Superintendent, they may suspend any employé of the Department who refuses or neglects to obey their orders. The Superintendent may delegate to one of the secretaries of the Department all the powers conferred on him by law, if he be absent from the Province.

It is the special duty of the Superintendent :—

1 To receive from the Provincial Treasurer, in addition to the amounts appropriated for superior education, all sums of money appropriated for public school purposes, and to distribute them among the School Commissioners and Trustees of the Special
Duties of
Superin-
tendent.

municipalities in proportion to their population as ascertained by the last census;

2. To prepare and cause to be printed recommendations and advice on the management of schools for the School Commissioners and Trustees, and for the Secretary-Treasurers and teachers;

3. To keep correct books and distinct schedules of all the matters under his superintendence, so that information may be promptly obtained by the Government, the Legislature, or the school visitors;

4. To examine and control the accounts of all persons, corporations, and associations accountable for any public moneys appropriated and distributed under the laws relating to schools, and to report whether they are *bond fide* applied for the purposes for which they were granted;

5. To lay annually before the Legislature a detailed report of the actual state of education during the period to which the report relates; and

6. To state in the yearly report to the Legislature what he has done with the amounts voted for education during the period covered by it.

Additional
Duties of
Superin-
tendent.

The Lieutenant-Governor in Council may, if he sees fit, assign to the Superintendent certain other duties. He may require him to effect the establishment of art, literary, or scientific societies, and of libraries, museums, and picture galleries, whether these be established by such societies or by the Government, or by institutions receiving Government aid. The Superintendent may be required to encourage competitions and examinations, and the distribution of diplomas, medals, or other marks of distinction for artistic, literary, or scientific work, or to establish schools for adults and instruction for workmen and artisans. In fact, all which in general concerns the support and encouragement of arts, letters, and science, and the distribution of the funds voted for those purposes by the Legislature, may be entrusted to the Superintendent as one of his special duties, if the Lieutenant-Governor in Council so desires.

II.—LOCAL ADMINISTRATION.

School Muni-
cipalities.

The Local Authorities for Public Instruction in the Province are called "School Corporations", and the local areas controlled by them for school purposes are called "School Municipalities."

In the constitution of the Local Authorities, as in all other respects, due regard is paid to the rights of what are called the *religious majority* and the *religious minority*; but for the purposes of Public Schools only the two main divisions of Christian communions, Roman Catholic and Protestant, are recognised.

The *Ratepayers* of any municipality or district are defined as the proprietors, lessees, occupants, inhabitants, or others, who, by

reason of the taxable properties they own or occupy in a municipality or district, are hable for the payment of school taxes

The term "school municipality" properly means "any territory erected into a municipality for the support of schools under the control of school commissioners or school trustees;" and the term "school corporation" means indifferently a corporation either of school commissioners or of school trustees, commissioners being responsible for the schools of the majority and trustees for the schools of the dissentient minority.

For school purposes, then, the Province is divided into "municipalities." To the English reader this term is apt to be misleading. It does not imply in any sense what we should understand by a municipal organisation. It is in reality more like the "school district" of the North-West Territories or British Columbia, though in Quebec that expression is appropriated to the smaller educational units which constitute a "school municipality." The word "municipality" does not imply the existence of a city nor necessarily even of a town within its limits. It is, in fact, merely an area bearing to the smaller areas ("school districts") a relation similar to that between a "city district" and a "city ward" elsewhere, or, more nearly still, to the relation between an *arrondissement* and the *communes* of which it consists in France.

Once this misconception is removed, the local administration of education in the Province may be understood without much difficulty.

If, on account of the "erection" of new municipalities, the municipality from which they are detached ceases to exist, or if a school municipality is abolished and its territory annexed to a neighbouring municipality by the annexation or uniting together of two or more municipal corporations, the Superintendent must inquire into the state of affairs of the old municipality either personally or by a school inspector or by any other person specially appointed by him for that purpose. This inquiry must be undertaken within the three months following the abolition and annexation, and must be directed towards ascertaining what are the resources of, and the outstanding claims against, the municipality within the limits of which the abolished municipality was situated. At the inquiry the municipalities concerned are represented, and notice of time and place must be given to the commissioners or trustees, as the case may be. The report of the examination is made to the Superintendent, who, after hearing the representations of all parties concerned, gives a final decision from which there is no appeal.

It would be unnecessary to give in detail the regulations that determine the affairs of school municipalities during the *interim* period that must usually follow such a readjustment (see §§ 1977-1980, Revised Statutes). The Superintendent in his award on the enquiry above described, may order that the new municipality shall have the right to levy upon the territory from which it has been detached, or upon the abolished municipality, a

Abolition
and Annexation.

special tax in addition to the ordinary school tax during one or more years.

**School Dis-
tricts.**

It has already been pointed out that a school municipality consists of smaller units, the school districts. Here, again, a student of Canadian education may easily be misled. In the North-West Territories and in British Columbia the local educational authority is called a school district. In Quebec the authority that deals locally with education in a direct manner is the school corporation of commissioners or trustees elected for any school municipality.

In every municipality, village, town, and city of the Province, one or more public schools for the elementary instruction of youth must be held, under the *control of school commissioners*, or, in the event of *dissentient schools* being established, under the control of *school trustees*. The inhabitants of any city, town, or village municipality, are subject to the jurisdiction of the school commissioners or trustees elected for the municipality of which the city, town, or village forms part, and have the right of voting at the election of such school commissioners or trustees.

**Power of
Lieutenant-
Governor to
alter areas.**

By the original Act establishing school municipalities all existing municipalities were constituted as school municipalities. It was, however, reserved to the Lieutenant-Governor in Council to alter the limits of existing municipalities for school purposes, to subdivide them and to erect new ones. This power may not be exercised without due notice given in a prescribed manner that will ensure the utmost publicity; nor can alterations or subdivisions be made until the school corporations affected by them have been notified, and their representations on the subject carefully considered. The Lieutenant-Governor in Council may provide that the changes so made shall apply to the religious majority only, or to the religious minority only, as the case may require, of the school municipalities affected by such changes (Statute of 1890).

**Division into
School
Districts.**

The school commissioners or trustees divide the school municipality into school districts. The limits assigned by them to each district must be entered in the register of their proceedings. They may also, in their discretion, alter the limits of districts already existing, and erect new ones to suit local circumstances. But no school district may exceed five miles in length or breadth. The school commissioners or trustees must provide that there be a school in each district, and, when it is expedient, they may unite two or more districts for the same school, and again separate them. Notice of such union or separation of districts must be given to the superintendent.

The school commissioners or trustees of any incorporated town or village, which has been erected into a separate school municipality, need not divide such school municipality into school districts. They may even annul such a division if it has already been made.

The point of this regulation would seem to lie in the fact

that it is often convenient to treat a town or village of any considerable proportions as an educational unit for administrative purposes.

No section of territory under the school municipality may be erected by commissioners or trustees into a school district, unless it contains at least twenty children over five and under sixteen years of age. It is, however, provided that *one* of the school districts under any school corporation (commissioners or trustees) may contain a smaller number of children of school-age.

It is now necessary to indicate the difference between the functions of school commissioners and school trustee (Article 1985). Dissentient
Schools—
Notices of
Dissent.

If, in any municipality, the regulations and arrangements made by the school commissioners for the management of any school, are not agreeable to any number whatever of the proprietors, occupants, tenants, or ratepayers, professing a religious faith different from that of the majority of the inhabitants of the municipality, these proprietors, occupants, tenants, and ratepayers may signify their dissent in writing to the chairman of the school commissioners. Three copies of this notice of dissent must be made and signed, one for the chairman of the commissioners, one to be kept, subsequently to the formation of the dissentient schools, in the archives of the trustees of that school, and one to be sent to the Superintendent of Public Instruction.

The notice to withdraw from the school Corporation is made in the following form :—

“ Province of Quebec,
Municipality of

To the Chairman of the School Commissioners of the Municipality of
, county of

Sir,
We, the undersigned, proprietors, occupants, tenants, and ratepayers of the Municipality of , county of , professing the (*Catholic or Protestant*) religion, have the honour, under Article 1985 of the Revised Statutes of the Province of Quebec, to notify you of our intention of withdrawing from the control of the school corporation of which you are the chairman.

Given at , this day of 19

* Notice to withdraw from control of *future* commissioners.

Province of Quebec,
Municipality of

To the Chairman of the School Trustees of the Municipality of
county of

Sir,
We, the undersigned, proprietors, tenants, occupants, and ratepayers of the Municipality of in the county of , professing the religion, have the honour to inform you, in virtue of Article 1887a of the Revised Statutes of the Province of Quebec, that we do not intend to be governed by the school commissioners who shall be elected in July next, and that we intend to elect three trustees to administer our schools.

Given at this day of 189

When a notice of dissent is served in accordance with this form, the *status quo* is maintained until the date of the annual elections, and at that date the dissentients elect three school trustees, in the usual manner (*for the method of election prescribed, see below*); during the eight days following their election or nomination, the trustees must give notice thereof to the chairman of the school commissioners.

Alternation
of Majority
and Minor-
ity.

If, in any municipality, the ratepayers who belong to the religious denomination of the dissentients become the majority, they may signify in writing their intention of organising themselves in consequence.

Such notice must be made and signed in triplicate, and is served and deposited in the same manner as the notice of dissent.*

It is also, like the notice of dissent, served upon the chairman of the commissioners and upon the Superintendent of Public Instruction. In such case, the *status quo* is maintained up to the month of July following, and at that date an election is held in the usual way of five school commissioners, either for all the ratepayers, if the former majority, which has become the minority, has not declared itself dissentient, or for the majority alone, if the minority has declared itself dissentient.

When the former dissentients have declared their intention of electing five commissioners, the former majority, which has become the minority, may at once declare itself dissentient by giving notice, in the usual manner, to the Superintendent of Public Instruction and to the chairman of the trustees.

The notice of dissent must, in such case, in order to have effect the same year, be served on or before the 15th of June. In such case, in the month of July, the new dissentients elect their school trustees in the usual manner.

If the notice of dissent is not served before the 15th of June, the minority is governed by the school commissioners until it declares itself dissentient in the usual manner (Statute of 1893).

Dissentients are not liable for any taxes or school-rates which may be imposed by the school commissioners, except for the taxes of the then current year, or for taxes for the building of any school-house previously contracted for, or for the payment

Notice of declaration of majority.

Province of Quebec,
Municipality of

To the Chairman of the School Commissioners of the Municipality
of _____ county of _____

Sir,

We, the undersigned, proprietors, tenants, occupants, and ratepayers of the Municipality of _____, in the county of _____, now under the control of the School Trustees of the said Municipality, have the honour to inform you, in virtue of Article 1987 of the Revised Statutes of the Province of Quebec, that we have become the majority, and that we therefore intend to organise ourselves and elect five School Commissioners, for the administration of our schools, in the month of July next.

Given at _____ this _____ day of _____, 189

of debts previously incurred. But such taxes must always be imposed within six months from the date of the receipt of the notice of dissent.

In the case of newly organised municipalities, if the declaration of dissent be served upon the chairman of the school commissioners within one month after the organisation of the school corporation, the dissentients are not liable for any taxes imposed by the school commissioners.

The dissentients in any municipality, who, as such, form a school municipality, may, with the approval of the superintendent, upon the demand of both parties, unite with a neighbouring school municipality of their religious faith, situated at a short distance from their own, either completely or only for the purpose of sending their children to school. If the union be only for this latter purpose, the school trustees of these dissentients continue to collect the school taxes in their territory, but are bound to remit the amount within a fixed time to the school municipality to which they are united.

Union of dissentient municipalities.

Any such union of dissentient school municipalities of the same religious faith may be made for the number of years that the Superintendent may fix. With his approval it may also be cancelled after twelve months' public notice. In such cases of union the trustees of the dissentients are obliged to levy the same rate of taxes in their municipality as that imposed by the school corporation to which they are united.

Hitherto, the regulations have only touched the case in which the school municipality is of itself an entire district. There are further provisions in regard to townships or parishes divided into two or more municipalities with ordinary schools controlled by school commissioners.

Dissentients in towns.

Any number whatever of the proprietors, occupants, and ratepayers of such a township or parish, who profess a religious faith different from that of the majority of the township or parish, may dissent and maintain one or more dissentient schools, situated anywhere in that township or parish, by giving notice in writing to the chairman of the school commissioners of their respective municipalities, and electing three trustees for school purposes. The trustees of these dissentients in a township or parish thus elected must either maintain under their immediate control, or subsidise, a school of their own religious faith situated in that township or parish.

If the members of the religious minority in any one of the school municipalities, into which the township or parish is divided, desire to send their children to the school maintained by the trustees, without themselves becoming dissentients, it is lawful for the school commissioners of that municipality to make an annual grant from the school funds of the municipality to the trustees, in aid of that dissentient school.

Grant by Commissioners to Trustees.

For readers in Great Britain it may be instructive here to elaborate an imaginary equivalent to this regulation in terms of our own educational system. It is similar to a possible arrangement by which, should any number whatever of the

ratepayers in a district upon which local rates are levied by a School Board desire to send their children to a voluntary school situated within that district, it would be lawful for the School Board of the district to make from the school funds raised by it from local rates, an annual grant in aid of the voluntary school, proportionate to the number of children attending that school, whose parents are liable to pay rates to the School Board.

Extinction
of Trustee
Corporation.

To return to the actual conditions of Quebec. Whenever the trustees of dissentient schools in any municipality have been a year without schools, either in their own municipality or jointly with other trustees in an adjoining municipality, it is lawful for the Superintendent, after giving three consecutive public notices to that effect, to recommend to the Lieutenant-Governor in Council, that the corporation of trustees of dissentient schools in that municipality be declared extinct. The ratepayers who were, up to the time of such extinction, under the control of those trustees, then become liable for all taxes levied by the school commissioners; and the trustees are further required to pay over to the commissioners a sum equal to their share of all school taxes levied by the commissioners during all the time for which they, as trustees of dissentient schools not in operation, had neglected to keep their schools in operation.

One year after the dissolution or extinction of a corporation of trustees, any number of proprietors, tenants, and occupants, professing the religious faith of the minority in such municipality, may again elect trustees, and form a new corporation.

Children
Taught in
next municipi-
pality.

Whenever there is no dissentient school in a municipality, it is open to any resident head of a family professing the religious faith of the minority in that municipality, and having children of school age, to declare, in writing, to the chairman of the school commissioners, that he intends to support a school in a neighbouring municipality. But this school must not be more than three miles distant from his residence. After this declaration, he pays his taxes to the commissioners or trustees, as the case may be, by whom the school, which he has chosen to support, and to which in virtue of that support he sends his child or children, is maintained. Special mention must be made in all school returns of children belonging to a neighbouring municipality, and these children are not taken into account in apportioning the school grants between the commissioners and trustees.

Children from other school districts, of the same faith as the dissentients for whom the school was established, may attend that school whenever the dissentients for whom it was established are not sufficiently numerous in any district to support a school alone.

(a) Any person belonging to the religious minority may at any time become a dissentient; and (b) any dissentient may, in like manner, declare his intention of ceasing to be a dissentient. The receipt by the chairman of the commissioners of the declaration made in the former case (a) is sufficient to place the persons making that declaration under the control, for

school purposes, of the trustees, and, similarly, the receipt by the chairman of the trustees of the declaration made in the latter case (b) is sufficient to place the persons making that declaration under the control, for school purposes, of the commissioners.

It may here be repeated that the terms "religious majority" and "religious minority" mean the Roman Catholic or Protestant majority or minority, as the case may be. Erection of new municipality.

It is now time to describe the method by which a new school municipality is erected. As a general rule, the first step is an application made by residents in any district for the alteration subdivision, or erection of a municipality. The Lieutenant-Governor in Council then exercises his power, giving public notice, for which the applicants must pay. At the first meeting of the newly created municipality the election of a board of school commissioners (or school trustees) takes place. Such a meeting is called, at eight days' notice, either by the senior justice of the peace or by any other resident justice of the peace, or, in their default, by any three proprietors of real estate. At this first meeting the justice of the peace, or one of the other persons responsible for the calling of the meeting, presides; but after the election of the commissioners (or trustees) has once been made at the first meeting, the chairman of the commissioners or trustees, or a person appointed to that effect by a resolution of the commissioners or trustees, presides, this person may be one of those members of the school corporation who do not go out of office at that date. If such an appointment be not made, or if the person appointed be absent or unable to act, the secretary presides *de jure* at the election.

On the first Monday in July in each year there is held a general meeting of all the proprietors of real estate paying taxes Annual Meeting. or monthly fees in each school municipality, for the election of a board of school commissioners or trustees. As a general rule it is the secretary-treasurer of the board of school commissioners or school trustees who calls this annual general meeting. In his absence the chairman of the commissioners or trustees acts for him in this respect; and in any case due public notice must be given.

The *quorum* of any corporation is, unless otherwise provided, an absolute majority of all its members; and the majority of the members present at any meeting regularly held at which there is a quorum may validly exercise all the powers of the corporation.

At the annual election of the commissioners or trustees, the following is the procedure in cases where the choice is contested. Procedure. Any five persons present and qualified to vote may demand a poll to be held in the following manner:—

1. The presiding officer requests the electors present to propose those persons whom they wish to be chosen as school commissioners or trustees.
2. He is bound to receive and propose as candidates the names

of all persons submitted to him, whether verbally or in writing, by at least two of the electors present.

3. If, during the first hour after the opening of the meeting, as many candidates as there are school commissioners or trustees to be elected, or fewer candidates than the required number, have been proposed for election, the election is declared closed and the presiding officer proclaims the candidates proposed for election duly elected.

4. If more candidates have been nominated than there are vacancies to be filled, the presiding officer, upon a requisition by five electors present, proceeds without delay to hold a poll, and to register the votes of the electors; but if among those nominated there be any to whom there is no opposition, he proclaims such candidates elected, and the poll is held for the other opposed candidates only.

5. If five electors do not demand a poll, the candidates are proclaimed as elected on a show of hands, provided always that twenty electors present may appeal from such a count and demand a poll.

6. Every elector may vote for as many candidates as there are school commissioners or trustees to be elected in the municipality.

7. Any person tendering his vote must take the following oath or affirmation, if so required by the presiding officer, or by any elector, or by any candidate, or by the representative of any candidate: "I swear (*or* I affirm) that I am qualified to vote at this election, that I am at least twenty-one years of age, that I have paid all school taxes due by me, and that I have not already voted at this election; so help me God."

If the elector refuses to take this oath when required to do so, his vote is rejected.

8. Entry is made in the poll book against the names of those persons required to take the oath or affirmation, *i.e.* "sworn," "refused to swear," "affirmed," "objected to," as the case may be.

9. In the case of an equal division of votes in favour of one or more of the candidates, the presiding officer is bound under a penalty of not less than \$20 nor more than \$50 to give a casting vote.

At these election-meetings the proprietors of real estate paying taxes or monthly fees, and thus qualified to vote, elect five school commissioners or three trustees, as the case may be, or the number of commissioners or trustees required to fill the vacancies caused by the retiring of such of the commissioners or trustees as go out of office. *All persons so elected, except Roman Catholic and Protestant clergymen, are bound to accept office.* The provision of 1892 may here be quoted:—"The default on the part of any person, lawfully required to perform any duties under these regulations, to accomplish any one of the duties

incumbent upon him, does not have the effect of preventing the execution of any provision of these Regulations for Public Instruction."

Every person duly called upon to accept office or to perform any functions implied by office, who refuses or neglects to perform these, or who in any way wilfully contravenes the regulations, incurs thereby for each offence, whether of commission or omission, a penalty of not less than five nor more than ten dollars, according to the gravity of the offence, in the discretion of the court or authority having cognizance thereof. And any justice of the peace residing within the county, as well as the Circuit Court, has jurisdiction with regard to such offences, and may, after judgment, cause the penalty to be levied, under warrant, by seizure and sale. The amount of every penalty so levied is paid into the hands of the Secretary-Treasurer of the school corporation of the locality in which the offence has been committed, and forms part of the local school fund. All persons qualified to vote at the election of school commissioners or trustees have competence to prosecute for the recovery of such penalties.

Penalty for neglect in offices.

No person may vote at any election of school commissioners or trustees in any school municipality, unless he has previously paid all contributions then payable by him for school purposes in his municipality. A contravention of this enactment carries a penalty not exceeding \$10.

Persons qualified to vote and to hold office.

Clergymen of all religious denominations ministering in the school municipality, although not qualified with respect to property, and all qualified voters resident in it, are, without any (further) property qualification, eligible as school commissioners or trustees. But non-residents with interest in the municipality, other than such clergymen, are not eligible.

Individuals of the *dissentient minority* cannot be elected or serve as *school commissioners*, or vote at their election; nor can individuals of the *majority*, where there is a dissentient minority, be elected or serve as school trustees, or vote at their election.

No school commissioner or trustee may be a teacher in any school in his municipality; nor may he be a contractor for any work contracted for by any school corporation of which he is a member.

A school commissioner or trustee may not be re-elected, except with his own consent, during the four years next after his going out of office.

The proceedings of any general meeting for the election of school commissioners or trustees must be reported, within eight days, to the Superintendent, together with a list of the persons elected. The chairman of such a meeting is in this respect responsible, and the penalty attached is \$5. The persons elected must also be notified of their election within eight days.

If any vacancy in the school corporation is caused by the death, absence, or incapacity from sickness, infirmity, or otherwise, during three consecutive months, of any commissioner or trustee, another must be elected in his stead at a meeting of qualified

Vacancies.

voters called for that purpose by the chairman or temporary chairman of the school corporation, at which the chairman himself or a substitute, being one of the commissioners or trustees, named by him must preside.

Whenever, on the occurrence of such a vacancy, the election of another person to the office has not taken place within one month of the occurrence of the vacancy, the Lieutenant-Governor in Council may, upon the recommendation of the Superintendent, fill such vacancy.

For the municipalities in which no election of school commissioners or trustees has taken place within the time prescribed, the Lieutenant-Governor in Council may, upon the recommendation of the Superintendent, appoint commissioners or trustees.

Commissioners and trustees going out of office are replaced by election at a general meeting, or, in default of an election, by appointment by the Lieutenant-Governor in Council.

Term of office.

The office of school commissioner or trustee is held for three years, whether the appointment has been by election or by the Lieutenant-Governor in Council. After the first election or nomination of a board of commissioners or trustees, two in the case of commissioners, or one in the case of trustees, determined by lot, retire from office at the end of the first year, two (or one) of the remaining officers, determined by lot, at the end of the second year, and the remaining commissioner or trustee at the end of the third year. The chairman is equally liable with the other school officers to go out of office, if the lot should fall on him.

It will be seen from the foregoing regulation that it is provided that *school corporations* shall consist of (a) five commissioners or (b), in the case of dissentient schools, three trustees.

It only remains to add that the secretary-treasurer, or in his absence, or incapacity, the chairman or the senior member of the school corporation, is compelled to convene the annual general meeting for the election of school officers under a penalty of not less than \$10 nor more than \$50.

Contestations and appeals.

It is hardly necessary here to give in any detail the regulations governing contestation of elections, appeals, &c. Contestations with regard to elections or to the functions and powers assumed by school officers or by any persons claiming to be such officers, may be brought, by a petition (*requête libellée*) setting forth the case, before the Superior Court in the district or before the nearest Circuit Court. Such petitions may be brought by any person having authority as visitor or otherwise over the schools of the municipality; and the contestations are tried in a summary manner. Any school officer whose election has been obtained by fraud or stratagem, or by the votes of persons not qualified to vote, or any person usurping the functions of school commissioner or trustee, or illegally holding such office, may be summarily prosecuted at the instance of any person interested, or of several collectively interested, before the Superior or Circuit Court in the district, for the purpose of

declaring such election, or usurpation or retention of office illegal, and the seat vacant. Contestations may be made by one candidate or by five electors on the grounds of violence, corruption, fraud, or incapacity, or on the ground of non-observance of necessary formalities. The petitioners may, in their petition, indicate the persons who have a right to the office in question and state the facts necessary to establish that right. ("Whosoever was aware of the tenor or object of anything, which was or should have been required by notice, cannot take advantage of the default of such formality or of the insufficiency of such notice." Statute of 1892) Notice is given to every school officer whose election is contested. Petitioners must give security for the costs. The Court by its judgment may confirm or annul the election or declare another person to have been duly elected. If the Court by its judgment annuls the election of the school officer or officers without stating who should fill such office, it must in the same judgment order a new election to replace the school officer whose election is thus annulled, name for that purpose a person to preside at the election, and fix the day and hour upon which a meeting of the electors is to be held. As in the case of ordinary elections, due public notice must be given.

Such are in outline the regulations governing contested elections.*

We come now to the powers of school corporations and their meetings.

The commissioners or trustees in each municipality form a corporation under the name of "*The School Commissioners (or Trustees) for the Municipality of . . . in the County of . . .*" They have "perpetual succession" and a common seal, if they think proper to have one; they have the same powers as any other body politic and corporate, may sue and be sued, &c.

The school corporation meets to elect a chairman on the next Monday after its election. It also appoints a secretary-treasurer, who is entrusted with the care and custody of the archives, and remains in office during the pleasure of the

* (From the Statutes of 1892).—Before presenting such petition to the Superintendent, the ratepayers interested shall, by petition signed by at least five of them, require the school commissioners or trustees to revise their decision or to perform the duty or duties which they have refused or neglected to perform.

During the thirty days next after the receipt of such petition, the school commissioners or trustees shall, by a notice through their secretary or a bailiff, notify their decision to one of the first two persons who signed such petition.

During the fifteen days following the notification of such decision, or, in the absence of such notification, during the fifteen days following the expiration of the time during which such notification might have been made, a petition in appeal may be presented to the Superintendent, who shall then exact, from the petitioners in appeal, security that the costs of the proceedings on such petition in appeal shall be paid, and designate the person or persons who shall support such costs, of which he fixes the amount.

Meetings of
School
Corporation.

commissioners or trustees. The chairman of the corporation may call meetings by notice signed by the secretary-treasurer in his name and by his order. It is further provided that any two commissioners (or one trustee alone in the case of dissentient schools) may by written notice require the chairman to call a meeting, and he must then do so under a penalty of \$10. The meetings are, with one exception,* not public. All questions are decided by a majority of votes. The chairman only votes when his casting vote is required to obtain a decision.

Duties of
Commissioners and
Trustees.

The duties of School Commissioners and Trustees respecting the management of schools are as follows:—

(1.) To appoint and engage teachers duly qualified to teach in their schools.

(2.) To cancel, after mature deliberation at a special meeting, the engagement of a teacher on account of incapacity, neglect of duty, insubordination, misconduct, or immorality.

(3.) To provide that the course of study authorised by the Roman Catholic or Protestant Committee, as the case may be, shall be followed in each school.

(4.) To require that no books be used in their schools other than those authorised by the Council of Public Instruction, or either of its committees (Roman Catholic or Protestant). (It is, however, provided that the *curé* or priest of the Roman Catholic Church of the municipality has the exclusive right of selecting all books for the use of pupils of his communion that have reference to religion and morals; and similar rights are secured to the Protestant Committee in respect of pupils of communions other than the Roman Catholic.)

(5.) To establish general rules for the management of their schools, and to communicate them in writing to the teachers

(6.) To fix the time of the annual public examination.

(7.) To name two or more of their number to visit each school at least once in six months, and to report the results of their inspection to the corporation, making special reference to the observance of local or general regulations, the capacity of the teachers, and the progress of the pupils.

(8.) To comply with the instructions from time to time issued to them by the Superintendent in regard to the proper keeping of accounts and registers by the secretary-treasurer.

(9.) To make two reports every year of their proceedings to the Superintendent.

* "The meetings of the Roman Catholic and Protestant Board of School Commissioners of the city of Montreal are public, notwithstanding any provision to the contrary of the laws respecting public instruction" (1892).

(10.) To keep minutes of their meetings, signed by the chairman and secretary-treasurer.

(11.) To afford communication of accounts and registers at suitable times to those who contribute towards the maintenance of the school.

(12.) To hear and decide disputes and matters of like nature arising in relation to the common schools in their municipality between the parents or children and the teachers.

The engagement of a teacher is, except in special cases approved by the Superintendent, for one year only. The school corporation is in no case obliged to employ a teacher who does not suit it.

The school commissioners or trustees of any school municipality may, with the approval and sanction of the Roman Catholic or Protestant Committee, as the case may be, upon the report of the Superintendent, establish a system of graded schools, whenever they deem it advisable so to do for the better advancement of education and the management of the schools under their control.

Duties of School Commissioners and Trustees respecting (a) School Property; (b) School Houses; (c) School Taxes; (d) Monthly Fees; (e) Schools for Girls; (f) Annual Census of Children.

(a) *School Property*.—School corporations may acquire and hold by any title all real and personal property, moneys, or income for the purposes of education, and must apply the same according to the instructions of the donors. They take possession of lands and school-houses acquired by any title or erected by the school commissioners or trustees to which the Province has contributed in virtue of any Act for the management and promotion of education. In case of opposition they give notice to the Superintendent, who advises them as to the means of overcoming such opposition. They may hire temporarily, or accept the gratuitous loan of, houses and other buildings for the purpose of keeping school, beside their powers of building, repairing, maintaining, or renewing school-houses, lands, and moveable property held by them. They may associate with themselves, permanently or for a certain time, managers to aid them in matters connected with the administration of the school-houses (repairs, heating, cleaning, &c) and other school property, moveable or immovable.

Commissioners or trustees may not, except by virtue of a special Statute, hold real property to the yearly value of more than \$3,000.

During such time as there may be no commissioners or trustees in any school municipality the powers of the corporation as regards the possession of property are vested in the Superintendent, or, in his default, in the Lieutenant-Governor in trust for the corporation.

No school corporation may, without the approval of the Lieutenant-Governor in Council, upon the recommendation of the Superintendent of Public Instruction, hypothecate, alienate, sell, or exchange the property belonging to it, or borrow money thereon for school purposes.

School-Houses.

(b) *School-Houses.*—School-houses are built in accordance with and upon plans approved or furnished by the Superintendent.

If it be necessary to purchase or enlarge the site of a school-house, to build, rebuild, enlarge, repair, or maintain one or more school-houses, and purchase, repair, or maintain the school furniture or apparatus, the school commissioners or trustees may at all times for this purpose tax either the particular district or the whole municipality according as one or the other plan has previously been adopted in that municipality.

If a house for a model school be in question, the district in which such a school is situated is first taxed for an amount equal to that which it would have cost the district to erect an elementary school-house. The additional sum required for the model school house is then levied on the whole municipality, the district also paying its share.

The Superintendent may authorise the school commissioners or trustees of any municipality which is not an incorporated town or village municipality, to build and maintain two or more school-houses in any district.

Special Tax

In cases where the municipality is not divided into school districts, the commissioners or trustees may exercise the powers in regard to school property described above, upon the recommendation of the Superintendent, and with the approval of the Roman Catholic or the Protestant Committee, as the case may be. They may for this purpose raise by special tax the necessary funds, provided the total amount expended does not exceed, in any one year, \$3,000.

The above limitation applies also to taxes levied for the construction of a school-house for a superior school, academy, or model school. The limit is fixed at \$1,600 in the case of a tax for an elementary school-house. In either case the corporation may be authorised by the Superintendent to exceed the limit.

Upon the recommendation of the Superintendent, and with the approval of the Roman Catholic or Protestant Committee of the Council of Public Instruction, as the case may be, school commissioners and trustees may devote to the aid and maintenance of superior schools, academies, and model schools under their control, a sum not to exceed in any one year \$1,000, to be divided by them among such educational institutions, according to their several wants. The amount thus appropriated must be included in the general tax raised by them.

School Taxes.

(c) *School Taxes.*—It is the duty of the commissioners or trustees to levy by taxation in their municipalities the taxes they deem necessary for the support of the schools under their control. *The sum arising from such taxes must not be less than*

the sum allowed to such municipality out of the common school fund of the Province. (This last may be described as the "\$ for \$ principle," on the analogy of the "£ for £ principle," as understood in the administration of public education elsewhere.)

To enable the commissioners or trustees to receive from the Superintendent their share of the common school fund, they must furnish him with a declaration from their secretary-treasurer that he has actually received a sum equal to that share.

School taxes are imposed uniformly according to valuation, upon all taxable real property in the municipality. They are payable by the owner, occupant, or possessor of the property, and may, in default of payment, become without registration a special charge on such property.

The Superintendent may allow commissioners or trustees to levy upon real estate, situated outside the limits of a town or village, but forming part of the same-municipality as such town or village, a tax of not less than one-half the tax levied upon real estate comprised within the limits of the town or village.

The secretary-treasurer of the school commissioners or trustees collects from the ratepayers in the municipality a sum sufficient to pay the salaries of the teachers at the expiration of each half year of their engagement, and his half-yearly report to the Department of Public Instruction must show that this has been done; otherwise the Government grant will not be paid.

Commissioners or trustees who refuse or neglect to pay any teacher his salary, or any part of the salary due to him, may be sued by the Superintendent on behalf of the teacher, the amount of the salary being regarded as a personal debt due to the Superintendent, and payable by him to the teacher, after deduction has been made of all costs incurred by the Superintendent in recovering the amount due to the teacher.

Exemptions from School Taxes.—(1) All property belonging to Her Majesty, or held in trust for the use of Her Majesty; (2) all buildings set apart for purposes of education, or of religious worship, parsonage houses, and all charitable institutions or hospitals incorporated according to law, and the land on which such buildings are erected, also all cemeteries; (3) every educational institution receiving no grant from the school corporation of the municipality in which it is situated, and the land on which it is erected, and its dependencies; (4) all property belonging to or used especially for exhibition purposes by agricultural and horticultural societies is exempt from municipal and school taxes, though subject nevertheless to *les travaux mitoyens*. (Statute of 1889. The *travaux mitoyens*, lit. boundary works, are the compulsory repairs to roads.)

The school commissioners or trustees may make such necessary alterations in the valuation roll and collection roll of the municipality as may become necessary by the concession or separation of a lot, or the erection of a building. All such

alterations must be made and published in the manner prescribed for the making and publishing of the valuation and collection rolls.

The school commissioners or trustees may, under authority from the Superintendent, exempt from school contributions any resident ratepayer living more than five miles from the nearest school of his religious faith, provided he does not send his children to such school.

Appeals.

In every case of special tax in a school district, or of a general tax on the whole municipality as above detailed, for building, repairing, &c, school-houses, other than model schools, any of the persons so taxed may appeal to the Superintendent, who may set aside the tax or relieve from it the school districts, or any one of them, so appealing, or may confirm the tax, at his discretion.

When a site for a school-house is chosen by the commissioners or trustees, or when a change is made in the limits of a school district, or when a new school district is established in a municipality, or when the commissioners or trustees refuse or neglect to fulfil any of the functions assigned to them in these respects, the ratepayers interested may at all times appeal by summary petition to the Superintendent, but such appeal is not allowed unless with the approval in writing of three visitors other than the school commissioners or trustees. The decision made by the Superintendent on such appeals is final, but he may from time to time alter or modify any decision given by him on an appeal.

School Site.

School Site.—If, after having selected a site for a school-house, the commissioners or trustees cannot make terms with the proprietor respecting the amount offered as indemnity, or in case the proprietor refuses to deliver possession of the land required, the matter is settled by arbitration. The school corporation appoints an arbitrator, and the owner of the land another. A third arbitrator is appointed by the Judge of the Superior Court of the district at the instance of either of the parties to the arbitration. The arbitrators so appointed have all the powers necessary for the summoning, hearing, swearing, and examination of witnesses; and the award of a majority of them is final, and shall designate the party liable for the costs of the arbitration. This award gives power to the commissioners or trustees, upon deposit of the sum of compensation awarded to the persons entitled thereto, to take immediate possession of the land for which the compensation has been awarded.

When a school-district is divided by the creation of a new district or new municipality, the part on which the school-house is situated retains the property and refunds to the other an amount to be established *pro rata* by the valuation of the real property which was taxed for its erection.

The same rule is followed when the religious minority declare themselves dissentient. Unless an understanding to the con-

trary be come to with the minority, the majority keeps the school-house on payment of an amount determined as above.

Two or more school municipalities may unite by mutual agreement in maintaining a model school or an academy, and in erecting a building for it. In these cases the school is under the control of the municipality in which it is situated, but the commissioners or trustees of the other municipalities have the right to be present at all meetings of that municipality, to take part in the discussions, and to vote on all questions respecting the affairs of the academy or model school.

Union for
Model School
or Academy.

Any school corporation that desires to co-operate in this manner in the erection of a model school or academy must pass a resolution to that effect naming the amount to be levied. The sum may be paid in one amount, but, if it be paid in instalments, at least one instalment must be paid annually. A school corporation that desires to participate in the maintenance of a school of this kind passes a resolution naming the amount to be levied annually for the purpose. The amount named is paid over each year until it is decided by vote of the ratepayers to discontinue the payment. The consent of a majority of the voters must be obtained before the annual amount to be spent in co-operation for an academy or model school can be fixed. For this purpose a special meeting must be held.

The acceptance by the school corporation in which the school is situated, of aid in the erection of a model school or academy granted by any other municipality carries with it the right of the children in the latter municipality to attend the school upon the same conditions as the children of the municipality in which the school is situated.

(d.) *Monthly Fees*—Over and above the taxes levied, the school commissioners and trustees fix the amount to be paid to the secretary-treasurer in monthly fees for the eight school months by the father, or mother, tutor, curator, or guardian of each child of school age. These fees are for the use of the school district in which they are collected.

Monthly
Fees.

Such fees may not in any case exceed 40 cents (i.e., may not reach the amount of two shillings), nor fall below 5 cents per month (i.e., 2½d.). They may be diminished in the discretion of the commissioners or trustees according to the means of the parents, the age of the children, and the course of instruction. Higher monthly fees may be asked for in model schools and academies, and for the whole time such schools are in active operation, not for eight school months only.

The monthly school fees shall not be exacted except for each child from seven to fourteen years of age capable of attending school; but, upon payment of such monthly school fees, children from five to seven years and from fourteen to sixteen years have a right to attend the school of the district in which they reside, and those from sixteen to eighteen years the model school of their municipality.

School commissioners or trustees cannot exact monthly school fees from parents—

(1) If they be indigent persons ; (2) for insane, deaf, or dumb children ; (3) for children who are unable to attend school owing to serious and prolonged illness ; (4) for children who are absent from the school municipality for the purpose of receiving their education, or for children in a college or other incorporated educational institution, or one receiving a special grant from the public funds other than schools under the control of the commissioners or trustees.

Any ratepayer in a district where there is no school open may send his children to the school of a neighbouring district situated within the limits of his municipality, by paying the monthly school fee exacted for the children of that district.

The monthly fees payable for children attending a model school, a separate girls' school, or a school kept by some religious community forming a school district, do not form part of the school fund. Such fees are payable directly to the teacher, and are for his or her use, unless a different agreement has been made between the corporation and the teacher.

School commissioners or trustees, in the half-yearly reports which they are bound to transmit to the Superintendent, must state the amount of monthly fees fixed for each district, and the amount actually collected. The Superintendent, with the approval of the Lieutenant-Governor in Council, may refuse the school grant for the year if the commissioners or trustees fail to fix the amount of monthly fees to be paid for the children in each district, or to cause the money to be collected.

The payment of the monthly school fees may be exacted in advance, except in municipalities in which the manner of collecting them is regulated by a special act or by a bye-law of the school corporation. (Statute of 1892.)

Schools for Girls.

(e.) *Schools for Girls.*—The school commissioners or trustees may establish in the municipality a girls' school distinct from that for boys, and such girls' school shall be considered as a school district.

If any religious community has already established an elementary school for girls in any municipality, the community may place its school from year to year or for a term agreed upon under the management of the commissioners or trustees. It is then entitled to all the advantages of ordinary public schools.

Annual Census of Children.

(f.) *Annual Census of Children.*—Commissioners or trustees must cause to be made every year by their secretary-treasurer a census of the children in each school municipality, distinguishing those who are from five to seven years of age, those from fourteen to sixteen, those from seven to fourteen, and those actually attending school. The secretary-treasurer must transmit this census to the Superintendent in his half-yearly report

Every father, head of a family, tutor, curator, or guardian who refuses to give to the secretary-treasurer the information

required for the census of children, or who makes a false declaration, incurs a penalty of not less than five nor more than twenty-five dollars.

Special Powers and Duties of School Trustees.—Some special regulations determining the powers and duties of school trustees as distinct from school commissioners must now be given. School trustees, it will be remembered, form the school corporation for dissentient schools, *i.e.*, the schools of a dissentient religious minority in a school municipality. Special powers of Trustees

For the management of the schools under their control trustees have in general the same duties as commissioners. They are a corporation for the purposes of their own dissentient schools, and are entitled to receive from the superintendent shares of the general school fund, bearing the same proportion to the whole sums allotted from time to time to the municipality as the number of children attending the dissentient school or schools bears to the entire number of children attending school in the municipality at the same time.

Trustees alone have the right of imposing and collecting the taxes upon the dissentient inhabitants

Whenever the school trustees in two adjoining municipalities are unable to support a school in each municipality, they may unite to establish and maintain under their first management a school situated as near the limits of both municipalities as possible, so as to be accessible to both. In such cases the trustees jointly report their proceedings to the superintendent, who shall remit the share of the common school grant to the secretary-treasurer whose name first appears in the signatures to the report.

In cases of annexation of any territory to a school municipality, the costs incurred for such annexation are at the charge of the municipality to which such territory is annexed. (1892.)

The trustees are entitled to a copy of the collection roll in force, to a copy of the list of children capable of attending school, and to a copy of all other documents in the hands of the school commissioners connected with the management of dissentient schools. If there is no tax imposed, or the tax imposed does not appear to them a proper one, the trustees may, in the months of July and August, impose the taxes deemed necessary by them upon the dissentient inhabitants.

Trustees may constitute their own school-districts independently of the school-districts established by the school commissioners of the municipality; they have the same rights and duties and are subject to the same penalties as school commissioners in respect to the collection and application of moneys levied by them, the rendering and examination of their accounts, and all other matters.

The trustees may also receive the amount of the monthly fees payable for the children of dissentient parents, tutors, or curators, and may institute all suits or prosecutions, and do all other things necessary for the recovery of taxes and monthly fees

The Secretary-Treasurer.

The Secretary-Treasurer.—Every school corporation has an officer called the secretary-treasurer, who is appointed by the school commissioners or trustees, as the case may be, and holds office during their pleasure.

Security and Sureties.

Security and Sureties.—Before entering upon his duties the secretary-treasurer is required to give security to the school commissioners or trustees, either by instrument, or by a bond under private seal signed and acknowledged before a justice of the peace. The security is given by at least two solvent sureties to the satisfaction of the school corporation for the total amount of the moneys for which the secretary-treasurer may at any time during his tenure of office be responsible. Security must be given not only for moneys arising from contributions or donations paid into his hands for the support of schools, but also for the general school fund. The security can at any time be renewed at the requisition of the school corporation. The sureties of the secretary-treasurer may, by giving notice of their intention in writing to the secretary-treasurer himself and to the chairman of the school corporation by which he is employed, free themselves at any time from future liability under their bond at the expiration of thirty days after their service of notice. The secretary-treasurer must, within the thirty days following this service of notice, furnish other sureties in lieu of those who have withdrawn. In default of this he cannot discharge any of the functions of his office without becoming liable to a penalty of \$20 for each infraction. The same penalty is operative in cases where, after the death, insolvency, or removal of one of the sureties, the secretary-treasurer has failed to supply the place of that surety within thirty days following the notice he is required in such cases to give to the chairman of his school corporation. This notice itself is compulsory under a penalty of \$100.

III. Duties.

Duties and powers of Secretary-Treasurer.—He is the keeper of all the books, registers, plans, maps, archives, and other documents and papers which are either the property of the school corporation or are produced, filed, and preserved in its office. He cannot divest himself of the custody of the archives, except with the permission of the school corporation or under the authority of a competent court.

He attends all meetings of the school corporation and draws up minutes of all its acts and proceedings in a book kept for that purpose. These minutes must be approved by the school corporation, signed by the person presiding at the meeting to which they refer, and countersigned by the secretary-treasurer.

Whenever a bye-law or resolution is amended or repealed, mention must be made of this in the margin of the minutes opposite such bye-law or resolution.

Copies and extracts from all books, registers, archives, documents, and papers preserved in the office of the school corporation which are certified by the secretary-treasurer are evidence of their contents.

The secretary-treasurer collects and has charge of all moneys due or payable to the school corporation. He pays out of the funds of the school corporation all sums of money due by it, whenever authorised to do so. The authorisation of the chairman is sufficient for sums up to \$10

No secretary-treasurer can, under a penalty of \$20 for each infraction, (1) grant discharges to ratepayers or other persons indebted to the school corporation for school taxes or other debts, without having actually received in cash or in lawful value the amount mentioned in such discharges, nor (2) lend directly or indirectly to ratepayers or other persons moneys received in payment of school taxes, or belonging to the school corporation.

The secretary-treasurer is bound to keep, in the form prescribed, books of account, in which he enters fully each item of receipt and expenditure. He must keep in the archives all vouchers for his expenditure. He is further bound to keep a "repertory," in which particulars are entered of all reports, apportionments, valuations, collections, judgments, maps, plans, letters, notices, or, generally, of all papers that have been in his possession during his tenure of office

On office days any interested person, or his attorney for him, may inspect and examine the secretary-treasurer's books of account and vouchers for expenditure, as also all registers and documents in his archives. The secretary-treasurer is bound to deliver, upon payment of his fees, to any person applying for them, copies or extracts from any book, roll, register, document, or other paper which forms part of the archives. Copies must be supplied gratuitously to the Lieutenant-Governor and to members or officers of the school corporation

No teacher can be appointed secretary-treasurer.

The school commissioners or trustees may at any time remove the secretary-treasurer and appoint another in his place

The remuneration of the secretary-treasurer must not exceed seven per cent. of the moneys received by him as such, for all the services consistent with the duties of his office, which the school commissioners or trustees may require of him. Nevertheless, the school corporation may, by resolution and with the authorisation of the superintendent, grant a supplementary sum to the secretary-treasurer for the use of his office, as well as for any other specified consideration.

The secretary-treasurer may, under his signature, from time to time appoint an assistant secretary-treasurer, who has the same rights, powers, privileges, and obligations as himself, except as regards security. <sup>His Assist-
ant.</sup>

The assistant secretary-treasurer enters into office as soon as he has received written notice of his appointment. He may be removed or replaced at pleasure by the secretary-treasurer. In the exercise of his functions he acts under the responsibility of the secretary-treasurer, and, under that of theareties of that officer. In the event of a vacancy in the office of secretary-

treasurer, his assistant continues to exercise the duties until the vacancy is filled.

Examination
of accounts.

Examination of accounts of Secretary-Treasurer.—(a) By the School Corporation.—He prepares and submits to the school commissioners or trustees in July of every year a detailed statement of the receipts and expenditure of the school municipality for the year ending 30th June of that year. As soon as the statement has been approved by the commissioners or trustees he prepares an abstract of the receipts and expenditure, assets and liabilities, for which abstract he must obtain the approval of the school corporation. This abstract must be read, posted up, or otherwise published at least eight days before the meeting of the ratepayers called by him for the election of school commissioners or trustees (see above). He must furnish a copy of the abstract to any ratepayer upon the payment of twenty cents.

(b) By Auditors.—The school corporation appoints one or two auditors to examine and audit the accounts kept by their secretary-treasurer, whether in or out of office. Such auditors are bound to report respecting all accounts of the corporation and all accounts relating to any subject falling within their jurisdiction, whenever the school corporation may require them to do so.

In the case of a special audit of the accounts of the secretary-treasurer, the chairman of the school commissioners or trustees gives written notice of this audit to the secretary-treasurer requiring him to attend, so as to give all the explanations that may be required of him. This notice is served personally or by bailiff. And if the secretary-treasurer refuses or neglects to attend, the auditor proceeds with his work none the less, and forwards his report to the corporation. They then adopt the report in whole or in part, and certify the amount due to the auditor for his services, and communicate the result of their meeting to the secretary-treasurer by serving upon him by bailiff a copy of the resolutions adopted respecting the report.

The secretary-treasurer must, within fifteen days, pay the amount which is found deficient in his accounts. He may, however, contest the auditor's report by giving notice, within fifteen days, to the school corporation. This notice is served upon the chairman by a bailiff. The corporation then forward the auditor's report, together with a copy of their proceedings, of the notice given to them by the secretary-treasurer, and of other documents connected with the matter, to the Superintendent.

The Superintendent then appoints a school inspector or any other person to examine and audit the accounts in presence of the parties or after they have been duly summoned. The inspector or person appointed reports to the Superintendent the procedure followed by him, and the Superintendent then gives his decision, which is final. Debts declared to be such in his decision must be paid without delay, and legal proceedings must be instituted to execute the decision in default of such payment. The decision of the Superintendent fixes the amount of the costs.

and expenses of the inspector or other person appointed for this purpose. (For an alternative action open to the Superintendent or the school corporation in such cases see below.)

(c) By the Superintendent.—Where difficulties arise between the school corporation and its secretary-treasurer, in or out of office, or when a written application to the superintendent is made by at least five ratepayers, having for its object the revision of the accounts submitted by the secretary-treasurer, the Superintendent may cause those accounts or copies of them to be laid before him, and may render judgment in detail and upon the whole of them. His judgment has the force of an award of arbitrators between all the parties. The superintendent may, also, himself proceed to the place in question, or appoint a delegate in his stead. The examination must take place on the day and hour and at the place fixed in a notice duly served five days previously by a bailiff upon the corporation and its secretary-treasurer, who shall have a right to attend or to be represented at the examination.

The secretary-treasurer may in certain circumstances apply to the corporation by written notice served by bailiff upon the chairman for the appointment of an auditor to examine his accounts within eight days; in default of his appointment, or in the auditor's default, he may apply by petition to the Superintendent.

Whenever the Superintendent is assured that a secretary-treasurer's accounts have not been rendered, or, having been rendered, are informal, irregular, illegal, fraudulent, or erroneous, he may, in his own individual name, sue the secretary-treasurer before any court of competent jurisdiction, in an action to render accounts, or to secure the reformation, correction, or revision of the accounts so rendered. He may demand that all agreements entered into between the school commissioners or trustees and their secretary-treasurer, or any other person, with reference to such accounts or their rendering be set aside, annulled, or modified in whole or in part. But the Superintendent may not enter into any such suit without first making a demand by notice upon the school commissioners or trustees to institute such action themselves within the delay indicated in the notice. The notice must be signed by the Superintendent, and is served upon the school corporation by a bailiff of the Superior Court. After the delay indicated in the notice has expired, the Superintendent must institute action if the corporation has not done so. The Superintendent has, however, power in any case to intervene to watch proceedings, and advance them in such a suit, if it be brought by the school corporation. And the suits or interventions of the Superintendent are at the expense of the school commissioners or trustees. (This procedure may also be adopted by the Superintendent or by the school corporation in the case provided for above.)

The sureties of any secretary-treasurer may be made parties to any action brought against a secretary-treasurer by the Superintendent.

Lastly, if the school corporation neglect or refuse to institute

proceedings, the Superintendent may in his own name sue any secretary-treasurer in or out of office for the recovery from him of any sum of money which belongs to the school corporation, whether that money arise from the Government grants, the collection of school taxes, monthly fees, or other school dues received by him during the term of his office.

Fabrique
Schools.

There are certain special rules about *Fabrique* Schools. The *Fabrique* of a parish is the vestry-board or board of churchwardens. The *Fabrique* of any parish and the school commissioners or trustees in charge of it may by mutual agreement unite the *Fabrique* schools in operation with any of the public schools for one or more years. Any *Fabrique* contributing not less than \$50 annually towards the support of any school under the management of school commissioners or trustees thereby acquires a right for the *curé* and churchwarden in office to be commissioners for the management of that school only, if they were not so before. But no *Fabrique* may unite its school to those managed by commissioners or trustees of another faith, except under an express and formal agreement between the *Fabrique* and the school corporation of different faith.

Statistics,
1898-99.

This account of the Local Administration may be concluded by the following statistics taken from the Superintendent's Annual Report for 1898-99.

Roman Catholic and Protestant Schools, Boards of Commissioners and Trustees, Schoolhouses Owned and Leased, Materials of School buildings.

GENERAL STATISTICS.	Roman Catholics.	Protestants.	Total.
Municipalities under control of commissioners or trustees.	1,016	304	1,320
Schoolhouses belonging to commissioners or trustees.	—	—	5,126
Schoolhouses leased to commissioners or trustees.	—	—	406
Houses used for independent schools -	—	—	270
Total - - -	—	—	5,802
Wooden houses - - - - -	—	—	5,171
Brick houses - - - - -	—	—	373
Stone houses - - - - -	—	—	258
Total - - -	—	—	5,802

III—FINANCE, PROVINCIAL AND LOCAL.

There is little especially remarkable in the financial arrangements of the Quebec educational system. Accordingly, it will be unnecessary to give the regulations in such detail as seemed desirable in the matter of local authorities.

Schools are maintained (*a*) by grants from the "Common School Fund" of the Province, (*b*) by local school taxes, whether usual or special.

To entitle any school to its share, whether of the general common school fund or of the local school fund (*i.e.*, to grants from the "Common School Fund" of the Province or to apportionment from the school fund of the local authority, whether it be a corporation of school commissioners or of school trustees) it is *requisite* and *sufficient* that the school in question should fulfil the following conditions.—

(1) The school must be conducted under the management of school commissioners or school trustees in accordance with the regulations,

(2.) The school must have been in actual operation during at least eight months,

(3.) The school must have been attended by at least fifteen children, periods of epidemic or contagious diseases being excepted. (A special indulgence is allowed whenever the school corporation can be shown to have endeavoured in good faith to carry out the law, by which a share of the school fund, general or local, may be paid for each school where there are fifteen or more children of school age, although the school has not been attended by that number during the year.)

(4) Reports must have been made to the School Corporation by the teacher, and also by at least two of the school commissioners or trustees.

(5.) A public examination must have been held in the school.

(6.) A Report, signed by the majority of the School Corporation and by its secretary-treasurer, must have been transmitted to the Superintendent every six months.

(7.) A sum equal to the grant made by the Legislature for the municipality must have been raised. A special exemption can, however, be made in the case of poor municipalities.

The Superintendent may, upon a representation to the fact that the School Commissioners or trustees have in good faith carried out the provisions of the law, and upon proof of this fact to his satisfaction, exempt the municipality from the whole or part of the tax that would otherwise have to be raised in order to entitle the municipality to its share from the Provincial common school fund. He may pay the amount of share in this case, although the amount of the tax actually levied falls short of the amount required, *i.e.*, although the amount locally raised

be not as great as the amount of share from the Provincial grant.

(8.) Teachers with diplomas must have been employed in the school.

(9.) Teachers must have been paid every six months

(10.) Only those books authorised by the Roman Catholic or the Protestant Committee of the Council of Public Instruction should have been used.

(11.) The Regulations of the Council of Public Instruction or of the Roman Catholic or Protestant Committee, and the instructions of the Superintendent, must have been observed.

The sum annually voted by the Legislature in aid of poor municipalities is distributed by the Superintendent according to a division made by him and approved by the Committee of the Council of Public Instruction of the religious faith to which such school municipalities belong.

Distribution
of Local
School Fund.

The Fund and its distribution.—The sums constituting the Common School Fund of the Province may be paid by the Superintendent in two semi-annual payments, under two accountable warrants to the Provincial Treasurer to be issued by the Lieutenant-Governor.

The Superintendent deposits these sums in some bank, according as the Lieutenant-Governor in Council may direct; and apportions it according to law among the various municipalities. He pays to the school commissioners or trustees the shares belonging to the municipalities they represent by cheques drawn upon the bank and made payable to their order; and he must account according to law for all moneys. The shares must be paid to the school corporations by the Superintendent in two half-yearly payments. The school commissioners or trustees may direct the payment, out of the general (local) school fund in their hands, of such contingent expenses as are not specially provided for in the Regulations

Any sums of money which have not been specially appropriated by provision of the donors, vendors, or others, and all sums arising from the allowance for schools, from school taxes or from any source *other than monthly fees*, form the *school fund* in each municipality under the control of the commissioners or trustees. The *school fund* thus formed is divided, distributed, and employed by them;

(1.) either in proportion to the number of children from seven to fourteen years in each school district capable of attending school; or,

(2.) by making a common fund, out of which the commissioners or trustees pay the expenses occasioned by the payment of teachers' salaries, the maintenance of school houses, the purchase of books, school furniture, and other contingent expenses.

The school commissioners or trustees after having adopted one or the other of these two methods, cannot change it within two years unless by the authority of the Superintendent.

In all cases, the school corporation must deduct from this school fund a sum of eighty dollars for the support of a model school, if there be one in the municipality, in addition to the share which such model school is entitled to receive from the fund.

The girls' school, if there be one in the municipality, is counted as constituting in itself one school district, and the model school as another school district. The share of the moneys to be allotted to the girls' school and the model school is determined by the number of children of the age prescribed for attending school, residing in the school district in which such schools are established.

The Superintendent may refuse the school grant for any year to any municipality in which the commissioners or trustees have not rendered sufficient accounts, accompanied by vouchers, or the application of the school moneys for the years preceding, or for any one of them, whatever be the source whence those moneys were derived.

The Superintendent may refuse to pay the whole or any part of the share of the Common School Fund, which would otherwise be payable to any school municipality,— Refusal of share in Common School Fund.

(1) if his instructions or those of the Council of Public Instruction, or of either of its committees, have been disobeyed; or,

(2) if unqualified teachers have been employed by the commissioners or trustees; or,

(3) if a qualified teacher has been dismissed by the school commissioners or trustees before the end of his engagement, and for no valid or just cause. He may, further, pay out of the share of the municipality such indemnity as appears to him justly due to any teacher unjustly dismissed by the school corporation of that municipality.

Out of the permanent and additional legislative grant for school purposes in the Province, the following sums may, with the approval of the Lieutenant-Governor in Council, be set apart and expended yearly by the Superintendent, for the following purposes:— Sum reserved for three special purposes.

(1.) A sum for special aid to public schools in poor school municipalities.

(2.) A sum to encourage the publication and circulation of a journal of public instruction.

(3) A sum towards forming a fund for the support of super-

annuated or worn out public school teachers in the Province, under such regulations as may be from time to time adopted by the Superintendent or by the Council of Public Instruction, and approved by the Lieutenant-Governor in Council.

Applications of Local School Fund. Any sum of money whatever arising from the general or local school fund which is not employed by the School Commissioners, Trustees, or Secretary-Treasurers during the year in which it is received must be deposited by them or placed out at interest, in order to create revenue for the School Corporation.

If in any school district there is no school in operation, the School Commissioners or Trustees deposit the money to which the district would be entitled at interest in some savings or other chartered bank, where, with the consent of the rate-payers of the district, they allow it to accumulate during a term not exceeding four years, to be thereafter used by them either in the purchase of ground or in building a school-house, or towards other educational purposes in the school district.

The Superintendent may authorise the School Corporation in any municipality to apply the share coming for any one year to any school district, the inhabitants of which have contributed nothing or too little during the same year to the common fund of that municipality, in such manner as the Superintendent may direct, for the advancement of education in the municipality, instead of depositing the share in a bank. The amounts already placed in any bank for any school district in like cases may be dealt with in the same manner.

It is not necessary to give in full detail the regulations governing—

- a. *Valuation.*
- b. *The Imposition of Taxes.*
- c. *Their Collection by Seizure.*
- d. *New and Special Taxes.*
- e. *Voluntary Contributions.*
- f. *Collection of Taxes from Corporations, including Religious or Educational bodies, and*
- g. *Capitalisation of Debt.*

Nevertheless, certain distinctive features of the school finance of the Province may with advantage be given in rough outline under each of these headings.

Valuation of property.

- a. Wherever a *Valuation of Property* has already been made

by order of the municipal authorities, it serves as the basis of the taxes to be imposed for school purposes. A copy of any such valuation must be furnished to the school corporation, on demand, by the municipal council. But if there be no existing property valuation upon which school taxes can be based, the school commissioners or trustees may cause a property valuation to be made by three valutors appointed and authorized by them for that purpose. A new valuation roll is necessary in cases where, a school municipality having been so formed as to include parts of other municipalities, the valuation rolls in force in those municipalities are not uniform. A penalty of ten dollars is attached to neglect on the part of the commissioners or trustees, either to demand a copy of an existing valuation roll or, failing that, to cause one to be made. The commissioners or trustees may amend a valuation roll when they deem it expedient to do so, provided eight days' public notice is given of their intention. Refusal or neglect on the part of persons in possession of an existing valuation applicable to the levying of school taxes to hand over a copy of such valuation to the school corporation on demand carries a penalty of twenty dollars. The persons authorized to make the property valuation upon which school taxes are to be based, have the right to enter at all times in and upon any property to inspect it, and to require from the proprietor or occupant any information calculated to aid in the making or completing of the valuation. Obstruction or refusal on the part of occupants to give relevant or necessary information is punished by a penalty of four dollars. When a valuation for school taxes has once been made, it can only be amended by the authority which ordered it to be made. No person can act as valuator for school purposes unless he is a proprietor of real or personal property in the municipality to the amount of 400 dollars.

b. School taxes are imposed between July 1 and September 1, in each year, and must be paid at any time on demand. At least thirty days' notice must be given before enforcing payment. School corporations and their secretary-treasurers may, in their discretion, receive the amount of taxes and monthly fees in produce, at prices to be fixed by them. Even though no complaint be made, the commissioners or trustees must examine and amend the collection roll and rectify errors made in transcribing valuations or names of persons taxed; or insert names of persons and descriptions of lands which have been omitted, and strike out those erroneously inserted. The rate-payers must be informed of the day, hour, and place of the meeting at which the roll is to be examined and amended. Any rate-payer may demand that the collection roll be amended in any of the particulars just mentioned, either by producing a complaint in writing before or upon the day fixed for its examination, or by stating his complaint verbally at the examination. The commissioners or trustees must consider all complaints made verbally or in writing and hear all

Imposition of
school taxes.

interested persons present. Amendments to the collection roll must be entered upon it or upon a paper annexed to it with the initials of the secretary-treasurer, and a declaration testifying to their accuracy and determining their number must be annexed to the collection roll under the signatures of the chairman and the secretary-treasurer of the corporation.

Collection by
Seizure.

c. Collection by Seizure—Public notice of 30 days having been given that payment of school taxes will be enforced, and twenty days after that delay having passed, the collection of school taxes may be enforced by the corporation, either by suit or prosecution, or by a warrant of distress, or by adjudication and sale by the municipality of the property liable for school taxes. A special notice of demand for payment accompanied by a detailed statement of the sums due, must be served by the secretary-treasurer upon ratepayers before proceeding by warrant, distress, or adjudication and sale. Seizure and sale are made under a warrant signed by the chairman of the school corporation, and addressed to a bailiff, who executes it under his oath of office. But the chairman does not incur any personal responsibility in giving and signing such a warrant. He merely acts under the responsibility of the school corporation in whose interest the distress is made. The day and place of sale of the goods and chattels seized must be announced by the bailiff by public notice; and the notice must state the names and quality of the ratepayers whose goods and chattels are to be sold. In the absence of the ratepayer, or if he refuses to open cupboards, chests, &c, the bailiff may, by an order of the chairman of the school corporation or of any justice of the peace, cause the same to be opened in presence of two witnesses with all necessary force. Any ratepayer who has been required to pay as school taxes a larger sum than he owes, or who has already paid, as well as any person having a right of ownership or a privilege on the property seized, may oppose the seizure and sale. His opposition must be supported by an affidavit attesting the truth of the allegations it contains, allowed by a judge of the Superior Court or by a clerk of the Circuit Court of the county or district, or by a clerk of the magistrates' court in the district. One of these authorities must endorse the affidavit and annex to it an order to the bailiff to return the warrant of distress to the Court whence the writ issued. But permission to make an affidavit of opposition is not granted unless a deposit of five dollars be made in the office of the secretary-treasurer, or of a sum equal to that claimed by the warrant, if that sum be less than five dollars. The opposition is subsequently heard and decided according to the ordinary practice of the Court. The proceeds of any sale are distributed by the Court and are paid by the secretary-treasurer according to its order. When no opposition to the distribution of the proceeds of the sale of moveables is made, the bailiff pays over the proceeds of the sale, after deducting the costs of seizure and sale, to the secretary-treasurer; and he applies the proceeds towards the payment of the school taxes, for which the warrant of distress was

issued. If there be any surplus, it is paid by the secretary-treasurer to the ratepayer whose goods and chattels were sold

d New and Special Taxes.—Whenever a general or special tax in any school municipality is annulled or set aside, the school commissioners or trustees must forthwith, in a summary manner, cause a new tax to be imposed. This new tax is imposed and takes effect for the whole time, past and future, for which the tax so annulled or set aside would have been in force had it been valid. The annulling of a tax does not, however, have the effect of invalidating any payments made under the authority of the tax so annulled, but such payments go towards the discharge of the new tax for the period for which they have been made. The tax so annulled is declared invalid for the future only, and not with regard to any judgments then already rendered to enforce payment.

It is lawful for the school commissioners and trustees in every school municipality, with the approval of the Lieutenant-Governor in Council, upon satisfactory proof that the money to be levied had been *bona fide* expended in the construction of model or elementary school-houses, to impose a special assessment for the payment of debts contracted by the commissioners or trustees for the construction of the school houses, over and above the amount allowed by law; and the amount of any such special assessment may also include the cost incurred by municipalities in suits respecting the previous assessment. In cases where a special assessment has been so annulled, the ratepayers who have paid their share have not the right to be reimbursed the amount so paid by them, but, in any subsequent assessment levied for the same purpose, credit is given them for the amounts so paid by them upon the assessment annulled.

The Superintendent may cause *Special Taxes* to be levied in any municipality or district, for the payment of the debts incurred by the school commissioners or trustees within the limits of their powers, or which have been adjudged by a Court of Justice to be due by such municipality or district, and, whenever such debts have been contracted by a municipality subsequently divided into several municipalities, or the limits of which have been subsequently altered, the Superintendent apportions the payment of such debts equitably among the several municipalities liable for them. If there be no funds available for the payment of the sum of money which the school corporation is condemned by judgment to pay, the commissioners or trustees must apply to the Superintendent for authorization to levy a special tax to pay the amount of the judgment. If the Superintendent authorizes such a special tax, a special collection roll must forthwith be prepared. The judgment creditor may obtain the issue of a writ of execution against the school corporation in default, (1) if the Superintendent does not furnish the authority for the special tax within fifteen days from the time when it is demanded from him, (2) if the amount of the special tax which

he has authorized has not been collected; (3) if the school commissioners or trustees have not proceeded to complete the collection roll within the fifteen days following the date of the authorisation by the Superintendent, (4) if the commissioners or trustees refuse or neglect in any manner to proceed with the completion of the collection roll, or to collect the tax, in whole or in part. Such a writ of execution is addressed and delivered to the sheriff of the district in which the school municipality in question is situated, and enjoins him—(1) to levy from the school corporation, with all possible dispatch, the amount of the debt with interest, and the costs of the judgment and of the execution; (2) in default of immediate payment by the school corporation, to seize and sell any moveable property held by it, and any real estate belonging to it, upon which the judgment creditor may have a privilege or hypothec, and of which the seizure and sale may be ordered by the judgment. And in the event of there being no real or personal property to be seized or sold (or if the property is insufficient to satisfy the judgment) an *alias* writ of execution may be issued against the school corporation in default, addressed to the sheriff, and enjoining him—(1) to levy from the school corporation the whole sum (or the sum remaining due, as the case may be) of the debt, with interest and costs including those of the judgment, by apportioning the sum required on all the rateable real property in the school municipality liable for the judgment, in proportion to its value; and (2) to collect the tax imposed by him, and to make a return to the Court of the amount levied and of his proceedings, so soon as the amount of the debt, interest, and costs has been collected, or from time to time as the Court may order. The sheriff may then procure from the secretary-treasurer the valuation roll in force, and, on his refusal to supply this, may take possession of it. If no valuation roll exists, he proceeds to make a valuation of the taxable property himself. The sheriff publishes the special collection roll made by him for this apportionment; and hears and decides all complaints made either in writing or verbally by the ratepayers; and he then makes such amendments to the special collection roll as he may deem right. The special tax is payable at the sheriff's office at the expiration of a delay of thirty days. Almost the same regulations in regard to collection, the special notice for uncollected taxes, opposition, &c., apply in this case as in the case of an ordinary school tax collected by a school corporation. The sheriff finally transmits a copy of his special collection roll, showing therein what amounts have been collected, to the school commissioners or trustees, after having levied the whole amount set forth in the *alias* writ of execution, with interest and costs. And if any surplus remain in his hands it belongs to the school corporation, and is paid over by him to it. All arrears in ordinary school taxes belong to the school corporation. If judgment is rendered for a debt due for the building of a school-house for which a portion only of the school municipality is liable, the judgment, the writ of execution, and the *alias* writ of execution must mention the fact. The tax in

this case is imposed only upon the real property situated in that part of the municipality which is liable under the judgment.

e. Voluntary Contributions.—When, in any school municipality, the valuation of property has been duly made and the school tax based upon it has been imposed before September, 1 in any year, for the then following school year, the persons so taxed, or any other of the inhabitants of such school municipality or school district, may pay as a voluntary contribution into the hands of the secretary-treasurer, the sum required, for the school-year then commenced, to equal the amount of public moneys granted to the municipality out of the school fund for that school year. The payment of such voluntary contribution must be attested on oath before a justice of the peace, by the secretary-treasurer, and by the chairman or other member of the school corporation. This attestation must be transmitted to the Superintendent before November 10. The secretary-treasurer is not empowered to receive the amount of such a voluntary contribution by portions or otherwise than in one and the same payment. He holds the amount in lieu of the fund which would have been raised by taxation for the school year so commenced, and the tax thereupon becomes inoperative for that year in the school municipality or district, but the monthly school fees, and any tax imposed for the erection of school-houses, is levied by the school municipality or district, when they have not been voluntarily paid.

Voluntary
Contribu-
tions.

f. Collection of Taxes from Corporations.—The school commissioners for a school municipality alone have power to levy taxes on the lands and real estate of corporations and incorporated companies. But they pay over annually to the trustees a portion of all the taxes levied by them on corporations or companies, in the same proportion as the Government grant for the same year is divided between them and the trustees. The portion of the taxes levied for the building of school-houses and for the payment of debts which is thus paid over to the trustees, must be set apart by them for the building or repairing of their own school-houses. No religious, charitable, or educational institutions or corporations can be taxed for school purposes on the property occupied by them for the objects for which they were instituted. But they may be taxed by the school commissioners or trustees of the religious majority or minority to which they belong on all property held by them for the purpose of deriving any income for themselves. Such a tax must be used by the school commissioners or trustees, as the case may be, to the exclusive benefit of the religious majority or minority to which they belong, or else in conformity with the declarations which they may make in this respect. When the religious body to which they belong is not obvious, and where no such declaration has been made, the properties must be dealt with for the purposes of school-taxes in the same manner as is prescribed for the properties of other corporations and of incorporated companies.

Collection
from religious
and other
corporations

Any non-resident proprietor may declare in writing to the school commissioners and trustees his intention of dividing his taxes between the schools of the majority and those of the minority. In that case the school commissioners continue to levy and receive such taxes and pay over to the trustees such part or proportion of them as the proprietor may direct to be so paid over.

Capitalisation of debt.

g. Capitalisation.—Any school corporation in a city or town may, with the authorisation of the Lieutenant-Governor in Council, upon the report of the Superintendent of Public Instruction, capitalise the debts by it lawfully contracted or to be contracted, and stipulate for the payment thereof by annuities covering a period of not more than fifty years. Such annuities include the interest and the proportion of the capital which is to be paid yearly to extinguish the debt at the date agreed upon. The corporation may, with the authorisation of the Superintendent of Public Instruction, issue, for the payment of such annuities, debentures maturing every six months or every year until the loan is paid off. (Statute of 1893.)

Statistical Tables.

This section of the subject may be concluded and illustrated by two statistical tables. The second of these gives in some detail the sources and applications of school funds, whether provincial or municipal (*i.e.*, local):—

(i.) AMOUNTS EXPENDED ON PUBLIC INSTRUCTION IN 1889-90.

<i>Amounts voted by the Legislature :</i>	<i>cts.</i>	<i>cts.</i>
Ordinary and special grants - -	386,835 00	
Amounts voted in aid of literary and scientific institutions - - -	19,650 00	106,485 00
<i>Amounts paid by the Ratepayers :</i>		
Annual taxes - - - - -	815,313 00	
Special taxes - - - - -	87,195 00	
Monthly contributions - - -	244,972 00	
Amounts expended by institutions of superior education - - -	1,292,617 00	
		2,440,397 00
TOTAL* - - - - -		2,846,882 00

* At \$5 to £1 the amounts are : Legislature, £81,297 ; Ratepayers, £488,079½. Total, £569,376½

(ii) (Compiled from statistics in the Report of the Superintendent of Public Instruction for the Year 1896-97.)

1924

GENERAL STATISTICS OF THE COST OF EDUCATION

COUNTIES	Value of Taxable Real Estate	MUNICIPAL CONTRIBUTIONS			GOVERNMENT CONTRIBUTIONS			Contribu- tions of Subsidised Schools	TOTAL	Number of School houses	Value of School- houses, Furniture and School Appliances
		Annual Taxes	Special Taxes	Monthly Contribu- tions	For Public Schools	For Superior Education	For Poor Municipalities				
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Argenteuil - - -	2,033,450	11,327	709	2,887	1,670 66	597.91	750 46	2,130	20,072.03	87	48,910
Beauharnois - - -	5,259,276	15,303	1,200	2,547	1,790 34	1,295.39	—	20,130	42,265.73	57	291,190
Charlevoix - - -	3,757,909	5,782	167	774	2,046 87	459 86	417.19	3,280	12,926.92	96	52,750
Deux-Montagnes - -	3,711,152	10,469	1,358	352	1,582.62	289 65	96 81	6,480	20,628.08	69	83 610
Gaspé - - -	1,897,121	12,303	450	1,455	2,953 89	398.55	1,911.66	1,300	20,772.10	125	33 695
Hochelaga - - -	38,929,293	103,882	8,833	15,552	7,402 17	1,287.22	—	54,342	191,298 39	75	1,004,739
Iberville - - -	3,635,433	10,052	1,055	654	1,279 51	329 74	—	14,533	27,903 25	61	141,620
Joliette - - -	4,891,666	10,890	271	396	2,460.81	956 26	69.53	25,154	40,197.60	90	201,090
Laprairie - - -	3,821,213	6,607	156	361	963.16	272.72	—	2,535	10,894.88	32	38,900
Maskinonge - - -	4,721,145	8,848	—	563	1,911.80	236 18	73 36	8,267	19,899 34	67	103,855
Missisquoi - - -	5,319,693	16,135	448	1,470	2,012 67	1,307.80	509 96	17,340	39,223 43	110	136,800
Napierville - - -	3,150,928	6,919	139	318	1,085.34	204 98	—	6,428	15,094 32	39	72,045
Ottawa - - -	5,422,001	46,563	2,858	8,912	6,505.47	1,442.43	1,734 38	4,801	72,816 28	226	209,283
Pontiac - - -	1,635,821	16,508	1,226	1,913	2,182 09	569 33	1,024.94	—	23,423.36	106	37,900
Quebec, County of -	4,793,479	11,133	360	2,778	2,594.18	916 16	421 04	27,605	45 807 38	72	276,500
Richelieu - - -	4,205,917	10,543	—	928	2,294 42	515.61	—	12,006	26,287.03	60	161,075
Saguenay - - -	254,564	1,092	271	350	904.15	178.24	2,099 20	1,356	6,249 59	22	15,690
Témiscouata - - -	3,586,908	13,237	1,054	1,823	2,778.30	556.49	502.19	8,722	28,677.98	137	126,755
Vaudreuil - - -	3,881,754	9,736	1,203	873	1,217.18	1,110 51	30 90	23,706	37,876.59	52	148,650
Wolfe - - -	2,100,494	9,655	1,010	931	1,671.31	175.00	193.05	2,863	16,498.36	91	36,107
Yamaska. - - -	4,434,476	11,226	824	717	2,370.24	382 32	—	9,257	24,756.56	94	118,335

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IV.—SCHOOL VISITORS AND SCHOOL INSPECTION.

School Visitors.—Certain persons are *ex officio* “visitors” with power to visit any public school in any municipality whether in town or country. But no visitor is entitled to visit a school belonging to inhabitants not of his own religious faith.

Visitors for
the whole
Province.

a. The school visitors for the whole province are—

(1.) members of the Roman Catholic, or of the Protestant, Committees of the Council of Public Instruction,

(2.) Judges of the Supreme Court, of the Court of Queen's Bench, and of the Superior Court, who are resident in the Province of Quebec,

(3.) Members of the Federal Parliament, who are resident in the Province,

(4.) members of the Legislature of Quebec,

(5.) the Secretaries of the Department of Public Instruction.

(6.) The Superintendent of Public Instruction, as visitor-general of all public schools, may take cognizance of disputes arising between school commissioners or trustees and teachers, and give a final decision.

Visitors in
their own dis-
tricts only.

b. School inspectors are *ex officio* visitors of academies and model schools under the control of school commissioners or trustees in their districts of inspection, and it is lawful for any inspector to visit the schools within any district of inspection other than that assigned to him on receipt of an order from the Superintendent. An Inspector who holds such an order may report on the schools he visits outside his own district.

c. The following are visitors only for the municipality in which they reside;

(1.) Roman Catholic Priests and Protestant Ministers;

(2.) Members of the Council of Arts and Manufactures;

(3.) The Mayor and Justices of the Peace;

(4.) The Colonels, Lieutenant-Colonels, Majors, and Senior Captains of the Militia.

Each visitor is entitled to examine the regulations and other documents relative to each school, and to obtain all other information concerning it. A visitor may be present at examinations held by any board of examiners and may interrogate the candidates who offer themselves for examination, and give his opinion upon them.

School
Inspection.

The districts into which the Province is divided for the purpose of school inspection are identical with the judicial districts. And each Inspector is *ex officio* a justice of the peace of the district for which he is appointed.

The initiative in the appointment of School Inspectors comes

from the Roman Catholic or from the Protestant Committee. They recommend the appointment of one or more Inspectors for a certain judicial district to the Lieutenant-Governor, who makes the appointment for such a period as he deems necessary.

The Inspector's duties are defined thus by statute —

Duties of Inspectors.

(1.) to examine the school-teachers, and the schools and school-houses under their control in each school municipality ;

(2.) to inspect the accounts of the secretary-treasurers, and the register of the school commissioners or school trustees of every such municipality ,

(3.) to ascertain whether the provisions of the laws and regulations respecting public instruction are there carried out and obeyed.

In the performance of his duties each Inspector must comply with the instructions given to him by the Superintendent, in accordance with the regulations of the Committee of the Council of Public Instruction of the religious faith which he himself professes

Unless otherwise defined or limited by the instrument appointing him, each such inspector has all the powers and authority of the Superintendent with reference to his visits and examinations. And when an Inspector makes his visits the secretary-treasurer of the municipality and all teachers of a public school in it are bound to exhibit to him all the documents in their charge belonging to or in any way relating to their respective offices. Every refusal or neglect to do so, when requested by an Inspector, carries with it a penalty of eight dollars.

No person can be appointed School Inspector unless,

Qualifications.

(1.) he has attained the age of twenty-five years ;

(2.) he has obtained a diploma for teaching in an academy, model school, or elementary school ;

(3.) he has taught in a school for a period of at least five years,

(4.) at least five years have elapsed since he discontinued teaching in a school,

(5.) he has been examined before the Roman Catholic or Protestant Committee, or before a sub-committee of examiners appointed by one or the other of those Committees, upon his fitness and ability to fulfil the duties of the office in accordance with the regulations which each Committee may make.

Each Inspector is paid such a sum as the Lieutenant-Governor in Council deems adequate remuneration for the duties performed by him. But his salary can in no case exceed the rate of \$1,200 (£240) per annum. In all cases in which an Inspector is appointed by the Superintendent to make any special inspection, inquiry, or investigation in any municipality, the travelling and other expenses of the Inspector are paid by the party designated by the Superintendent. The person who is to pay the expenses of inspection is determined by the Superintendent

upon the report of the Inspector. These last regulations apply only to inspections or inquiries which do not take place at the time of the Inspector's ordinary visit to the schools of the municipality in question.

Instructions and Number. Instructions to School Inspectors are from time to time issued from the Department of Public Instruction. These are written by the Superintendent, and deal with particular points of importance for the time being. There is no annual publication issued to Inspectors similar to the "Revised Instructions to H.M. Inspectors" issued in England and Wales.

In 1897-8 there were 42 Inspectors.

Inspector's Return. The following is a specimen taken at random from the Annual Report for 1897-8, of the returns made by Inspectors to the Superintendent. In two cases, it would seem, no visit was paid by an Inspector to the schools.

MASKINONGÉ COUNTY. Municipality	Grade of Institution	Whether under Control of Commissioners or not.	Value of immoveable Property.	Expenditure for the Year.	Teachers.		
					Male RELIGIOUS or Nuns.	Male.	Female.
a Maskinongé	Model School Mixed	Under control	\$ 1,200	\$ 375	—	1	1
b Rivière du Loup	Academy Boys	Under control and independent	15,000	1,000	4 Frères de l'Instruction Chrétienne	—	—
c Rivière du Loup	Model Conventual	Independent	19,300	3,538	10 Soeurs de l'Assomption	—	2
d Dumontier ..	Model Mixed	Under control	1,200	225	—	—	2
e St Paulin ..	Model Conventual	Under control and independent	8,725	841	6 Soeurs de l'Assomption	—	—
f Ste. Ursule ..	Model Conventual	Under control and independent	30,640	7,420	3 Soeurs de la Providence	—	1
g Ste Ursule ..	Model Boys	Under control	1,700	251	—	1	1

Municipality	Value note based solely on examination of the Annual Report	Total Pupils	Grants out of the Superior Education Fund.	From the Inspection Bulletins.				
				State of School House	State of Furniture.	Is the Teacher competent?	Is there Progress?	General Note on School.
a Maskinongé	Very Good	75	\$ 35.08	Fair	Fair	Yes	Yes	Very Good
b. Rivière du Loup	Very Good	203	85 08	Very Good	Good	Yes	Yes	Very Good
c. Rivière du Loup	Very Good	244	85 08	—	—	—	—	—
d. Dumontier ..	Good	88	26 33	Good	Good	Yes	Yes	Very Good
e St Paulin ..	Very Good	93	43 84	—	—	—	—	—
f. Ste. Ursule	Very Good	119	85 08	Very Good	Good	Yes	Yes	Excellent
g. Ste. Ursule	Very Good	66	22.28	Fair	Fair	Yes	Yes	Fair

The Roman Catholic or the Protestant Committee may, upon complaint to that effect, cause an inquiry to be held into the conduct of any Inspector of Schools accused of bad conduct, immorality, or intemperance, or serious neglect in the execution of his duties. After the inquiry, all the documents are forwarded to the Lieutenant-Governor in Council, "praying, if there be occasion, for the dismissal of such Inspector and the cancelling of his commission." If an Inspector is dismissed in this manner he cannot afterwards hold office. Inspectors are strictly prohibited from having any interest, direct or indirect, in the sale of books or school supplies in their inspection districts.

The following passage from a circular issued by the present Superintendent in October, 1897 (Annual Report for 1896-7), is of interest as being typical of the instructions given to Inspectors from headquarters. Other instructions issued in the same year and dealing with the special subject of the *Pedagogical lectures* to teachers then instituted will be found under that head in Section V.

"By an Order-in-Council dated the 6th inst., the Government has confirmed the decision taken by the Roman Catholic Committee of the Council of Public Instruction to replace your autumn inspection by a series of Pedagogical lectures which you will be called upon to give to the teachers of your inspection districts."

"1 To respond to the desire of the Roman Catholic Committee, you will organise this course by calling together in the village or in some central spot in each parish, all the teachers who teach therein. These lectures, to the extent of four or five, should last two days.

"2 You will notify the teachers at least eight or ten days beforehand of the day and hour that the lectures will be given in the respective parishes.

"3 In the event of there being several school municipalities in the parish, the lectures shall be given for all the teachers in such parishes. The same may be done in the case of two or three school municipalities of adjoining parishes when there are not more than three or four teachers in one of such municipalities.

"4 Teachers who have to travel to attend the lectures will receive compensation at the rate of seventy-five cents per diem. You will take notice of their presence at the lectures, and forward their names and addresses to the Department of Public Instruction.

"At the conclusion of your visit you will also send to me a report containing your remarks on the result of these conferences, both from a pedagogical point of view, and with regard to their effect on the minds of the School Boards.

"5 Teachers may give their pupils a holiday during the two days which these lectures last.

“6. It is desirable that the parish priest and the school commissioners should attend the lectures to enhance their value and to increase their efficiency.

“7. With a view of establishing as much uniformity as possible in the instruction to be given to the teachers, I take the opportunity of sending to you, with the present circular, some lectures which have been carefully prepared, and which you may study so as to be able to make use of them by adding such remarks as you may deem advisable and the instruction you may consider yourself called upon to give.

“8. I have no doubt that you yourselves will attach importance to these lectures; that you will display zeal in delivering them. You know, as I do, that many of our male teachers, and above all that a great many of our female teachers, have not had the advantage of attending the Normal School, and have not received the necessary professional training. The instructions you will give them will therefore be of very great assistance to them, and will open up entirely new horizons to several of them.

“In addition to the subjects dealt with in the lectures I send you, strongly recommend the teachers not to make their pupils learn anything by heart that they have not clearly explained to them; to carefully prepare their lessons and all explanations they have to give on the following day, even to the smallest children, so as to be understood by them; to study thoroughly so as to develop their own knowledge and make their teaching more beneficial. They will highly appreciate all this advice. You may also advise them to sometimes go beyond the teaching of the class subjects to give the children judicious instruction respecting the duties they will afterwards be called upon to perform when they leave school.

“Tell them to thoroughly inculcate upon the minds of the children great respect for paternal, civil, and religious authority. Let them warn them against intemperance, the source of so many evils, and against the extravagance that impoverishes our country parts. Let them recommend them to avoid quarrels and law suits, and let them lay great stress in the presence of the children on the necessity of honesty in contracts. Let them also teach them good manners, and insist upon politeness and cleanliness. They can be made to highly prize in school the benefits conferred by agriculture, in order to make the children like that calling; and let them not neglect to instil into their minds great love of country—in a word, please impress upon the teachers the necessity of making their schools attractive, and study agreeable to their pupils by not only carefully preparing their teaching but by reciting anecdotes culled chiefly from the history of Canada.

“With regard to the moral education of the children, about which you will have to speak to the school teachers, I cannot do better than repeat to you the admirable circular that M. Guizot addressed to the teachers of France in 1833. The words

of that distinguished man are more than ever applicable at the present time

“As regards moral education,” wrote M. Guizot, “I rely chiefly upon you. In you, a desire to do well is indispensable. You are not ignorant of the fact that this is beyond a doubt the most important and most difficult part of your mission. You are aware that in confiding a child to you, each family asks you to return to it an honest man, and the country a good citizen. You see that virtue does not always follow upon enlightenment, and the lessons imbibed in childhood might become opposed to it, if they addressed themselves merely to its intelligence. Let the teacher, therefore, not hesitate to assume the rights of the family by giving his first care to the inward culture of his pupil’s soul. Just as he should avoid opening his school to sectarian and party spirit and bringing up the children in religious or political doctrines which lead them to revolt against the authority of home counsels, so should he rise above the passing quarrels which agitate society to endeavour unceasingly to propagate and strengthen those imperishable principles of morality and reason, without which universal order is imperilled, and to sow deeply in their young hearts those seeds of virtue and of honour which age and passions will never stifle.

“Faith in Providence, the holiness of duty, submission to paternal authority, the respect due to law and authority and the rights of all—such are the sentiments which he should endeavour to foster. Never by his conversation or by his example should he run the risk of weakening in the minds of the children the veneration due to what is good. Never by words of hatred or revenge should he predispose them to those blind prejudices which create, as it were, hostile nations in the very bosom of the nation itself. The peace and concord which he maintains in his school, should, if possible, prepare calmness for future generations.”

“I am happy to inform you that the Government has been pleased to comply with the request of the Roman Catholic Commissioners of the Council of Public Instruction, and to send free of charge “l’Enseignement Primaire” to each of the primary schools under control of Roman Catholic Commissioners and Trustees.

“This decision has been taken with a view of assisting teachers in their arduous tasks, of keeping them informed with respect to the progress of education, and of further developing their pedagogical knowledge.

“This review, under the management of an active and zealous teacher, and edited by competent writers, will be of great assistance to teachers, by showing them the best methods of teaching, and by becoming the faithful interpreter of the national aspirations of the people; therefore, each school will receive ‘l’Enseignement Primaire’ free of charge, and it will be the property, not of the teacher, but of the school itself.

“I beg you to see that the numbers of this review are carefully preserved in each school, so that at the end of the year they

may be bound together and form the numbers of a pedagogical library

"Please instruct the secretary-treasurer of your school municipality to have this review bound every year, and to cause to be printed on the cover the name of the school municipality and the number of the district to which it belongs.

"The teachers must not appropriate the numbers of 'l'Enseignement Primaire' at the end of the year, but send them to the office of the secretary-treasurer in order that he may get them bound during the vacation. They must also obtain themselves from the post-office of their parish the numbers of the reviews that are addressed to their schools."

V.—TEACHERS: TRAINING AND DIPLOMAS.

Normal Schools.—The Regulations touching Normal Schools are, briefly, as follows:—

Financial
Provision.

The Lieutenant-Governor in Council may adopt all needful measures for the establishment in the Province of one or more normal schools, containing one or more model schools, for the instruction and training of teachers of public schools in the science of education and the art of teaching. He may select the location of such schools, and cause to be erected or procured and furnished the buildings requisite for the purpose. To provide for the purchase of such sites and for erecting the buildings he may order that the sum of \$8,000 be yearly set aside out of the superior education income fund and appropriated to form a fund called "The Normal School Building Fund of the Province of Quebec." Any sum so set apart yearly may be invested and placed at interest as the Lieutenant-Governor in Council may direct, and the income and interest shall, like the principal, form part of the fund. The moneys realised by the sale of any site and buildings, acquired for normal school purposes and not deemed convenient for such purposes, is also added to the fund and is invested and dealt with in the same manner as the other sums. It is the Lieutenant-Governor in Council who directs such a sale to be made. Any excess of the normal school building fund not actually required for the purpose for which the fund was constituted may, in the discretion of the Lieutenant-Governor in Council, either revert to and form part of the superior education income fund of the Province, or be invested as part of it and to the benefit of that fund.

Besides the annual sum set apart out of the superior education income fund, there is also allowed yearly out of the common school fund for the Province a sum not exceeding \$6,000, to defray the salaries of officers and other contingent expenses of normal schools; and a sum not exceeding \$4,000 is allowed yearly out of the common school income fund, as an aid to facilitate the attendance of teachers in training at normal schools.

And in case these two sums are found insufficient, the

Lieutenant-Governor in Council may order that a certain sum be yearly appropriated out of the common school income fund for the support and maintenance of normal schools. The sum so set apart and appropriated yearly must not exceed in any one year the sum of \$10,000.

Thus it will be seen that the support of the normal schools comes mainly from two sources—the superior education income fund and the common school fund. By this method the normal schools are recognised as a particular type of secondary schools having for their special object the training of teachers for elementary schools.

Regulations are made by the Council of Public Instruction or by its Roman Catholic and its Protestant Committee, with the approval of the Lieutenant-Governor in Council, for the management of normal schools, for prescribing the terms and conditions upon which students shall be received and instructed in them, the course of instruction to be followed, the mode and manner in which registers and books shall be kept and diplomas granted to students; and the form in which shall be made the reports which the principal of each normal school is required to make to the Superintendent.

Normal schools are under the control of the Superintendent, who makes from time to time such arrangements for their establishment and maintenance as the Lieutenant-Governor in Council may direct. The principal of each normal school reports to the Superintendent, giving such details as he may require. The professors, directors, and principals are appointed or removed by the Lieutenant-Governor in Council, on the recommendation of the Roman Catholic or Protestant Committee of the Council of Public Instruction, according as such appointments or removals concern Roman Catholic or Protestant normal schools. The principal of every normal school must, before admitting any pupil into his school, make him sign, in presence of two witnesses, a document or obligation by which he binds himself to pay his board and to pay such sum as may be required, according to the conditions which shall, from time to time, be fixed by the Lieutenant-Governor in Council. A father, tutor, or friend may sign such a document and bind himself personally for payment of the sum. The Attorney-General, in the name of the principal and upon his recommendation, may sue for the recovery of all sums due in a competent court of justice. The principal must account to the Superintendent for all sums collected under such documents.

On the presentation by any student to the Superintendent of a certificate under the hand and seal of the principal of any normal school that the student has gone through a regular course of study therein, the Superintendent may grant a diploma of qualification to the student, which shall be valid, until revoked for some breach of good conduct or of good morals. By virtue of this diploma and while it remains valid, the holder is eligible to be employed as teacher according to

the grade of the diploma obtained by him, in any academy, model school, or elementary school under the control of school commissioners or trustees.

The following is taken from the yearly report made to the Superintendent by the Principal of the Jacques Cartier Normal School (Montreal), for 1897-8:—"By drawing up programmes causing examinations to be passed, the Government has raised the level of the knowledge which the teacher should possess. That was the starting point, it was necessary; but we must not stay there for ever. It is not sufficient that the teachers be educated, they must also have acquired as great an experience as possible of children and of the application of pedagogical principles. With the exception of those who have been trained in the Normal Schools and teaching communities, how many are there who have any idea of the necessity of a good method for properly teaching the elements of arithmetic or merely of reading? Or, if they have studied it, how many of them can take advantage of it?"

The Superintendent remarks in this connection that "among other remedies which have been sanctioned by experience in the old world, a suggestion has been made that all persons who desire to teach should be compelled to pass some time on trial under a teacher of some years' standing"—alluding, one may suppose, to the pupil-teacher and "provisional-assistant-teacher" system of England and Wales (Articles 34 and 49 Elementary Day School Code, 1900). The Superintendent says "this trial might be of greater or less duration. Six months would suffice to effect a complete change in a great many schools, and in the end perhaps the value of well trained teachers would be understood."

Normal
Schools for
Girls.

From the Superintendent's Annual Report for 1897-8.—"The good result of the pedagogical lectures shows how deserving of the attention of the Legislature is the foundation of Normal Schools for girls. I have had the honour of pointing out on several occasions how necessary is the establishment of such schools, and I consider that this is the first step to be taken in the reforms to be effected. Moreover, I merely express the opinion of the Roman Catholic Committee of the Council of Public Instruction."

There are only two Normal Schools for girls in the Province, one at Montreal for Protestants and the other at Quebec for Roman Catholics. Successive annual Reports have pointed out to the Government that no very decided results can be expected from elementary schools until more such institutions for the training of women teachers have been founded. The need seems to be greater among the Roman Catholics, and several Normal Schools are in reality needed now to provide training adequate to the number of women teachers in Roman Catholic schools.

Pedagogical Lectures.—These were inaugurated in the autumn of 1897, and have supplied a long felt want. They have to a certain extent made up for the absence of professional training in a great many teachers. "Of course they cannot

supply the special knowledge which those who propose to become teachers could acquire in a Normal School; nevertheless the good effects have shown themselves in the very first year. There has been an improvement in a great many of the persons in charge of schools; they have taught with more method."

The following were the regulations on this subject given out in 1897:—

"1st. That, in the future, the School Inspectors shall not be obliged to make more than one visit to the schools in their respective districts, and that such visit shall be at the end of the school year;

"2nd. That the autumn visits shall be replaced by pedagogical lectures, which the School Inspectors shall give to the teachers in the schools of their inspection districts,

"3rd. That these lectures shall be under the direction of the Superintendent of Public Instruction, and shall be given on the days and at the places fixed by the School Inspectors, who shall give notice of them to the teachers;

"4th. That the teachers who will be obliged to travel to attend these lectures shall receive an indemnity of seventy-five cents per day, the lectures not to last more than two days,

"5th. That the teachers may give holidays to their pupils during the two days that the lectures shall last."

The Boards of Examiners for Teachers' Diplomas.—(i.) *Central Board*; (ii.) *Boards for Quebec and Montreal*; (iii.) *Boards for other cities, towns, or counties.*

(i) The Lieutenant-Governor in Council may, upon the recommendation of the Roman Catholic or Protestant Committee of the Council of Public Instruction, constitute by proclamation a Central Board of Examiners for the examination of candidates for teachers' diplomas. The Central Board, when constituted, alone has the right of issuing diplomas valid for the schools under the control of the Committee upon whose recommendation the Board was constituted. This Central Board must consist of five members and a secretary, who are appointed by the Lieutenant-Governor in Council upon the recommendation of the Roman Catholic or Protestant Committee, as the case may be. Its duties when constituted are or would be,

a. To prepare the examination questions in the different subjects prescribed.

b. To submit the examination questions to the candidates at certain centres,

c. To examine the answers given by the candidates and, after due deliberation, to grant diplomas to the candidates deemed worthy.

The examinations conducted by the Central Board are held at such time and place and in such manner as may be prescribed from time to time by the regulations of the Committee upon whose recommendation the Central Board of Examiners was constituted. The fees payable by the candidates are used towards defraying the expenses of the Central Board.*

(ii.) The Boards of Examiners for the cities of Quebec and Montreal do not, like the Central Board, depend for their existence on the recommendation of another body, but are constituted by statute. They are composed of fourteen persons, one-half of whom are Roman Catholics and the other half Protestants. The Lieutenant-Governor appoints the members upon the recommendation of the Roman Catholic and Protestant Committees of the Council of Public Instruction. The Boards examine candidates for teachers' diplomas and deliver or refuse to each, as the case may require, a diploma after due examination. The Board is in each case divided into two divisions, Roman Catholic and Protestant, and separately performs the duties imposed upon it.

(iii.) Other Boards of Examiners besides those for Quebec and Montreal may be at any time and for any city, town, county, or counties, be established by proclamation of the Lieutenant-Governor in Council upon the recommendation of either Committee of the Council of Public Instruction. Every Board so constituted by proclamation is composed of not less than five nor more than ten members; and, as is the case with the Boards for Quebec and Montreal, these Boards may be organised in two divisions, Roman Catholic and Protestant, each of which separately performs the duties devolving on it, if the Lieutenant-Governor so orders upon the report of either Committee of the Council of Public Instruction.

Duties.

It is the duty of every Board of Examiners, (1) to meet at

* *Central Board of Examiners.* — "A regulation orders the foundation of a central board of examiners, which alone, with the normal schools, shall have the right to grant certificates of capacity, allowing the holders thereof to teach in Roman Catholic Schools. By this means it is hoped that certificates will have more prestige and greater value in the eyes of the public. The local boards of examiners will be abolished." — *From the Report for 1896.*

10 a.m. on the twentieth day after nomination to choose a president, vice-president, and secretary; (2) to hold examinations in accordance with the regulations of the Roman Catholic or Protestant Committee, as the case may be, and after due examination to grant or refuse, as the case may require, diplomas to the candidates presenting themselves for examination. (3) to admit to examination no candidate who is not provided with a certificate of good moral character, signed by the *curé* or minister of his own religious faith, and by at least three school commissioners or school trustees or school visitors of the locality in which he has resided for the previous six months, and with a certificate of his age, which must be of the age fixed by the Roman Catholic Committee of the Council of Public Instruction for Roman Catholic candidates, and by the Protestant Committee for Protestant candidates; (4) to require, all candidates for a model or elementary school diploma to pay to the secretary of the board of examiners the sum of two dollars, and for an academy diploma, the sum of three dollars (such sums are not returned to candidates who have failed to obtain the diploma, but these may present themselves a second time at the next examination without paying further fees); (5) to deliver to each candidate deemed worthy, a diploma as a teacher, signed by the president, or vice-president, and the secretary, sealed with the seal of the Board, bearing a date and distinctly indicating

a. That the candidate has provided the requisite certificates of moral character and of age;

b. His age, residence, and religious belief,

c. The grade of the diploma granted,

d. The language which the diploma authorises the candidate to teach,

(6) to classify the candidates in these grades, namely, elementary, model school, and academy grades; (7) to enter the names and surname of each candidate admitted, as well as the grade to which he belongs; (8) to require, in the course of examination, proof of the following qualifications, namely:—

a. For teachers of elementary schools, such qualifications as will enable them to teach, with success, reading, writing, the elements of grammar, geography, and arithmetic as far as the rule of three;

b. For teachers of model schools, in addition to the foregoing, such qualifications as will enable them to teach grammar, analysis, composition, geography, use of globes,

arithmetic in all its branches, the elements of mensuration book-keeping, and linear drawing :

c. For teachers of academies (besides the qualifications required for the above-mentioned two grades of teachers) all the branches of a classical education.*

d. And for all grades of teachers such other qualifications as may be required by the regulations passed from time to time by either Committee of the Council of Public Instruction and approved by the Lieutenant-Governor in Council ;

(9) to keep a correct list of candidates admitted to the right of teaching ; (10) to give notice to the Superintendent of the admission of each candidate to the right of teaching, within fifteen days after such admission ; (11) to keep or cause to be kept a register of their proceedings properly signed for each meeting and containing lists of candidates, candidates admitted, certificates of age and moral character, &c. ; (12) to have a particular seal and to make use of the forms of diplomas furnished by the Superintendent. The Lieutenant-Governor in Council may from time to time modify the details of the duties above given upon the recommendation of either of the Committees of the Council or of the Superintendent.

Validity of
Diplomas,

The diplomas granted to teachers by a board of examiners are valid only for the grade of schools for which they were granted and within the limits which may from time to time be prescribed. The Roman Catholic or Protestant Committee may, from time to time, provide in such manner and under such conditions as may be deemed expedient, for requiring any teacher, holding any diploma granted by any board of examiners, to submit to examination *de novo*, by such board ; and, in default of any such teacher doing so, or in the case of failure of the teacher from any cause to obtain a new diploma, the diploma previously granted becomes null and void. Such procedure can only be taken with the approval of the Lieutenant-Governor in Council.

All persons desiring to act as teachers under these regulations or under any special act for the encouragement of education must, unless provided with a diploma from one of the normal schools of the Province, undergo an examination before one of the boards of examiners in the Province and obtain a diploma.

* How far changes may have been introduced in this matter cannot be ascertained from documents available. It is, however, notable that, so long ago as 1874, the Superintendent in his Annual Report pointed out that the curriculum of academies was too extensive. "It would be doubtless much better to restrict the studies to a more limited field, with the certainty of thoroughly going over the ground."

School commissioners and trustees, and all persons entrusted with the management of schools, may employ as teachers only those who are provided with diplomas, on pain of losing their share of the grants made for the encouragement of education. Nevertheless, any priest, minister, and ecclesiastic, and every person who is a member either of a religious order instituted for educational purposes or of a religious community of women, is exempt from undergoing an examination before any board of examiners.

SUMMARY OF STATISTICS RESPECTING TEACHERS—1897-8.

Teachers in Elementary and Model Schools, and Academies	Without Certificates		Certificates for			Certificates from		Average Salary of Teachers with Certificates,		Total number of Teachers
	Elementary Schools	Model Schools	Academies.	Normal Schools	Board of Examiners	In Elementary Schools	In Model Schools and Academies.	\$	\$	
Male Teachers in Roman Catholic Schools - -	32	241	62	133	46	105	136	220	492	273
Male Teachers in Protestant Schools - - -	17	114	19	37	58	40	74	570	824	131
Female Teachers in Roman Catholic Schools - -	313	4,808	3,206	1,098	4	209	4,099	102	120	4,021
Female Teachers in Protestant Schools - - -	41	1,222	763	419	40	371	851	183	301	1,263
Totals and average - -	403	5,886	4,050	1,687	148	725	5,160	123.60	\$10.20	6,288
Lay professors teaching in Universities, Normal Schools, and Special Schools - - -										358
Grand Total of lay teachers - - -										6,646
Members of the Clergy in Colleges and some other Schools - - - - -										549
Religious—Brothers 866, Nuns 2,432 - - - - -										3,298
Grand Total of religious teachers - - -										3,847
GRAND TOTAL of all Teachers, Lay and Religious - - -										10,493

In 1899 there were 788 male lay · 5,944 female lay, teachers : 1,431 male religious : 2,612 nuns : total, 10,755.

From the Report for 1895-96:—"We are striving to lower the number of teachers without certificates in the Province. . .

. . . In 1893-94 the number of lay teachers without certificates was 1,080. In 1894-95 it was 899, and this year it is 686, making a decrease of 394."

VI.—COMPARATIVE STATEMENT OF THE EDUCATIONAL
MOVEMENT, 1867 TO 1899.

Number of	1867-68	1872-73	1877-78	1882-83.	1887-88.	1892-93	1895-96	1898-99
Elementary Schools - -	3,355	3,630	4,096	4,404	4,640	4,963	5,178	5,147
Model Schools - - -	318	343	260	333	485	493	514	539
Academies - - - -	190	212	282	246	149	141	164	160
Roman Catholic and Pro- testant Colleges -	36	37	40	31	23	23	21	22
Special Schools - - -	2	6	17	18	18	13	19	16
Normal Schools - - -	3	3	3	3	3	3	3	3
Universities - - - -	3	3	3	4	4	4	4	4
Totals - - - - -	3,907	4,234	4,701	5,039	5,322	5,640	5,903	5,895
Pupils of Elementary Schools - - - - -	156,820	165,916	167,031	170,858	181,402	187,079	201,587	201,292
Pupils of Model Schools -	22,700	28,588	20,429	26,378	70,417	79,223	91,997	105,975
„ Academies - - -	26,010	34,468	38,862	38,278				
„ Colleges - - - -	6,180	7,113	7,874	6,879	3,918*	5,024	5,302	5,681
„ Special Schools -	278	741	1,866	1,262	1,905	1,561	1,935	1,832
„ Normal Schools	256	246	306	330	296	284	377	1,303
„ Schools attached to Normal Schools - - - -	-	-	-	-	-	789	893	
Students of University -	684	753	731	1,240	1,193	1,109	1,528	2,360
Totals - - - - -	212,837	225,850	237,089	245,225	259,131	275,069	303,619	318,443
Male Lay Teachers - -	608	696	626	497	494	677†	752	788
Male Teachers in Religious Orders - - - - *	311	498	598	602	912	1,128	1,200	1,431
Female Lay Teachers -	2,969	3,507	3,931	4,448	4,962	5,304	5,703	5,944
Nuns - - - - -	648	956	1,028	1,324	1,804	2,098	2,265	2,612
Totals - - - - -	4,536	5,657	6,178	6,871	8,172	9,297	9,980	10,775

* In this number that of the students of industrial colleges, which was comprised in the previous figures, is not included. From 1887 these colleges have been known as boys' academies.

† This number comprises the professors of universities, normal schools, Protestant colleges, and special schools, which were not included in the previous figures.

‡ Including "schools attached to normal schools."

VII.—SUPERIOR EDUCATION.

(i) *Finance.*—The Superintendent annually apportions amongst the universities, colleges, seminaries, academies, high or superior schools, model schools, or educational institutions other than the ordinary elementary schools, the whole or such part of the grants for education (according to the recommendation of the Roman Catholic or Protestant Committee) as the Lieutenant-Governor in Council prescribes, and in such proportions as he may approve. The grants so apportioned are paid by the Provincial Treasurer, on the warrant of the Lieutenant-Governor, to the Superintendent, who pays them to the educational institutions entitled to them.

The total aid granted to universities, classical colleges, industrial colleges, academies, and model schools, is divided between the aggregate of the Roman Catholic and Protestant institutions respectively, in the relative proportion of the Roman Catholic and Protestant populations of the Province according to the last census the results of which are available at the time. Grants so made out of the income fund are for one year only and are not permanent. The Lieutenant-Governor in Council may attach to them any conditions which are deemed advantageous for the furtherance of superior education.

The sums paid over to the Provincial Treasurer, arising from the celebration of marriages by Protestant ministers, are annually paid over by him to the Superintendent to be apportioned under the authority of the Lieutenant-Governor in Council, and, in accordance with the recommendation of the Protestant Committee of the Council of Public Instruction, among the Protestant institutions of superior education, in addition to and in the same manner as the other grants to these institutions.

The interest arising from the investment of \$60,000 realised by the settlement of the Jesuits' Estates under the Act of 1889, is annually apportioned by the Protestant Committee, with the approval of the Lieutenant-Governor in Council, among the Protestant institutions of Superior Education, in addition to, and in the same manner as, any sums by law granted for the purpose of Protestant Superior Education.

No grant can be made to any superior-educational institution not actually in operation, or to any institution owning real estate, whose liabilities exceed two-thirds of the value of its real estate, nor to any ordinary model school or educational institution which has not fulfilled the conditions prescribed.

Any educational institution desirous of obtaining a grant out of the income fund must make an application to that effect to the Superintendent, and he may not recommend any grant to any such educational institution, the application from which is not accompanied by a report, showing :

- (1.) the composition of the governing body ;
- (2.) the number and names of the directors, principals, professors, teachers, or lecturers ;

- (3.) the number of pupils, distinguishing those under, and those above, sixteen years of age ;
- (4.) the general course of instruction and the books used ;
- (5.) the annual cost of maintaining the institution and the sources from which the means are derived ;
- (6.) the value of the real estate of the institution, if it owns any ;
- (7.) a statement of its liabilities ;
- (8.) the number of pupils taught gratuitously, or taught and boarded gratuitously ;
- (9.) the number of books, globes, and maps possessed by the institution, and the value of any museum and philosophical apparatus belonging to it.

The financial arrangement for 'Superior Education' cannot be properly understood without quoting the Act of 1889 confiscating the estates of "the late Order of Jesuits" :—

"The estates and property of the late Order of Jesuits, whether in possession or reversion, including all sums funded or invested, as forming part thereof, and the principal of all moneys which have arisen or shall arise from the sale or commutation of any part of the said estates or property, are hereby appropriated, and shall form a fund to be called the 'Quebec Superior Education Fund,' under the control and management of the Governor in Council.

"Whenever it appears to the Governor in Council that this Income Fund can be increased by the sale and by the investment of the proceeds of the sale of any portion of the Jesuit Estates, or of any *rente foncière* or *rente constituée* then forming part of them, the Governor in Council may order such sale to be made, and may direct that the moneys realised by it be invested in provincial debentures or other securities, the annual interest or income whereof shall form part of this Income Fund.

"There shall be annually placed to the credit of this Income Fund the sum of twenty thousand dollars out of the Consolidated Revenue Fund of this Province, which sum shall form part of this Income Fund, and be appropriated accordingly; and if in any year this Income Fund falls short of the sum of eighty-eight thousand dollars, then such sum as may be necessary to make it equal to eighty-eight thousand dollars shall be taken from the Common School Fund and added to it for that year as part thereof."

(ii.) *The Roman Catholic Laval University.*—(Extracts from "Papers relating to University Education of Roman Catholics in certain Colonies," issued by the Colonial Office, 1900.)

(Translated from the original French.)

"The Laval University was founded in 1852 by the Seminary of Québec at the request of the Bishops of "Lower Canada." The aim was to throw open to the French Catholic population an institute of higher education capable of equalling in import-

ance those frequented by persons of other language and religion. The then Governor of Canada, Lord Elgin, and his ministers wrote: "We have no hesitation in acknowledging the justice and propriety of securing to the numerous and important body of Catholics in Canada the benefit of a University of which they have been until now deprived." A Royal Charter was granted by Her Majesty and signed on December 8, 1852.

"Pope Pius IX., satisfied with the test of nearly a quarter of a century which the Seminary had undergone, granted its canonical status to the University by the Bull '*Inter varias sollicitudines*,' in which he recognised the good accomplished by this institution during its twenty-four years of existence.

"In virtue of this Royal Charter the Superior and Directors of the Quebec Seminary formed a legal corporation enjoying the same rights and privileges as before, together with all the rights, powers, and privileges of a University, for the education and instruction of youth and of the students of the various Faculties.

"The corporation of the University is styled 'The Rector and members of the Laval University at Quebec, in the Dominion of Canada.' It is a body politic and corporate enjoying all privileges, including a common seal, &c. The University has a Council, consisting of the Rector, the Directors of the Seminary of Quebec, and the three senior Professors of each of the four Faculties, Theology, Medicine, Law, and Arts. All the powers granted by Letters Patent are exercised by the Council, which has full authority for making statutes, rules, and regulations concerning the government of the University, the studies, lessons, and other exercises, the degrees in the four Faculties, and, generally, all matters connected with these and concerned with the advancement of the University. It can also revoke, renew, and change all these statutes, rules, and regulations. But in any case it can do or ordain nothing contrary or opposed to the Laws and Statutes of the United Kingdom, of the Dominion of Canada, or to the terms of reference of the Letters Patent. The Council has power to nominate the Professors of the Faculties of Law, Medicine, and Arts, and to revoke and annul its own nominations on just and sufficient cause. It has also the right to lay before the Visitor of the University the names of those who are, in its opinion, suitable for the position of Professor in the Faculty of Theology; but it is the Visitor who makes this appointment.

"The University may confer the degrees of Bachelor, Licentiate, and Doctor on any student in any of the Faculties, whether he be a student of the University or no. It has besides all the privileges enjoyed by the Universities of the United Kingdom.

"In virtue of the Bull '*Inter varias sollicitudines*' the University has, for its protector at Rome at the Holy See, His Eminence the Cardinal Prefect of the Propaganda. The higher supervision of the doctrine and discipline of the University, in other words the supervision of "faith and morals," is entrusted to a superior Council consisting of the Archbishops and Bishops of the Province of Quebec under the presidency of the Archbishop

of Quebec, who is called the Apostolic Chancellor of the University.

"The instruction is given by titular Professors, whether ordinary or extraordinary, by attached Professors ("*professeurs agrégés*," i.e. similar to the Fellows of a College at one of the old English Universities), and by Professors in charge of particular branches. The ordinary titular Professors alone are Professors within the meaning of the Charter; and they alone can be members of the University Council. A titular Professor in one Faculty cannot be nominated titular Professor in another Faculty, though he can be an attached professor or a professor in charge of a particular branch in another Faculty (*professeur agrégé* or *chargé de cours*).

"The courses are private in the Faculties of Theology, Law, and Medicine. Any priest may, however, be admitted to the courses in Theology, and the same privilege belongs to advocates and notaries (barristers and solicitors) in the courses in Law, and to physicians and surgeons in the courses in Medicine. In the Faculty of Arts there are public and private courses, but these are confined to pupils or students of the Faculty.

"The Council of each Faculty is required to frame the complete programme of the instruction in that Faculty, and to revise it from time to time. This programme, after revision by the University Council, becomes obligatory upon the Professors as well as upon the pupils. It cannot be modified except with the approval of the University Council, which is not usually given in any important matter until the proposed modification has been discussed in a general assembly of the Professors of the Faculty.

"At the end of each term all the pupils are examined in the different subjects taught to them during the term. The results are entered in the registers. Every candidate whose work does not attain at least the standard denoted by the mark "fairly good" (*assez bien*) has a mark set against his name which prevents his proceeding to a degree, until it be replaced, at some subsequent examination, by a mark of satisfactory standard.

"There are two classes of pupils, (1) enrolled pupils or pupils proper (*élèves inscrits ou élèves*), who have successfully passed the examination of matriculation in the Faculty of Arts, (2) student pupils who have not passed this matriculation. For the Faculties of Law and Medicine, the students who intend to practise as barristers, solicitors, or physicians in the Province of Quebec, must have been admitted as students by the executive of the Bar, the Chamber of Notaries, or the College of Physicians, as the case may be, before they can be received as student pupils (*élèves étudiants*).

"By a law passed in 1891, Bachelors of Science, of Letters, or of Arts need only have their diplomas identified in order to be admitted as students of Law or of Medicine without examination."

After some details in regard to the scientific apparatus, the museums of mineralogy, geology, and botany, the botanical garden, the entomological collection, the picture gallery, and the library, in all of which points the University is well equipped, the Return proceeds to the work done by the Seminary:—

"The University was founded and has been exclusively

maintained by the Quebec Seminary, which has never refused any sacrifice in the endeavour to secure an institution likely to be an honour to the country and to meet the needs of its young men. It is hardly an exaggeration to estimate the sacrifices made by the Seminary for this purpose at one million dollars. Every year, the Seminary is still obliged to add from ten to twelve thousand dollars to the income of the University in order to pay the deficit on the annual receipts; and interest on the capital thus used is not thought of, it being regarded as *dead capital*. But the Seminary would never have been able to expend so much on the University had it been obliged to pay the priests charged with the instruction. The priest asks no more than the ten dollars per month which serve for his maintenance. The Rector, who is at the same time Superior of the Seminary, is no better off in this respect than his colleagues.

"There are now (1900) about 250 pupils every year in the four Faculties of the University of Quebec. Pupils who take up the classical course in the seventeen colleges affiliated to the University, present themselves as candidates in the examinations for the degree of Bachelor of Letters at the end of their course

(iii.) "Some years ago the Laval University established a branch in Montreal, which has now a large number of pupils and is very prosperous.

"The Faculties of this Branch of the University at Montreal are a reproduction of those at Quebec The Faculties properly so called are four in number, Theology, Law, Medicine, and Arts. The schools attached are two in number, the Polytechnic school and the school of comparative medicine and veterinary science. Two of the Faculties, Theology and Arts, are for various reasons not under the administration of the University. The Faculty of Theology is identical with the Great Seminary (*grand séminaire*) of Montreal, which belongs to the 'Society of the Seminary of St. Sulpice.' Under the supervision of the Catholic Archbishop of Montreal, the members of the Society of St. Sulpice have exclusive direction of the Seminary. The University has nothing to say to the administration of this establishment nor to the direction of the instruction given in it. Its function in this matter is confined to the granting of certificates and diplomas to pupils whose competence is certified to the University, after special examinations by the Directors of the Seminary. Again, the Faculty of Arts does not give regular instruction, since the higher teaching of Literature and the Sciences does not yet exist in the University system of the Province. The only scientific instruction provided for so far is that in Civil Engineering at the Polytechnic School. This school, attached to the Faculty of Arts, receives diplomas from the University.

"It follows that the only Faculties of the University in its Branch at Montreal that can be, strictly speaking, considered as University Faculties are those of Law and of Medicine. The instruction in these is given in the University buildings, and part of the expense involved by it is defrayed by the general

administration. . . . The Government grants (except in the cases of the Polytechnic School, the grant to which is guaranteed by a statute of the Province, and of the 'general administration,' the grant to which was made in 1896 for a period of seven years) are revocable at the pleasure of the Legislature. In the same way the Bishops have only undertaken to pay their share of the annual subsidy for a certain number of years. . . . The pupils taught at the Montreal Branch of the University do not all come from the dioceses of the Province, although the greater number of them do. A certain number are members of the neighbouring ecclesiastical provinces of Quebec and Ottawa, and some even of the dioceses of Upper Canada, of British Columbia, or of the United States. This is especially the case with the pupils in the Faculty of Theology, who are recruited to a large extent from the dioceses of the United States. . . . The double centre of instruction, at Quebec and at Montreal, implies a peculiar variety of life and of function. Consequently, the activity of the University could not become that of an absolutely normal organism."

The Return proceeds with a comparison and contrast drawn between the Catholic Universities of Washington, Louvain (Belgium), Lille, and Quebec, pointing out that the relations existing in these cases between the University corporations and the Catholic Episcopate are established on foundations which, though the same in principle as those of the Laval University, yet entail in practice a preponderance of episcopal direction which does not obtain to the same degree in the Faculties at Montreal. Some statistics in regard to the Branch University at Montreal are appended:—

I.—Ordinary sources of income of the Branch University at Montreal:—

(i.) Annual subsidy from the Episcopate - -	\$8,000
(ii.) Government grant, distributed among—	
1. General administration - - - -	\$4,000
2. Faculty of Law - - - -	\$2,000
3. Faculty of Medicine - - - -	\$2,000
4. Polytechnic School - - - -	\$10,000
5. Veterinary School - - - -	\$2,000
	<hr/> \$20,000
(iii.) Receipts from fees paid by pupils for enrolment in Faculties and for courses of study:—	
1. Faculty of Law (125 pupils; three years' enrolment, \$5; annual course, \$50) - - - -	\$6,458
2. Faculty of Medicine (180 pupils, annual course, \$50) - - - -	\$14,760
3. Polytechnic School (20 pupils; four years' enrolment, \$5; annual course, \$50) - - - -	\$1,025
4. Veterinary School (10 pupils, annual enrolment, \$2) - - - -	\$20
	<hr/> \$22,263
Total Income - - - -	\$50,263
Annual deduction for sinking fund - -	\$6,500
Nett annual Income - - - -	<hr/> \$43,763

II.—Average number of pupils at Montreal, in the Faculties and affiliated Schools, during the last three years (1896-99):—

Faculty of Theology - - - - -	225
Faculty of Law - - - - -	125
Faculty of Medicine - - - - -	180
Polytechnic School - - - - -	20
Veterinary School - - - - -	10
Total - - - - -	<u>560</u>

III.—Catholic population of the four dioceses of the ecclesiastical province of Montreal:—

Montreal - - - - -	400,000
St. Hyacinthe - - - - -	115,000
Sherbrooke - - - - -	60,000
Valleyfield - - - - -	57,800
Total - - - - -	<u>632,800</u>

(iv.) Statistics of Protestant Universities, 1897-8.

(1) MCGILL UNIVERSITY, MONTREAL, 1897-8.

<i>Number of Faculties</i> - - - - -	5
<i>Number of Professors:</i>	
Faculty of Arts - - - - -	27
" Medicine - - - - -	54
" Law - - - - -	8
" Sciences - - - - -	17
" Veterinary Medicine - - - - -	11
Total - - - - -	117
<i>Number of Students:</i>	
Faculty of Arts; boys, 252, girls, 121 - - - - -	373
" Medicine; boys, 427, girls, 2 - - - - -	429
" Law; boys, 47 - - - - -	47
" Sciences; boys, 225, girls, 6 - - - - -	231
" Veterinary Medicine; boys, 23 - - - - -	23
Total - - - - -	1,103
<i>Graduates of the University:</i>	
Doctors of Civil Law - - - - -	1
" Medicine - - - - -	72
" Veterinary Medicine - - - - -	12
Masters of Arts - - - - -	8
" Sciences - - - - -	3
Mechanical Engineers - - - - -	3
Bachelors of Arts - - - - -	47
" Sciences - - - - -	42
" Law - - - - -	11
Total - - - - -	199

(2.) UNIVERSITY AND COLLEGE OF LENNOXVILLE, 1897-8.

<i>Number of Professors :</i>			
In the College - - - - -		9	
Faculty of Arts - - - - -		6	
" Medicine - - - - -		27	
" Divinity - - - - -		2	
	Total - - -		44
<i>Number of Students :</i>			
In the College - - - - -		99	
Faculty of Arts - - - - -		53	
" Medicine - - - - -		102	
" Divinity - - - - -		16	
	Total - - -		270
<i>Graduates of the University :</i>			
Bachelors of Arts - - - - -		15	
Masters of Arts - - - - -		10	
Doctors in Law, <i>Honoris causa</i> - - - - -		7	
" Medicine - - - - -		13	
" Dental Art - - - - -		3	
Licentiates in Divinity - - - - -		3	
	Total - - -		51

(v.) *Statistics of educational institutions, other than Universities, receiving grants for "Superior Education" in 1897-8.*(1.) *Protestant—Model Schools and Academies.*

Number of Protestant Model Schools	53
Number of Protestant Academies	26
Number of Male Lay Teachers in these schools, with certificates 68, without certificates 10	78
Number of Female Lay Teachers in these schools, with certificates 215, without certificates 13	228
Members of Protestant Clergy teaching in these schools	7
Average salary of Male Lay Teachers with certificate ...	\$824
Average salary of Female Lay Teachers with certificates	\$301

(2.) *Roman Catholic—Model Schools and Academies*

Number of Roman Catholic Model Schools	481
Number of Roman Catholic Academies	127
Number of Male Lay Teachers in these schools, with certificates 188, without certificates 20	208
Number of Female Lay Teachers in these schools, with certificates 353, without certificates 41	394
Number of Religious Teachers, male 836, female 2,372	3,208
Average salary of Male Lay Teachers with certificates ...	\$492
Average salary of Female Lay Teachers with certificates	\$120

(3) Roman Catholic and Protestant Model Schools

a. Roman Catholic

Schools under control of School Commissioners or Trustees						Independent Schools					Boys', Girls', or Mixed Schools					Total of Pupils		
Number of Schools	Roman Catholic Pupils.		Protestant Pupils		Average Attendance of Pupils.	Number of Schools	Roman Catholic Pupils.		Protestant Pupils		Average Attendance of Pupils.	Boys' Schools		Girls' Schools			Mixed Schools	
	Boys	Girls.	Boys	Girls			Boys	Girls	Boys	Girls		Number.	Pupils	Number.	Pupils		Number.	Pupils
340	23,225	24,135	197	69	42,956	141	3,058	9,667	5	47	11,213	130	23,319	173	25,348	178	16,786	65,458

b. Protestant.

Number of Model Schools	Protestant Pupils		Roman Catholic Pupils		Average Attendance	Total of Pupils.
	Boys	Girls	Boys	Girls		
53	2,143	1,975	164	92	3,349	4,379

(4) Roman Catholic and Protestant Academies.

a. Roman Catholic

Academies under control of School Commissioners or Trustees.						Independent Academies					Total Number of Pupils	Boys' Academies		Girls' Academies		Mixed Academies		
Number of Academies	Roman Catholic Pupils		Protestant Pupils		Average attendance	Number of Academies	Roman Catholic Pupils.		Protestant Pupils			Average attendance	Number	Pupils	Number.	Pupils	Number	Pupils
	Boys	Girls	Boys	Girls			Boys	Girls	Boys	Girls								
33	10,369	1,490	33	3	10,290	94	2,549	10,787	217	186	11,875	25,640	45	12,687	77	11,834	5	1,119

b. Protestant.

Number of Academies.	Protestant Pupils		Roman Catholic Pupils.		Average Attendance.	Total of Pupils.
	Boys.	Girls.	Boys.	Girls.		
26	2,201	2,051	152	62	3,668	4,486

(5.) Roman Catholic Classical Colleges.

Number...	...	...	...	...	19
Pupils in Classical Course	...	...	...	...	3,660
Pupils in Commercial Course...	...	...	...	...	1,814
Total pupils	...	...	...	...	5,474
Average attendance	...	...	...	...	5,018
Religious Professors	...	...	...	...	481
Lay Professors	...	...	...	...	40
Total Professors	...	...	...	...	521

(vi.) *Academies.*—The following are the Statutes dealing with the conduct of Academies:—

It is competent to the corporations of school commissioners or trustees in any counties or parts of counties to combine for the purpose of establishing one or more academies therein. The mode of procedure in such cases is as follows:—
a. Wherever it appears desirable to the Roman Catholic or Protestant school commissioners or trustees, or to a majority of them, that an academy or academies should be established, the several chairmen of those school corporations may, by virtue of a resolution passed by each school corporation, be appointed academy delegates on behalf of the corporations; and the delegate last named convenes the first meeting of delegates by a notice of eight days of time and place; *b.* at the first meeting of these academy delegates those present or a majority of them elect a chairman and a secretary. If, in the opinion of the majority, it is thought necessary or desirable to establish one or more academies in the county or counties, a petition to that effect, founded on a resolution of the delegates, is prepared and forwarded to the Roman Catholic or Protestant Committee, stating the facts of the case, and the petition is signed by the chairman and secretary of the meeting; *c.* at the next meeting of the Roman Catholic or Protestant Committee, or at a meeting specially called for that purpose, the petition is taken into consideration, and, if approved by the majority of them, the petition is delivered by the Roman Catholic or Protestant Committee to the Superintendent for transmission to the Lieutenant-Governor in Council. If the Lieutenant-Governor approves

the petition he may, by proclamation in the Quebec Official Gazette, signify his approval and establish such academy or academies; *d.* after this proclamation the board of delegates meet once more and elect three of their members to act as the first trustees of the academy, and these three trustees remain in office until the first day of the following August, when a regular annual meeting of the board of delegates is held. At this first meeting, as well as at the meeting to be held annually in August, the board of delegates appoints three of its number to act as trustees of the academy for the ensuing year. They also appoint an auditor or auditors of accounts. The academy trustees annually present to the board of delegates at the annual meeting a report of the educational work of the past year done in the academy, with a balance sheet and statement of income and expenditure duly audited by the auditors. The secretary of the board of delegates may be the secretary-treasurer of each board of academy trustees, or the academy trustees may appoint their own secretary-treasurer. The academy trustees, their secretary, and the auditors, conform *mutatis mutandis* to the provisions of the school laws in all respects, as also to the rules of the Roman Catholic or Protestant Committee, as the case may be.

To provide for the building and maintenance of such academies the Roman Catholic or Protestant school commissioners or trustees of the county, part of country, or counties wherein an academy is established, may levy a tax on the taxable real estate of the school municipality under their control, sufficient to provide a sum not exceeding \$3,000 for the purchase of a site and the building of an academy, and not less than \$300 *per annum* towards the payment of teachers and the incidental expenses of the academy. The school commissioners or trustees are jointly and severally responsible to the academy trustees for the payment of the sums mentioned, and must pay over the sums to the academy trustees by equal half-yearly payments in January and July of each year.

The academy trustees are entitled to charge monthly fees to the scholars for the maintenance of the academy, provided the fees do not exceed \$1.50 per month, to be paid monthly in advance. No scholar two months in arrears for such fees can be permitted to attend the academy.

Each academy fulfilling the conditions here stated and conforming to the rules and regulations in regard to academies from time to time adopted by the Roman Catholic or Protestant Committee, is entitled to a share of the legislative grant for superior education in the discretion of that Committee of the Council of Public Instruction which is of its religious faith.

(vii.) *Model Schools.*—Certain special rules in regard to the financial support of Model Schools should be given here:—

1. Commissioners or trustees may charge fees higher than the 40 cents per month allowed for elementary schools to the children attending model schools; and such fees may in model

schools be exacted for the whole time they are in active operation.

2. these monthly fees do not form part of the school fund, but are payable directly to the teacher and are for his or her use, unless a different agreement has been made between the school corporation and the teacher;

3. in all cases, the school commissioners or trustees deduct from the school fund of the municipality a sum of \$80 for the support of a model school, if there is one in the municipality, in addition to the share which the model school is entitled to receive from the fund;

4. the model school in any municipality is counted as in itself a school district, without prejudice to the above grant of \$80; and the share of the moneys to be allotted to the model school is determined by the number of children of the age prescribed for attending school residing in the school district in which it is established;

5. the Superintendent may retain, out of the school grant to which any municipality is entitled, a sum of \$80 to support a model school therein.

(viii.) This section of the subject may well be completed by a short account of the *Royal Institution for the Advancement of Learning*. The Governor may appoint such and so many persons as he sees fit to be trustees of the schools of royal foundation in the Province and of all other institutions for the purposes of education and the advancement of learning. The trustees thus appointed are a body politic and corporate, and their powers include the administration and improvement of all estates and property appropriated to the institutions over which they have control as trustees. They may be replaced by the Governor at any time. As a corporation they have full powers of purchase, possession, &c., in regard to all property of institutions of royal foundation. The Governor may appoint a president or principal of the corporation, but otherwise the senior member in order of appointment presides over the corporation. They may make by-laws, rules, and ordinances for the conduct and government of the corporation of free schools and other educational institutions of royal foundation, for the direction of the masters, professors, and students in them, and for the management and improvement of all estates and property belonging to these institutions. But their powers do not in any way, directly or indirectly, prejudice those of existing religious communities, schools, corporations, or private schools. The Governor may appoint "a fit and proper person" to be the school-master of each free school of royal foundation, and may from time to time remove him and appoint another in his stead. The Governor may, further, fix the salary to be allowed to each school-master. No master may teach in any free school of royal foundation without a commission for that purpose from the Governor.

The rents, profits, and other sums of money are received by the treasurer of the corporation and deposited or disposed of by him according to the directions of the Corporation. A detailed statement and account, affirmed by the treasurer before a magistrate, of the receipts and the expenditure must be annually presented to the Governor before February 1. The Corporation has power to invest money in buildings or other real estate required for the actual use of the McGill College or any department or branch of it, or for the use of any other royal foundation wholly or in part under its control. The Corporation may also take loans of money on the security of the properties under their control up to a specified limit.

This Royal Institution for the Advancement of Learning has always been intimately connected with the financial administration of the great Protestant University of the Province, the McGill College at Montreal. By an Act of 1863, provision may from time to time be made by any statute of McGill College and University for augmenting the number of trustees, members of the Royal Institution for the Advancement of Learning, and governors of the McGill College to not more than fifteen in number, for regulating their selection and appointment; and for fixing and limiting their term of office.

It is further provided in the Act of 1863 that only the McGill University and "such institutions of education as from time to time may have been, or hereafter may be, affiliated to it in terms of its statutes," can be deemed to be schools and institutions of royal foundation under the control of the Royal Institution for the Advancement of Learning.

VIII.—INDUSTRIAL SCHOOLS.

Those who wish to study the system of industrial schools in Quebec in detail may consult the Revised Statutes, 3128 to 3173. Here only a brief summary of the main provisions in regard to them can be given.

In the first place, it is important to note the meaning in which the term Industrial School is used. It is confined to residential schools in which clothing, board, and lodging are free, and in which training definitely industrial is given: "a school in which industrial training is provided, and in which children are lodged, clothed, and fed, as well as taught, shall exclusively be deemed an Industrial School." (Revised Statutes, 3128.)

Granting of Certificates.—By the original Act constituting these schools it was provided that the managers of then existing industrial schools might apply for certification to the Lieutenant-Governor. On such application, the Lieutenant-Governor would direct the "inspector of industrial schools" to examine into the conditions of the school and its fitness for the reception of children, and report his impressions and conclusions. If the

report of the inspector be satisfactory the Provincial Secretary may certify that the school is fit for the reception of children. A notice of the grant of each certificate thus constituting a school a "certified industrial school" must be published in the Quebec Official Gazette.

Building: Inspection.—No substantial addition or alteration may be made to or in the buildings of any certified industrial school without the approval of the Lieutenant-Governor. He it is who appoints the inspector for these schools from among the inspectors of prisons, hospitals, &c.; and he may also appoint someone to assist the inspector, and to work under his direction. Every certified industrial school must be from time to time, and at least once in every year, inspected by the inspector or by his assistant.

Finance.—Any municipal council may contribute sums of money on their own conditions towards the alteration, enlargement, or rebuilding of a certified school of this class, or towards the support of its inmates, its management, or the establishment and building of a new school. But this right of municipal councils to contribute is restricted by three conditions, viz., (1) that previous notice of its intention to take into consideration the giving of such a contribution be given not less than two months beforehand; (2) that the order for the contribution be made at a special meeting of the council; and (3) that when the contribution is for the alteration, rebuilding, establishment, or building of a school or projected school, or for the purchase of land, the approval of the Lieutenant-Governor be previously obtained.

The Provincial Treasurer may, from time to time, contribute, out of money provided by the Legislature for the purpose, such sums as the Lieutenant-Governor may see fit to recommend for the custody and maintenance of children detained in certified industrial schools, provided that such contributions do not exceed 50 cents per head per week for children detained or the application of their parents or tutors. Further, any municipal council may contract with the managers of a certified industrial school for the reception and maintenance of children ordered by justices to be sent there from the municipality the council represents. And the managers of any incorporated municipal institution may contribute towards the maintenance of children detained in a certified industrial school on their application.

Withdrawal and Resignation of Certificate.—If at any time the Lieutenant-Governor be dissatisfied with the condition of a certified industrial school, the Provincial Secretary may serve on the managers a notice declaring that their certificate is withdrawn. The managers, or the executors of a deceased manager, of such a school may, by previous notice of their intention given to the Provincial Secretary, resign their certificate. A notice of such resignation or withdrawal must be published. Whenever notice of the resignation or withdrawal of the certificate is given,

no child can be received into the school for detention after the date of the notice of resignation, or the receipt of the notice that the certificate will be withdrawn. But the obligation of the managers to teach, train, clothe, lodge, and feed any children already detained in the school continues until the withdrawal or resignation of the certificate takes effect, or until the contribution made by the Legislature towards the custody and maintenance of the children detained is discontinued, whichever first happens. And when a school ceases to be a certified industrial school the children detained there are either discharged or transferred to some other certified industrial school by order of the Provincial Secretary.

Detention of Children.—a. Two ratepayers of any municipality may bring any child under the age of twelve years before two justices of the peace or a magistrate, provided (1) that he is fatherless or motherless and that his surviving parent is guilty of misconduct; or (2) that both parents are criminals condemned to the penitentiary. In any case it must be shown that the child is without any means of subsistence and has no relation legally liable for his support. If the justices of the peace or the magistrate are satisfied by the evidence given to this effect by the ratepayers, they may order the child to be sent to a certified industrial school.

b The father or mother, tutor or relative, of a child under twelve years of age may obtain an order for the detention of a child in an industrial school for a time to be specified in the application for this made by them to two justices of the peace or to a magistrate. Such an application must represent on oath that the applicant is unable to control the child in question by reason of his bad and vicious habits; and, before an order for the detention of the child can be obtained, the justices of the peace or magistrate must be satisfied on inquiry that this course is necessary. No such order can be made out unless the parent, tutor, or relative of the child deposits a sum sufficient to cover the cost of his maintenance in the industrial school for one month.

c. The mayor of any municipality may also, with the consent of his municipal council, by a similar application to two justices of the peace or to a magistrate, obtain from them, after the usual inquiry into the facts of the case, an order for the detention of a child under twelve years of age in a certified industrial school. It must in such cases be shown that the child requires to be protected and cared for owing to the continual sickness or extreme poverty or habitual drunkenness or other vicious habits of his parents. The municipality is in these cases liable for one-half of the cost of the child's maintenance in the certified industrial school. It is, however, lawful for the corporation to obtain the repayment of the money paid by them to the Government in respect of the child so detained by means of suit and distress upon the property of the child, or of those who were legally obliged to provide and care for him.

No order can be given for the detention of any child in a certified industrial school until he is seven years of age, nor can he be detained after he is twelve years of age, unless his parents oblige themselves to pay the cost of his board and maintenance, or unless the child be prevented from leaving by sickness or infirmity. It is the duty of the prison inspectors to see that no child remains after the age of twelve years.

No order for detention can be executed unless the papers on the case have been submitted to, and the order has been approved by, the Provincial Secretary. He has power, when approving such an order, to limit the period for which it shall remain in force.

The reception of a child by the managers of a certified industrial school is equivalent to an undertaking by them to teach, train, clothe, lodge, and feed him during the whole period for which he is liable to be detained in the school. The term of detention can in no case exceed three years; it is fixed by the justices or magistrates making the order, subject always to alteration of the term of detention by the Provincial Secretary. In determining on the certified industrial school to which the child is to be sent the justices or magistrate must endeavour to ascertain the religious persuasion of the child and to select a school conducted in accordance with it. The parents or guardians of any child detained in an industrial school may apply for and obtain his removal from one such school to another, if they can satisfy the authorities responsible for the order that the school to which the child has been sent is of a different religious persuasion from their own, and that there exists one of the same religion in the Province to which they would wish their child to be sent. Such a removal, however, is always dependent upon the willingness of the managers of the school designated by the parents or guardians to receive the child.

Penalties.—So much for the preliminary conditions and the steps by which a child is detained in an industrial school. When established at such a school he becomes liable to imprisonment for any term between fourteen days and three months if he wilfully neglects, or wilfully refuses to conform to, the rules of the school. The imprisonment is imposed by two justices or a magistrate on summary conviction. At the expiration of the term of imprisonment the child may be sent to a reformatory school (*see Revised Statutes 2892-2910 for the regulations in regard to reformatory schools*). But imprisonment can only be ordered in cases where the child is over ten years of age. Punishments are also attached to the offences of inducing a child to escape from an industrial school, concealing a child who has so escaped, or preventing his return. When a child over ten years of age escapes he is liable to imprisonment; otherwise he is brought back to the school to complete his term of detention.

Management of Certified Industrial Schools.—A minister of the religious persuasion specified in the order of detention may

visit the child at the school for the purpose of giving him religious instruction on certain days at certain times. After the expiration of eighteen months of the period of detention fixed for any child, the managers may permit him to live with any trustworthy and respectable persons who may be willing to take charge of him. Such permission is given by a "licence," which must be renewed or terminated every three months, and can be revoked at any time by the managers. A child who escapes from the person with whom he is placed under a licence, or who refuses to return to the school on its expiration, is deemed to have escaped from school and may be punished accordingly. The managers may bind a child, with his own consent, apprentice to any trade, calling, or service, although his period of detention has not expired, provided always that when placed with some person under licence he conducted himself well. The managers of a school may make rules for the management and discipline of the school, but such rules cannot be enforced until they have been approved by the Lieutenant-Governor through the Provincial Secretary. There must be a printed copy of the approved rules of the school signed by the inspector of industrial schools. Managers may also hire out the children under their care either as apprentices or as domestic servants: but such an arrangement must bring no money either to the managers or to the child, and must guarantee to the master the gratuitous services of the child, and to the child board, lodging, and maintenance. Provided that the managers of the certified industrial school teach, train, clothe, and feed the child in the school as though he were actually lodging in the school itself, they may permit a child sent to their care to lodge at the dwelling of his father or of any trustworthy person. But managers are bound to report to the Lieutenant-Governor every instance in which they exercise their discretion in this manner.

Inasmuch as the regulations bearing on industrial schools are given among the statutes in regard to charitable and other associations, it may be concluded that industrial schools of this nature, whether certified or not, are generally supported and managed by private persons, whether for charitable purposes or not.

IX.—THE POLYTECHNIC SCHOOL.

The nature of the Polytechnic School of Montreal and the work undertaken by it may best be understood by consulting the original terms of its foundation. It is an important though an isolated development of the educational system of Quebec.

The Polytechnic School is incorporated under the title of "La Corporation de l'École Polytechnique," and the corporation consists of the principal and director; two engineers, residing in Montreal, holding diplomas from the Polytechnic School, chosen outside of the corps of professors, who are elected by the other members of the corporation; two members of the Roman Catholic Committee of the Council of Public Instruction

residing in Montreal, and chosen by that Committee of the Council; and the president of the Roman Catholic Board of School Commissioners for the City of Montreal. The corporation may, further, associate to itself other members to the number of four, who, being donors, have complied with the conditions and bye-laws made respecting benefactors of the institution. The principal and director of the Polytechnic School, as well as the other members of the corporation just mentioned, cease to be members of it on the day upon which they are replaced in their official capacities, the engineers are named for three years, and, in the case of death or absence from the Province, are replaced by the corporation for the balance of their term of office. The principal of the Polytechnic School is *de jure* the president of the corporation as well as of the executive committee, and has a casting vote.

The corporation has the right to acquire and hold, by donation, legacy, or purchase, moveable and immovable property, and to perform all acts of ownership in connection with it. It has also power to sue and be sued, to borrow, to sign and negotiate promissory notes and bills of exchange, and to become a party under any title whatever; and it possesses, moreover, all the rights and powers belonging generally to corporations.

The corporation of the Polytechnic School has power to make regulations:

- (1) To define the duties and functions of the professors and employees, and to fix their salaries;
- (2) for the administration of the school, the conduct of the students, and the fees payable by them;
- (3) to modify or extend the programme in force in the school;
- (4) for the management of its affairs or for any purpose whatever of the corporation.

Such regulations, however, cannot have effect until after they have been sanctioned by the Archbishop of Montreal, Apostolic Vice-Chancellor of Laval University, and by the University Council of the said University; and have been approved by the Lieutenant-Governor in Council.

The appointment of the principal and professors of the school must be confirmed by the Archbishop of Montreal, and, when confirmed, must be submitted to the University Council of Laval University; and the appointment only becomes final from the date of its acceptance by the Council.

The carrying out of the bye-laws adopted by the corporation is entrusted to an executive committee, composed of three members, *viz.*:—1, The principal of the Polytechnic School; 2, the director of studies of the school; 3, one of the members of the Catholic Committee of the Council of Public Instruction, named by the committee.

The executive committee reports to the corporation and to the

Lieutenant-Governor in Council every year, or oftener if required to do so.

A council of improvement may be established which is composed of the professors of the Polytechnic School, and of three pupils, holding diplomas from the school, selected by the corporation.

This council gives advice as to the modifications that it may be advisable to make in the curriculum of studies and on all matters upon which the management of the school may consult it.

Considering the services rendered by the school, and the necessity that there should be such an institution in the country, the school receives, out of the fund for superior education, an annual grant of ten thousand dollars

A report is made each year to the Superintendent of Public Instruction, containing:—1, The course of study followed in the school and the modifications or extensions of the programme, 2, the number and classification of the students; 3, the condition of the collections, instruments, laboratory, and library; 4, a statement of the receipts and expenditure of the school.

The diploma of civil engineer is granted to the students capable of conducting and executing all works of art and of construction upon the surface of the soil; the diploma of mining engineer is granted to the students capable of conducting and executing all works of discovering, extracting, and working ores and minerals, and their reduction to useful metals; the diploma of mechanical engineer is granted to the students capable of designing, combining, and constructing engines and machines used in manufactures; the diploma of industrial engineer is granted to the students capable of applying the principles of physics and of chemistry to productions and manufactures.

X—MISCELLANEOUS—(From Annual Reports of recent years.)

(i.) *Remarks on Attendance and Educational Progress from the Report for 1895-6*

(ii.) *Plans of School Houses.*

(iii.) *Teachers' Salaries.*

(iv.) *The Teaching of Drawing.*

(v.) *Manual Training for Girls.*

(vi.) *School Holidays.*

(vii.) *School Libraries.*

i.) *Remarks from the Annual Report for 1895-6:—*

“The number of school municipalities increases gradually as the wild lands are settled, and the number of children attending school last year amounted to 303,619.

"The inspectors' reports show that the average attendance is higher. In some country districts the percentage is 78, 79, and even over 80.

"Throughout the Province the average attendance at elementary schools was 71 per cent. for Roman Catholic pupils and 74 per cent. for Protestant pupils. In the model schools and academies the average attendance was 83 for Roman Catholics and 79 for Protestants.

"The general average attendance for the Province was 76 per cent.

"A general comparative table drawn up respecting education in this Province from 1867 to 1896 shows that the total number of educational establishments which, at Confederation, was 3,907, is now 5,903; and that the number of pupils at school has increased by 90,782, the difference between 212,837 in 1867 and 393,619 in 1896.

"According to the statistics obtained, the number of children between five and sixteen years in 1895-6 was 328,420. Of this number, the proportion of those attending school was 88:30 and the proportion of those not attending school was 11:70.

"Still, the figure 88:30 is below the real proportion, for in the towns and in some villages, where there are a great many independent schools, the majority of the latter do not send in reports to the Department of Public Instruction, as they are not compelled by law to do so; and, consequently, the number of pupils attending them is not included in the proportion just mentioned.

"It is unfortunate that the census of children old enough to attend school is incomplete.

"For some time past a great deal more attention seems to have been paid to certain facts connected with education. Have the elements which have brought these facts about, or which may explain them, been taken into consideration? To do so it would be advisable to study the composition of Canadian families, the progress of colonisation, as well as the history of education in the Province of Quebec at various periods of our civil history—under the French Government, under the English Government before the constitution of 1791, and afterwards up to 1842, and from the Union to the present day.

"Without doubt it does not suffice to explain the facts; we must know how to profit by the lessons they give us. From about fifty years ago, that is to say from 1849, the date of the regular organisation of our school system, we have progressed; our progress cannot be said to be slow when we consider that the generation which was fifteen years old at the time has not yet disappeared. It would not be fair to compare a country in embryo, which requires a number of material and intellectual instruments, with the countries of the Old World where revolving cycles have accumulated all kinds of resources. The comparison, however, would not be all to our disadvantage. Since 1849 we have had in succession the formation of school municipalities, the organisation of the inspectorate, the founding of normal

schools and the journals of education, the establishment of boards of examiners, and the regulations respecting diplomas for teaching. This is what has been done, and it cannot be denied that it is a great deal, even in comparison with what remains to be done. We can claim ameliorations and improvements of the existing system, rather than the creation of a new organisation. But to safely effect these improvements we must not hesitate to seek and study them."

(ii) *Plans of School Houses.*

A series of plans for country school houses has been drawn up by the architects of the Department of Public Works. These have been lithographed and distributed, free of charge, to school boards applying for them.

Several school municipalities have written to the Department for the plans they needed. They can readily be followed by country workmen, for they are simple and easy to understand. They also have the advantage of being in accordance with the rules of hygiene and the regulations of the Council of Public Instruction.

Hitherto the school houses have not been built on any specified plan, and the Superintendent frequently had much difficulty in getting the school boards to adopt the dimensions required by law.

(iii.) *Teachers Salaries.*

"The small salaries paid to the teachers have just been mentioned, but Mr. Brault's district, comprising the counties of Jacques Cartier, Vaudreuil, and Soulanges, may be cited as a pattern for the others. Mr. Brault's report shows that the average salary paid to certificated male lay teachers was \$343.00, and to certificated female lay teachers was \$144.00. In the parish of St. Polycarpe especially from 1879 to 1896, the average of the salaries has increased by 80 per cent. It is very desirable that this example be followed, and, as the Inspector very properly says, the school commissioners of that section of the Province appreciate the services rendered to society by those whose mission it is to educate young people.

"The Roman Catholic Committee, with the approval of the executive, fixed the minimum salary to be paid to school masters and school mistresses at \$100, and every municipality that does not comply with this regulation will forfeit its school grant. Let us hope that better days are coming for the female teachers, who received too small a stipend for the services that they rendered."

(iv.) *The Teaching of Drawing.*

"One of the suggestions made in the consolidation of the school laws arranged by the Roman Catholic and Protestant Committees is to make the teaching of drawing compulsory

in primary schools, and to leave its control to the Department of Public Instruction, to which it was not given by law.

“ Heretofore the teaching of this branch has been confined, in most instances, to having lithographs or prints copied, or dotted models filled in, thereby paralysing all spirit or initiative in the pupil, and completely doing away with the educational value of drawing.

“ This branch of education has been the least appreciated and most neglected, and there are few female teachers who are capable of teaching drawing to children. But to reach the pupil, and to teach him to draw, it is necessary in the first place to properly train the teaching staff and make them familiar with the most improved methods now followed in Belgium, in France, and elsewhere.

“ Correspondence that has been undertaken with several teaching communities of nuns, where young girls undergo a special training to prepare them for obtaining certificates of capacity, shows that these houses are endeavouring to reform their method of teaching drawing; and in order to complete the instruction of their own teachers in that branch, they have even secured the services of special professors.

“ If we wish to teach drawing in our elementary schools as it should be taught, it is necessary that programmes be drawn up by competent men so as to give the teaching of that branch a well defined bearing, consequently the means of attaining the desired end cannot be adopted too soon.”

It is laid down by statute that drawing shall, as far as possible, be taught in all schools, and that the Council of Arts and Manufactures shall make regulations for the establishment of a system of teaching drawing in all its branches. This Council determines the manner and method to be followed in teaching drawing, approves the text-books, drawing-books, and plans to be used for that purpose in each school. They are responsible for causing the system prescribed by them to be followed in all schools under the control of commissioners or trustees, and are urged to make it, as far as possible, uniform.

The regulations on drawing made by the Council of Arts and Manufactures are submitted to the approval of the Roman Catholic or Protestant Committee, as the case may be; and, when they have been approved, are published by the Superintendent.

(v.) *Manual Training for Girls.*—“ The education of women is certainly one of the most serious questions of the day. The well-being of families requires that girls should, during the course of their education, receive practical instruction and learn how to manage a household. The subject of manual training in the normal and public schools is now being agitated; for, in Canada, where large fortunes are the exception, and where every mother is called upon to attend to household duties, it is necessary for domestic happiness that a girl should learn at school

what she will require to know properly to fulfil her future duties as mistress of a house.

"This question is not a new one, however, in the Province of Quebec, for manual training has always been taught in Roman Catholic educational institutions for girls and in orphan asylums under the direction of communities of nuns, as well as in several Protestant institutions: and, of all the provinces of the Dominion, that of Quebec possesses an organisation which, without being perfect, is the most complete in this respect. Reference to the statistics of the Department on the matter shows that in the Roman Catholic institutions of superior education under the control of religious communities, that is to say, in girls' model schools and academies to the number of 193, out of 37,377 children attending them 13,107 learn domestic economy, 16,772 learn knitting, and 12,704 learn sewing and embroidery."

(vi.) *School Holidays*.—Saturday is a holiday in every school under the control of commissioners or trustees, unless a regulation to the contrary be adopted by a school corporation and approved by the Superintendent. Such a regulation can, however, be repealed by the Superintendent at any time or by the school corporation after notice to the Superintendent.

The Roman Catholic and the Protestant Committee may, with the approval of the Lieutenant-Governor, fix the other holidays in the schools respectively under their control.

(vii.) *School Libraries*.—A sum not exceeding \$2,000 may be annually, or for a certain number of years, appropriated from the Superior Education Fund by order of the Lieutenant-Governor in Council, to assist the establishment of city, town, village, parish, or township libraries in school municipalities in which suitable contributions have been made by the school corporation for that purpose. The assistance is given in money or in books, on the conditions deemed requisite by the Lieutenant-Governor in Council.

Municipalities and school corporations may appropriate such a portion of their revenues as they may deem expedient for the purpose of libraries, and they may, with the authority of the Superintendent, issue debentures or bonds with the view of creating a fund for that purpose.

Libraries so formed or maintained are under the management, inspection, and regulations which the Roman Catholic or Protestant Committee may from time to time prescribe. The regulations are published by the Superintendent in the Quebec Official Gazette.

[Reports of the Superintendent of Public Instruction for recent years, embodying the returns of Inspectors and other documents relating to education in Quebec, may be consulted at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.]

APPENDIX A.

PROTESTANT SCHOOLS.

MONTREAL.

[The following general account of the Protestant Schools was kindly written for this Report in October, 1900, by Mr. E. W. Arthy, Secretary-Superintendent of the Protestant Board of School Commissioners.]

SCHOOL GOVERNMENT.

The Protestant Board of School Commissioners for the city of Montreal was appointed under an Act of the Provincial Legislature, 9 Vic., cap. 27 (1846). It is composed of six members, viz. —

Three Commissioners appointed by the Provincial Government and three appointed by the City Council.

School Commissioners hold office for three years, two of the six retiring annually in rotation. Retiring Commissioners are eligible for reappointment.

SCHOOLS.

I.—PUBLIC SCHOOLS.

Ann Street School, founded in 1850, rebuilt in 1872, capacity 600, enrolment this year 427.

Panet Street School, founded 1852, rebuilt 1860, enlarged 1870, abandoned and replaced by Lansdowne School 1892.

Lansdowne School, founded 1892, capacity 800, enrolment this year 719.

British and Canadian School, founded 1822, transferred to Board 1866, remodelled 1873, superseded by Dufferin School 1894.

Dufferin School, founded 1894, capacity 700, enrolment this year 638.

Royal Arthur School, founded 1870, remodelled 1888, capacity 600, enrolment this year, 466.

Sherbrooke Street School, founded 1874, superseded by Aberdeen School 1895.

Aberdeen School, capacity 900, enrolment this year 835.

Riverside School, founded 1876, remodelled 1894, capacity 700, enrolment this year 671.

Berthelet Street School, founded 1886, capacity 700, enrolment this year 534.

Hochelaga School, transferred to Board 1884, rebuilt 1890, capacity 200, enrolment this year 99.

Mount Royal School, transferred to Board 1886, rebuilt 1889, enlarged 1894 and again 1899, capacity 900, enrolment this year 841.

Lorne School (St. Gabriel), transferred to Board 1887, rebuilt 1891, capacity 750, enrolment this year 614.

Britannia School, founded 1875, rebuilt 1887, capacity 150, enrolment this year 71.

Victoria School, founded 1888, capacity 700, enrolment this year 564

II.—SENIOR SCHOOL.

Founded in 1877 to give an advanced education in English; present building erected 1883, capacity 300, enrolment this year 267.

III.—SUBSIDISED SCHOOLS.

McGill Model School (subsidised), enrolment 422.

Baron de Hirsch Free Day School (subsidised), enrolment 363.

IV.—HIGH SCHOOLS.

The High School of Montreal (boys), was founded in 1843 by a Board of Directors, incorporated in 1845, substituted in 1846 by order in council in the privileges and duties of the Royal Grammar School (which was founded in 1816), united with McGill College in 1853, and placed under the direction of the Protestant Board of School Commissioners in 1870; rebuilt in 1877, burned in 1890, present building opened 1892, enrolment this year 650.

The High School for Girls, founded 1875, building erected 1877, burned 1890, present buildings erected 1892, enrolment this year 477.

The Board has, accordingly, under its control fifteen schools in active operation, with capacity for 9,200 pupils, and an enrolment so far this year of 7,873, not including the 785 pupils in the two subsidised schools.

COURSE OF STUDY.

I.—PUBLIC SCHOOLS.

The elementary course of study, as laid down for the Public Schools, apart from the Kindergarten, extends over six years, and includes reading, writing, spelling, grammar in its practical aspects, including language lessons, geography, Canadian history, observation lessons, physiology, arithmetic, including the elements of bookkeeping, singing by Tonic Sol-fa methods, drawing and form study, cooking, and calisthenics.

Morals are included not only by example and right discipline, but by precept also, through instruction in the Holy Scriptures, in the elements of morality, and in so much of the principles of the Canadian constitution and law as may cause intelligent children to comprehend their relations to the State and to act the part of good citizens. French, being a colloquial language of the city and province, is so taught throughout the full course.

II.—SENIOR SCHOOL.

The course of study in the Senior School is a direct continuation of the course in the Public Schools. Into it are drafted year by year scholars who, having successfully completed the elementary course, desire to continue their education. Its curriculum is consequently advanced, and requires for its completion three years, comprising mathematics, botany, English literature, advanced drawing, including industrial designing, book-keeping, stenography, and typewriting. This school differs from the High Schools chiefly in the exclusion of the classics, and in the nominal fees charged.

III.—HIGH SCHOOLS.

The High Schools for girls and boys provide a complete education in all branches, elementary and advanced. In this respect they differ from most schools of the same name both in Canada and the United States.

The course of instruction includes the Latin, Greek, French, and English languages; geography and history; arithmetic, algebra, geometry, mensuration, plane trigonometry, physics, chemistry, and botany; drawing and manual training; writing, shorthand, and commercial work; gymnastics and military drill. Biblical instruction is required only from Protestants. An examination of the course of study will show that while Latin and Greek have the prominence which belongs to them in higher education, provision is made for thorough training in English, French, German, and mathematics. French, being a colloquial language of the country, receives special attention.

The course covers a period of ten years, apart from the Kindergarten, as follows:—

(a) A preliminary course of six years. This includes a half-day class for transition work, into which pupils are received at seven years of age, the second, third and fourth year classes, and the first and second forms, leaving (b) four years for the regular work of the High School.

The work of the preliminary course is uniform for all pupils. In addition to the usual elementary subjects, special attention is given in this course to

instruction in *forum* study, drawing, manual training, nature study, French and to moral and physical training. By a careful selection of teachers who have by training and experience special qualifications for this work, by limiting the number of pupils in each class, and by careful supervision of the work of the various classes, provision has been made for a thorough preliminary training which will enable the pupils to enter with advantage upon the more advanced work of the higher forms.

HIGH SCHOOL COURSE.

During the first two years of the High School work one course is prescribed for all pupils, except that pupils are allowed to substitute extra English for Latin. During these two years, special attention is given to the elementary subjects, and to Literature, French, Latin, drawing, and vocal music. Every pupil is strongly recommended to take at least this two years' course in Latin in order that he or she may be qualified to carry on the English work with advantage.

During the last few years of the course the following subjects will receive systematic and thorough treatment: English language and literature, general history, Latin, Greek, French, German, mathematics, science, drawing, and music. These subjects will be arranged in optional courses so that students may prepare for the A.A. Examinations and for the entrance to the University, or may secure that preparation for life which comes from a thorough and systematic educational course. The subjects of history, drawing, vocal music, and calisthenics are given the special attention which they are entitled to receive in a high school for girls.

Admission to all classes is by examination in accordance with the limitables. Candidates for admission must satisfy the Rector, by such examination as he may institute, that they are prepared to take up with advantage the course which they desire to follow. The selection of optional courses is subject to the approval of the Rector.

In addition to the courses of study already outlined, provision will be made for special courses to meet the requirements of special students.

FINANCIAL.

CITY SCHOOL TAX.

The operations of the Board since its institution have extended over a period of more than fifty years. From 1847 to 1869 its revenue was derived from two sources, an allowance from the City Council and a grant from the Provincial Government, the City Council being bound to pay an amount equal to three times the Government grant. The annual receipts from these sources scarcely averaged \$1,500. In 1869 a system of taxation for school purposes was established, the rate being fixed at one-twentieth of one per cent. on the assessed value of all rateable property and the amount thus raised being divided between the Roman Catholic and Protestant Boards of School Commissioners according to the religious persuasion of the taxpayers. This rate and basis of division gave the Protestants an income of about \$17,000. In 1871 the rate was increased to one mill (one-tenth of a cent), in 1872 to two mills, and in 1892 to two and a-half mills on the dollar. This last rate of the City School Tax yielded last year to Protestants the sum of \$155,484.76 for school purposes.

DEBENTURES.

The School Boards of Montreal have no power to levy a special tax for the purchase of sites and construction of school-houses, but they are authorised by the Legislature to issue debentures up to \$500,000 for that purpose, redeemable in 20, 30, and 40 years. The Protestant Board has now issued debentures up to the full amount, the interest and sinking fund for which, amounting to \$30,897.39 a year, form a first charge upon the school tax.

FEEs.

PUBLIC SCHOOLS.

In respect of fees, the Board has always been of opinion that education for which a small or moderate fee is charged, is more appreciated by the

community than that which is entirely free. In order to enforce this principle, but at the same time to place education within the reach of all, fees in the public schools are fixed at fifty cents per month per pupil, but all children from the same family after the second are admitted free. Inability to pay this moderate sum, never exceeding one dollar a month, does not exclude children from school privileges. Applications for free admission on plea of indigence, when recommended by reliable persons, are never refused. At the present time, for one or other of the above reasons, 1,535 pupils in the public schools pay no fees.

SENIOR SCHOOL.

In the Senior School, the fee charged is one dollar a month in the two lower grades, and two dollars in the more advanced.

HIGH SCHOOLS.

The Board has laid it down as a guiding principle that every Protestant child in the city attending its schools has an equitable and legal claim to an expenditure on his education of an equal share of the amount provided by taxation for the maintenance of schools. On this consideration, the fees charged in the High Schools for boys and girls were fixed at such rates that, after making an allowance *per capita* from the city school-tax equal to that expended *per capita* on pupils in the public schools, the additional cost of education could be defrayed from the higher fees. At the present time these fees vary from \$5.00 to \$15.00 per quarter, according to class, but where more than three children from a family are in attendance at the same time, only the three most advanced are charged fees.

SCHOLARSHIPS.

In order to enable the sons and daughters of the poorer classes to avail themselves of the higher and more costly education given in the High Schools, free scholarships have been instituted. These scholarships are of two kinds, namely :—

(a) Government scholarships, which are not competitive. These are thirty in number, and are awarded by the Provincial Government on the recommendation of the School Board. The fees of those who hold them are defrayed by an annual Government grant of \$1,185.

(b) Commissioners' scholarships, which are competitive. Forty such scholarships are awarded annually by the School Board, twenty to girls and twenty to boys. They are tenable for four years, and under certain provisions, all pupils in the Sixth year classes of the public schools are entitled to compete for them.

Thus in the city of Montreal there is no Protestant child of promise who may not obtain, free and with honour to himself, an education equal in all respects to that given to the sons and daughters of the wealthier classes.

APPENDIX B.

PROTESTANT BOARD OF SCHOOL COMMISSIONERS FOR
THE CITY OF MONTREAL.—EXTRACTS FROM REGULA-
TIONS FOR CITY SCHOOLS, 1900.*

CITY SCHOOLS UNDER THE CONTROL OF THE PROTESTANT BOARD OF
SCHOOL COMMISSIONERS.

These are the High School of Montreal, the High School for Girls, the Senior School, and the Public Schools. These schools are subject to the school laws of the Province of Quebec, except as modified by special legislation.

SCHOOL OFFICERS.

School Officers are a Secretary-Superintendent, a Treasurer, a Rector of the High Schools, Principals of the Senior and Public Schools, Directors of special subjects, Class teachers, Supernumerary teachers, Special teachers, and Caretakers.

The High Schools are, by resolution of the Board, under the immediate management of a High School Committee, composed of the School Commissioners, the Secretary-Superintendent and the Rector. This Committee has full control of all matters concerning the organisation and management of the High Schools, unless otherwise provided for under these regulations.

In the discharge of his duties as head of the two High Schools, the Rector is directly responsible to the High School Committee, from which he receives his instructions and to which he must report at least quarterly.

All action of the High School Committee is subject to the approval of the Board.

THE SECRETARY-SUPERINTENDENT.

To the Secretary-Superintendent is committed the task of securing the proper grading and harmonious working of the schools as parts of a general system. He must visit each school monthly, except in December, May and June, for the purpose of advising with teachers in regard to any matters on which they wish to consult him, of examining any class in any portion of its work; of seeing that school records are properly kept; and generally of inquiring into school work, discipline, and condition of property and making suggestions for their improvement. He must furnish a monthly report to the Board, act as its secretary, and see that its decisions are carried out.

THE TREASURER.

The Treasurer shall be responsible for all receipts and expenditures, collect all fees and other moneys due to the Board, deposit all moneys received in the bank, so that the debit side of the bankbook shall correspond month by month with the sum of receipts in the statement of accounts, pay all amounts authorised by the Board, by cheque, signed by the Chairman, or in his absence by the Senior Commissioners in the city, and himself, paying small amounts from the proceeds of a collective cheque given him by the Board each month, so that the total of the credit side of the bank-

* A copy of the Regulations was kindly furnished by the Secretary-Superintendent of the Board.

book may correspond month by month with the total expenditure of the month ; keep the accounts of the Board by double entry, prepare a monthly statement of accounts and submit it to audit by the Secretary-Superintendent and auditor in time for the Board meeting of the succeeding month. He shall act as recording secretary at meetings of the Board and High School Committee, and perform such additional clerical and other work as may be required of him.

PRINCIPALS.*

Every school is under the immediate control of a Principal, whose duty it is to exercise close supervision over the course of instruction and methods of presentation employed in it ; to maintain with justice, kindness, and discretion efficient discipline ; to secure the cheerful and faithful co-operation of teachers ; to enforce upon caretakers due attention to their duties ; and to observe, and cause to be observed by pupils and subordinates in office, the regulations of the Board. In order to do this he shall from time to time read to the assembled school such regulations as pupils ought to know.

In the Public and Senior Schools, it shall be the duty of the Principal to report to the Secretary-Superintendent any case of inattention to duty on the part of a subordinate, unless by previous remonstrance he shall have secured immediate reformation. Should the Secretary-Superintendent fail to secure amendment, he shall report to the Board.

In similar cases in the High Schools, the Rector shall report the matter to the High School Committee.

The Principal must carefully keep the register of progress of pupils and report to the Board the names of all pupils withdrawn from the school and the reasons for their withdrawal. He shall also keep the register of attendance of teachers. He must prepare his monthly report for the Board, and send it to the Secretary-Superintendent not later than the first day of the month following, with the written explanations of absence required by the provisions in regard to the attendance of teachers. He must take an inventory of moveables in his school, and send a copy of it to the Treasurer's office. This inventory must be compared from time to time with the moveables actually in the school, and must be renewed during the month of June of each year. He must take supervision of the school buildings and property, and report from time to time upon their condition in sanitary and other respects.

The home work assigned to pupils must be carefully supervised by the Principal, so that it may not exceed in amount the provisions of the limit tables, or burden parents with what is properly the work of teachers.

SPECIAL DIRECTORS.

Special Directors have supervision under the Secretary-Superintendent of the methods of teaching the subjects assigned to them. For this purpose they shall have, when visiting classes, the same power of inspection and direction as the Superintendent. Their visits shall be made as far as possible in conformity with pre-arranged time tables ; and in other cases they shall notify Principals beforehand of intended visits, in order that the routine of the classes may suffer as little disturbance as possible. They shall report from time to time to the Secretary-Superintendent and annually in writing to the Board. They shall attend all meetings to which they are summoned by the Board or Secretary-Superintendent.

No special directors are employed in the High Schools.

CLASS AND SUPERNUMERARY TEACHERS.

Class and supernumerary teachers are primarily responsible to the Principal for the discharge of the duties assigned to them under these regulations

* In the following Regulations where the word *Principal* occurs, it must be held to include the Rector of the High Schools, except where special provision is made to the contrary.

and by the time table of the school, and for the progress and good order of each scholar in their respective classes. They are therefore entitled to all reasonable liberty in the class methods to be employed. In cases of difference of opinion, however, the instructions of the Principal are to be followed. They are expected to attend monthly meetings of the staff, to bear cheerfully their share of all extra duties, and to co-operate heartily with others for the success of the school.

Each teacher must carefully keep and make up monthly the register of attendance of his class, must notify the Principal of any infringement of the regulations respecting fees or attendance, and must not enter a new name without receiving from him a register number, nor drop a name without his concurrence.

SPECIAL TEACHERS.

Such teachers as are employed in the High and Senior Schools part of the time only, are designated Special teachers. They bear all the responsibilities and exercise all the powers of class teachers while in charge of any class, but they are not required to keep a class register, nor to perform any duties out of the hours of their attendance, except that they may be required, at the request of the Principal, to give one hour a week after school hours to weak or delinquent pupils, and to attend the monthly meetings of the staff. They must be provided by Principals with a list of the names of the pupils in each of their classes.

The Board, however, reserves to itself the right of requiring from special teachers, when employed full time, all the duties of class teachers, in some one, but not more than one, of the schools in which they are employed.

ENGAGEMENTS.

No teacher is held to be engaged by the Board until the authorised form of engagement has been signed. All class and supernumerary teachers shall serve four months on trial before being permanently engaged.

Unless it be expressly stipulated in the engagement, no teacher is employed to teach any particular class in any particular school, as the Board reserves to itself the right to re-arrange the teaching staff of the various schools when and how it may deem best; and the Secretary-Superintendent is authorised annually to re-arrange the teaching staff of the Public schools and at his discretion to give teachers charge of boys and girls alternately.

The Board will not hereafter employ teachers who have not sufficient acquaintance with French, especially with its pronunciation, to enable them to teach creditably so much of that language as may be demanded by the limit tables of their classes. All female teachers when not disqualified are expected to take their own classes in Tonic Sol-fa. Teachers not qualified to do this must suffer the reduction of salary provided for in the 7th paragraph of the regulations as to salaries.

Teachers may be required to attend any lectures or discussions that may be instituted by the Secretary-Superintendent for the improvement of methods of teaching.

SALARIES.

Salaries in the High Schools and Senior School are considered and determined individually by the Board; but male teachers engaged at less than \$1,000 per annum, and female teachers engaged at less than \$440 in classes up to and including the third year of the preliminary Course, or \$500 in the Fourth or Fifth years, will receive, if employed full time, regular annual increase up to these amounts.

In the Public Schools, male Principals of schools containing classes of all grades receive from the time of engagement, \$1,000 per annum with increase up to \$1,500 as determined by the Board. Second masters receive \$600 per annum. Salaries of female Principals are determined individually by the Board.

Female teachers of Kindergarten, Preparatory, and other classes up to and including the Third Year, and Supernumerary Teachers, receive \$275

per annum on engagement, and, provided they prove themselves punctual, faithful, and efficient, the Board will, on the recommendation of the Superintendent, raise their salaries annually in the month of September, so that they will receive \$300 in the second, \$320 in the third, \$340 in the fourth, \$365 in the fifth, and \$385 in the sixth year of service.

Female teachers of Fourth, Fifth, and Sixth Year classes will receive \$330 during their first year of service, and, on the conditions of advance above stated, will receive \$350 in the second, \$375 in the third, \$400 in the fourth, \$420 in the fifth, and \$440 in the sixth year of service.

Assistants in the Kindergarten, being teachers in training, receive no salary, but qualified teachers when acting as assistants will receive \$125 per annum.

Teachers engaged temporarily to supply the place of absentees receive one dollar per day of actual teaching.

Teachers not qualified to take their own classes in Tonic Sol-fa shall be engaged at a rate of salary \$10.00 per annum below the above scale.

The above scale, however, does not prevent the Board from engaging skilful and experienced teachers at higher than the minimum or maximum rates, nor from augmenting their salaries year by year, as it may determine, nor for diminishing or withholding any or all augmentations in case of financial necessity.

Applications for special increase of salary are considered only at the regular meeting of the Board in June, and teachers who desire to urge their claims in this or any other relation otherwise than in writing, must apply in writing to the secretary to be heard before the full Board, but must not interview individual Commissioners.

Teachers are forbidden to transfer their salaries except by special permission of the Chairman.

LIMIT TABLES, TIME TABLES AND RULES.

The work proper to each year of the course is defined in the limit tables published annually in the school prospectuses.

The time table of each school shall be drawn up by the Principal in consultation with the other teachers, conforming as nearly as practicable to the limit tables of the Board. In the case of the Public and Senior Schools it must, when drawn up, be submitted to the Superintendent, discussed and approved by him at a meeting of teachers; if, after hearing the opinion of teachers, it be satisfactory to him he shall sign it. No time table shall be binding without his signature, and, except to meet a temporary emergency, no time table, so approved, shall be altered or departed from without his approval signified in writing. A similar course must be followed in respect to any rules which it may be thought desirable to enact in any school.

In the case of the High Schools the time tables when drawn up must be submitted and approved at a meeting of the High School Committee.

SCHOOL DISTRICTS.

Pupils are required to attend the school provided for the district in which they reside. No exception to this rule can be allowed except on the written order of the Board or Secretary-Superintendent.

No school districts are assigned to the High School of Montreal, the High School for Girls, or the Senior School.

WHO MAY BE ADMITTED TO SCHOOLS.

Children of Protestant parents, resident in Montreal, and of others, resident or non-resident, who pay into the Protestant Panel school tax upon real estate owned by them in the city,* of school age,† of sound mind, in possession of their senses, properly vaccinated, free from infection, and not under suspension from another school, are admissible to any school

* Jews and Roman Catholics may be admitted to schools where there is room, at the same rate of fee as Protestants, but subject in other respects to the conditions imposed on non-residents of the City.

† School age is defined by law to be between five and sixteen years.

in which there is suitable accommodation, provided that no child residing in one school district shall be admitted to the school of another district without a written order from the Secretary-Superintendent, addressed to the Principal of the school to which admission is sought, which order may be revoked at the close of any school month if the seat is required for a resident of the district.

RECEPTION OF PUPILS.

Pupils who have not previously attended school are admitted in the months of September, October, February, and March, and Principals are authorised at other times to refuse admission to those who cannot enter with advantage any one of the established classes.

It shall be the duty of the Principal before admitting a pupil :—

1st. To ascertain his residence so that he may not be unwittingly admitted if residing out of the city or in some other school district.

2nd. To enquire as to his religious faith, whether Protestant, Jew, or Roman Catholic.

3rd. To secure and preserve the authorised statements as to his vaccination, and the absence of any infectious disease in the household from which he comes, signed by a parent or guardian.

4th. To enquire if he has previously attended any school under the control of the Board ; and, if so, to ascertain and record what school, and the standing and register number of the pupil in it.

When children apply for admission to any school where there is no room for their reception, the Principal must carefully examine the applicants, and send to the Secretary-Superintendent forthwith a statement of their names in full, ages, addresses, religious faith, and attainments, so far as may be necessary to determine the grade of class to which they should be admitted. It shall then be the duty of the Secretary-Superintendent to endeavour to find suitable vacancies in other accessible schools.

Should the parent be unwilling to send the child to a school outside his district, he may enter his name upon the application list kept by the Principal, whose duty it shall be to notify such applicants, in order of the date of their applications, of vacancies as they occur.

All transfers given by the Board or Secretary-Superintendent shall be good only for the remainder of the school year then current, unless a statement to the contrary is given in writing at the time ; and it shall be the duty of Principals, on 1st September following, to refer pupils thus admitted to the school situated in the district in which they reside.

Transfers made on account of discipline shall be subject to reconsideration annually, and the Secretary-Superintendent shall then determine on the course to be pursued in each such case. In the absence of any order to the contrary, these transfers shall be considered permanent.

CONDITIONS OF CONTINUANCE IN SCHOOL.

The continuance of a pupil in school is conditional upon the due payment of fees, upon his being furnished with prescribed text-books, his attention to studies, punctuality, respectful obedience to teachers, pleasant intercourse with school-fellows, personal cleanliness, freedom from infection, avoidance of injury to school premises and furniture, and abstinence from immorality in speech and action.

No pupil may bring to school or have in his possession fire-arms or any explosives.

FEEs.

In public schools the fee is 25c. per month for each pupil in the half-day classes, and 50c. in other classes ; but no more than two children of the same family shall be charged school fees. In the Senior School the fee is \$1.00 in the lower, and \$2.00 in the two upper grades, per pupil per month. Attendance in the Senior School does not count towards remission of fees in the Public Schools.

The Treasurer will visit the schools on the eighth school day of each

month, for the purpose of receiving the fees for that month. Principals are required to pay into the hands of the Treasurer, at his office, all balances of fees collected after the eighth school day as soon as any balance amounts to five dollars, and to pay in like manner the final balance of the month's fees not later than 11 a.m. on the last Saturday of the month.

In the High Schools fees are payable quarterly, and vary in the different grades.

In the Kindergarten and Transition Classes the fee is \$5.00 per term.

In the First and Second Preparatory Classes the fee is \$6.25 per term.

In the Third Preparatory Class the fee is \$7.50 per term.

In the First Form the fee is \$8.75 per term.

In the Second Form the fee is \$10.00 per term.

In the Third Form the fee is \$11.25 per term.

In the Fourth Form the fee is \$12.50 per term.

In the Fifth Form the fee is \$13.75 per term.

In the Sixth Form the fee is \$15.00 per term.

When four or more children belonging to one family are in attendance at the same time in either of the High Schools, only the three most advanced will be charged fees.

All fees are payable in advance, monthly fees on the first school day of each month; quarterly fees on the first day of each term, namely, 1st September, 16th November, 1st February, 16th April. Any teacher permitting a pupil to remain in school more than five days without payment of the monthly fee or eight days without payment of the quarterly fee, becomes responsible to the Board for it. Teachers in the High Schools will be relieved from this responsibility upon reporting to the Treasurer, in writing, the fact of nonpayment.

No application for remission of fees in the High Schools will be entertained where the pupil has not been absent for more than one-half the term. Pupils entering after the Christmas holidays will be charged proportionate fees for the month of January.

EXEMPTIONS

In the Public Schools, children of persons in the employment of the Board are exempt from the payment of fees. In the Senior and High Schools a discount of 50 per cent. will be allowed them, except that children of teachers employed in the High and Senior Schools pay no fees while attending the schools to which parents are attached.

Exemptions from fees on the plea of poverty may be made, by the Principal of any Public School, with the knowledge and consent of any member of the Board, or of the Secretary-Superintendent, given in writing.

TEXT-BOOKS.

Every pupil is required to procure all such text-books and other school requisites as are enumerated in the limit table of the class to which he or she belongs, and none other.

In cases of deserving indigence, the Secretary-Superintendent may provide and lend, with due precautions for their proper preservation, text-books and other school requisites, preserving a record of each case.

SCHOOL HOURS.

The school hours for each class in all the schools are defined in the limit tables, and are binding alike on teachers and pupils.

The opening or closing of the play-grounds and school buildings shall be determined by the Principal of the school, subject to the approval of the Secretary-Superintendent, or in the case of the High Schools, the High School Committee, and pupils shall not have admission to them at any other times. Arrangements must be so made as that teachers shall be in attendance—one in the building and one in each of the play-grounds—during intervals of school work, and at such other times as they are open by order of the Principal.

Each class-room shall be assigned by the Principal to the particular charge of a teacher, whose duty it shall be to inquire promptly into the

cause of all damage, when any such occurs, and to report the same to the Principal. Damage due to rough or improper conduct must be repaired at the expense of the pupils in fault. A teacher failing to make prompt inquiry and report becomes responsible for damage done. Teachers left in supervision of a building will in like manner be held responsible for damage outside the class-rooms.

School doors shall be closed at ten minutes past the time of opening of each session, after which no children shall be admitted to any class without the permission of the Principal, except when, in cold or wet weather, the health of the children would be endangered by their being compelled to return home.

If any pupil in the Senior or any Public School is late or absent at more than ten sessions of the school during the month, without satisfactory explanation by a parent or guardian, or leaves the school premises during any school session without permission of the teacher in charge, the Principal may, at his discretion, declare the seat forfeited, and must notify the parents to that effect. He must then send a statement of the case to the Secretary-Superintendent, who is empowered to readmit the pupil upon the application of his parents or guardians.

SCHOOL STUDIES.

The limit table for each class states the time to be devoted to each subject and the progress which the class is expected to make in one half year or year. The Board does not minutely direct the manner of giving instruction, preferring that teachers, aided by the advice of the Superintendent and of the Principal should exercise their talents and skill with as little interference as possible. It, however, reminds teachers that class-work is not mere recitation, but is also, and to a great extent, study under the eye and with the aid of the teacher; and forbids the giving of any home work to junior classes that has not been carefully explained beforehand.

Every statement made to the class by a teacher must be so made as to arrest the attention, and to convey a distinct and correct conception to the understanding. The memory must be trained to remember facts accurately, and to recall expressions of sufficient importance, whether for their concise truth or for their beauty, with verbal exactness and with promptitude. So much only as can be thoroughly done should be attempted.

Teachers must carefully prepare the day's work beforehand. Exercises must be written on the blackboard, and all appliances placed in readiness before the opening of each session. The general work of preparation and the correction of exercises should occupy at least an hour daily.

Fuller directions respecting certain work may be found in the Memoranda and Instructions issued for the use of teachers.

DISCIPLINE.

Discipline in the schools is founded on instruction in duty, and is maintained by appeals to reason and right moral feeling, aided by rewards to the diligent and obedient, the reproof and punishment of those neglectfully and wilfully wrong, and the expulsion of the incorrigible.

It is expected that no pupil will be punished for a fault committed in ignorance, nor for a fault not distinctly brought home to him. Teachers are therefore required to be careful that the children understand their duties. Care must be taken that school regulations be not too minute, nor school duties unnecessarily multiplied or onerous.

Habits of diligence and good conduct must be fostered by reward. One of the best rewards is private or public commendation from a judicious teacher. Prizes are provided for the diligent and successful.

If rewards, admonition, and reproof fail to secure good conduct and diligence on the part of any child, punishment must be resorted to.

In resorting to punishment teachers must take care to ascertain that the punishment is merited, and to select that form which is best suited to the offence. To secure this end, the Board recommends that teachers, while taking note of misconduct during a lesson, shall not punish until its close.

PUNISHMENTS

Permitted methods of punishment are . -

(a) Setting a pupil to stand on the floor. This punishment must not be prolonged beyond the continuance of one lesson.

(b) Keeping him after school in the afternoon.

This must in no case be for longer than one hour a day.

(c) Reporting him to the Principal of the school.

No pupil should be sent to report himself verbally, but reports must be made by the teacher in person or in writing.

Pupils should be reported by teachers to the Principal only in cases of a grave character.

When a pupil is reported, the Principal must, before inflicting punishment for the offence, see that he has received a correct report.

(d) Deprivation of credit marks. This punishment must not be used capriciously.

(e) Corporal punishment, except in the case of girls.

Corporal punishment must be applied only on the palms of the hands and with the strap supplied by the Board, after the boy has been made aware that such punishment is about to be inflicted. If a boy refuse to submit he must be sent to the Principal.

All other methods of corporal punishment, such as shaking, pulling the ear, slapping with the hand, striking with the pointer or without warning, are strictly forbidden.

The giving of one or more strokes for the same offence to the same pupil at the same time constitutes a case of corporal punishment.

If the same pupil be whipped more than once during any month, each whipping must be recorded as a separate case of corporal punishment.

If more than one pupil be whipped for the same offence at the same time each whipping must be recorded specifically as a case of corporal punishment.

The strap shall be kept in the Principal's room, sent for as required, and immediately returned.

The pupil to be punished shall not be sent for the strap.

A book provided by the Board for the purpose must be kept for recording cases of punishment in each school. This book shall be kept in the Principal's office, and sent with the strap when a whipping is to be inflicted. All punishments must be recorded in it at the time in accordance with the form there prescribed. It shall be the duty of the Principal of the school to countersign each record after the book has been returned, and to include in his monthly return to the Board a statement of the number of corporal punishments administered in each class.

Corporal punishment shall not be inflicted upon any pupil who refuses to submit to it. The insubordinate pupil shall be sent home by the Principal, either at once or at the close of the session, with a written statement of his offence and of the penalty to be inflicted, of the fact of the pupil's refusal to submit and of his consequent exclusion from the school, until he is willing to submit.

No record of "sending home" shall be entered in the Principal's punishment book.

In cases where the offence of the pupil has been peculiarly grave, or his conduct in refusing punishment has been insolent or impertinent (and only in such cases), the Principal instead of sending the pupil home may resort at once to suspension under clause (f)

(f) Suspension.

When the ordinary discipline fails to secure becoming conduct in a pupil, the Principal may suspend him from the school for a period not exceeding five school days, sending by the delinquent a written statement addressed to one of his parents or guardians, informing him of the length of time for which the pupil is suspended, and the reasons of suspension.

If the suspension be for refusal to do some definite act that may rightfully be demanded, it may be extended until the offender return and do that which he had refused to do ; but a statement, as provided for in the foregoing paragraph, must be sent to a parent or guardian.

If a suspended pupil remain away from school more than five school days from the date of suspension, a report of the case must be sent to the Secretary-Superintendent, who shall then take measures to prevent his admission to any other school.

All cases of corporal punishment by the Principal, as such, and of suspension, must be fully and permanently recorded in a book provided for that purpose, and open to the inspection of any member of the Board and of the Secretary-Superintendent. Punishment inflicted by the Principal, when taking temporarily the place of a teacher, will be noted in the corporal punishment book of the school only.

EXPULSION.

When it becomes obvious that the conduct of a pupil is such as to endanger the authority of competent teachers, or the morals of his companions, and the modes of discipline detailed above fail to secure amendment, the case must be reported to the Secretary-Superintendent, who shall appoint a time to meet the pupil, his parents or guardians, and the teacher concerned, at the school, and shall send to each party a notification specifying the time, place, and the object of the meeting. If neither the pupil nor his parents or guardians attend, he shall be considered withdrawn, and forbidden admission into any school. If he or they attend, the matter shall be carefully investigated, all parties having a dispassionate hearing, and, according to the merits of the case, the Secretary-Superintendent may warn the delinquent and his parents or guardians, by note if the latter be absent, of the danger of expulsion, may suspend him for a time not exceeding a month, may remove him to another school, or may submit the matter to the Board, with which alone remains the power to suspend indefinitely, or to expel. If the Secretary-Superintendent remove the delinquent to another school, he must make provision for his reception there.

EXAMINATIONS.

Public oral examinations will be held from time to time by appointment of the Commissioners.

Written examinations shall be held annually or oftener, as the Board may direct. At their close, and in accordance with their results, prizes shall be awarded, promotions made, and classes re-arranged.

A scheme giving the day on which each examination shall be held, will be sent to the Principals by the Board sufficiently early to afford time for preparation and arrangement.

For all such examinations the Board will furnish the questions, and will determine the manner in which the marks assigned to the subjects shall be given.

The scale of values assigned to the subjects is given on the Examination Sheets provided under the regulation for the reporting of results.

The questions shall be distributed to the schools in sealed parcels, each bearing on the outside the name of the examination paper contained within, and the number of copies. No parcel shall be opened until the hour at which the examination is to be held.

As far as possible all pupils taking the same examination paper must be examined simultaneously in the school, but when the accommodation is insufficient for this, especial care must be taken that the children first examined shall have no communication with those still to be examined. No two children taking the same examination paper shall sit at the same desk.

The children about to be examined being assembled, the teacher must furnish each with pen, ink, blotting paper, a known and sufficient quantity of blank paper, which must all be returned untraced, and, after silence is enforced, one examination paper only.

Each child must write his name, age last birthday, name of the school, and rank in the school in appropriate places. Then, having marked the time, and giving no explanation of the questions, the teacher must direct the children to begin work, must see that no use is made of any slate, book, pencil, other paper than that furnished, or of any extraneous aid, and must arrest all work at the end of the assigned time, and collect the answers. Any pupil detected in contravening this regulation shall forfeit all marks assigned to the paper upon which he is engaged.

In giving out dictation, the teacher should read once before writing begins and before the time is marked, and should then read at his discretion, while the pupils write, giving the punctuation unless otherwise directed, and, if he chooses, the meaning of detached words.

All answers shall be read, valued, and signed in accordance, first with any instructions that may be issued by the Board; secondly, with instructions issued by the Principal. The precise method of distributing the marks assigned for each question and paper shall be determined by the Principal in consultation with the teachers interested before the answers of the pupils are marked. All doubtful points arising during the process of marking shall be referred to the Principal, whose decision must be followed; and in schools where two or more classes taught by different teachers take the same examination paper the answers shall be valued by the teachers concerned in consultation with one another. All answers must be filed in an orderly manner in the school, must be preserved for one year, and shall be open to the inspection and subject to the call of the Board or Superintendent.

PROMOTIONS.

In cases where the desirability of promoting a pupil is doubtful, because such a pupil in the written examinations has acquitted himself either better or worse than could have been expected, it shall be in the power of the Secretary-Superintendent to take into consideration in determining the pupil's fitness for promotion, the results of all tests recorded during the year, and the teacher's impressions, as well as marks gained in the examination.

When a pupil has satisfactorily completed a course of any school or class, he shall be removed to a higher. No deviations from this rule will be permitted, unless expressly sanctioned by the Secretary-Superintendent.

In the High Schools promotions shall be made by the Rector under the regulations in consultation with the teachers in charge of their respective classes, subject to the approval of the High School Committee.

PRIZES.

Prizes for general proficiency are provided in all classes of the Public and Senior Schools, except Kindergarten, Preparatory, and First Year grades. All pupils are eligible for these prizes.

A pupil, transferred from one school to another during the course of the year, must, in order to be eligible for a prize, establish his school record for the year by the production of the monthly reports received in the former school.

To be entitled to a prize, a pupil in the Public Schools, must have obtained:—

(a) Eighty per cent. of the total marks obtainable in all examination papers set by the Board or by Principals in grades not examined by the Board;

(b) A similar percentage of the total marks attainable for lessons during the year where some scheme of marking school-work, approved by the Secretary-Superintendent, has been consistently maintained throughout the year; and

(c) Ninety per cent of the maximum marks in conduct and punctuality, also awarded on some approved scheme.

In the Senior School to be entitled to a prize the pupil is required to obtain seventy-five per cent. only of the marks attainable in examinations and lessons.

A First General Proficiency prize will be given in each class to that boy and that girl, whose aggregate marks—not less than the minimum above stated—are the highest.

All pupils who have not remained in the grade of their classes more than twelve school months in the Public and Senior Schools, or more than five terms in the High Schools, and who have not been entered in the punishment book of the Principal during the six months preceding, may compete for First General Proficiency prizes.

In the High Schools medals are the only prizes awarded by the Board.

COMMISSIONERS' SCHOLARSHIPS.

The Board will award, annually, a number of Commissioners' Scholarships, not more than forty (40) in all.

In awarding scholarships to the candidates entitled to compete, the following principles will be observed. —

(a) Two scholarships will be awarded in each Public School, and in the McGill Model Schools one to the first boy and the other to the first girl.

(b) The remaining scholarships will be divided between boys and girls of the Public Schools in proportion to the number of boys and girls of Sixth Year Grade who enter upon the final examinations.

(c) The scholarships assigned to boys will be distributed among the various schools as nearly as possible in the ratio which the number of boys of Sixth Year Grade in each school bears to the total number of boys as determined by principle (b).

(d) Principle (c) will be applied to girls.

(e) Where the girls of a school are entitled to a certain number of scholarships with a fraction over, and the boys are entitled to another certain number with a fraction over, and the two fractions nearly equivalent, when added together, are sufficient to entitle the school to an additional scholarship, such a scholarship may be won either by a boy or by a girl.

(f) The scholarships thus assigned to each school will be awarded in order of merit, except that candidates qualifying under the second of the two conditions of qualification mentioned below, must obtain 5 per cent. more marks on their aggregate than candidates qualifying under the first condition, in order to take precedence.

All candidates must be pupils in the Sixth Year of the Public Schools who are entitled to compete for first General Proficiency prizes, who are not less than twelve nor more than sixteen years of age on the first of June of the year in which they are candidates, who have spent the two years previous in the Public Schools, and have not doubled the Fifth Year Grade except on account of age or illness, and who have fulfilled one or other of the following conditions :—

1st That they take seventy-five per cent of the total marks attainable in examinations and in the subject of English, and not less than two-thirds of such marks in each and every other subject.

2nd That they obtain eighty per cent. of the total marks as above with seventy-five per cent. in English, and do not fall below the above-mentioned standard of two-thirds in more than two subjects; and in case the failure be in French or Arithmetic, pass a supplemental examination on the first of September next ensuing.

The Commissioners' Scholarships are tenable either in the High Schools for a classical course, or in the Senior School for a non-classical course, but can be retained only from year to year, and for their retention the holders of them must give satisfactory evidence of continued good conduct and application.

A scholarship is forfeited if the holder thereof, except in case of illness, fails to gain promotion to the next higher grade at the end of any year.

The Rector of the High Schools and the Principal of the Senior School.

on receiving Commissioners' Scholars, are authorised to demand from parents some reasonable assurance that their children will complete the school course, and they shall report annually to the Board at its September meeting, upon the progress of those enjoying this benefit.

GOVERNMENT SCHOLARSHIPS.

Thirty free tuitions in the High School of Montreal are awarded by the Lieutenant-Governor-in-Council upon the recommendation of the Board. These scholarships are not competitive, and candidates in order to be eligible for appointment, must give satisfactory proof of good character and of their being qualified to enter at least the Third Form. These scholarships are tenable from year to year, and their tenure is conditional upon good conduct and satisfactory progress. Nominations are made annually at the September meeting of the Board, and it shall be the duty of the Rector of the High School to report in writing to that meeting upon the conduct and progress of pupils enjoying this benefit, as well as upon the qualifications of new applicants. Applications must be sent in writing to the Secretary of the Board not later than the first week in September.

REPORTS TO PARENTS.

Monthly reports of attendance, and reports of the results of written examinations, shall be sent to the parents or guardians of all pupils. In addition to these, reports of progress and standing shall be sent to parents at least three times a year. All forms of report shall be approved by the Board.

MEETINGS OF TEACHERS.

At least one meeting of teachers shall be held in the Senior and each Public School during the year, at the call of the Secretary-Superintendent, at such time out of school hours as may appear to him convenient for the teachers. At it, one of the Commissioners, the Secretary-Superintendent, or the Principal of the school, shall preside, and all teachers are expected to attend. All matters affecting the interest of the school may be discussed, and all proposed Regulations and Time Tables shall be submitted previous to receiving the sanction of the Superintendent.

CONFERENCES OF TEACHERS.

Conferences of teachers shall be held in the High School at half-past three o'clock in the afternoon, from time to time as occasion arises. Such conferences shall be called (a) by the Board, (b) by the Secretary-Superintendent, (c) at the request of six teachers given in writing to the Secretary-Superintendent. A week's notice of meeting shall be given, except in cases of emergency, and a statement of the special business to be brought forward shall be embodied in the notice of meeting. All teachers are expected to attend.

HOLIDAYS.

Holidays shall be as follows.—

1st. Every Saturday.

2nd. Good Friday and Easter Monday.

3rd. The Queen's birthday.

4th. Such days as may be proclaimed by Authority.*

5th. The Superintendent is directed to make such arrangements as may be necessary to allow any teacher two days annually to visit other schools under the control of the Board, or to attend the Convention of Protestant Teachers of the Province of Quebec.

6th. Monthly half-holidays for punctual attendance are allowed in schools in which the attendance does not fall short of 90 per cent. of the perfect attendance.

* These holidays cannot be given by the Principals of Schools without receipt of special authorisation from the Board.

The schools will close for about ten days at Christmas and two months in the summer, as may be determined each year by the Board.

Any other holidays may be given by the Board or by its Chairman only.

SUPPLIES AND REPAIRS.

All school supplies and small repairs, when sanctioned by the Treasurer, will be provided by him upon the receipt of a requisition from the Principal, so that no expenses on behalf of the schools shall be incurred by Principals or Caretakers, without his written order. It will then be the duty of each Principal to consider beforehand what supplies are needed monthly, and to send his requisition in sufficient time to allow of its being met. The Principal must give the Treasurer a receipt for all goods delivered.

FIRE-DRILL.

Fire-drills must be conducted at least once a month, sometimes during the forenoon, and sometimes during the afternoon session, but not at regular or prearranged periods.

There shall be a special signal placed in some accessible part of the building, which must be used for fire-drill only. Every member of the school staff, as well as the caretaker, must know how to give the fire-signal. Teachers must dismiss pupils immediately on hearing the signal and always in the same way. Pupils must not stay to put on clothing.

Pupils must walk in quick step, keeping in time, but not crowding, teachers being in advance of their classes.

Teachers or reliable older pupils, should be stationed on staircase landings, at the foot of stairways, at exits, and other important positions, to assist, and should be especially trained to take these positions with promptness.

Pupils in drilling should be confined occasionally to one staircase, and one means of exit; and should be trained to halt instantaneously at word of command, and to obey promptly all directions.

Note.—The treasurer of the City of Montreal annually pays to the Protestant Committee of the Council of Public Instruction, out of the moneys payable to the Protestant Board of School Commissioners for the City of Montreal, the sum of two thousand dollars for the education of children, resident in the City of Montreal, and attending the McGill Model Schools.

Protestant Schools in Montreal.—The following report as to the course in manual training in the institutions under the control of the Protestant Schools of Montreal, was recently made by the superintendent of them, and is taken from the Report for 1897.

"*a.* *Kindergartens.*—Kindergarten departments have now been established in all the High and Public Schools with the exception of two small schools situated on the outskirts of the city. The Kindergarten occupations are the basis of all manual training. The Kindergarten begins the training of the hands in exactness, deftness, and neatness, educating them to do the will of the brain which stands behind them. The course deals with solids, by means of clay, sand, and cardboard work; surfaces, through paper-folding, paper-cutting, and painting with brush; lines, by means of weaving, sewing, and drawing; and points, by means of bead-stringing, perforating, etc.

"*b.* *Transition Work.*—It has been felt for some time that some special provision is necessary in order to make a natural connection between the Kindergarten or the Home and the regular school work. The difficulty is now met by what is called Transition Work during the first year of school. This work forms a prominent feature of first year classes, more especially in the High Schools, and is under the direction of specialists trained and experienced in this work. The children are taught Reading,

Writing, and Arithmetic, in connection with Manual Work and Form Study. Beginnings are made in Literature and Science, History and Geography, by means of stories, poems, and observation lessons, with the aid of the sand and clay modelling. Correlation of studies is the aim, that interest may be stimulated and the connection between the Kindergarten and Preparatory Classes made as close and natural as possible.

"c. Form Study and Drawing. — The manual work begun in the Kindergarten is systematically carried on in the junior classes of all schools under the head of Form Study and Drawing. This includes paper-folding and paper-cutting, sticklaying, clay modelling, and colour work. The results of the work in this direction have been very satisfactory.

"The work is strictly educational, it deals with the mind; the hand and eye are trained to express thought through the study of concrete objects. It aims to cultivate the imagination, to develop the sense of beauty, to lead to the expression of artistic ideas, to teach in true historic order what the course of the world's great art has been, and the function of beauty in education and in life.

"The course followed is the Prang course, and will be found fully explained in the three following books published by the Prang Co., viz., 'The Use of Models,' 'Suggestions for Instruction in Colour,' and the 'Primary Course in Art Education, Parts I. and II.'

"d. Sloyd. — Educational Sloyd now forms a regular part of the course of the Boys' High School. The system of educational handwork in wood is generally recognised as an important instrument in the development of the mental, moral, and physical powers of children. The advantages to be derived from it are numerous. It inspires respect for rough, honest, bodily labour; it cultivates manual dexterity, self-reliance, industry, perseverance, and patience; it trains to habits of order, exactness, cleanliness, neatness, and it develops the physical powers. A Sloyd room has accordingly been fitted up with thirty-six adjustable work-benches, each bench being provided with the necessary tools for an elementary course of woodwork. The course, which extends over a period of three years, beginning with the first form, consists of a series of models in wood so arranged as to involve a well-graded series of exercises in the use of common tools. Eight classes, including over two hundred boys, are drafted in turn into the Sloyd room, where they are required to take up the regular course in Sloyd. Three steps are involved in the study of each model. First, the model is carefully examined by each boy, second, a working plan of the model, drawn to scale, is prepared by each boy, and third, the model is reproduced in wood from the working plan. From the beginning the pupil is taught to make and interpret working drawings, and to reproduce from them the indicated forms."

The following note has been kindly supplied by the present Superintendent of Protestant Schools in Montreal:—

e. Cooking.—Three cooking centres in convenient schools have been established. Classes from the ten large public schools are now drafted into one or other of these centres, each school contributing a class of not more than 28 girls. Instruction in cooking is given during the regular school hours, each class spending half a day in the work, and no fee is charged. The method of instruction provides for a demonstration lesson to a full-class during the first hour, and for practice lessons in two sections during the remainder of the time. The services of a competent instructress have been secured in the person of a graduate of the School of Cookery and Domestic Economy, Manchester, England.

APPENDIX C.

REGULATIONS OF 1890 EMPOWERING THE ROMAN CATHOLIC
AND PROTESTANT BOARDS OF SCHOOL COMMISSIONERS
IN MONTREAL TO ISSUE DEBENTURES.

Whereas the Board of Roman Catholic School Commissioners of the City of Montreal, and the Board of Protestant School Commissioners of the City of Montreal have, by their petition, established that it is expedient to consolidate, explain, and give a permanent character to, the various statutes which have been, from time to time, enacted, granting the said Boards power to issue debentures for the purpose of enabling the said boards to erect suitable school-houses in the City of Montreal, under their respective control ; and whereas some of the debentures issued under the authority of the said statutes have become paid up and extinguished, by means of the sinking fund provided for the regular redemption of the said debentures ; and whereas the growing wants and necessities of primary education in the said City of Montreal, as well as the facilities offered for obtaining loans on debentures, render it expedient that the said school boards should be invested with the permanent power of raising money by debentures to a limited amount for the construction of school-houses when necessary, without being obliged to obtain new legislative authority, upon each and every issue of such debentures.

Therefore, Her Majesty, by and with the advice and consent of the Legislature of Quebec, enacts as follows :

1. The Board of Roman Catholic School Commissioners of the City of Montreal, and the Board of Protestant School Commissioners of the City of Montreal, are hereby, severally and separately, authorised to issue debentures or bonds for the purpose of raising money to build schools, under the control of the said Boards, and acquire land for school sites, as well as to pay off any mortgages upon their immovable property to the extent of five hundred thousand dollars for each Board.

2. The said debentures or bonds shall be issued in sums of one hundred, five hundred, or one thousand dollars each, no issue shall be of less than twenty-five thousand dollars in bonds of equal denomination, the said issue to be redeemable, as herein provided, in fifteen, twenty, twenty-five, thirty, thirty-five, or forty years, and the said debentures or bonds shall bear interest at a rate not exceeding five per cent. per annum, payable annually or semi-annually.

3. The payment of the interest and capital of the said debentures or bonds shall be provided out of the income of the said Boards, derived from the school tax in the City of Montreal :

(a) Whenever the Board shall have decided upon an issue of debentures or bonds, the said Board will give a notice in writing to the treasurer of the City of Montreal specifying the date and the amount of issue decided upon, the denomination of the bonds, the rate of interest, and the date of the redemption of the said debentures or bonds.

(b) The bonds or debentures issued conformably to the said notice and signed by the president or chairman and treasurer of the Board, shall be presented to the treasurer of the City of Montreal, whose duty it shall be to

sign the said bonds, provided they do not exceed the issue authorised by the present act.

(c) Such signature, by the treasurer of the City of Montreal, shall be an acknowledgment that the said bonds or debentures have been served upon him, and that the payment of interest and capital of the said bonds shall be provided for by the said treasurer out of the school tax, which the said treasurer is bound to pay yearly for the said Boards after collection of the same by the Corporation of the City of Montreal according to law, and the said signature of the said treasurer shall be sufficient proof to third parties, that the said bonds or debentures have been issued conformably to the present act, and are not in excess of the power to issue, authorised by the present act.

(d) It shall be the duty of the Treasurer of the City of Montreal, out of the yearly proceeds of the school tax in the City of Montreal, to retain in his hands a sufficient sum to pay all the interest which shall become due and payable, in each and every year, upon the said bonds or debentures, and, furthermore, to retain, in addition, a sufficient sum to form a sinking fund to provide for the repayment of the capital of the said debentures or bonds at their maturity ; and the bearers of the said bonds or debentures shall have the right to claim from the Corporation of the City of Montreal payment at maturity of the said bonds or debentures in capital and interest.

(e) Upon the amounts thus retained in his hands, the said treasurer shall allow the Board entitled to the same the rate of interest which the particular issue of the bonds may bear, which interest shall be capitalised yearly whilst the said bonds or debentures shall remain outstanding and unpaid ; and the said treasurer shall, out of the amount so by him retained, pay the interest upon the said bonds or debentures, as the same become due, and out of the amount retained by him for a sinking fund and the interest accrued upon the said sinking fund, he shall redeem the said bonds as the same become due ; and he shall render an account to the said Board, and shall pay over to them any amounts remaining in his hands to their credit upon any separate issue of bonds, or shall be entitled to claim from them any deficit, should such deficit exist.

(f) The Corporation of the City of Montreal and the said Board may mutually agree upon some different system as to the creation and maintenance of a sinking fund for the redemption of the said debentures or bonds as well as the investment of the same, but, in the absence of such special agreement, the foregoing dispositions shall apply, and, under any circumstances, the signature of the Treasurer of the City of Montreal, acknowledging as aforesaid, the service upon him of the said bonds or debentures, will be sufficient proof, in favour of the bearers of the said bonds or debentures, that the issue of the same has been duly authorised, according to law, and that their redemption shall be provided out of the said sinking fund.

4. Nothing in this act shall be construed as giving the said Board power to issue and keep outstanding more than the said sum of five hundred thousand dollars of bonds or debentures ; and, in consequence, the debentures issued under the authority of the statutes 32 Victoria chapter 16, 33 Victoria chapter 25, 34 Victoria chapter 12, 36 Victoria chapter 33, 39 Victoria chapter 16, 42-43 Victoria chapter 14, by either of the said Boards, and still unredeemed, are to be taken into account when the said Boards exercise the said powers hereby conferred to issue debentures or bonds to the extent of the said sum of five hundred thousand dollars ; nor shall this act be interpreted as authorizing either board to issue five hundred thousand dollars of debentures in addition to those already issued and still unredeemed at the time of the coming into force of this act, but only as conferring upon the said boards the power to issue, from time to time, as the necessity for which the said issues are authorised occur, and to keep

outstanding the said sum of five hundred thousand dollars in bonds or debentures in the manner aforesaid, inclusive of those bonds which have been, from time to time, issued under the above-mentioned statutes, and which shall still be unredeemed at the time of the coming into force of this act.

Nevertheless, the debentures issued by the Board of Protestant School Commissioners of the City of Montreal, to the amount of fifty five thousand dollars and signed by the Treasurer of the City of Montreal, bearing date the first day of January, eighteen hundred and ninety, redeemable in *twenty** years, are hereby declared legal, valid, and binding, as though the said debentures had been issued under the authority and provisions of the present act.

* Amended by an Act passed the same day, 30th December, 1890, and "thirty" substituted.

APPENDIX D

SPECIAL REGULATION OF 1893 IN REGARD TO THE
TENURE OF OFFICE IN THE ROMAN CATHOLIC BOARD
OF SCHOOL COMMISSIONERS, MONTREAL.

1. All the Commissioners of the Roman Catholic Board of School Commissioners of the City of Montreal shall go out of office on the first day of July next.

2. Before the said day, the Lieutenant Governor in Council, upon the recommendation of the Superintendent of Public Instruction, shall appoint three commissioners, chosen as much as possible from among the members of the universities of Montreal, the Archbishop of Montreal shall appoint three selected from the members of the clergy, and the Corporation of the city of Montreal shall also appoint three selected from the Roman Catholic aldermen of the said city, to form part of the said Board.

3. If the Archbishop of the diocese of Montreal, or the corporation of the City of Montreal, or both, shall have neglected to notify the Superintendent of Public Instruction, in writing, of the appointments which they are obliged to make, the said appointments shall be made by the Lieutenant Governor in Council in the manner above provided, and the commissioners so appointed, shall be deemed to have been named by the authority which failed to appoint them.

In case the appointments or some of the appointments to be made by the Lieutenant Governor in Council have not been made they shall be made by him within the shortest possible delay thereafter, and the commissioners so appointed shall enter into office immediately after their appointment

4. The commissioners shall remain in office during three years, except that, after their nomination, one of the commissioners in each of the above categories, designated by lot, shall go out of office at the end of the first year, another of each category at the end of the second year, and the three others at the end of the third year.

5. Any vacancy in the said Board, by death or absence from the Province, shall be filled according to the manner in which the appointment of the commissioner to be replaced was made, and the person filling such vacancy shall remain in office only during the time his predecessor would have continued in office

APPENDIX E.

ROMAN CATHOLIC SCHOOLS: COURSE OF STUDY FOR MODEL SCHOOLS AND ACADEMY.

SUBJECTS	MODEL SCHOOLS		ACADEMY	
	FIFTH YEAR	SIXTH YEAR	SEVENTH YEAR	EIGHTH YEAR
Moral and Religious instruction	Catechism Latin reading.	Catechism Latin reading.	Catechism	Catechism.
French	Expressive reading—Oral résumés of lessons read Memorizing—Committing to memory and reciting interesting and simple selections from the best prose and poetry Grammar—Review of elements, Syntax, Dictation exercises, Parsing, General principles of logical analysis Letter Writing—Familiar letters, business letters, recits, descriptions, narrations	Expressive Reading—Oral résumés of lessons read. Reciting selections from the best prose and poetry. Grammar—Review syntax. Parsing and logical analysis First principles of literature. Letters, narrations, descriptions.	Expressive Reading — Elocution, declamation. Grammar — Complete Logical analysis. Literature — Qualities of style— Figures — Letters, narrations, descriptions.	Expressive Reading — Elocution, declamation. Grammar complete—Logical analysis. Literature — Qualities of style. Figures. Literary Analysis—Letters, narrations, descriptions.
English (For schools in which as much attention is given to English as to French.)	Expressive Reading—Spelling and meaning of words of the reading lessons, Dictation, Translation. Writing of stories read or related by teacher. Letter Writing—Letters, narrations	Expressive Reading - - - Dictation, translation. Writing of stories read or related by teacher. Grammar and analysis Letter Writing—Letters, narrations, descriptions.	Reading and recitation of selections from best prose and verse. Dictation, translation. Grammar—Analysis Literature — Letters, narrations descriptions.	Expressive Reading — Dictation translation. Grammar—Analysis. Literature — Letters, narrations, descriptions.
Writing	Copy writing - - - Exercise copy-books	Copy writing - - - Exercise copy-books	Copy writing - - - Exercise copy-books	Copy writing Exercise copy-books.

<p>Mathematics</p>	<p>Review common fractions, decimal fractions, and compound rules. The unitary method, elementary percentage, simple interest, miscellaneous problems, mental arithmetic Elementary mensuration Book-keeping—Double entry</p>	<p>Review work of the preceding year Percentage and its application: commission, discount, insurance, interest, profit and loss, etc Miscellaneous problems Mensuration—Mensuration of surfaces Book-keeping—Double entry.</p>	<p>Percentage, general review Square root, cube root Practical exercises—Mental arithmetic Review of mensuration of surfaces Algebra—General definitions, algebraic addition, subtraction, multiplication, and division Equations of the first degree Book-keeping—Double entry Commercial correspondence</p>	<p>General review Miscellaneous exercises Mental arithmetic Mensuration of surfaces and solids; algebra to equations of second degree inclusive Book-keeping—Double entry Commercial correspondence</p>
<p>Geography</p>	<p>Europe and Asia Map Drawing</p>	<p>Review of preceding year—Africa, Oceania—Review Canada Map drawing</p>	<p>General review Use of globes Map drawing.</p>	<p>General review Terrestrial Globe Oral lessons on elements of cosmography Map drawing</p>
<p>History</p>	<p>Canadian History—French Rule Sacred History—General review</p>	<p>Canadian History—English Rule Sacred History—General review</p>	<p>History of the Church to the Crusades Canadian History, review French History, principal events</p>	<p>History of the Church, from the Crusades to the present time History, principal events United States History</p>
<p>Drawing</p>	<p>Drawing</p>	<p>Drawing</p>	<p>Drawing</p>	<p>Drawing</p>
<p>Useful knowledge</p>	<p>Object lessons and written résumés—Subjects navigation, hygiene, &c Agriculture—Oral lessons</p>	<p>Subjects commerce, industry, Canadian Civics</p>	<p>Agriculture—A regular course of oral lessons on agriculture Elements of philosophy, of physics, of geology, and of botany. Political Economy (for boys) Domestic Economy (for girls)</p>	<p>Canadian Civics The agricultural, forest, mining, and industrial products of Canada Its internal and foreign trade</p>

APPENDIX F.

PROTESTANT SCHOOLS: ELEMENTARY COURSE OF STUDY.

SUBJECTS	GRADE I.	GRADE II.	GRADE III.	GRADE IV
Scripture Knowledge - - -	The first half hour of each day to be devoted to the Opening-Exercises—Scripture Reading, Singing, and Prayer, Instruction in Scripture and Morals including readings and lessons upon Godliness, Truthfulness, Honour, Respect for Others, Good Manners, Temperance, Health, Kindness to Animals, &c			
English - - - - -	The meaning of words with the subject matter of the reading lesson fluency, clearness and correctness of pronunciation, and to writing and spelling in all written work.	Copying words and sentences, Dictation, oral and written, Reproduction, Sentence Composition, Memoriter work	Copying, Dictation, Word Building, Special Study of Simple Selections, from best prose and poetry, with Memoriter work, Sentence Drill, the parts of Speech.	Dictation, Special Study of Selections, including Definitions Derivations, Analysis and Synthesis of Sentences, Parsing, Letter Writing, Accounts, Descriptive Composition, and Recitation of selected passages
Arithmetic - - - - -	Mental Arithmetic, Addition and Subtraction, with objects, and with numbers of two figures Reading and writing numbers to 100	Mental Arithmetic, Four Simple Rules to Short Division inclusive. Multiplication Table Avoirdupois Weight Long and Liquid Measures	Mental Arithmetic, Long Division, Simple Examples in Fractions and in Compound Numbers in ordinary use, and review.	Mental Arithmetic, Simple Examples in Fractions, Decimals, Percentage, Interest, Mensuration; and Review
Geography and History - -	Elementary terms. Divisions of land and water. Map of the school neighbourhood.	Outline of the Map of Canada	Map of Western Hemisphere, Map Drawing, Outline of Canadian History, French Rule.	Map of Eastern Hemisphere, Map Drawing, Outline of Canadian History, including points of contact with British History
Object Lessons or Useful Knowledge.	Form Study and Drawing, Colour, Size, Weight, Motion, First Notions of Agriculture. (Special attention to the Plants, Animals, Forest Trees, and Minerals of the Province, and their uses.)			
French (Optional) - - -	Names of objects in conversation.	Names of objects Familiar phrases.	Easy sentences with simple forms of familiar verbs.	Reading, easy exercises in translation, regular verbs
Text-Books necessary for each Grade	Reading Book, Table-card, Slate, slate Pencil.	Reading Book, Table-card, Slate, Slate-Pencil, Copy-Book, Pen, Ink	Reading Book, Slate, Pencils, Copy-Book, Blank Book, Pen, Ink, Arithmetic, Geography, Canadian History, Drawing Book, No 1	Reading Book, Slate, Pencils, Spelling Book, Copy Book, Blank Book, Pen, Ink, Arithmetic, Grammar, Geography, Canadian History, Drawing Book, No. 2.

* B — Music and Physical Exercises are required to form part of the school Course

APPENDIX G.

FROM THE REPORT OF THE PROTESTANT BOARD
OF SCHOOL COMMISSIONERS FOR MONTREAL
FROM SEPTEMBER, 1897, TO SEPTEMBER, 1899.*

ATTENDANCE.

The Board has under its direct control fifteen schools with an actual daily attendance of 8,206 pupils, as may be seen from the following returns. It also subsidises two other schools, the McGill Model Schools, and the Baron de Hirsch Day School.

ATTENDANCE FOR OCTOBER, 1899.

Name of School.	No. of Pupils.
High School of Montreal - - -	669
High School for Girls - - -	520
Senior School - - -	258
Aberdeen School - - -	849
Ann Street School - - -	481
Berthelet Street School - - -	599
Britannia School - - -	71
Dufferin School - - -	584
Hochelaga School - - -	95
Lansdowne School - - -	746
Lorne School - - -	682
Mount Royal School - - -	867
Riverside School - - -	679
Royal Arthur School - - -	509
Victoria School - - -	597
<hr/>	
McGill Model School, boys and girls - - -	8,206
Baron de Hirsch School - - -	485
	358
<hr/>	
	9,049

This attendance shows an increase of 63 pupils only as compared with the same returns last year. A further analysis, however, shows that the number of Roman Catholics has decreased by 75, and the number of non-residents by 76. It follows, therefore, that the number of Protestant and Jewish pupils residing within the City limits has increased by 214, which a final analysis sub-divides into 124 Protestants and 90 Jews. The total enrolment for October is made up as follows:

Protestants residing within the city limits -	7,638
Jews - - - - -	1,107
Roman Catholics - " - " - - -	214
Non-resident Protestants and Jews - - -	90
<hr/>	
	9,049

It has been a noticeable fact for some years back that the school population has been growing rapidly in the outskirts of the city, and in the

*This Report was kindly supplied by Mr. E. W. Arthy, Secretary-Superintendent to the Protestant Board

suburban municipalities, but has been stationary, or even decreasing in the central districts of the city. This year, for example, there has been a very considerable increase, amounting to 185 pupils in Mount Royal and Aberdeen Schools, while there has been an actual falling off in the attendance of Ann Street, Berthelet Street, and Dufferin Schools.

SCHOOL ACCOMMODATION.

Since the date of the last report (November, 1897) an extension of six rooms to the Mount Royal School has been erected to meet the urgent needs of that growing district. The expenditure for the purpose, amounting to some \$14,000.00, has increased the floating debt of the Board by about \$8,000. The building was completed in the spring of the present year, and on the re-assembling of classes in September every classroom was occupied. The present schoolrooms of the Senior School are much needed to furnish accommodation for an extension of the High School. Last year a committee of the Board spent much time in the consideration of ways and means, but was unable either to find a desirable site or to advise the Commissioners, in view of their financial position, to undertake the large capital expenditure necessary for the erection of a suitable building.

The difficulty of adjusting school attendance to school accommodation is likely to be an increasing one. At the present time, two class rooms only, one in Victoria and one in Royal Arthur School, are not in regular daily use. On the other hand, there are eleven half-day classes which meet in the afternoon, because there are no class rooms vacant for their reception in the forenoon. This arrangement is open to obvious objections on the ground of both health and convenience. Apart from this double use of certain rooms, there are not a few other classes which have grown beyond the normal capacity of their rooms, and yet cannot be divided for lack of space.

COURSE OF STUDY.

The course of study in the Public Schools has been divided into half-yearly instead of yearly sections. This change has been introduced to meet the requirements of a system of classification which provides for the grading of pupils by intervening steps of six months instead of twelve months. Apart from the general improvement gained by more exact classification throughout the school, two particular advantages have resulted from the change. First, when a pupil for any reason fails to gain promotion he loses, not a full year, but a half-year only. Second, the facilities for placing new pupils with advantage are increased. In the Public Schools the names of the grades, as Preparatory, Primary, Intermediate, and Senior, have been abandoned, since these names carried no meaning to those unfamiliar with the system. The simpler method of naming the grade by the year which it occupies in the school course has been substituted. The course is now divided into six grades known as First to Sixth Years. Preliminary to this, two classes are provided, a Kindergarten class, and a Preparatory class for the benefit of very young children who are unable to enter upon the regular First year work. These classes are alternative, not successive, stages in the course.

The Commissioners, being of opinion that upon the whole the best interests of education will be served by eliminating the principle of competition and emulation among pupils, are moving in the direction of limiting and eventually abolishing the present system of prize-giving. With this end in view all prizes, with the exception of medals, have been given up in the High Schools. In the Senior and Public Schools non-competitive prizes for General Proficiency are still maintained, but to secure these, pupils must have reached the required standard, not only in the marks allowed for lessons, but also in those for good conduct and punctuality.

Latin has been introduced as an optional subject into the course of the Senior School. This step has been found necessary in order to enable the graduates of the school to enter with advantage the classes of the McGill

Normal School. Provision has also been made in the High School for the preparation of pupils of the Sixth Form for the special examinations required for admission to the study of Law, Medicine and Dentistry.

SPECIAL SUBJECTS.

A third centre for instruction in cookery was opened in October, 1898, in the Royal Arthur School, and is attended by classes from that school and from Victoria School. In this way provision has now been made for the instruction in this subject of classes selected from all the Public Schools.

The Piang system of instruction in form and colour which had been in use for several years in the first three grades of the Public Schools, was adopted in 1899 in the remaining grades. Miss Phillips, an expert in this system, visited the city last spring, and besides giving lectures and demonstrations to the teachers, rendered valuable assistance in drawing up the new course of study. For the help of teachers in this and other work normal classes in observation work, form, and colour have been instituted. These classes are under the direct instruction of Mrs. Sumner, who is being assisted by many others.

FINANCIAL

The financial and statistical statements for the year ending June 30, 1899, accompany this report, together with a comparative statement of income and expenditure for 1897-8 and 1898-9. The diminution in the amount yielded by the City School tax, the principal item of the Board's revenue, was totally unexpected, and was due chiefly to a marked decrease in the valuation of property belonging to Protestant owners. As there was at the same time a considerable increase in the disbursements for the year, and as the whole expenditure of the Board, whether on income or on capital account, must be met from its ordinary annual income, a deficit amounting to \$7,820.90 was created and added to the existing floating debt. That debt, after deducting the value of all assets available towards its liquidation, amounted in the 30th June, 1899, to \$8,429.33, for which provision can only be made by savings from the income of future years. The Board has already sold off all the available portion of the Aberdeen School property, as well as its property on Fullum Street, and has also taken into account in this calculation the value of the lot on the corner of Marlborough and St. Catherine Streets, still remaining unsold.

The arrangement with the Jewish ratepayers under which they have agreed to pay their school taxes into the Protestant Panel has been modified so that in future the subsidy to the Baron de Hirsch Day School will be a *per capita* allowance of \$8.00, but will not exceed the gross amount of \$2,000 per annum. The Board has now in its own schools 749 Jewish pupils, and it also supports the Baron de Hirsch Free Day School, on which there are 358 more, or 1,107 in all. The school tax paid by Jewish proprietors into the Protestant Panel amounted in 1898 to \$4,519, a sum very far below the cost of educating the Jewish children resident in the city. On the basis of the expenditure for that year, \$19.32 per pupil (see Table II., page 21), the Board has disbursed over and above the school taxes paid by Jewish proprietors a sum of \$10,951.68 out of the Protestant school tax for the education of Jewish children.

(1.) STATISTICS OF ATTENDANCE IN THE HIGH, SENIOR, AND PUBLIC SCHOOLS FOR THE YEAR 1898-99.

NAME OF SCHOOL.	No. of school days	Average Monthly Enrolment	Average daily Attendance	Percentage of daily Attendance.	Average No. of times late.
High School of Montreal - - -	192	625	505	95.2	1.2
High School for Girls - - -	192	405	435	93.5	1.3
Senior School - - - - -	190	241	220	95.	2.
Public Schools - - - - -	190	6,252	5,742	91.9	2.3
Total, 1898-99 - - -	—	7,583	7,001	—	—
Total, 1897-98 - - -	—	7,293	6,710	—	—
McGill Model Schools 1898-99	—	451	—	—	—
Baron de Hirsch Day School - -	—	332	—	—	—
Total including subsidised schools, 1898-99	—	8,366	—	—	—

(2.) STATEMENT OF ATTENDANCE AND AVERAGE COST.

This Statement includes all expenditure made upon Income Account, as shown by the Statement of Receipts and Disbursements.

NAME OF SCHOOL.	Average Monthly Enrolment.	Net cost of Maintenance.	Proportion of undistributed Expenses.	Total.	Cost per pupil.
Aberdeen - - - - -	774	\$8,278.62	\$7,050.00	\$15,328.62	\$19.80
Ann Street - - - - -	449	6,406.29	1,535.00	7,941.29	17.68
Berthelet Street - - - - -	612	7,364.94	2,312.00	9,676.94	15.81
Britannia - - - - -	71	1,415.17	473.00	1,888.17	21.12
Dufferin - - - - -	548	7,386.39	4,371.00	11,757.39	21.45
Girls' High - - - - -	465	2,786.06	8,323.00	11,109.06	23.89
High - - - - -	625	8,717.08	8,323.00	17,040.08	27.84
Hochelaga - - - - -	121	2,104.29	1,313.00	3,417.29	28.24
Lausdowne - - - - -	712	8,168.77	3,441.00	11,609.77	16.31
Lorne - - - - -	649	7,036.29	2,916.00	9,952.29	15.33
Mount Royal - - - - -	668	7,746.76	2,732.00	10,478.76	15.69
Riverside - - - - -	651	7,871.78	3,141.00	11,012.78	16.92
Royal Arthur - - - - -	432	5,795.68	2,508.00	8,303.68	19.43
Senior - - - - -	241	5,414.81	2,014.00	7,428.81	30.82
Victoria - - - - -	565	4,760.64	2,886.00	7,646.64	16.99
	7,583	\$93,253.57	\$53,288.00	\$146,541.57	\$19.32

(3.) COMPARATIVE STATEMENT OF INCOME AND EXPENDITURE.

Total ordinary expenditure	-	-	-	-	-	\$224,732 35
" " income	-	-	-	-	-	216,911 45
Deficit	-	-	-	-	-	<u>\$7,820 90</u>

INCOME.

	1897-8.	1898-9	Increase	Decrease.
City school tax - - - - -	\$154,302 01	\$151,529 94	—	\$2,772 07
Neutral tax, Hochelaga, etc - -	947 13	454 91	—	492 22
Government grants - - - - -	6,831 36	6,831.36	—	—
High School fees - - - - -	17,646 05	19,749 88	2,103 83	—
Girls' High School fees - - -	12,027.64	13,452 63	1,424 99	—
Public, Senior, and Night Schools -	23,408 81	24,210 48	801.67	—
Interest received - - - - -	764 84	652.25	—	112 59
Total ordinary income - -	\$215,927.84	\$216,911.45	\$983.61	—

EXPENDITURE.

	1897-8.	1898-9	Increase.	Decrease.
General charges of maintenance -	\$161,704.98	\$167,691.92	\$5,986 99	—
Subsidies - - - - -	6,856 88	5,056 36	—	901.47
Interest - - - - -	23,715.37	23,048.75	—	766 62
Sinking fund - - - - -	8,244.09	8,197.43	—	46.66
	\$206,521 22	\$210,798.46	—	—
Land, buildings, and furniture - -	5,859 62	13,938.89	8,579 27	—
Total ordinary expenditure -	\$211,880.84	\$224,732.35	\$12,851.51	—

NOTE.—The detailed information about the Montreal Protestant Schools given in Appendices A., B., and G., was obtained in response to an application made to the Protestant Board of School Commissioners. A similar application was made by the same mail to the Roman Catholic Board of School Commissioners for Montreal, but no answer had been received at the time of going to Press.

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IN
NOVA SCOTIA.

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THE SYSTEM OF EDUCATION IN NOVA SCOTIA.

INTRODUCTORY.

The area of the province of Nova Scotia is given at 20,550 square miles. According to the census of 1891 it had a population of 450,523. Of these 160,073 were scheduled as wage earners engaged in one of the following different classes of occupations :

Agriculture - - - - -	53,340
Mining and Fishing - - - - -	29,893
Manufactures and Mechanical work - - - - -	26,541
Domestic and Personal service or trades - - - - -	23,463
Trade and Transportation - - - - -	18,117
The learned Professions - - - - -	6,100
Living on Incomes - - - - -	2,619

These figures, aggregating more than one third of the total population, give an approximate idea of the different future employments of those who are being educated for wage earners of the general classes specified. The mothers and younger children form nearly two thirds of the population, the former requiring, for reasons which need not be stated here, an education as full, as general, and as practical as the wage earners.

Their religious classification in 1891 was as follows :—

Roman Catholics - - - - -	122,452
Presbyterians - - - - -	108,952
Baptists - - - - -	72,731
Church of England - - - - -	64,410
Methodists - - - - -	54,195
Free-Will Baptists - - - - -	10,377
Lutherans - - - - -	5,882
Congregationalists - - - - -	3,112
Disciples - - - - -	1,728
Salvation Army - - - - -	1,377
Others - - - - -	5,307

* The statistics in this Report, which was prepared in 1898, have been corrected, where possible, from official documents since received.

The outline statistics of all the educational institutions of the province, public and private, for the year ended July, 1897, may be stated as follows:—

PUBLIC SCHOOLS.	
School sections maintaining school during the year - -	1,743
Valuation of property subject to assessment in the same	80,738,448 <i>dols.</i>
Valuation of the average school section - - - -	46,322 "
Regularly licensed teachers in Elementary and Secondary Schools - - - - -	2,485
Pupils enrolled in the Elementary and Secondary Schools	101,150
Pupils daily present on an average during the whole year - - - - -	53,817
Pupils in Deaf and Dumb Institution from the province-	85
Pupils in the School for the Blind from the province -	60
Students in the Provincial Normal School - - - -	152
Students in the Provincial School of Agriculture - -	70
Students in the Provincial Mining Schools - - - -	52
Students in the Nova Scotia School of Horticulture -	50
Annual cost of education per pupil in daily attendance -	15.06 <i>dols.</i>
Total cost of public education for the year - - - -	810,676 "
Revenue from local assessment in the 1,743 school sections	448,263 "
Revenue from County assessment (paid to trustees of section) - - - - -	119,602 "
Revenue from Provincial Grants (182,500 <i>dols.</i> for teachers' Elementary Schools) - - - - -	242,811 "

PRIVATE SCHOOLS.	
Enrolled in attendance at five Ladies' Colleges, Seminaries, or Convents, two Business Colleges, three secondary schools, and thirteen elementary schools and kindergartens - - - - -	1,973
Enrolled in the Universities not affiliated with the public school system (secondary or high school system) - -	548

I. EARLY HISTORY.

The Society for the Propagation of the Gospel in Foreign Parts, at the request of the Lords of Trade and Plantations by letter dated, Whitehall, England, April 6th, 1749, resolved to send six clergymen and six schoolmasters to the settlement at Chebucto (Halifax) as soon as it should be formed. Two of these came out with the 2,576 settlers under Edward Cornwallis, the convoy of whose fleet of transports arrived in the present harbour of Halifax on the 21st of June, 1749. Schools were then mainly supported by fees, but towards the end of the century more particularly, the provincial Government began to aid many by small grants. The provincial Legislature, which dates from the year 1758, established a seminary at Windsor in 1788. Next year a grammar school was established at Halifax, the capital, and an Act incorporating King's College at Windsor was passed. In 1790 £500 for the site of the college and an annual grant of £400 were voted by the Legislature. These institutions were under the control of the Church of England. In 1802 King's College was granted a Royal Charter from England with £1,000 a year, which was not withdrawn entirely until 1834. But one of its statutes contained the following clause: "No member of the university shall frequent the Romish Mass "or the meeting-houses of Presbyterians, Baptists, or Methodists, "or the Conventicles or places of worship of any other dissenters "from the Church of England, or where Divine Service shall not "be performed according to the liturgy of the Church of England." As a consequence, a movement commenced as early as 1805 at Pictou, in the north of the province, under the leadership of the Rev. Dr. Thomas McCulloch, in favour of the creation of an institution of the higher education free from religious tests. This movement was aided at Pictou by the Education Act of 1811, which established "grammar schools" in each of the ten most important districts of the province, each with an allowance of £100 for the head master, and £50 for an assistant when the pupils numbered over thirty. This Act remained in force until 1825. But in Pictou more was demanded, and in 1816 the Pictou Academy was incorporated after the plan of one of the Scottish universities. Opening shortly after, this institution prepared students for graduation at the University of Glasgow, Scotland; but still neither the power of conferring degrees nor the encouragement of a permanent grant was given it, although four-fifths of the population of the province, and on some occasions the House of Assembly, unanimously pressed its claims upon the Government. After a few annual grants of £400 about the middle of the twenties, the Governor's Council of nine by a majority of one vetoed from year to year any further grants proposed by the House of Assembly, until the institution accepted the position of a secondary school. It was under these circumstances that the

representatives of the people began that agitation for an Executive Council, having the confidence of the popular branch of the Legislature, which resulted in 1848 in the concession of the principle of responsible government. After a vain though nearly successful struggle for more than a decade, the one brilliant fight for an undenominational university was fought and lost. The later attempts have little dramatic interest. In the meantime elementary education was progressing. In 1814 a large school on the Lancastrian plan was started in Halifax, and three years later another on the Madras system, both of which were in receipt of public grants.

The Rise of
Denomina-
tional Col-
leges and
Universities.

In 1820 the corner stone of Dalhousie College was laid in Halifax by the Governor, Earl Dalhousie. Its initial endowment of £9,750 was from the proceeds of the Custom duties collected at Castine, a town which was captured from the United States in the war of 1814. It was to be a provincial university such as the Pictou Academy was then striving to develop into in the north. Not, however, until the collapse of all the expectations of the latter institution in 1838 was this college opened. For seven years it functioned with a staff of Presbyterian professors, starting out with such an appearance of exclusiveness (which might have resulted from the defeat of the more generous aspirations of the promoters of the Pictou Academy and the success of the King's College idea), as to alienate the Baptists and give rise in its turn to the establishment of Acadia College at Wolfville, in the same year, 1838. Dalhousie College paid the penalty of its mistake and was closed in 1845 until it was reorganised by the Legislature in 1863 as an undenominational and provincial university. In recent years its students have numbered more than those of all the other universities combined.

The "Presbyterian College" is a purely theological institution which originated in 1820 in affiliation with the Pictou Academy, and after migration in succession to West River, Truro, and the City of Halifax, settled down at Pine Hill, in the suburbs of Halifax, in 1878.

In 1854 the Roman Catholic College, St Francis Xavier, was established at Antigonish. (*See also Supplementary Note.*)

In 1860 the Roman Catholic College, St. Mary's, was started in the City of Halifax.

In 1862 the Methodists established the University of Mount Allison in the province of New Brunswick, near the border of Nova Scotia, and like the Nova Scotian colleges proper, it received a similar grant from the provincial treasury for its services to the Methodist denomination.

In 1876 the University of Halifax, on the model of that of London, was incorporated by the Legislature with the hope of eventually contravening the power of the conferring of degrees in one provincial institution. For Dalhousie, though undenominational in its constitution, Board of Governors, and professoriate, was of necessity patronised by the majority of Presbyterian students, who had only a Theological College of their own, in preference to the denominational colleges; and it

was therefore naturally represented from the denominational point of view as the Presbyterian University. But the colleges with a few exceptions refused to surrender their degree granting powers even for the promise of the continuation of the college grants. A new provincial administration determined to exercise economy accepted this refusal as an occasion to terminate the system of public aid to the universities. The last of such grants was paid in the year 1881, the aggregate for the last year being \$15,800

With this stroke the University of Halifax, depending solely on the legislative grants, and St. Mary's College collapsed.

But in 1890 another degree conferring college was added to the list. The Eudist Fathers from France founded the college of Sainte Anne at Church Point in the midst of the largest French settlement in the province. (See also Supplementary Note)

These universities with a few secondary, special, and elementary schools, including ladies' colleges, seminaries, convents, business colleges, primary schools and kindergartens, which enrolled in 1897 only 1,973 pupils with an estimated average attendance of 1,297, are the only educational institutions not under the direct control of the Education Department. Among the universities the two Roman Catholic colleges are affiliated to the public school system, functioning under the law as County Academies for their respective counties, for which they receive their share of the Academic grant.

Private Schools.

To conclude this subdivision of our historic sketch, a summary of the statistics of all these private educational institutions (which are the only ones which are to-day independent of provincial aid and control), is given in the following two tables.—

A.—The Universities, with 548 students.

B.—Secondary, elementary, and special private schools, with 1,973 pupils.

A.—THE UNIVERSITIES OF NOVA SCOTIA, YEAR ENDED 1

NAME	Open'd	Location	Affiliation	Professors	Lecturers	Students					Total Students	Total Graduates
						Arts.	Science	Medicine	Law	Theology		
Dalhousie - -	1863	Halifax -	Undenom	11	20	194	25	63	67	—	348	72
Acadia - - -	1838	Wolfville -	Baptist	8	9	124	—	—	7	—	124	466
Pius Hill - -	1820	Halifax -	Presbyterian	4	1	—	—	—	—	47	47	6
King's - - -	1790	Windsor	Ch of Eng.	6	4	19	7	—	—	19	29	216
St. P. Xavier -	1854	Antigonish	R. Cath. (Eng)	—	—	—	—	—	—	—	a	10
Sainte Anne -	1890	Church Pt	R. C (French)	—	—	—	—	—	—	—	a	—
				29	27	337	32	62	74	61	548	155

a Academic students enrolled among those of the public schools.

b In the second line seven students are counted twice, and in the fourth line eleven are counted twice—once in the Arts and again in Law or Theology.

B.—PRIVATE, SPECIAL, SECONDARY, AND ELEMENTARY SCHOOLS OF NOVA SCOTIA,
YEAR ENDED 1897.

NAME	Location.	Teachers	Annual roll	• Average Attendance
* Halifax Ladies' College and Conservatory of Music	Halifax	23	362	200
Mount St. Vincent Academy	Rockingham	15	93	90
Church School for Girls	Windsor	12	80	80
Acadia Seminary	Wolfville	10	86	70
Academy of the Sacred Heart	Halifax	26	105	100
Whiston and Frazer's Commercial College	Halifax	8	361	87
Seventeen other Academies, Elementary Schools, and Kindergartens		50	1,086	670
Totals..		144	1,973	1,207

II. PRIMARY AND SECONDARY EDUCATION.

The Rise of
the Free
School Idea.

In 1825 the Legislature had a breezy discussion of the question of a public school system, but the principle of free schools supported by compulsory assessment, which was advocated on this occasion with much eloquence, was rejected by a vote of 24 to 12, so great was the fear of legislation which would confer the power of local taxation.

In 1832 the province was divided into districts averaging the size of half a county, each under a board of School Commissioners appointed by the Governor-in-Council. These boards were entrusted with the power of organising school sections approximating four miles in length and breadth where possible, and of otherwise stimulating and directing the formation and maintenance of schools in the district under their charge. The funds for each school were obtained mainly from local subscription; which were supplemented by the grant from the provincial treasury. In 1841 the Legislature was opened by a speech of Lord Falkland, the Governor, in which he advocated the adoption of the principle of assessment, but the House of Assembly was still afraid, and contented itself with the further amendment of the Act of 1832. Provision was also made at length in nearly all the schools for the education of free scholars, but they were a small minority.

The First
Superintendents of
Education.

In 1850 a provincial superintendent of education was appointed in the person of the late Sir John William Dawson, of McGill University. Under his short term of three years there was a rapid advance in the education of the Legislature and the country with respect to the advantage of improved buildings and methods, the establishment of a Provincial Normal School, and the adoption of the system of local assessment. In 1855 the Normal School was opened under the principalship of the second superintendent, Rev. Dr. Forrester. Under his advocacy from the platform and the Press the time came in 1864 for the establishment of the free school system.

The present Sir Charles Tupper, who was leader of the Government in 1864, was able to introduce the bill with the ultimate concurrence of the leader of the opposition, the late Sir Adams G. Archibald; and without any serious resistance it was eventually passed. But in every school section throughout the land there were several families whose education was practically completed under the old conditions, who were now without consideration taxed heavily for the education of their neighbours who in many cases never aided them in the support of their schools. By these and others who were often well off, yet without any children to send to school, the Act was considered outrageously unjust beyond experience or tradition. But as the intelligent representatives of both political parties were committed to a principle which had been glorified for thirty years as the unapproachable ideal, it never became a party question directly. The same parliament accepted confederation with the other provinces of the Dominion of Canada in 1867. So it fortunately happened for the school question that the vials of popular wrath were poured out on the supporters of that administration, ostensibly because the question of confederation was not first presented to the electorate before being acted upon by the legislature. For the next few years the province had therefore to pose as extremely anti-confederate; but no voice was ever raised in Parliament against the principle of assessment and of free schools.

Although during these years a generous interest in education had been increasing fast, the census of 1861 showed that out of a population of some 300,000 over the age of five years there were 81,000 who could not read. It was estimated that in 1863, while some 37,000 were enrolled as attending school for some portion of the year, there were more who were receiving no educational training whatever—50,000 according to some estimates.

The two tables following show the growth of educational effort for a series of years before and after this event. It should be observed that the numbers of teachers and pupils in the first table are inflated as compared with those of the second which gives the mean of the respective numbers for each half of the year, while the former gives the total numbers of different teachers and pupils for any and every portion of each year. It will also be observed in the first table, that during those years the average attendance was not considered of sufficient importance to record in the reports made to the legislature, from which these statistics are taken,

Before the Free School System.

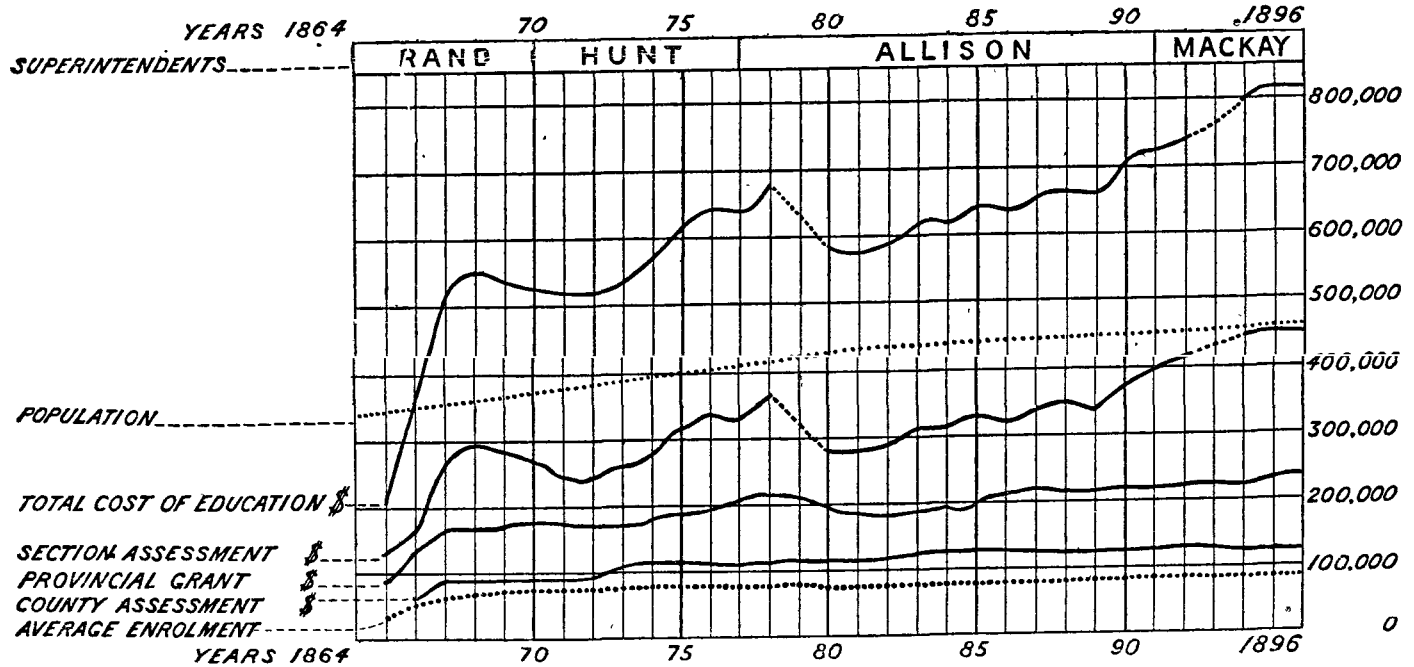
YEAR.	Number of Teachers	Number of pupils enrolled.	Local Funds \$4—£1	Provincial Grants, \$4—£1.	Total Cost of Schools.	Annual Cost per pupil "enrolled."	Superintendents.
1820	..	..	\$	\$	\$ 34,720	\$	
1824	217	5,514	.....	.....	.....	.....
1828	..	6,839	.....	.....	.....	.....
1829	..	12,000	.....	.....	.....	.....
1831	375	12,941	48,792	.....	.....	.....
1832	423	11,771	31,367	7,338	38,705	3 29	
1833	467	13,161	57,602	16,923	74,523	5 64	
1834	444	12,673	37,468	17,865	55,333	4 40	
1835	530	15,292	49,813	27,323	77,136	5 04	
1836	550	16,000	60,000	18,000	78,000	4 88	(*)
1841	648	20,910	.....	.....	.....	.....
1842	854	92,382	33,973	36,122	120,095	1 09	
1843	939	29,723	92,972	34,396	126,668	4 26	
1844	935	30,979	88,190	36,255	124,445	4 02	
1846	1,031	33,960	79,828	37,712	117,540	3 46	
1847	1,041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,378	100,566	42,368	142,924	5 64	Dawson.
1851	878	29,579	93,611	42,675	136,286	4 61	
1852	967	32,762	107,407	47,982	155,389	4 74	
1854	907	31,010	103,808	46,642	150,250	4 85	M & R
1856	..	31,307	104,047	42,355	146,402	68	Forrester
1857	1,002	34,356	128,222	53,519	181,741	5 29	
1858	1,127	33,742	129,672	53,319	182,991	5 42	
1859	1,061	35,581	135,041	46,861	181,932	5 11	
1860	1,069	35,293	121,873	45,742	167,615	4 75	
1861	1,043	33,652	129,775	46,833	176,608	5 25	
1862	1,092	36,087	129,999	47,888	177,887	4 93	
1863	1,072	37,433	130,664	45,472	176,136	4 70	
1864	1,112	35,405	115,226	47,930	163,156	4 61	Rand.

* Up to the year 1836 these statistics include only the elementary schools. After this date the secondary schools are also included, i. e., the grammar and high schools or academies.

Novia Scotia under the Free School System.

4226.

[To face page 273.]



Under the Free School System.

YEARS	Av. No. of Teachers W. and S. Terms	Average enrolment of Winter and Summer Terms.	Average Daily Attendance Winter and Summer Terms	Av. p. c. of enrolment in Daily Attendance.	School Section Assessments ^a	County Assessment.	Provincial Grants.	Total Cost of Public Education.	Annual cost per pupil in Daily Attendance	Superintendents
1865	916	39,461	23,572	60.0	124,673	—	\$ 87,085	211,758	\$ 98	Rand
1866	1059	50,574	29,239	57.8	176,252	55,462	136,821	368,533	12.00	
1867	1360	65,896	36,943	56.1	262,913	91,477	162,000	516,390	13.98	
1868	1300	68,612	39,731	58.2	208,650	91,958	164,750	555,367	13.98	
1869	1515	74,139	43,078	58.1	286,754	91,760	167,387	545,901	12.67	
1870	1565	75,279	42,177	56.0	266,160	91,762	174,602	532,524	12.62	Hunt
1871	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11.81	
1872	1592	73,638	40,806	55.4	245,759	95,461	171,395	512,015	12.56	
1873	1624	74,227	41,392	55.3	265,274	105,029	165,562	535,865	12.54	
1874	1658	76,277	44,143	55.0	287,349	107,301	175,013	509,663	12.90	
1875	1776	79,123	44,229	55.3	320,130	107,306	185,565	613,091	13.86	
1876	1810	79,313	45,373	56.3	338,838	106,781	194,605	640,224	14.11	
1877	1888	82,364	46,690	56.8	324,550	106,833	204,266	635,649	13.61	Allison
1878	1664	82,846	48,951	59.0	368,282	103,920	208,115	683,317	13.66	
1879	1985	82,998	45,357	55.4	—	107,181	205,575	—	—	
1880	1809	76,393	42,580	55.7	231,561	107,181	196,217	584,969	13.74	(c)
1881	1881	78,328	43,461	55.1	286,086	106,695	185,519	573,300	13.56	
1882	1932	79,042	43,746	55.3	290,564	106,949	184,627	582,140	13.31	
1883	1961	80,477	46,650	56.7	316,477	120,340	186,088	622,905	13.65	
1884	2014	82,153	47,280	57.5	314,172	120,346	191,124	625,641	13.23	
1885	2054	84,025	48,398	57.8	334,044	120,328	190,188	653,560	13.50	
1886	2111	85,714	51,142	59.6	321,954	120,377	209,834	662,165	12.75	
1887	2143	85,474	50,655	58.5	337,216	119,047	216,085	672,348	13.43	
1888	2153	84,534	48,707	57.6	346,314	118,485	211,196	675,995	13.88	
1889	2182	84,429	50,088	59.2	341,716	118,281	212,922	672,919	13.45	
1890	2214	85,482	49,020	58.0	377,529	118,349	213,434	709,312	14.29	
1891	2229	83,548	49,347	59.0	398,077	118,301	213,906	725,284	14.60	Mackay
1892	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14.65	
1893	2319	85,733	49,391	57.6	413,449	39,623	166,040	669,112	13.55	(b)
1894	2351	87,595	49,808	56.9	454,200	120,607	220,436	795,144	15.96	
1895	2390	89,126	51,528	57.8	453,144	119,900	238,760	811,804	15.75	
1896	2458	90,270	53,023	58.7	450,972	120,018	242,346	813,385	15.34	
1897	2485	90,018	53,317	59.2	448,263	119,602	242,311	810,676	15.06	
1898	2510	91,615	55,715	60.8	473,106	119,369	245,837	838,310	15.06	

(a) The grants to the universities (denominational colleges, &c.) which amounted to \$15,800 annually were discontinued from the year 1881.

(b) In 1893 the school year was changed so as to close in the middle of the summer vacation—the end of July instead of the end of October. This transition school year therefore consisted of only nine months or three-fourths of a calendar year. Instead of the averages for the previous winter and summer terms, after this date the averages are those of the four quarters of the school year.

The Council
of Public
Instruction.

The Council of Public Instruction consists of the members of the executive council of the Provincial Government, five of whom constitute a quorum. This body determines the regulations for the expenditure of the funds appropriated for educational purposes, the classification of teachers, and for the administration of all matters generally which fall within the scope of the educational statutes. It prescribes the school books and the courses of study for the schools of all grades. It directs the normal school, appoints the provincial examiners of the high school students, inspectors, district school commissioners, and has power to make provision for any exigency not inconsistent with the statutes.

The Superin-
tendent of
Education.

The Superintendent of Education is appointed by the Governor in Council, and is also the Secretary of the Council of Public Instruction. His duties are generally the same as those of a Minister of Education, with the exception that he has not to find a constituency for election; and is answerable directly to the Government instead of to the House of Assembly. The Education Department in Nova Scotia has hitherto had the good fortune of being considered non-partizan, although the Council is exclusively made up of the members of the Provincial Cabinet and its secretary the superintendent.

The District
Commis-
sioners of
Schools.

The District Commissioners of Schools are continuations of the boards which were in 1832 invested with the power of directing and stimulating education in the days of voluntary subscriptions for the support of schools, when local efforts of specified degrees were rewarded by certain provincial grants. There were recently thirty-three such boards presiding over as many divisions of the province, but their functions are now mainly confined to the rectification of the bounds of the school sections, and the determination of those which, owing to their geographical and other conditions, should be placed on the list of those receiving special aid one-third more of both the county and provincial grants than the normal ratio.

The
Inspector

The inspector, who is appointed by the Council of Public Instruction, on the recommendation of the Superintendent of Education, is the secretary of each of these boards within his inspectorate, but this duty is merely an incidental part of his work. The province is subdivided into ten inspectorates, which gives on an average over two hundred schools to each inspector. This office is one of the most important in the whole system, for the inspector directly inspects each school within his district, makes up the pay list from the returns from each of the schools, pays the provincial and county grants to the teachers and trustees, when the same is authorised to be paid from the Education Department, to which a summary of all returns, etc., are promptly sent as the basis of the division of the funds; withholds approval from returns of schools in which the law has not been observed until there is the required reform, etc. The inspectors are the direct agents of the Education Office, reporting monthly on all the schools visited by them, and coming into authoritative

contact with teachers and trustees in every section of the province.

The school section is the unit corporation for school purposes, and geographically includes a territory about four miles in extent, with the school near the centre. There is an injurious tendency in many sections to reduce the geographical limits of the section for the purpose of having all the children near the school, while neither the wealth nor the population of the section will allow a good teacher to be employed. The experience of the educational authorities proves that under ordinary circumstances it is better to be two miles distant from a good school than to be only one mile from a poor school. The section is governed by a board of three trustees, one of whom retires each year at the annual meeting of the section, when his successor is elected. In towns having a municipal government the board of trustees is known as the school commissioners, three of whom are appointed by the municipal council and two by the provincial government, one member each retiring annually. In the City of Halifax there is a board of twelve school commissioners, six appointed by the city council and six by the provincial government, the two senior of each group retiring after serving three years. Cities or towns, no matter how much their extent may exceed the normal four miles, form but one school section. The great mass of school sections are rural, with a simple board of three trustees; the number of sections in 1898 was 1,874.

The School Section.

The annual school meeting is the most important educational event in the rural school section. Except in certain specified sections it is fixed by law to be held on the last Monday of June, just before the close of the schools for the year, and seven or eight weeks or more before the opening of the schools in the new school year. It is the annual parliament of the section, where the taxpayers assemble to discuss the educational administration, elect the new trustee, and vote the amount of supply to be levied upon the section for the support of the school for the following year. The sum of the valuations of the property within school sections having schools was in 1897 \$80,738,448, and in 1898, \$81,726,341. The value of the school property itself was in these years \$1,484,635 and \$1,502,711 respectively. The total amount voted at the annual meetings of 1898 to be assessed on the section property was \$473,104, \$77,935 of which was for building and repairs, and \$368,567 to supplement the funds from the other two sources for the salaries of teachers. One of these sources is the county fund, which is raised under the statute by the collection, with the rates of each county, of an additional sum equal to thirty cents per head for each inhabitant within the county at the last decennial census. This fund is distributed annually to the board of trustees of each section which conducts an approved public school as follows: first, a small grant of \$25 for each teacher employed for the year in the section, then the balance and greater portion is divided to each section in the municipality in proportion to the grand total days' attendance made by the pupils in each school according to the returns sent

The Annual School Meeting.

Finance.

The County Fund.

in at the end of the year. This stimulates the trustees to secure as large an attendance of pupils as possible, in order to increase their revenue from this source.

The
Provincial
Grant.

The provincial grant is the third source of revenue for the support of the school, but it is paid directly to the teacher, and is dependent on the class of licence held, as well as on the number of days taught. Originally a Class D, or Third Class, teacher received a grant of \$60 per annum, Class C, or Second Class, teacher \$90, Class B, or First Class, \$120, as well as Class A, or County Academy, teachers who were not engaged in a county academy. But in 1888, in order to prevent an excessive growth of the grant from the provincial treasury, the sum total was definitely fixed at \$167,500, and in 1895 at \$182,500, to be paid in joint proportion to the days taught and the scale above given. The scale was extended to allow \$180 for Class A teachers as subordinates, and \$220 as principals of schools, with high school departments of prescribed magnitude. For 1897 the total amount of county grant to the school sections was practically the \$120,000 authorised, and the total amount of the provincial grant to teachers, 2,485 in number, was practically the \$182,500 authorised by the statute.* This sum does not include the grants to the county academies, which in 1897 amounted to nearly \$16,000. The county academy is that high school within the county which receives a special grant on account of its agreement to admit free any students from the county who are able to pass the county academy entrance examination. This examination is conducted by the staff of the institution under general regulations upon question papers prepared by the Education Department on the first eight years' work of the public schools, generally known as the "common" school grades. The county academies are of four orders, determined merely by the extent of their equipment, and receive annually the respective grants of \$500, \$1,000, \$1,500, and \$1,720 in lieu of the provincial grant to its teachers. These grants are an inducement to the shire town of each county to make its high school of superior merit, as compared with the other high schools which may be within the county, and which may capture the grant if the shire town fails to provide the required accommodation. As a matter of fact, there are many high schools in some of the eighteen counties of the province which are superior to the county academies in the poorer counties. The course of study for these institutions is that of the Grades IX., X., XI., and, if desirable and possible, XII. The number of high school students enrolled in the academies during 1898 was 1,733. Those enrolled in the other high schools, or high school departments, doing exactly the same kind of work, without participation in the academic grant, but in the enjoyment of the less liberal provincial grants to teachers according to the general system, were 3,738. Not being subject to the special testing of the county academies, these numbers include a greater proportion of pupils

The County
Academies.

* The Provincial grant to teachers, 1897-8, was \$182,592.

who are not so fully up to the standards. In many of the "common" schools a few of the pupils are doing a portion of the high school work, as are also some special students in the high schools proper. These numbered during the same year 1,652.

From 1864 to 1880 the only suggestion of a course of study Courses of Study for the common (elementary) schools was the list of books prescribed, and for the high (secondary) schools the syllabus of the teachers' examination, of which there were four grades, known as D, C, B, and A, one advancing above the other by about an average year's work, except the latter, which meant about two years' additional work, and fitted a candidate for a county academy headmaster's diploma.

From 1880 to 1885 the Education Department, assisted by the Provincial Educational Association, developed a course of study for the common schools first, then for the high schools. In 1893 the high school course was made the basis of a system of high school examinations, which are now held at forty different stations throughout the province in the first week of July, the closing week of the school year. Provincial certificates of grades D, C, B, and A are given to all candidates with the value of each subject or paper as marked by the provincial examiner of that subject, those not reaching the prescribed standard for a "pass" receiving a "decapitated" certificate bearing simply the full details of the examination record. Foreign languages are optional in this course. In the twelfth grade of the public schools, which is the fourth grade of the high schools, or grade A, there is a bifurcation into a classical side and a scientific side, with a nucleus of subjects in common, leading respectively to the certificates of A (classical) and A (scientific). The secondary schools are in this manner federated into a species of provincial university of secondary rank. The certificates of scholarship of the various grades are accepted as the scholarship qualifications of the different classes of teachers, and also in lieu of the entrance examinations into the various universities and technical colleges, thus doing away with the former necessity of having different classes in the same school if students in it were preparing for different colleges. In this manner the articulation of all private as well as public institutions of the higher education with the public school system is perfectly accomplished. Even when the unsuccessful candidate has not "passed," his certificate, if bearing marks high enough on the various subjects required by the entrance standard of any given institution will exempt him from examination upon those subjects. As the examination is conducted in the most impersonal manner by provincial examiners whose scholarship is universally acknowledged, and as the course of study and the examination papers themselves, as well as the results, are published in the official Journal of the Education Department, the standards can be most easily understood by all educational officers who accept them at their value.

Conspectus
of the Public
School
Course of
Study up to
Grade XI.

A SUGGESTIVE PERCENTAGE OF TIME FOR CLASS-ROOM TEACHING IN EACH SUBJECT, ON THE SUPPOSITION THAT THERE IS ONE TEACHER FOR EACH GRADE. WHEN ONE TEACHER HAS THE WORK OF MORE THAN ONE GRADE, THE TIME TO EACH SUBJECT IN THE CLASS-ROOM MUST BE LESSENED.

SUBJECTS.	PERCENTAGE OF TIME IN EACH GRADE.								EXAMINATION VALUES FOR PROVINCIAL CERTIFICATES			
	I	II	III	IV	V	VI	VII	VIII	High School.	IX	X	XI
English - -	40	40	40	40	40	35	30	20	{ Lang. 100 Gram. 100	{ Lang. 100 Gram. 100	{ Lit. 100 Gram. 100	
Mathematics - -	20	20	20	20	20	25	30	20	{ Arith. 100 Alg. 100 Geom. 100	{ Arith. 100 Alg. 100 Geom. 100	{ P. Mat. 100 Alg. 100 Geom. 100	
Science and Manual Art	20	20	20	20	20	20	20	20	{ Dr. &c. 100 Botany 100	{ Dr. &c. 100 Chem. 100	{ Physiol. 100 Physics 100	
Geography & History	-	-	5	10	10	10	10	10	G. & H. 100	G. & H. 100	G. & H. 100	
Music, Calisthenics, Moral and Patriotic Duties	20	20	15	10	10	10	10	5				
Optional.	Languages, Latin and Greek - - -								25	Latin 100	{ Latin 100 Greek 100	{ Latin 200 Greek 200
	Or, French and German - - -								25	French 100	{ French 100 German 100	{ French 100 German 100

The average of the actual number of *minutes* of the *teachers' time* in the 2,346 school rooms of the province of *all* grades, absorbed in teaching the several subjects named *each day* on an average during the year ended 1897, was as follows, correct to the nearest minute:—

English (Spelling, 32; Reading, 66; Grammar, Composition, etc., 22)	120
Mathematics (Arithmetic, 60; Book-keeping, 5) - - - -	65
Science and Art (Nature Lessons, 7; Writing, 20; Drawing, 12)	39
Geography and History (Geography, 20; History, 17) - - -	37
General (Calisthenics and Drill, 4; Music, 6; Hygiene and Temperance, 9; Moral and Patriotic Duties, 4) - - - -	23
Total minutes, on average, each day - - - -	284

In the high schools no time is given to some of these elementary subjects, and in many rural schools high school subjects absorb a portion of the teacher's time. All this time is abstracted from the average which would be found by taking the common school grades alone. And again, the great majority of the schools are yet very far from having an ideal teacher who can distribute his time in the most effective manner. It is simply the facts which are given here, and they should be supplemented by the following measure of the time absorbed in certain numbers of the 2,346 school rooms above discussed, in teaching the following high school subjects. The number of

school rooms and the average number of minutes spent per day correct to the nearest integer, are given here :—

In 200 schools practical mathematics absorb on an average 14 minutes daily. in 1,135 schools, Algebra, 15 minutes, in 909 schools, Geometry, 13 minutes, in 849 schools, Botany, etc, 7 minutes, in 172 schools, Physiology, 8 minutes, in 618 schools, Physics, 7 minutes, in 344 schools, Chemistry, 12 minutes, in 100 schools, Latin, 21 minutes, in 24 schools, Greek, 16 minutes, in 82 schools, French, 18 minutes, in 8 schools, German, 18 minutes; in 77 schools, Manual Training, 7 minutes.

While the time here has been reduced to a *daily* standard, it will not of course be assumed that each subject is taught every day. Most subjects are taught alternately but three or two days in the week, and some on one day only, while such a subject as Book-keeping may be taken up for a month or two only during the year. The reduction has been made to the daily average for the purpose of comparison. There are 18 county academies and perhaps as many more high schools. It will be seen, therefore, that there are quite a number of mixed common and high schools in the country, *i.e.*, schools with a few pupils doing more or less high school work under the eye of the teacher of the miscellaneous school.

The numbers of pupils returned as studying in each grade during the years 1897 and 1898 are as follows :—

	1897.	1898.
Grade I. (and Kindergartens)	19,116	18,929
Grade II.	13,272	13,128
Grade III.	12,541	12,532
Grade IV.	13,007	13,275
Grade V.	11,136	11,007
Grade VI.	9,193	9,015
Grade VII.	9,305	9,344
Grade VIII.	7,664	6,850
Total in common school grade	94,594	94,080
Grade IX.	4,202	4,530
Grade X.	1,692	1,885
Grade XI.	590	608
Grade XII.	72	100
Total in high school grade	6,556	7,123
Total in public schools	101,150	101,203

The detailed course of study for fully graded schools, together with contracted forms for village and rural schools and a specimen time table for a miscellaneous school with one teacher, are given in Appendix B. The general principles governing them are indicated in the following comments introducing them. —

1. The public school course of study may be considered under its sub-divisions of the common and high school courses. They furnish a basis for the classification of pupils by the teachers, and

Public School Course of Study. Comments.

for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the province.

* 2. These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

3. The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our own teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and one-sidedness, and to produce a harmonious and healthy development of the physical, mental, and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils prematurely promoted or in feeble health should not run any risk of "over pressure" in attempting to follow the average class work.

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the organ of the Department, the JOURNAL OF EDUCATION, published in April and October of each year.

Text Books. In performing the duty of selecting and prescribing text books for the public schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure, at reasonable cost, a series of texts *adapted for use in schools*. Change in authorized books is *in itself* a very undesirable thing.

The prescribing of new books is one of such importance to the country that the most extraordinary care has to be taken to make sure that the ultimate advantages of a change will more than compensate the people for the temporary loss or annoyance always involved in making a change. But change there must be. It is the essential condition of all growth, and we ought under such circumstances to be always prepared for it.

Inspectors and teachers are reminded—

1 That the course of study for common schools encourages an economical expenditure for text-books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text-books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text-book should not be required for a child until he is prepared to use it intelligently.

2. That the regulation which makes it illegal and improper for a teacher to introduce unauthorised texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.

The subjects named on the course of study are either "imperative" or "optional." The optional need not be provided for by the Boards of Trustees if they so determine, and if provision is made for them the pupil is not compelled to take the subject. The imperative subjects must be provided for in every school according to its grade, and as a rule all pupils are required to take them in their regular course.

Optional Subjects

In the high schools, for instance, all foreign languages are optional. But all the more clever students are encouraged to take one or two if not more of these, the points made enhancing their standing in the obtaining of "pass" certificates.

In the common schools "manual training" is optional, as it also is in the high school. Needle-work for the girls is very common in the more progressive portions of the country. And in the city of Halifax a course in cookery is provided for the girls of grades VII. and VIII. A course in woodwork is also provided for the boys of grade VIII. and the high schools in Halifax. In a few of the other towns beginnings have been made in the same direction, iron work being provided for in a private school at Wolfville in addition to woodwork. Boards of trustees are encouraged to develop such extensions in connection with the public schools in the larger towns more especially, and all teachers are required to take a course in woodwork in the Provincial Normal School. Practical work in chemistry and physics are insisted upon in all schools, and students are stimulated to make as much of their own apparatus as may be possible in any given locality.

Manual Training

Although religion is not even mentioned as an optional subject, it will have been noticed that instruction in moral and patriotic duties is imperative in every school either in regular

Religion.

order or in connection with history and incidents in the daily school life, and anniversary days. It is also the duty of the teacher "to inculcate by precept and example respect for religion and Christian morality." But Regulation I. of the Council of Public Instruction (see Appendix A.), acknowledges the existence of old customs in connection with many of the schools with which it does not mean to interfere beyond the protection of persons who object in writing to "devotional exercises," from being compelled to take part in them or be present at them. In other words, the regulation allows "devotional exercises" to be conducted in any school so long as no "parent or guardian" objects thereto "in writing." If the objection be made, the exercises may be held within regular school hours if so modified as to give no offence to anyone. But if no such modification can be made, the exercise may be held immediately before the opening of the secular work of the school or after its close. The trustees are assumed to understand the local conditions of their section, and have, therefore, very large powers for regulating such exercises where people desire to have them in the public school, but limited first by the provision that no one shall be compelled to be present at devotional exercises formally objected to, and second by the condition that they shall not encroach excessively on the regular and imperative work of the school.

The trustees of public schools may rent the schoolrooms of denominational schools, appoint teachers nominated by the owners of such rooms, provided that the teachers hold provincial licences to teach, and otherwise control the school in strict accordance with the law. Such schools having the regularly licensed teachers, the regularly prescribed school books, the public school register to keep, the same form of return to make out and attest, the same inspectors as the other schools, are in every respect public schools, and are therefore as eligible for the public grants as if the buildings were erected by the board of trustees itself. When it does not interfere with the proper grading, the Council of Public Instruction permits trustees in some cases to provide separate rooms for boys and girls, although coeducation is not only the rule in rural sections but in the academies and the other high schools.

In the City of Halifax the Roman Catholic members of the Board of School Commissioners are accustomed to nominate teachers to the schools belonging originally to the ecclesiastical corporation, although the appointments are always made by the full Board.

In a few of the towns a small proportion of the children were withdrawn from the public schools to form convent schools. In most of these at date, the parties responsible for this schism acted with so much tact as eventually to see elected to the town councils and school boards in their localities those who affiliated the "separate schools" as above indicated to the public schools of the section." The fact that such schools thus win recognition from the local educational authorities in whose section they

originate, is a very high premium on their peaceful evolution. For the trustees are as free to change their policy when they consider it advantageous to the section, as they were formerly to make their policy. The fact that a school also performs other functions useful to all or a portion of a community does not disqualify it under these circumstances from participation in the public grants, if it is in every respect a public school under the control of the legal trustees of the section. This explains why the two Roman Catholic Colleges of the Province St. Francis Xavier (English) and Sainte Anne (French), and most of the convents are affiliated with the public school system. In fact, no corresponding institutions of any other of the religious denominations are thus affiliated, although the law leaves it as open to the one as to the other.

Although the Roman Catholic denomination is thus the only one to develop affiliation of this kind with the public schools, it must be remembered that the law makes no concession in favour of one denomination more than another. For any other body, philosophic coterie or business corporation has the same privilege of impressing and convincing the local school authorities. Neither the statutes nor the regulations, nor the statistical forms contain a single reference to any religious sect or feature, excepting that injunction of the statutes requiring the teacher to inculcate by precept and example a respect for religion and Christian morality. The moral and patriotic training, with practical and objective methods in developing good character in the school children, combined with such dogmatic instruction as may be given under the direction of the clergy and others specially qualified in connection with the several church organisations, appear to produce at least as good results as the formal teaching of religion in the schools of many other countries.

A provincial syllabus for third, second, first, and county academy headmaster's classes of licence was one of the features of the Act of 1864. At first the examinations were held by the different boards of examiners appointed by the various boards of district school commissioners, then in 1867 by one provincial board. In 1893 this examination was changed into the provincial high school examination, a certificate of which is the basis of the scholarship of the candidate for licence. To this qualification he must add that of professional qualification, which may be of the normal order or minimum order. The first is graduation from the normal school of the rank corresponding to the grade of scholarship, which, with evidence of the prescribed age and character, will entitle the candidate to receive the class of licence corresponding to the grade of his high school certificate. The minimum professional qualification examination is the continuation of the old professional papers of the original "teachers' examination" on "teaching" and "school management," to which have been added "hygiene and temperance." This M.P.Q. (minimum professional qualification) examination does not require attendance at the normal school, and everything else being

Licensing
and Appoint-
ment of
Teachers

equal qualifies for a licence one degree lower than the corresponding grade of scholarship. Graduation from the normal school will enable a candidate to advance one degree beyond the licence held on entering if his work is approved. The advancing of his general scholarship by attendance at a high school for a year might enable him to make the same advance without attending the normal school, while it would be also advancing him towards some of the other professions for which, in this province, that of teaching is still too often a stepping stone. But the present law takes away to some extent the actual discrimination against the normal school up to the year 1893. Since that date the number of normal school trained teachers employed in the schools out of the 2,500 of all combined has risen from 400 to 800. In 1898 there were 30 per cent. of trained teachers to 70 per cent. of untrained, examination-selected teachers. But the Council of Public Instruction, the Government, cannot yet venture to make normal school training compulsory on all, for the teaching profession has for so long been recognised as the general avenue into the learned professions. The regulations under which the licences are granted are given in Appendix F.

These are determined by the boards of trustees or commissioners of each school section, who advertise for and engage their own teachers. Such teachers must hold a licence of some class, and the provincial grant payable to each different class is known to the trustees, who as a rule find it to their advantage to obtain a teacher of as high a class as possible, not only on account of the more advanced scholarship alone, but on account of the larger grant paid to him. Without a licence the teacher would be simply a private teacher, and the school a private school unrecognised by the Education Department. Of such elementary schools there are now scarcely one dozen in the whole province, and such as are to be found are small and exist for some special reason.

Few Private
Elementary
Schools.

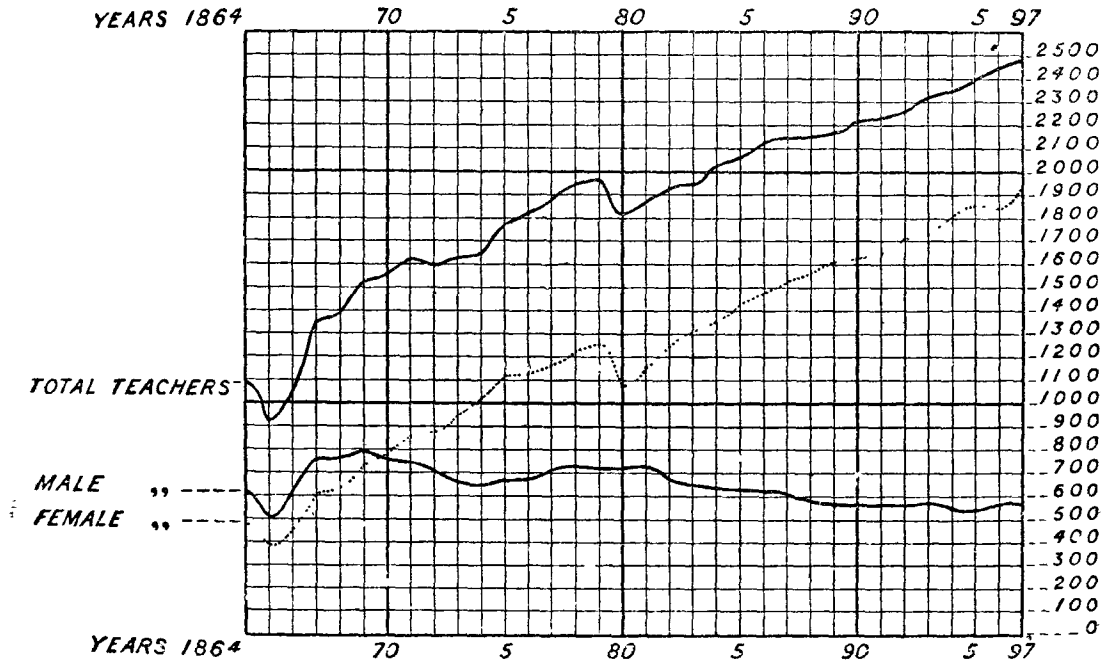
The Sex of
Teachers.

Sixty years ago, on the 22nd of March, 1838, the Report of the Committee on Education of the House of Assembly was presented to the Parliament. It expresses itself strongly in favour of a uniform provincial system of education, and of compulsory assessment. The following two paragraphs are quoted to throw a light on the state of public education and sentiment at that time

"With these views the Committee decided to state the difficulties which pressed upon them frankly to the House, leaving it to a majority to decide either for or against assessment for the ensuing year. If they decided in favour, then, taking our population at 180,000, and assuming that the children of a school-going age, either between five and twelve, or seven and fourteen, amount to 26,000, we would require 886 teachers to educate the whole. To sustain these would require a very large sum, and deducting the amount now paid from the provincial fund, and all that is voluntarily contributed for the support of common schools, the amount to be raised would be so considerable that public opinion should be fully prepared for its imposition before such a law was passed."

"Should it be determined to continue the present law, the Committee recommend that an addition of £100 be added to the

Public School Teachers Nova Scotia, 1864 to 1897



amount now granted under it, that a new and a more equitable distribution of the whole sum be made, and that such improvements be carried out in the details as will make it more efficient. Among these the Committee recommend the introduction of itinerating schoolmasters; in scattered settlements; and the admission of female teachers who are often the most valuable that can be obtained, to some participation in the benefits of the law."

The following table will show at a glance the rapid increase of female teachers from the year 1864 to 1898:—

Year.	Male.	Female	Total.
1864	615	478	1,093
1865	520	397	917
1866	618	442	1,060
1867	761	599	1,360
1868	763	627	1,390
1869	798	717	1,515
1870	767	798	1,565
1871	754	866	1,620
1872	704	889	1,593
1873	665	959	1,624
1874	647	1,010	1,657
1875	672	1,103	1,775
1876	687	1,124	1,811
1877	717	1,171	1,888
1878	740	1,214	1,954
1879	735	1,251	1,986
1880	720	1,089	1,809
1881	724	1,157	1,881
1882	677	1,256	1,933
1883	656	1,305	1,961
1884	635	1,379	2,014
1885	631	1,424	2,055
1886	627	1,484	2,111
1887	605	1,539	2,144
1888	586	1,568	2,154
1889	577	1,605	2,182
1890	580	1,635	2,215
1891	574	1,656	2,230
1892	565	1,703	2,268
1893	582	1,737	2,319
1894	541	1,810	2,351
1895	540	1,859	2,399
1896	582	1,856	2,438
1897	576	1,909	2,485
1898	614	1,896	

Salaries of Teachers

The amount of salary is, determined by each board of school trustees. The provincial regulations merely fix the grant payable to each class of teachers. In the City of Halifax Class B female teachers generally start with \$300 a year, and Class C with \$250, the salary rising annually in case of success by the amount of \$30 until \$450 is attained. The principal's salary may go up to \$500 as a rule, and higher in the case of a specially valuable teacher. Class C male teachers start at \$700 and if principals at \$800, which may gradually rise to \$1,000. The following table shows the maximum salaries given in the province, the average salaries in the most progressive county, the average salaries in the least wealthy county, and the average of the eighteen county averages which may be called the provincial average:—

SALARIES, 1897.

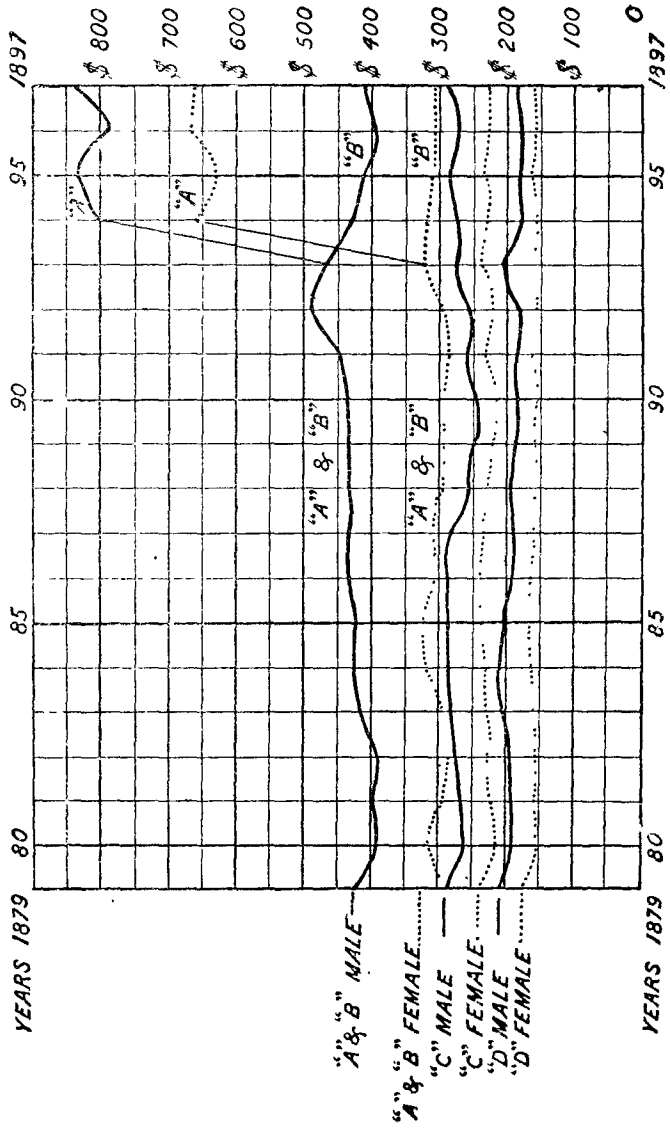
—	A (M.)	A (F.)	B (M.)	B (F.)	C (M.)	C (F.)	D (M.)	D (F.)
Maximum salaries -	\$ 1,600	\$ 800	\$ 900	\$ 750	\$ 850	\$ 600	\$ 350	\$ 300
Highest county average -	1,194	800	816	392	322	272	232	180
Lowest county average -	617	442	259	254	194	174	133	123
Provincial average -	838	651	401	303	284	228	184	162

Classification of Teachers, Nova Scotia, 1897 and 1898.	Average Salaries, 1898 -	-	-	A (male),	\$841.03
	"	"	-	-	A (female), 552.86
	"	"	-	-	B (male), 400.09
	"	"	-	-	B (female), 291.20
	"	"	-	-	C (male), 286.77
	"	"	-	-	C (female), 225.76
	"	"	-	-	D (male), 178.98
	"	"	-	-	D (female), 164.21

Class A (male), 53, 58; Class A (female), 8, 12; Class B (male), 141, 150; Class B (female), 225, 250; Class C (male), 186, 194; Class C (female), 838, 795; Class D (male), 196, 212; Class D (female), 838, 839. Totals, 2,485, 2,510.

From these figures it can be readily inferred that the teaching profession in Nova Scotia is still largely in the hands of those who are making it a stepping-stone to some other profession, for the average salaries are not at all comparable with those of the ordinary life professions. The lower class teachers may be looked upon, however, as to a certain extent qualifying for higher classes and the better schools. But, as the following table shows, the higher class teachers and the best positions are not at all so numerous as the others.

Average Salaries of Public School Teachers, Nova Scotia.



The following table shows that the provincial averages of salaries for each class for the last nineteen years have not fluctuated in any extraordinary manner.

PROVINCIAL AVERAGES OF SALARIES, NOVA SCOTIA, FROM 1879 TO 1898.

YEAR	A. and B (M)		A. and B (F)		C (M)		C (F.)		D. (M)		D. (F.)	
	Dols.	Dols.	Dols.	Dols.	Dols.	Dols.	Dols.	Dols.	Dols.	Dols.	Dols.	Dols.
1879	425		293		290		232		204		174	
1880	393		319		262		218		194		157	
1881	397		294		267		224		193		160	
1882	389		289		272		226		198		159	
1883	409		298		279		231		206		165	
1884	423		311		287		236		212		169	
1885	422		312		287		237		205		170	
1886	439		304		288		237		199		170	
1887	438		305		274		231		183		162	
1888	438		298		254		228		190		161	
1889	438		297		250		223		182		161	
1890	440		299		249		221		182		158	
1891	449		286		261		233		186		164	
1892	489		296		255		224		180		158	
*1893	348		240		205		178		152		122	
	A. (M.)	B. (M)	A. (F.)	B. (F.)								
	Dols.	Dols.	Dols.	Dols.								
1894	602	438	653	319	276		228		181		157	
1895	838	419	534	310	288		232		182		163	
1896	789	398	622	302	275		227		182		161	
1897	836	406	651	303	284		228		184		162	
1898	841	400	553	291	287		226		179		164	

* Three-quarter year

The salaries of the higher classes tend to rise, those of the lower classes to fall. This indicates the gradual increase of those making teaching a life profession, and a lower appreciation of the merits of those having the lowest qualifications, although these qualifications have been advanced all round by at least the equivalent of one year more of study since the nomenclature of the classes was adopted.

There is no general system of apprenticeship, except in the city schools to a very limited extent. In the Normal School there are practice lessons in the Model Schools under the criticism of fellow students and one of the Faculty.

No system of pensions for teachers has yet been devised to be satisfactory at the same time to the majority of the teachers and

the Legislature. In fact, no plan has had sufficient backing to bring it before the Legislature.

Attendance. Over 98 per cent. of all elementary and secondary education of the province is conducted under the Public School Laws, perhaps 99 per cent, as a large portion of those enrolled in private schools are studying special subjects, such as commercial or art branches. The 101,203 enrolled during the year 1897-8 made an average daily attendance for the full year of only 57,771. The number between the ages of five and fifteen who were reported as not having attended school at all during the year 1896-7 was 6,102.

Small Proportion of Education Private

Compulsory Attendance. A general compulsory attendance law is in existence requiring every school section in the province to vote yea or nay on the adoption of the law at every annual meeting, until it is once adopted, when it remains permanently in force. The trustees are then able to notify this fact to all parents and guardians whose children between the ages of seven and twelve are not likely to make the required minimum attendance of 120 days in the year. At the end of the year a fine of two dollars can be imposed on the parent or guardian for each child absent the whole year, and *pro rata* in the case of each who has not made an attendance of 120 days. Exemptions are allowed if education is being given otherwise or elsewhere, and for other special reasons. But, although many sections have adopted the law, the trustees are very averse to the execution of it. The fact is, that after several years' experience of the law it is found to be practically inoperative in rural sections. A modification of the general law called the "Town's Compulsory Attendance Act" is being administered with good effect at times in the city of Halifax and a few of the towns, the thoroughness of the administration depending on the administrators for the time being.

High School Classes carry forward Primary Education.

The public school course of study is very definitely organised, having eight (annual) grades in the "common" school (where possible, with a preliminary year of Kindergarten for pupils under five years of age) and four grades in the "high" school, making altogether a twelve year course, free to all who are able and willing to take advantage of the same. In the high school grades ancient and modern languages are optional subjects to the student; while drawing, book-keeping, geography, and the elements of the natural sciences are imperative up to the end of the eleventh year. The completion of the work of each year of the high school course in a satisfactory manner as demonstrated by the annual terminal provincial examinations is recognised by the award of a certificate containing on its margin the percentage marks given by the board of provincial examiners on each subject; thus, even should the certificate be not a "pass" from one grade to another, it may still serve the purpose of exempting the holder from the passing of the examination upon particular subjects in the matriculation of students into the various colleges, etc. In other words, the high school system is a sort of provincial university, under which all the high schools and

academies are federated. All this has already been pointed out in more detail.

Every "common" school in the country as well as in the towns is allowed to carry on high school classes to any extent compatible with the interests of the community in the judgment of the trustees. All such classes are as free as those of the most elementary department. Trustees can also open "Evening Schools" under the same conditions as day schools, each two and a half hours session counting as half a day of "day school" in the drawing of public grants.

There is therefore no necessity for any special arrangements for "Continuation Schools," for where there is population sufficient the whole range of elementary and secondary grades is open free to those who have the scholarship qualifications to enter the grade desired.

III TECHNICAL, COMMERCIAL, AND AGRICULTURAL INSTRUCTION,

For some time there has been a growing impression that the courses of study were tending to stimulate the youth of the country more proportionately to the literary and learned professions, in which only some 6,000 out of 160,000 are employed, than towards the industrial occupations in which the masses are engaged. As the sentiments determining the occupations of the future citizens are generally called into existence during the period of common school life; it was deemed advisable to so modify the old literary courses from the kindergarten up to the high school as to develop *pari passu* industrial and patriotic sentiments and the sense of the dignity and pleasure of intelligent and skilled labour. This is now attempted to be done by "nature study," etc., the accurate observation and correlation of all the common phenomena, natural and artificial, in each locality, leading up to the character and functions of our national institutions and the glorious inheritance of our best traditions.

Since 1893 the Provincial Normal School (annual cost \$9,175) admits as candidates for the professional qualification of teachers only such as have already passed the required standard of scholarship at the provincial high school examinations. Pedagogy, the practice and theory of education, etc., as in normal schools generally, are important subjects in this institution, in addition to the general polishing of work already more or less completed in the high school, and "practice" teaching in the Model schools, special stress is now laid upon the further development of the practice and teaching of modelling in clay, freehand and mathematical drawing, woodwork and the use of tools generally, practical demonstrations in physics, chemistry, botany, geology, entomology and general biology, in agriculture, horticulture, dairying, etc. Manual subjects, such as cookery, can be introduced into any school at the option of the boards of trustees of the school section. The Provincial Normal School at Truro is affiliated to the provincial School of Agriculture about a mile distant, and all candidates for a diploma are required to

I.--In the
Regular
Public
Schools.

take one or more subjects according to the class in which they have entered, so that they may be prepared to give successful object lessons adapted to the industries of the school sections in which they may some time be engaged. The teacher is expected to be able to develop in pupils, from the lowest grade upwards, the habit of accurate observation and the study of all common phenomena and objects, with the action and inter-action of law natural, social, and civil, so far as exemplified in the local environment. This habit, it is hoped, may make the work of the common schools more valuable as a general foundation for all professional and even literary careers, as well as for the varied and increasingly complex industrial conditions of our times. While an interest and an intelligent pleasure may in many cases be thus created in occupations otherwise uninviting or repellent, the scientific principles conditioning their most successful exploitation are simultaneously revealed. These object lessons of the common school are carried on in a more specialized form in the several grades of the high school.

II.—In the
Special
Public
Schools.
Manual
Training.

Affiliated to the public school system or otherwise aided by public grants are the following institutions of secondary rank which do work in general technical education.

1. The Manual Training Department of the Provincial Normal School at Truro was established as at present in 1893. The attendance in 1898 was 152. There is also a manual training department in woodwork, opened in Halifax in 1891, free to selected classes from the highest grade of the common schools and the lower grades of the high schools. In Wolfville, established shortly after this Halifax school, there is the best equipped school of the kind in the province, including in its course ironwork as well as woodwork. It can be utilised by the public schools of the town and by Acadia College in its vicinity, but it receives no provincial or civic grant, and is supported by fees in addition to the original private foundation bequeathed to the trustees.

School of
Agriculture.

2. The Provincial School of Agriculture at Truro, established in 1885, has now two instructors, in addition to the manager of the farm. The attendance in 1897 was 70 for full and special courses, besides the 152 students taking the normal school special courses. The school has conveniences for the practical study, free, of all branches of agriculture, horticulture, and dairying. The school building proper is fitted up with qualitative and quantitative chemical laboratories, a dissecting room, biological laboratory and apparatus, with a general and technical library.

Under the annual inspection of the principal of the school there are eight local agricultural schools in the charge of graduates who also conduct, in affiliation with the agricultural work, the ordinary public school of the section.

Horticulture.

3. The Provincial School of Horticulture at Wolfville, was established in 1893, by the Fruit-Growers' Association, with the aid of an annual grant of \$2,000 from the Provincial Government. The enrolment in 1898 was sixty-one.

4. The Mining Schools were established within the last four or five years. They are carried on under the direction of the Inspector of Mines. By the Mines Regulation Act, all managers, underground managers, and overmen are required to hold certificates of competency gained by examination. These examinations are conducted in writing by a Board representing equally the mining profession, the employers, and the employees. Instructors are appointed at the principal mining centres, and are charged with the preparation of candidates for the examination. The courses extend over the winter months, and the instructors are paid according to results. The candidates for certificates as managers have no special instructors, they being usually men already holding underground managers' certificates, and having at their disposal one or more instructors capable of imparting the additional information distinguishing managers from the lower grades. A large number of men have successfully passed these examinations, and now fill the positions of trust about our coal mines. In 1897 forty certificates were issued to managers, underground managers, and overmen. A similar system of examination and instruction is pursued in the case of men employed about machinery used for raising and lowering persons in mines. There are three classes of these certificates, and altogether there were twelve granted during 1897.

5. The Victoria School of Art and Design was established in Halifax in the year 1887, in commemoration of the fiftieth anniversary of the accession of Her Majesty Queen Victoria. It is subsidized annually by grants from the Province and the City. There is a staff of four instructors, and the attendance of students for 1897 was classified as follows:—Freehand and Object Drawing, 31; Painting and Life class, 23; Senior Mechanics, 10; Junior Mechanics, 23; Architecture, 12; Children's class, 6; Deaf and Dumb, 22. Total, 127. It must be remembered in noting the number of students in this institution that many of the subjects taught here are also taught in their elementary stages in the public schools and in the ladies' colleges and convents. As more progress is made the character of this institution will further improve, confining its attention to the higher art and design education—which it already successfully affects.

6. A school of cookery has been opened in the City of Halifax as part of the public school system. The members of the local branch of the Women's National Council very materially assisted in creating a sentiment in favour of the fuller development of the principles underlying the domestic sciences in the public schools. The School of Cookery was opened by them under the approval of the Education Department before the City Board of School Commissioners was ready to make it an integral part of their school system. It is now wholly supported and managed by the Board, and is open free as an alternative course in manual training for pupils of Grade VIII.

There are three ladies' colleges and two conventual colleges which give attention to the development of art and some of the practical applications of science to the domestic and technical

III.—In the
Private
Secondary
Schools.

arts. There are two small navigation schools, but the mathematical principles of navigation are imperative on all public school candidates for the Grade XI. "pass." There are at least two institutions which give special attention to commercial subjects, but in the Grades IX. and X. of the public schools the principles of book-keeping by single and double entry respectively are imperative. The Business College at Truro reported 87 different students during 1897, and the Commercial College at Halifax as many as 361. Much of the work of these institutions is more or less elementary, so that their statistics should not be taken to mean so much pure secondary education. They will be found summed up in Table B. at the end of Section I. of this report.

IV.—In the Universities.

As can be inferred from Table A. (Section I. of this report) the University of Dalhousie provides for a very considerable range of technical instruction. The other colleges incidentally or directly include in their curricula subjects of technical value. It must be remembered here that Nova Scotia is not dependent on its own institutions for the various technical avocations followed in the province; and the large number of those who go abroad for such instruction contributes very materially to the deliberate development of the institutions at home.

IV. PUBLIC REFORMATORIES, INDUSTRIAL OR PARENTAL SCHOOLS.

Reformato-
ries and
Industrial
Schools.

Public reformatories, industrial or parental schools are required in order to complete a compulsory system satisfactorily. In the city of Halifax there are two quasi-public industrial schools, to which truants from the city are being sentenced, but the schools are for the city itself rather than for the province. While there has been a movement made in the direction of agitating for the erection of provincial parental schools for truants and incorrigibles, it has not yet acquired force enough to move the Government.

Free Meals.

Except in the city of Halifax, there appears to be no occasion for the providing of needy scholars with free meals. The few cases occurring in the city have been attended to by charitable persons, aided by some members of the Board of School Commissioners. With the increase of population and "bad times," it may become necessary to make arrangements for the systematic aid of the needy in this matter.

V. SCHOOLS FOR THE BLIND AND THE DEAF AND DUMB.

Schools for
the Blind
and Deaf and
Dumb.

The blind and the deaf and dumb are educated at the public expense in two very well-equipped and well-officered institutions in Halifax. The Halifax School for the Blind furnishes accommodations also for the blind of the Atlantic provinces of Canada and Newfoundland; the Deaf and Dumb Institution for the same, except the province of New Brunswick, which has a small institution of its own. In the former there were in 1898

eighty-eight blind from the province of Nova Scotia, for whose education the Government grants were \$4,500, in addition to the endowment of the school. In the latter for the same time eighty-nine deaf and dumb from the province, for whom the provincial grant was \$5,737, in addition to proceeds of the endowments.

April, 1898. A. H. MACKAY,
Superintendent of Education

NOTE - Recent Reports of the Superintendent of Education on the Public Schools of Nova Scotia and other documents relating to Education in Nova Scotia can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S W

SUPPLEMENTARY NOTE.

The following information is taken from "Papers relating to University Education of Roman Catholics in certain Colonies." (Colonial Office Return, 1900 Cd. 115.)

There are in Nova Scotia at the present time two Catholic Universities, called respectively St. Francis Xavier's in the County of Antigonish, and St. Anne's in the County of Digby.

The revenue derived from the endowments, fees, etc., of the University of St. Francis Xavier's College is in the vicinity of \$12,000. The number of students attending the session in the summer of 1898 was 101; the Catholic population, according to the census of 1891, in the whole Province of Nova Scotia was 122,452. . . . The Bishop of Antigonish is Chairman (*ex officio*) of the Board of Governors

St. Anne's University was founded in 1890. On 5th April, 1892, in virtue of an Act passed by the Provincial Parliament of Nova Scotia, the College was incorporated and chartered 'as a University with all and every the usual privileges of such an institution', and the Directors of said Corporation then or hereafter appointed were entrusted with the power and privilege of conferring the degrees of Bachelor, Master, and Doctor in the several Arts and Faculties, and of making such bye-laws and regulations as they may deem necessary to govern the granting of such degrees, and determining the scholastic requirements therefor.

The University of St. Anne receives an annual grant from the Local Government of \$1,600, as the institution acts in the capacity of a County Academy. The University was destroyed by fire in 1898, but a new building, larger and more commodious, is now almost completed.* The number of students attending previous to its destruction by fire, was 107, and, as before mentioned, the total Catholic population, according to the last census taken, was 122,452. The Archbishop of Halifax is (*ex officio*) Chairman of the Board of Governors

* Since the above was published the building has been completed.

APPENDIX A.

REGULATION OF THE COUNCIL OF PUBLIC INSTRUCTION REFERRING TO DEVOTIONAL EXERCISES.

TRUSTEES.

A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress; that there is life in the school, both intellectual and moral—in short, that the great ends sought by the education of the young are being realised in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterise the different denominations of Christians, it does instruct the teacher “to inculcate by precept and example a respect for religion and the principles of Christian morality.” To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by *the teacher*.

REG. I. *Whereas*, It has been represented to the Council that trustees of public schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; *And whereas*, Such proceeding is contrary to the principles of the school law, the following regulation is made for the direction of trustees, the better to ensure carrying out of the spirit of the law in this behalf.—

Ordered, That in case where the parents or guardians of children in actual attendance on any public school or department signify in writing to the trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for opening, or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

APPENDIX B.

THE PUBLIC SCHOOL COURSE OF STUDY
AS PRESCRIBED IN 1898.

COMMENTS.

1. The public school course of study may be considered under its subdivisions of the common and high school courses. They furnish a basis for the classification of pupils by the teachers and for the examination of school by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the Province.

2. These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to

teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

3. The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our own teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and oneness, and to produce a harmonious and healthy development of the physical, mental, and moral powers of the pupil. The apparent multiplicity of the subjects is due to their subdivision for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils prematurely promoted or in feeble health should not run any risk of "over-pressure" in attempting to follow the average class-work.

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the organ of the Department, the JOURNAL OF EDUCATION, published in April and October in each year.

GENERAL DIRECTIONS.

(FOR ALL PUBLIC SCHOOLS.)

(The paragraph numbers below refer to corresponding columns in the statistical tables of the Register.)

65. *Calisthenics and Military Drill.*—As often as found convenient; but "physical exercises" should be given once in the middle of every session over one hour in length, and in the lower grades more frequently than in the higher. Correct position, etc., in sitting, standing, and walking, polite behaviour, and good manners generally, are most important, and should in every school be made habitual to each pupil. The more useful words of command and corresponding movements of "military drill" should be thoroughly known in all schools.

66. *Vocal Music.*—All pupils (excepting of course those known to be organically defective as regards music) should be able to pass an examination in vocal music before promotion to a higher grade. For the present the following minimum is prescribed for each grade. At least one simple song with its tonic sol-fa notation for Grade I. An additional melody and its notation for each succeeding Grade, with a correspondingly increased general knowledge of music. Vocal music may be combined with some forms of "physical exercise," as marching and light movements. Recommended, "National and Vacation Songs" for Common and High Schools. Teachers musically defective may comply with the law by having these lessons given by any one qualified.

67. *Hygiene and Temperance.*—Orally in all grades, and as incidents of occasions may suggest. Text books for pupils' use as follows: Grades V. and VI., Health Reader No. 1; Grades VII. and VIII., Health Reader No. 2.

68. *Moral and Patriotic Duties.*—As enjoined by the School Law and when found most convenient and effective. Some lessons in reader, in history, in biography, etc., as well as public anniversary days may be utilised incidentally.

69. *Lessons on Nature.*—The noting, examination, and study of the common and more important natural objects and laws of nature, as they are exemplified within the range of the school section or of the pupils' observations. Under this head pupils should not be required to memorise notes or facts which they have not at least to some extent actually observed or verified for themselves. Brittain's "Nature Lessons," and Payne's "Nature Study" (U.S.A.), or Garlick and Dexter's "Object Lessons for Standards I., II., and III." (England), are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given every day, as often as possible on the daily collections and observations of the pupils themselves instead of those of the teacher—the lesson always to be based on the objects or observations. These guide books are to be used only to show the teacher how to give such lessons, and they are entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects. Observations under this head form some of the best subjects for English Composition Exercises in all the grades.

70. *Spelling and Dictation.*—It should be strictly insisted upon that, from the very commencement in the first grade, the pupil should spell every word read in the lessons, and common words of similar difficulty used in his conversation. Writing words in the lower grades. Transcription and dictation in the higher grades should be utilised more and more as facility in writing increases.

71. *Reading and Elocution.*—Pupils must be enabled to clearly understand the portion to be read, then to read it with proper expression. 2. Faults of enunciation, pronunciation, etc., of tone, of posture, and manner, etc., must be carefully noted and corrected. 3. Choice passages should be memorised occasionally for recitation with the proper expression. Ten lines per year at least for Grade I., twenty lines at least for Grade II., and a similar increase for each succeeding grade is prescribed. In the High School Grades the memorising and effective recitation of choice extracts in every language studied, is also imperative on each pupil. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

72. *English.*—In all grades practice should constantly be given in expressing the substance of stories, lessons, or observations orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large portion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of merely memorising definitions often given at head of lesson.

73. *Writing.*—Styles most easy to read should be cultivated. Simple vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care. Should begin in the first grade with letters formed from the simple elements properly classified, and should be taught in the order of difficulty.

77. *Drawing.*—Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawings and Lessons on Nature* as they may be taught to pupils of the first five grades, and No. 2, the next five grades; or McFaul's "Public School Drawing Manual" (Canada Pub. Co., Toronto), as covering generally the work of the Common and High Schools. Drawing of objects studied under the head of Nature Lessons to be constantly practised, and carried on even in the High School.

78 *Arithmetic*—It is of the highest importance to secure the habit of obtaining accurate answers at the first attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity should follow as the secondary consideration. Appropriate exercises in Mental Arithmetic should be given in every grade, and proficiency in it should be required in all promotions.

75 and 76 *Geography and History*.—The verbal memorising of these lessons at home by the pupil is for the most part injurious to the character of the memory, and useless as practical knowledge. For, in spite of all cautions and instructions to the contrary, most pupils, when left to themselves, mentally associate the facts memorised with the wording, the paragraph and the page of a book, instead of with the proper locus in the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophic direction of the teacher in the schoolroom, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic, or scientific, should be skilfully used to interpret the remote in time and place.

90 *Manual Training*—(Optional). This may often be introduced as an alternative or recreation, and without therefore, materially increasing the real labour of the pupil. Clay modelling, wood-work, needle-work, cookery, &c., as most appropriate or expedient, may be introduced with the consent of the Trustees and Education Department. Teachers should at all times encourage the pupils in the production of any specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals, and other natural productions of their own part of the country.

CONSPECTUS OF PUBLIC SCHOOL COURSE OF STUDY TO GRADE XI.

With a suggestive percentage of Time for Class room teaching in each subject, on the supposition that there is one Teacher for each Grade. When one Teacher has the work of more than one Grade, the time to each subject in the Class room must be lessened.

SUBJECTS.	PERCENTAGE OF TIME IN EACH GRADE									EXAMINATION VALUES FOR PROVINCIAL CERTIFICATES			
	I	II	III	IV.	V.	VI	VII	VIII	High School	IX	X	XI	
English	40	40	40	40	40	35	30	20		Lang. 100	Lang. 100	Lit. 100	
										Gram. 100	Gram. 100	Gram. 100	
Mathematics	20	20	20	20	20	25	30	20		Arith. 100	Arith. 100	P. Mat. 100	
										Alg. 100	Alg. 100	Alg. 100	
										Geom. 100	Geom. 100	Geom. 100	
Science and Manual Art.	20	20	20	20	20	20	20	20		Dr. & C. 100	Dr. & C. 100	Phys. 100	
										Bot'ny 100	Chem. 100	Physics 100	
Geography and History				5	10	10	10	10		G. & H. 100	G. & H. 100	G. & H. 100	
Music, Calisthenics													
Moral and Patriotic Duties	20	20	20	10	10	10	10	5					
Optional	Languages, Latin and Greek									25	L'tin 100	Latin 100	Latin 200
	Or, French and German									25		F'nch 100	Greek 100	Greek 200
												Fr'nch 100	Fr'nch 100
												Germ. 100	Germ. 100

SPECIAL DIRECTIONS FOR COMMON SCHOOLS.

GRADE I.

Reading.—Primer with Wall Cards or Blackboard work.

Language.—Story-telling by pupil. Writing easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper, or blackboard. Drawing of easy, interesting figures, as in *Manual Training*, to end of Section II.

Arithmetic.—All fundamental arithmetical operations with number, the result of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. See General Directions, 78.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple or appropriate subjects. Estimation of direction, distance, magnitude, weight, &c., begun. Common colours, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants, and animals.

Music, &c.—As under General Directions, 65, 66, 67 and 68.

GRADE II.

Reading.—Reader No. 1.

Language.—As in Grade I., but more advanced. See General Directions, 70, 71, 72.

Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of schoolroom, or as in *Manual Training*, No. 1, to end of Section IV., with *Public School Drawing Course*, No. 1.

Arithmetic.—Numbers up to 100 on the same plan as in Grade I.

Lessons on Nature.—As in Grade I., but more extended. See General Directions, 69.

Music, etc.—As under General Directions, 65, 66, 67, and 68.

GRADE III.

Reading.—Reader No. 2. See General Directions, 71.

Language.—As in II., but more advanced. Subject and predicate Nouns and verbs.

Writing and Drawing.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures, with their names. Map of school grounds and surroundings. As in *Manual Training*, No. 3, to end of Section VI., with *Public School Drawing Course*, No. 2.

Arithmetic.—As in Common School Arithmetic, Part I., first half. See General Directions, 78.

Lessons on Nature.—Geography of neighbourhood, use of local or county maps. Estimation of distances, measures, weights, etc., continued. Colour. Study extended to, say, three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds, and mammals. See General Directions, 69.

Music, etc.—As under General Directions, 65, 66, 67, and 68.

GRADE IV.

Reading.—Reader No. 3. See General Directions, 70 and 71.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences, with punctuation, etc. Modifiers of subject and predicate, of noun and verb.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *Public School Drawing Course*, No. 3, and drawing from objects.

Geography.—Oral lessons on Physiography, as on pages 85 to 99, Introductory Geography, with the general geography of the Province begun on the school map. See General Directions, 75 and 76.

Arithmetic.—As in Common School Arithmetic, Part I., completed. See General Directions, 78.

Lessons on Nature.—As in Grade III., but extended so as to include four or five objects of each kind, as in General Directions.

Music, etc.—As under General Directions, 65, 66, 67, and 68.

GRADE V.

Reading.—Reader No. 4, Part I. See General Directions.

Language.—As in Grade IV. and General Directions. All parts of speech and of sentences with inflections of noun, adjective, and pronoun—orally. Composition practice on “nature lessons,” etc., increasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, etc.

Geography and History.—Ideas of latitude and longitude, physiography, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of the Provinces of Canada and the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotia history.

Arithmetic.—As in Common School Arithmetic, Part II., first half.

Lessons on Nature.—From mineral and rock to soil, as shown in neighbourhood, and extended to, say, five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader, No. I., begun.

Music, etc.—As under General Directions.

GRADE VI.

Reading.—Reader No. 4, completed. See General Directions.

Language.—As in Grade V., extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of observations, etc., and letters. All from oral instruction.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Public School Drawing Course*, No. 5, etc. Increasing practice in representing common objects in outline.

Geography.—Introductory Geography text to end of Canada. Thorough drill in outlines of Hemispheres, with map drawing.

History.—British American History; text, chapters 3, 5, 10, 11, 13 (in part) and 14.

Arithmetic.—As in Common School Arithmetic, Part II., completed.

Lessons on Nature.—As in Grade V., but extended, say to at least six or seven objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. 1, completed.

Music, etc.—As under General Directions.

GRADE VII.

Reading.—Reader No. 5 begun. Character of metre and figures of speech begun to be observed. See General Directions.

Language.—Leading principles of Etymology with paradigms as in a prescribed text. Exercises, parsing, and analysis of simple sentences, with application of rules of Syntax.

Written abstracts of oral or reading lessons. Simple description of “nature” observations, etc., narrative and business forms. Punctuation and paragraphing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training* No. 2 to end of Section IV., with *Public School Drawing Course*, No. 6, etc. Plotting of lines, triangles, rectangles, etc., according to scale. Simple object drawing extended.

Geography.—Introductory Geography to end of Europe, with thorough map drill, and map drawing. See General Directions.

History.—British American History completed. See General Directions.

Arithmetic.—As in Common School Arithmetic, Part III., first half.

Lessons on Nature.—As in Grade IV., and with the study of specimens illustrating the stones, minerals, etc.; each class, sub-class, and division

of plants; and each class of animals, found in the locality. All common and easily observed physical phenomena. The Introductory Science Primer, and Health Reader No. 2 begun. See General Directions.

Music, etc.—As under General Directions.

GRADE VIII.

Reading.—Reader No 5 completed. Elements of prosody and plain figures of speech, as illustrated in reading, to be observed and studied. See General Directions 71.

Spelling.—Prescribed Speller in addition to General Directions.

Language.—Parsing, including important rules of Syntax, as in prescribed text. Analysis of simple and easy complex sentences. Correction of false Syntax.

Composition Exercises as in Grade VII. extended. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes. See General Directions.

Writing and Drawing.—Copy Book. Model and object drawing. *Manual Training*, No 2 to end of Section V., with review of *Public School Drawing Course*, Nos. 5 and 6, etc. Construction of angles and simple mathematical figures to scale, and their measurement. T. C. Allen's Card Scale recommended. See General Directions.

Geography.—Introductory Geography completed and reviewed, with latest corrections and map drill and map drawing. See General Directions.

History.—As in "Brief History of England," with review of British American History. See General Directions.

Arithmetic.—Common School Arithmetic completed. See General Directions.

Algebra.—Fundamental rules, with special drill on the evaluation of algebraic expressions.

Book-keeping.—A simple set.

Lessons on Nature.—As in Grade VII., extended to bear on Health, Agriculture, Horticulture, and any local industry of the School Section. Local "Nature Observations." Oral lessons from Science Primers—specially the Chemistry Primer. Health Reader No. 2 completed. See General Directions.

Music, etc.—As under General Directions.

CONDENSED COMMON SCHOOL COURSES.

[The following condensations of the Common School Course of Study are given here merely as suggestions for the benefit of untrained teachers who may require such aid. In connection with the special directions given hereunder, the teacher should study thoroughly the meaning of the general directions given first under the various subjects numbered from 65 to 90. These general combined with the following special directions, form the prescribed Courses of Study.]

FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

Reading.—Primer and Reader No. 1, with wall cards or blackboard work.

Language.—Story-telling by pupil. Easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper, or blackboard. Drawing of easy interesting figures, plans of platform and schoolroom, etc., or, as in *Manual Training*, No. 1. to the end of Section IV., with Drawing Book No. 1.

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 100, to be done with concrete and abstract numbers, accurately and rapidly.

Lessons on Nature, &c.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colours, simple, regular, solids, surfaces, and lines. Simple observations on a few common minerals, stones, plants, and animals. Simple songs. Hygiene and Temperance.

ADVANCED PRIMARY.

Reading.—Readers Nos. 2 and 3 with spelling.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Subject, predicate, noun, verb, and their modifiers.

Writing and Drawing.—On slate and blackboard. Common geometrical lines and figures with their names, map of school-ground. Copy books. Drawing as in *Manual Training*, No. 1, to the end of Section VIII., and Drawing Books Nos. 2 and 3, with outline drawings of common objects.

Arithmetic.—As in Common School Arithmetic, Part I.

Lessons on Nature, &c.—Geography of neighbourhood and the use of map of province with easy geographical terms, explanation of the change of seasons, etc. Estimation of distance, measure, weight, etc., continued. Colour. Study of four or five each of the common metals, stones, earths, flowers, shrubs, trees, insects, birds, and mammals. Simple songs. Hygiene and Temperance.

INTERMEDIATE.

Reading.—Reader No. 4 with spelling. Health Reader No. 1.

Language.—Formal compositions (simple essays twice a month), short descriptions of "Nature lesson" observations, etc., and letters as well as oral abstracts. Simple parsing and analysis begun, with the application of the more important rules of syntax, exercises selected from reading lessons. (No text-book of grammar in the hands of pupils.)

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 1, complete, and drawing books Nos. 4 and 5. Model and object drawing.

Arithmetic.—As in Common School Arithmetic, Part II.

Geography.—Introductory Geography to end of Canada. Thorough drill in outlines of Hemisphere maps.

History.—Nova Scotia, to 1756, as in prescribed British American History.

Lessons on Nature.—From minerals and rock to soil, as shown in neighbourhood, and say six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the Province. Music, at least half-a-dozen songs (tonic sol-fa notation).

PREPARATORY.

Reading.—Reader No. 5. Health Reader No. 2. Elements of prosody and plain figures of speech as illustrated in readings to be observed and studied.

Spelling.—Readers and prescribed Spelling Book, etc.

Language.—Leading principles of Etymology and Syntax as in prescribed "Grammar." Parsing. Analysis of simple and easy complex sentences. Correction of false syntax. Written abstracts of oral and reading lessons.

Simple description of "Nature lesson" observations, etc., narrative and business forms. Punctuation and paragraphing.

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 2, to end of Section V., with Drawing Book No. 6, Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement. The use of scales on T. C. Allen's Card Scale.

Geography.—Introductory text-book with latest corrections and thorough map drill.

History.—"British American," completed, with "Brief History of England."

Arithmetic and Algebra.—Common School Arithmetic. Fundamental rules of Algebra, and evaluation of algebraic expressions.

Book-keeping.—A simple set.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study by examination of the minerals, stones, earths, etc.; of specimens of each class, sub-class, and division of plants; and of each class of animals, as found in the locality, with particular reference to the bearing of the knowledge on any useful industry, as agriculture, horticulture, etc. All common and easily observed physical phenomena. Oral lessons with experiments on subject matter of Introductory Science Primer.

FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

Reading.—Primer and Readers, Nos. 1 and 2, with spelling.

Language.—Story-telling by pupil. Printing or writing simple words and thoughts.

Writing and Drawing.—Vertical letters, etc., on slate, paper, or black-board and copy book. Drawing from objects, and of easy interesting figures, plans of school grounds, or as in *Manual Training* No. 1, to end of Section VI., with Drawing Books, Nos. 1 and 2.

Arithmetic.—As in Common School Arithmetic, Part I., first half.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects, geography of neighbourhood and local map. Estimation of direction, magnitude, distance, weight, measure, etc., begun. Colours. Objective study of at least a few of each class of the natural history objects in the locality.

Music.—At least three simple songs (tonic sol-fa notation).

MIDDLE.

Reading.—Readers Nos. 3 and 4, with spelling. Health Reader, No. 1.

Language.—Oral statement of matter of reading lessons and oral lessons. Simple description of "nature lesson" observations, etc., narrative and letter writing. Parts of speech and sentences with the easier inflections and rules of syntax. Parsing and analysis of simple passages in reading lessons begun.

Writing and Drawing.—Copy books. Drawing as in *Manual Training* No. 1, complete, with Drawing Books, Nos. 3, 4, and 5, and outline drawing from objects.

Arithmetic.—As in Common School Arithmetic, Parts I. and II.

Geography and History.—Drill on the Hemisphere maps and Introductory text-book to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.

Music.—Five or six songs (tonic sol-fa notation).

Lessons on Nature.—Estimation of weights, measures, distances, etc., in connection with reduction exercises. Six or seven each of every class of natural history objects (mineral, vegetable, and animal), in the neighbour-

hood, examined and classified. Common physical phenomena observed and studied.

HIGHER.

Reading.—Reader No. 5 and Health Reader No. 2, with spelling and prescribed spelling book, elements of prosody and plain figures of speech in passages read observed.

Language.—Leading principles of Etymology and Syntax as in prescribed "Grammar," Parsing, analysis of simple and easy complex sentences, correction of false syntax, oral and written abstracts of interesting lessons. Essays, including narrative, description of "nature lesson" observation, etc., and general letter writing with special attention to punctuation, paragraphing, and form generally.

Writing and Drawing.—Copy books. Drawing as in *Manual Training* No. 2, to end of Section V with Drawing Book No. 6, Model and Object drawing with simple drawing from nature. The construction and measurement of angles and mathematical figures. The use of scales on Allen's Card Scale.

Geography.—Introductory Geography, complete with latest corrections, and general map drill on the Hemisphere maps.

History.—As in "British American," and the "Brief History of England"

Arithmetic and Algebra.—Common School Arithmetic, and evaluation of algebraic expressions and four fundamental rules

Book-keeping.—One simple set with commercial forms.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study objectively of a number of the typical natural history objects of the locality, their distribution, value, and bearing on native industries in the Province. The observation and explanation of common physical phenomena, oral lessons and experiments as in the Introductory Science Primer.

FOR A COMMON SCHOOL WITH TWO TEACHERS

JUNIOR (at least two divisions).

Reading.—Primer and Readers Nos. 1, 2, and 3, with spelling, and oral abstracts of interesting lessons. nouns, verbs, subjects, predicates, etc., in lessons of higher classes. writing sentences, and description of "nature" observations.

Writing and Drawing.—Letters, words, geometrical figures, etc., on slate, paper, and blackboard. Copying from cards. Copy books and drawing as in *Manual Training* No. 1, to the end of Section VIII., with Drawing Books Nos. 1, 2, 3, and drawing from common objects.

Arithmetic.—As in Common School Arithmetic, Part I.

Music.—Four or five songs with tonic sol-fa notation.

Lessons on Nature.—Practice in the estimation, by guessing and testing, of weights, measures, distances, etc., referred to in reduction tables. Study of regular solids, surfaces, lines, and colours. Observation of simple physical phenomena. Examination and classification of representative specimens of minerals, stones, etc., plants and animals, to be found in the locality. Training the eyes to see everything around and the mind to understand explanations and relations.

SENIOR (at least two divisions).

Reading.—Readers Nos. 4 and 5. Health Readers Nos. 1 and 2. Spelling and definition. Oral abstracts of lessons. Elementary grammar and analysis drill on sentences in reading lessons. Observations of figures of speech and the character of metre in poetical passages read in the advanced division.

Language.—Leading principles of Etymology, Syntax, etc., as in Grades VII. and VIII. Written and oral abstracts, narratives and description of "nature lesson" observations, etc., with attention to punctuation, paragraphing, and form.

Writing and Drawing.—Copy books. Drawing in *Manual Training* No. 1, complete, and No. 2 to end of Section V., with Drawing Books

Nos. 5 and 6, Model and Object drawing; and lessons on mathematical construction of figures in advanced division.

Geography.—Text book (introductory) in advanced division. For all, thorough drill in the general geography of the Hemisphere maps.*

History.—“British American” text book and “Brief History of England” in advanced division.

Arithmetic.—Common School Arithmetic, Parts II. and III., with evaluation and fundamental rules of Algebra for advanced division.

Book-keeping.—Simple set for advanced division.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—One daily to all pupils on one or other subject such as: Estimation of weights, measures, distances, etc., properties of bodies, common physical phenomena, local representative specimens or species of the mineral, vegetable, and animal world in the locality, the natural resources of the Province, and the bearing of these on our industrial development, etc., etc.; experiments, etc., as in the Introductory Science Primer.

FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED, “MISCELLANEOUS,” OR “RURAL” SCHOOL.)

[As a general rule there should be at least four classes or divisions in such a school; (a) those in Reader No. 5, (b) Reader No. 4, (c) Reader No. 3, and (d) Reader Nos. 2 and 1 and Primer. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be the leisure of a graded school in it.]

Reading.—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them; (c) three short lessons in like manner; (b) two short lessons, one from Health Reader No. 1, with full range of questions on them; (a) one lesson (Health Reader No. 2 on alternate days), with questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and Drawing.—(d) On slate or paper from a blackboard or cards during specified times of the day; (c) same, more advanced; (b) copy books and drawing books, once each day; (a) the same once each day.

Language.—Text book only in (a) and once a day or every other day, with written compositions in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week.

Geography.—Oral lessons once or twice a week to (d) and (c) and (b). Text book twice a week (b) and (a).

History.—Oral lessons once or twice a week to (c) and (b). Text book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time; (a) more time, which might vary with the difficulty of the points to be reasoned out. This will form the main subject for “seat work,” while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and often are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course.

Two specimen time tables are given below.

SUGGESTIVE TIME TABLES.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES.)

There are two specimens given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight “Provincial Grades.”

* *Every teacher* should have a *time table*, giving all these details posted up in the school room, so that pupils can be guided by it even at their “desk” work. Inspectors are required to insist on this in every school.

Time Table A.

[For a "rural" or "miscellaneous" common school (of eight Grades grouped in four classes, (a), (b), (c) and (d), as directed on the previous page, with about 44 pupils 2 in 8th, 3 in 7th, 4 in 6th, 5 in 5th, 6 in 4th, 7 in 3rd, 8 in 2nd, and 9 in 1st grade.]

TIME WHEN BEGUN	Duration (Minutes)	RECITATIONS TO TEACHER.		SILENT WORK AT DESKS OF THE FOUR CLASSES			
		Monday Wednesday Friday.	Tuesday Thursday.	(a)	(b)	(c)	(d)†
9 00	15	Opening Song, and Roll-call					
9 15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	Spelling.
9 30	15	(c) " "		Arith.	Spelling.	Spelling.	Spelling.
9 45	15	(b) " "		Spelling	Spelling.	Spelling.	Drawing.
10 00	15	(a) " "			Spelling.	Drawing.	Arith.
10 15	5	Song and Callisthenics					
10 20	80	(a), (b), (c), and (d), Arithmetic, etc					
10 50	10	RECESS.					
11 00	15	(a) Gram and Anal. | (a) Language		Arith.	Arith.	Arith.	Arith.
11 15	15	(d) Reading, Spelling, etc		Arith.	Arith.	Arith.	Arith.
11 30	5	Mental Arithmetic.					
11 35	25	Writing | Drawing					
12 00	60	NOON INTERMISSION.					
1 00	5	Song and Roll-call.					
1 05	15	Geog., etc. (oral) | Hist., etc (oral).		MapDraw.			
1 20	15	(a+) Geog. | (a+) Hist.			Arith.	Arith.	Arith.
1.35	15	(c) Language. | (d) Language.		Language.	Language.	Language.	Language.
1.50	15	(b) " | (a) Tues. } Health		Arith.		Spelling.	Spelling.
2.05	5	Song and Callisthenics.					
2.10	20	Arith., Alg., B.K., or Math Drawing					
2 30	10	RECESS.					
2.40	15	" Nature " and Science lesson from } objects			†	†	†
2 55	10	Writing or Drawing notes on lesson			†	†	†
3.05	15	(d) Reading, Spelling, etc.		(a), (b), (c), and (d),	Math	Math.	Arith.
3.20	15	(c) " "		Recitations (Elocutionary), on	Math	Spelling	Spelling.
3.35	15	(b) " "		Fridays.	Math.	Spelling.	Arith.
3.50	10	Announcements, etc., and Song.					

Notes on Time Table A.

* Desk work, Mathematics, when teacher is not engaged with the class.

† Desk work, description in writing (and drawing when necessary) of natural objects or observations, when the teacher does not require the attention of the class to the "lesson" for the day. Some lessons may be adapted to all classes, others to the senior or junior. When an elementary lesson is given to classes (c) and (d), the classes (a) and (b) should be working on a written description of a plant, an insect, or other phenomena observed, or experiments in physics, etc, with drawings. And vice versa.

‡ Class (d) may be necessarily made of two or three, and if not more sub-classes, each of which must be rapidly taken in turn. Some in their letters, some in the primer, etc., but all must receive attention in these subjects three or four times a day, for they can do but a very little at a time.

Reading should combine, when there is time, spelling, definition of words, grammatical peculiarities, etc., and the meaning of the literature and useful ideas in it should always be made clear to the pupil. See General Directions, 70 and 71.

Language.—See General Directions, 72. The “desk” work should require every day, if possible, the expression of the pupil’s thoughts about something on which he can have clear ideas. To read a short story, or choice description once, to the class; giving all, say, exactly five or ten minutes to write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after. Or to give them an object or a picture to “write up” rapidly in a limited time. This will develop facility of composition. Some grammar and analysis, of course, will be necessary to enable the pupils to understand the reasons why some methods of expression are better than others.

Mathematics.—Several subjects need be taken up only for a month or two, such as the elementary rules of algebra, accounts, the use of the mathematical scales, as in Allen’s Card Scale, and the compass in mathematical drawing. Some of these might be taken instead of arithmetic, say, in the afternoon, or on alternate days.

High School Work.—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies, which otherwise might cut down the time given each class too much.

Lessons on Nature.—In many of these lessons the whole school may profitably engage. In nearly all the whole senior or whole junior division of the whole school can take part. A skilful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V. lesson, at another time a Grade VI, or Grade VII. or Grade VIII. lesson, which will also contain enough for the observation and interest of Grade I., Grade II., Grade III., and Grade IV. pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorising of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorising is pure cram, injurious instead of being useful. The teacher may not have time to take up in *class* every object indicated in the Nature Lessons of the Course. In such cases the pupils should be given, say, two or three objects nearly related to the typical specimen examined in school with direction to search for them and examine them at home as illustrated in specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. The lessons must be direct from nature itself, but under the guidance of the teacher who can save time in bringing the pupils to the point desired from his own more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature from which we have to win our material existence. It is also the basis of any useful philosophy.

More stress has been laid on the natural history of each section than on elementary physics and chemistry. Not because physical phenomena are less important, but because the elements of these sciences are the same all the world over, and there is no end to the cheap and well illustrated guides to practical work in them which will suit a section in Nova Scotia as well as one in England or in the United States. But there are no such simple guides to the biology of each section, and many of its other scientific characters. The teacher must become a student and master them; for they are of the most special importance in developing the habits of accurate observations from childhood, which is the soundest basis for any career ranging from that of the poet and professional man to the tiller and lord of the soil, the tradesman, the manufacturer and the inventor; and, in developing in connection with history and civics an intelligent attachment even to the soil of our country.

Time Table B.

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TIME	RECITATION		DESK WORK								
	Length in Min	M, W, F.	Tu, Th.	I	II	III	IV	V	VI.	VII	VIII.
9-9 10..	10	Opening	Opening.								
9.10-9 25..	15	I. and II. Read.	I. and II. Read			Co. V. Reading Lesson.	Copy. Reading Lesson.	Arithmetic	Arithmetic	Arith	Arith
9.25-9.40..	15	III. and IV. Read.	III. and IV. Read								
9.40-9 55..	15	V. and VI. Read.	V. and VI. Read.	Copy Reading Lesson.	Copy Reading Lesson	Tables in Arithmetic	Tables in Arithmetic			Spelling.	Spelling.
9.55-10 ..	5	Song	Song.								
10 00-10 40	40	Arith and Algebra	Arith. and Algebra.								
10 40-10 50	10	Recess.	Recess								
10.50-11 05	15	VII and VIII Gram	VII. and VIII Comp.								
11.05-11 20	15	V and VI Lang.	V. and VI Gram	English Exercise.	English Exercise	English Exercise.	English Exercise.	Eng. Exercise	Eng Exercise		
11.20-11 30	10	III and IV. Lang.	III. and IV. Lang							English Exercise	English Exercise.
11 30-11 40.	10	I and II Lang.	I. and II. Lang			Spell. Exercise	Spell Exercise	English Exercise	English Exercise		
11 40-12 ..	20	Writing.	Drawing.								
12.00	60										
1.00-1 05 ..	5	Song.	Song.								
1.05-1 15 ..	10	I and II Read.	I. and II. Read.			Arithmetic.	Arithmetic	Arithmetic.	Arithmetic	Arith.	Algebra
1.15-1 25 ..	20	VII and VIII Georg.	VII. and VIII Hist	Copy lesson	Copy lesson.						
1.25-1.50 ..	15	V. and VI. Georg.	V. and VI. Hist	Number Tables	Number Tables.	Copy lesson.	Copy lesson.				
1.50-2 05 ..	15	III. and IV. Read.	III & IV. Geog & Hist					Spelling	Spelling	English.	English.
2 05-2 15 ..	10	Song and Callisthenes.	Song and Callisthenes.								
2 15-2 35 ..	20	Arith. and Algebra.	Arith and Algebra.								
2.35-2 45 ..	10	Recess.	Recess.								
2.45-2 55 ..	10	I and II. Read.	I. and II. Read.								
2.55-3.15 ..	20	VII. & VIII Health R and Science.	VII. & VIII Health R. and Science	Copy lesson.	Copy lesson.	Review of Science (written).	Review of Science. (written.)	English Exercise	English Exercise.	Spelling.	Spelling
3.15-3 30 ..	15	V and VI. Health R. and Science.	V. and VI. Health R. and Science.	English.	English.					Review of Science	Review of Science.
3 30-3 40 ..	10	III. and IV. Science.	III. and IV. Science.					Review of Science	Review of Science.		
3 40-3 55 ..	15	VII. and VIII Read.	VII. and VIII. Read.	Drawing.	Drawing	Drawing	Drawing.				
3.55-4	5	Closing	Closing.								

2 V 2

Notes and Suggestions on Time Table B. for Miscellaneous School.

In grouping grades it may be found better to group differently; as II., III., IV., and V., etc. In that case I. would be taken alone; also VIII. Or VII. and VIII. may work well together, while VI. would be taken alone.

It would never be practicable to combine Grades I. and II. in reading, in such a way as to have both classes read the same lesson. A period may be set apart, as in the table, for the two classes. Then Grade I. is taken first, Grade II. meanwhile is set to study the lesson, or to copy it. At the close of lesson for Grade I., this grade is sent to copy lesson just read, while Grade II. reads. The proportion of time given to each grade (I. and II.) will vary on different days according to circumstances, such as slim attendance of one grade and full attendance of the other.

Deal similarly with other combinations as III. and IV. If they cannot read the same lesson profitably, take the lower grade first, then the other. In some cases the bad readers of the advanced grade should get additional practice by reading with the lower grade as well as with their own. Also clever pupils in the lower grade may be allowed to read both lessons, and in this way become prepared for transfer to the higher grade in advance of their class.

All classes are taken together in arithmetic. That is, the time is not divided up among the classes, as shown in the time table. The teacher takes the different classes in such order and for such length of time as circumstances suggest.

Somewhat similar is the plan in English. While one class is reciting or receiving instruction, others have some kind of work as desk-work. The teacher may sometimes stop the desk-work of one or more classes temporarily and invite the attention of these classes to some point under discussion.

Spelling is to be combined with every lesson to some extent, especially with the reading lessons and the language lessons. Also at desk-work pupils are set to copy from books, from the blackboard, to write names of objects, plurals of nouns, words exemplifying rules of spelling, etc.

HIGH SCHOOL CURRICULUM.

SPECIAL DIRECTIONS, YEAR ENDING JULY, 1899.

The subjects, number and value of the papers for the different High School examinations, and the general scope of examination questions, are indicated in the prescribed curriculum which follows. Examination questions may demand description by drawing as well as by writing in all grades. In any subject, also, a question may be put on work indicated under the head of General Directions, Course of Study for Public Schools.

GRADE IX.

1. *English Language*.—100 : [a] The Sir Roger De Coverley Papers (35), and Evangeline (T. C. Allen and Co.), with critical study, word analysis, prosody and recitations; [b] English Composition as in Dalglish's Introductory, or an equivalent in the hands of the teacher only, with essays, abstracts, and general correspondence, so as to develop the power of fluent and correct expression in writing.
2. *English Grammar*.—100 : Text Book [excepting "notes" and "appendix"] with easy exercises in parsing and analysis.
3. *Latin*.—100 : As in Collar and Daniell, to end of Chapter LIIII., or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the Roman (or Phonetic) pronunciation of Latin is recommended to be used in all grades.]
4. *French*.—100 : As in Fasnacht's Progressive Course, First Year, with Progressive Reader, First Year, Sections 1 to 15 (MacMillan and Co.).

5. *History and Geography*.—[a] Text Book of British History up to the House of Tudor, and oral lessons on "How Canada is Governed." [b] Geography of North America and Europe as in Text Book.

6. *Science*.—100: [a=30] Physics as in Balfour Stewart's Primer [b=70] Botany as in Gray's How Plants Grow, substituting for the details of "Flora," Part II., common or prescribed native plants; or Spotton's Drawing of parts of plants.

7. *Drawing and Book-keeping*.—100: [a=20] Construction of geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments, and T. C. Allen's Card Scale. [b=30] High School Drawing Course No. 1, with model and object drawing and Manual Training No. 2 completed. [c=50] Commercial forms and writing, with Single Entry Book-keeping Problems.

8. *Arith. metric*.—100: As in Hamblin Smith to end of Section 21 (with a practical knowledge of the metric system, which will be required in all grades).

9. *Algebra*.—100: As in Hall and Knight's Elementary Algebra to end of Chapter XVI.

10. *Geometry*.—100: Euclid I., with very easy exercises, as in Hall and Stevens to page 86.

Note.—Latin and French are optional; all others imperative. The minimum aggregate for a "pass" is 400, with no subject below 25.

GRADE X.

1. *English Language*.—100: [a] Same subjects as in previous grade, but more advanced scholarship required. [Composition as in Dalgleish's Advanced, or an equivalent in the hands of the teacher only, with special attention to the development of readiness and accuracy in written narrative, description, exposition, and general correspondence.]

2. *English Grammar*.—100: Text Book (excepting "appendix") completed with exercises in parsing and analysis.

3. *Latin*.—100: As in Collar and Daniel, complete, and "Cæsar's Invasion of Britain," by Welch and Duffield (MacMillan and Co., London).

4. *Greek*.—100: As in Frost's Greek Primer (Allyn and Bacon, Boston), to end of Part III., or Initia Græca, Part I.

5. *French*.—100: As in Fasnacht's Progressive Course, second year, with Progressive Reader, first year, selections 16 to 62.

6. *German*.—100: As in Fasnacht's First Year (MacMillan and Co.).

7. *History and Geography*.—100: [a] Text Book of British History from the House of Tudor to the present time. [b] Text Book of Geography, excepting North America and Europe.

8. *Science*.—100: [a=70] Chemistry as in Williams, but with 25 per cent. of optional questions at examination. [b=30] Mineralogy as in Crosby's Common Rocks, or Agricultural Chemistry as in Tanner.

9. *Drawing and Book-keeping*.—100: [a] Mathematical drawing as in previous grade, but more advanced; Faunce's Mechanical Drawing recommended to teachers for "proper use of instruments" and problems. High School Drawing Course, No. 2, and model and object drawing, with simple drawing from Nature. [b] Book-keeping: Double Entry forms and problems.

10. *Arithmetic*.—100: Text Book complete without appendix.

11. *Algebra*.—100: As in Hall and Knight's Elementary to end of Chapter XXVII.

12. *Geometry*.—100: Euclid I., II., and III. to Prop. 20, as in Hall and Stevens.

Note.—Latin, Greek, French, and German optional; all others imperative. The minimum for a pass, 400, with no subject below 25.

GRADE XI.

1. *English Literature*.—100: Authors prescribed from year to year, with critical study. [a=80] Milton's L'Allegro, Il Penseroso, Comus and Lycidas. Macaulay's Essay on Milton. [b=20] A general acquaintance with the prescribed literature of the previous grade, as above.

2. *English Grammar*.—100 : History of English Language and Text Book, completed, with difficult exercises. [b] History of English Literature, as in Meiklejohn.

3. *Latin*.—100. Grammar and easy composition partly based on Prose author read.

4. *Latin*.—100. [a] Cæsar's *De Bell. Gall.*, Books II. and III., and [b] Virgil's *Æneid*, Book III. ; with grammatical and critical questions.

5. *Greek*.—100 Grammar and easy composition based partly on author read and Frost's Primer completed.

6. *Greek*.—Xenophon's *Anabasis*, Book II., with grammatical and critical questions.

7. *French*.—100. As in Fasnacht's Progressive Course, Third Year, with Souvestre's *Un Philosophe Sous les Toits* (MacMillan and Co.)

8. *German*.—100 : As in Fasnacht's Second Year (MacMillan and Co.).

9. *History and Geography*.—100 : General History and Geography as in Swinton.

10. *Physiology*.—100 : As in prescribed text, "Martin's Human Body and the Effects of Narcotics."

11. *Physics*.—100 : As in Gage's Introduction to Physical Science.

12. *Practical Mathematics*.—100. As in Eaton.

13. *Algebra and Arithmetic*.—100 : As in Hall and Knight's Elementary Algebra.

14. *Geometry*.—100 : Euclid I. to IV. with exercises, the more important definitions and algebraic demonstrations of Euclid V., and Euclid VI. (text) to Prop. 19, as in Hall and Stevens.

Note.—Latin, Greek, French, and German optional ; all others imperative. The minimum aggregate for a pass, 400, with no subject below 25. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

GRADE XII.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken on the lines best adapted to the staff of instructors or the demands of students in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of "A" (classical) and "A" (scientific) respectively.

(A.) IMPERATIVE FOR BOTH SIDES.

1. *English Language*.—100 : As in Lounsbury's English Language, with prescribed authors. Chaucer's *Canterbury Tales* : The Prologue in detail (as in Skeat's Shilling Edition) ; with a general knowledge of the following Tales : 1, Knight's ; 2, Monk's ; 3, Clerk's ; 4, Squire's ; 5, Man of Law's ; 6, Pardoner's (any edition of the *Canterbury Tales*).

2. *English Literature*.—100 : Stopford Brooke's Primer (latest edition), with prescribed authors. Carlyle's *Essay on Burns* ; Macaulay's *Essay on Milton* ; Shakespeare's *The Merchant of Venice*.

3. *British History*.—100 : As in Green's *Short History of the English People*, and Clement's *History of Canada*.

4. *Psychology*.—100 : As in James's *Text Book of Psychology* (MacMillan and Co., London), or Maher's (*Stoneyhurst Series*).

5. *Sanitary Science*.—100 : As in the *Ontario Manual of Hygiene*.

(B.) IMPERATIVE FOR CLASSICAL SIDE.

1. *Latin Composition*.—100 : Grammar as in Bennett, and Composition as in Bradley's *Arnold*, or equivalents. Latin translation at sight.

2. *Tacitus*.—100 : *Agricola and Germania*.

3. *Cicero*.—100 : *Pro Milone*.*

4. *Virgil*.—100 : *Æneid*, Books V. and VI.

5. *Horace*.—100: Odes. Books II. and IV.*
6. *Roman History and Geography*.—100: As in Liddell's.
7. *Greek Composition*.—100: Grammar as in Goodwin and composition as in Fletcher and Nicholson, or equivalents. Greek translation at sight.
8. *Xenophon*.—100: Hellenica Books I. and II. (Clarendon Press).
9. *Plato*.—100: The Apology and Crito.*
10. *Sophocles*.—100: Ajax.
11. *Grecian History and Geography*.—100. As in Smith's

(C.) IMPERATIVE FOR SCIENTIFIC SIDE.

1. *Physics*.—100: As in Gage's Principles of Physics.
2. *Chemistry*.—100: As in Storer and Lindsay's Elementary.
3. *Botany*.—100: As in The Essentials of Botany by Bessey (Henry Holt and Co., New York, latest edition) with a practical knowledge of representative species of the Nova Scotia flora.
4. *Zoology*.—100: As in Dawson's Hand Book, with dissection of Nova Scotian species, as in Colton's Practical Zoology.
5. *Geology*.—100: As in Sir William Dawson's Hand Book of Canadian Geology (excepting the details relating to other Provinces from page 167 to 235).
6. *Astronomy*.—100: As in Young's Elements of Astronomy
7. *Navigation*.—100: As in Norie's Epitome.
8. *Trigonometry*.—100: Locke's Elementary Trigonometry.
9. *Algebra*.—100: As in Hall and Knight's Higher Algebra, omitting " " paragraphs and chapters xxvii. to xxxi.
10. *Geometry*.—100: Euclid, particularly VI. & XI., as in Hall and Stevens, with exercises " Loci and their Equations," as in Chapter I. Wentworth's Elements of Analytic Geometry.

(D.) OPTIONAL FOR EITHER SIDE.

1. *French Grammar and Composition*.—100.
2. *French Authors*.—100: Voltaire's Charles XII., and Corneille's Horace.
3. *German Grammar and Composition*.—100: As in Joynes-Meissner or equivalent.
4. *German Authors*.—100: Wildenbruch's Kinderthranen (Freund and Jeckell, Berlin); Schiller's Der Neffe als Onkel, and Fritz auf Ferien by Babette von Bulow.

To pass Grade A (scientific) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (C) and any other five papers.

To pass Grade A (classical) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (B) and any other four papers.

No paper should fall below 25 (see Reg. 10 under Appendix C below)

For Grade A (classical and scientific), all the subjects in group (D) must have been taken as well as those in (A), (B), and (C). No paper to fall below 50.

GRADE "A" BY PARTIAL EXAMINATIONS.

A candidate at the Provincial Examination who makes an aggregate of 600 on any ten papers of the "A" syllabus, and an aggregate of 500 on a different set of ten papers of the syllabus at a subsequent examination, or who makes an aggregate of 1000 on twenty papers of the syllabus, or who has already taken an A (cl), an A (sc), or an "A" License, may thereafter present himself for examination on any of the subjects on which he may not have made at least 50 per cent. at a previous examination; and so long as the Council of Public Instruction deems the character of the examination

* For 1000, Cicero.—Against Catiline, I. to IV.

" Horace—Satires, Books I., omitting the 2nd and 8th Satires, and Book II.

" Thucydides.—Book VII.

on the subjects not materially changed, all the valuation marks 50 per cent. or above made on each subject at the said and following examinations may be incorporated into a single certificate, provided at least 50 per cent. be made on each of the (twenty) subjects required for the Grades A*(cl), or A (sc), or on each of the (thirty) subjects in the full course for A (cl and sc).

UNIVERSITY MATRICULATION.

The leading universities and colleges of the Provinces have agreed to accept the Grade B or Junior leaving High School certificate in lieu of their Matriculation examination, when the certificate indicates a pass on each subject required by the particular matriculation standard concerned. For example, a university may fix 50 or 60 per cent. more or less in Latin, Greek, or any other subject, as its standard. Again, a candidate may fail to take a "pass" High School Certificate through a low mark in a subject not required for matriculation, yet make sufficient high marks, as shown by his "examination record," on the subjects required to admit him to the university. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many high schools, while it will place each of the Universities in the same relation to the public schools.

APPENDIX C.

THE GENERAL REGULATIONS OF THE PROVINCIAL HIGH SCHOOL EXAMINATIONS, 1898.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

REG. 1 "High School Students" will be held to mean all pupils who passed the regular County Academy Entrance Examination, or who are certified by a Public School teacher as having completed one or more years of the High School Course of Study.

REG. 2. A terminal examination by the Provincial Board of Examiners shall be held at the end of each school year on subjects of the first, second, third and fourth years of the High School Curriculum, to be known as Grades IX, X, XI and XII respectively of the Public Schools, or Grades D, C, B and A respectively, of the High Schools.

REG. 3. The examination sessions shall commence each day at nine o'clock, A.M., for Grade A on the first Monday of July, at the following stations *only*:—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville, and Yarmouth; for Grades B, C and D on the following Wednesday, and for "minimum professional qualification" of Public School Teachers on Saturday following; and shall be conducted, according to instructions, under a Deputy Examiner appointed by the Superintendent of Education, at each of the following stations, viz.:—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Berwick; 8, Bridgetown; 9, Bridgewater; 10, Canso; 11, Cheticamp; 12, Church Point; 13, Digby; 14, Guysboro; 15, Hahtax; 16, Kentville; 17, Liverpool; 18, Lockeport; 19, Lunenburg; 20, Maitland; 21, Margaree Forks; 22, Middleton; 23, New Glasgow; 24, North Sydney; 25, Oxford; 26, Parrsboro; 27, Pictou; 28, Port Hawkesbury; 29, Port Hood; 30, River John; 31, Sheet Harbor; 32, Shelburne; 33, Sherbrooke; 34, St. Ellarton; 35, Springhill; 36, Sydney; 37, Tatamagouche; 38, Truro; 39, Windsor; 40, Wolfville; 41, Yarmouth.

REG. 4. (a) Applications for admission to the Provincial High School Examination must be made on the prescribed form to the Inspector within

whose district the examination station to be attended is situated, not later than the 24th day of May

(b) Candidates applying for the Grade D examination, or for the same grade written for unsuccessfully at a previous examination, or for the next grade above the one already successfully passed by them, shall be admitted free. But a candidate who has not passed Grade D must have his application for C accompanied by a fee of one dollar; if he has passed neither D nor C the application for B must be accompanied by two dollars, and if he has passed neither D, C, nor B, the application for A must be accompanied by three dollars. Generally, one dollar must accompany the application for each grade before the one applied for, which the candidate has not regularly passed.

(c) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required, but it should not be forwarded with the application, it having been found more convenient to pay the same to the Deputy-Examiner on the Saturday when the candidate presents himself for examination, the Deputy-Examiner transmitting the same to the Superintendent with his report

(d) The prescribed form of application, which can be freely obtained from the Education Department through the Inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate, whose legal name must be carefully and fully written out. If the application is defective on account of the omission of the proper fee, or on account of the omission or incorrect statement of any fact called for in the prescribed form, the application is null and void, and even should the Deputy-Examiner admit the candidate provisionally to the examination, his papers will be intercepted at the Education Office.

(e) When a candidate presents himself for examination and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be transmitted with the Deputy's report to the Superintendent; and if such candidate's statement is proven to be correct, the error being due to causes beyond his control, the dollar shall be returned and his papers shall be forwarded to the Provincial Examiners.

(f) Prescribed form of Application. (See below)

REG. 5 Each Inspector shall forward, *not later than June 1st*, to the Superintendent of Education, a list of the applications received for each grade of examination at each station within his district, on a form to be supplied from the Education Office, transmitting therewith all moneys, having duly classified and checked the same in the form aforesaid.

REG. 6 The Deputy Examiner, when authorised by the Superintendent of Education, shall have power to employ an assistant or assistants, who shall receive two dollars per day for the time so employed

REG. 7 The Superintendent of Education shall have prepared and printed suitable examination questions for each grade at each examination, in accordance with the prescribed course of study, and shall also forward to each Deputy Examiner a sufficient supply of the printed questions, together with copies of such rules and instructions as may be necessary for the due conduct of the examination

REG. 8 The maximum value of each paper shall be 100; and the numbered questions composing it shall be constructed with the intention of making each equal in value though not necessarily of equal difficulty. Thus, when 5 questions constitute one paper, the value of each when answered accurately with reasonable fulness and in good form will be 20.

PRESCRIBED FORM OF APPLICATION FOR PROVINCIAL HIGH SCHOOL EXAMINATION.

At _____ Station,

..... May, 189....

To..... *Inspector of Schools*;
 I..... a duly licensed teacher of Class..... do hereby certify that the candidates whose names are given below from No. 1 to No. inclusive, will, to the best of my knowledge, have completed, before the date of next examination, the full imperative Course of Study up to and including the Grade for which they hereby respectively apply; that they are good *readers and writers*; and in case of those who have not "passed" the previous Grade or Grades, that they have specially proved their proficiency (equivalent to a 50% "pass") in each of the subjects of the said course of study not virtually covered in the Grade applied for, such as the "Science" of Grade D, the "Science, and Book-keeping and Drawing" of Grade C, and the imperatives of Grade B. I also forward herewith on behalf of these candidates..... dollars, being the amount of fees required under sub-section (b) of Regulation 4, "Provincial Examination of High School Students" as specified in the list below.

Candidates intending to take the M. P. Q. Examination (fee \$2.00 payable to the Deputy-Examiner at Examination) are indicated by the letters M P. Q. in the column headed "remarks" below.

Signed
Principal of *School*..... Co

No.	NAMES OF CANDIDATES (in full). [This forms part of the permanent and official record of the Education Department. The names must therefore be written herein distinctly, correctly and without contraction.]	Age 1st August next.		Post Office Address of each Candidate	Grade applied for.	PROVINCIAL GRADE NOW HELD.				Fee under Reg. 4 (c).	REMARKS.	
		Yrs.	Mos			Grade.	No	Station	Year.			

*If a candidate has a physical defect preventing good reading or writing, application may be made if qualified by and accompanied with a particular and authentic description of the case for the consideration of the Education Department

no matter whether it should be easier or more difficult than its fellow questions.

REG. 9. Each examiner shall mark distinctly by coloured pencil or ink at the left-hand margin of each question on the candidate's paper its value on the foregoing assumption; and shall sum up the total, placing it on the back of the sheet; and underneath, the number of misspelled or obscurely-written words, which number is to be deducted from the total for the true value of the paper. Thus, should the sum of the marks of a paper be 54, and the misspelled or obscurely-written words be 6, the marks on the back would stand as follows, *e.g.*, English Grammar [54-6]=48.

REG. 10. To make a "pass" in the grade of examination applied for, the candidate must make at least the *minimum* aggregate of the grade and at least a *minimum* of 25 on each imperative subject or paper of the grade, but this minimum of 25 may be lowered one unit for every 50 the candidate's aggregate may be above the "minimum aggregate" in the case of Grade A, and for every 25 in the cases of Grades B, C, and D. A mark below 25 on any optional subject will not be counted in the aggregate.

REG. 11. Candidates failing to make a pass in the grade applied for may be ranked as making a pass in the next grade below, provided 75 per cent. of the *minima* be made; and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

REG. 12. Each candidate shall receive from the Superintendent of Education a certificate containing the marks given in each subject by the examiners, and the High School Grade which the candidate may have successfully "passed." If the candidate has not "passed," the certificate will not bear the head title "HIGH SCHOOL CERTIFICATE" with the arms of the Education Department.

REG. 13. Candidates for High School Certificates will be expected to pass the various grades in order. Candidates will not be admitted to the examinations of the higher grades without evidence of their proficiency in the subjects of the preceding grades.

REG. 14. The subjects, number, and values of the papers for the different examinations, and the general scope of examination questions, are indicated by the prescribed High School curriculum. Examination may demand description by drawing as well as by writing in all grades.

PROVINCIAL EXAMINATION RULES.

COMMENT.

No envelopes shall be used to enclose papers. One hour is the maximum time allowed for writing each. One sheet of foolscap will therefore hold all that will be necessary to be written on any paper, if it is properly put down.

1. Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall assign each a seat, and a number which shall represent the candidate's name, and must therefore be neither forgotten nor changed. The candidates who *present* themselves shall be numbered from 1 onwards in consecutive order (without a hiatus for absent applicants, who cannot be admitted after the numbering) beginning with the A's, then coming to the B's, C's, and D's in order.

2. Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has the right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first send

his or her paper to the deputy examiner, and not return until the beginning of the next paper.

3. Candidates shall provide themselves with (for their own exclusive use) pens, pencils, mathematical instruments, rulers, ink, blotting-paper, and a supply of good heavy foolscap paper of the size thirteen inches by eight.

4. Each candidate's paper must consist of one sheet of such foolscap, which may be written on both sides, and must contain no separate sheets or portions of sheets unless inseparably attached so as to form one paper. Neat writing, and clear, concise answers are much more likely to secure high values from examiners than extent of space covered or a multiplicity of words.

5. Each such paper must be *exactly* folded, 1st by doubling, bottom to top of page, pressing the fold (paper now $6\frac{1}{2}$ by 8 inches); 2nd by doubling again in the same direction, pressing the fold flat so as to give the size of $3\frac{1}{2}$ by 8 inches.

6. Finally the paper must be exactly endorsed as follows: A neat line should be drawn across the end of the folded paper $\frac{1}{2}$ inch from its upper margin. Within this space, $3\frac{1}{2}$ inches by $\frac{1}{2}$ inch, there must be written in very distinct characters, 1st, the letter indicating the grade, 2nd, the candidate's number, and 3rd, a vacant parenthesis of at least one inch, within which the deputy examiner shall afterwards place the private symbol indicating the station. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

For example, candidate No. 18 writing for B (Grade XI.) on Algebra should endorse his paper as shown below:—

B 18 ()	Algebra.
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7. The subject title, grade and candidate's No. may be written within over the commencement of the paper also; but any sign or writing meant to indicate the candidate's name, station, or personality may cause the rejection of the paper before it is even sent to the examiners.

8. Any attempt to give or receive information, even should it be unsuccessful, the presence of books or notes on the person of a candidate, or within his reach during examination, will constitute a violation of the examination rules, and will justify the deputy examiner in rejecting the candidate's papers, and dismissing him from further attendance. No dishonest person is entitled to a provincial certificate or teacher's licence. And where dishonesty at examination is proven, provincial certificates already obtained and licences based on them will be cancelled.

9. It is not necessary for candidates to copy papers on account of erasures or corrections made upon them. Neat corrections or cancelling of errors will allow a paper to stand as high in the estimation of the examiner as if half the time were lost in copying it. Answers or results without the written work necessary to find them will be assumed to be only guesses, and will be valued accordingly.

10. Candidates are forbidden to ask questions of the deputy examiner with respect to typographical or other errors which may sometimes occur in examination questions. The examiner of the paper alone will be the judge of the candidate's ability as indicated by his treatment of the error. No candidate will suffer for a blunder not his own,

11. Candidates desiring to speak with the deputy examiner will hold up the hand. Communication between *candidates* at examination, even to the extent of passing a ruler or making signs, is a violation of the rules. Any such necessary communication can be held through the deputy examiner only.

12. Candidates should remember that the deputy examiner cannot overlook a suspected violation of the rules of examination without violation of his oath of office. No consideration of personal friendship or pity can therefore be expected to shield the guilty or negligent.

13. All candidates will be required to fill in and sign the following certificate at the conclusion of the examination, to be sent in with the *last* paper.

CERTIFICATE.

Examination Station Date .. July, 189

Candidate's No. ().

This is to certify that I have not omitted in my course of study any of the imperative subjects in the prescribed High School Curriculum up to Grade...., for which I have now been writing, and that I already hold a Provincial Certificate of Grade.....*

I also do truly and solemnly affirm that in the present examination I have not used, or had in the Examination Room, any book, printed paper, portfolio, manuscript, or notes of any kind, bearing on any subject of examination; that I have neither given aid to, nor sought nor received aid from any fellow-candidate; that I have not wilfully violated any of the rules, but have performed my work honestly and in good faith.

Name in full
(without contraction in any of its parts).}.....

P.O. to which memo. or certificate is to be sent.....

* A Teacher's Licence is a Prov. Certificate of the same grade as its class. If no licence or certificate is held, the blank is to be filled in with a dash.

TIME TABLE.

PROVINCIAL EXAMINATION, BEGINNING FIRST MONDAY IN JULY, 1898.

	TIME.	GRADE A.	COUNTY ACADEMY ENTRANCE.			
MONDAY	A. M. 9.00 to 10.10 10.10 ,, 11.10 11.15 ,, 12.15	Roman History. Chemistry. Xenophon	English.			
	P. M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	Greek History. Botany Homer.	Mathematics.			
TUESDAY.	A. M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	Cicero. Zoology. Navigation.	Drawing, etc. Geography and History.			
	P. M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	Plato Sanitary Science. Astronomy.	Useful Knowledge.			
	A. M. 8.30 to 9.00	Seating of Grade B, O and D.				
WEDNESDAY.	A. M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	Algebra Latin Composition French Authors.	Algebra. Latin Compos'n.	Algebra. Latin.	Algebra. Latin.	
	P. M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	English Language. French Compos'n. Geology.	Eng. Language. French. Greek Authors	Eng. Language. French.	Eng. Language. French.	
THURSDAY	A. M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	Geometry. Greek Composition Tacitus.	Geometry. Latin Authors	Geometry Greek.	Geometry.	
	P. M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	Physics. German Compos'n. Virgil.	Physics. German Greek Compos'n.	Science. German.	Science.	
FRIDAY	A. M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	Trigonometry Psychology. Horace.	Frac Math. Physiology.	Arithmetic. Drawing & B.K.	Arithmetic Draw'g & B.K	
	P. M. 2.00 to 3.00 3.10 ,, 4.10 4.15 ,, 5.15	British History English Literature. German Authors.	Geog and Hist. English Gram.	Geog and Hist. English Gram	Geog and Hist English Gram	
SAURDAY.	A. M. 9.00 to 10.00 10.10 ,, 11.10 11.15 ,, 12.15	M. P. Q. EXAMINATION. Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching				

APPENDIX D.

REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION REFERRING TO COUNTY ACADEMIES.

[1.] A County Academy is the high school in a county which under the statute is entitled to draw a special grant, called the academic grant, when the following regulations are satisfactorily observed.

Reg. 1. The board of trustees or commissioners of a school section in which a county academy is situated, in order to draw the academic grant authorized by the statute, shall make satisfactory provision for the instruction of all common school pupils within the section, as well as for all qualified high school students within the county, who may present themselves for admission.

Reg. 2. The buildings, grounds, outhouses, class rooms, laboratories or subsidiary rooms, warming and ventilation, books of reference, maps, charts, models, collections of specimens for illustration and object study, apparatus, etc., shall be of that degree of excellence compatible with the general progress in educational effort in the province, with the grade of grant competed for, and with effective instruction in the course of study prescribed, according to the judgment of the Council of Public Instruction on the report of the Superintendent of Education, under section 3, subsection 10 of the statute.

Reg. 3. The duly qualified teachers referred to in the statute shall hold a provincial academic license of class A (cl), or A (sc), except in the case of a teacher recognized as duly qualified at the inception of the system under the Act of 1885.

Reg. 4. The properly certified yearly average of high school students referred to in the statute shall be the average attendance of regular students who shall have demonstrated their being of full high school grade at the provincial high school examination, or at the annual examination of the academy by the Superintendent of Education.

Reg. 5. Regular pupils or students are those who have regularly entered the county academy under the regulations, and are pursuing the prescribed course of study. Other pupils or students, who may be known as *special* students, may be admitted, provided they can be accommodated without encroaching on the rights of the regular students. They are not, however, legally entitled to admission, except at the option of the trustees or commissioners of the academy; nor are they counted as qualifying the academy to any extent for the academic grant under the law. In other respects their names, attendance, etc., are recorded in the register and entered into the annual returns as are those of the regular students.

Reg. 6. Students in other respects entitled to admission may be admitted without examination on presentation of provincial or other certificates (such as 300 on grade D, 200 on grade C), recognised by the Superintendent of Education as satisfactory proof of full high school grade.

Reg. 7. The ordinary mode of admission shall be by the county academy entrance examination, held on the Monday and Tuesday of the provincial examination week in July, on the common school course of study, the questions being prepared by the Education Department, arranged in five papers such as, (1) English, (2) mathematics, (3) drawing, writing, and simple accounts, (4) geography and history, and (5) useful knowledge.

Reg. 8. These question papers shall be sent to each principal immediately before the date of examination, under seal, which is not to be broken until

the moment of examination specified on each envelope, and the results of the examination must be reported to the Education Office within one week from its close, on the form and with the certification prescribed.

Reg. 9. The examination shall be conducted by the principal and such persons as may be associated with him for the purpose by the board of trustees or commissioners, in strict accordance with the directions issued from the Education Office. All answer papers, with the examiners' values endorsed on the margin of each question, shall be preserved for *two* years, ready for examination or re-examination by the Superintendent of Education. The rules and proceedings of the provincial examination shall be followed in these examinations so far as they are applicable.

Reg. 10. A supplementary entrance examination for such applicants as can show good reason for not having presented themselves at the regular examination in July may be held at the opening of the academy after the summer vacation. The questions for this examination (should one be found necessary) shall be prepared by the principal (or faculty), and must be transmitted with the regular detailed report to the Superintendent of Education immediately after the examination; and in every other respect shall be subject to the same conditions as the regular examination. No candidate failing at the July examination should be re-examined at a supplementary, unless he shall have made the prescribed aggregate, and shall also present a certificate of at least four weeks' study, in the interim, on the subjects in which he failed.

No supplementary entrance examination shall be held later during the year, except on the express permission of the Superintendent of Education, after good cause has been shown, when the examination shall be subject to the conditions already stated, except that the questions shall be so advanced as to cover, in addition to the common school work, that portion of the high school course already taken up at the date of examination.

[2.] *Comment.* As supplementary examinations under the foregoing regulation are specially open to the suspicion of an attempt on the part of candidates to gain an easy entrance, and on the part of the academy an unfair hold on public funds, principals would do well to discountenance them, except under urgent and justifying circumstances. In order that the public may observe what the facts are in connection with each institution, the following regulation is made:

Reg. 11. Each candidate passing the academy entrance examination shall be returned on the form prescribed, in the order of merit, numbered in consecutive order, so that each can be quoted by his *number, year, and county*. Those passing at any supplementary examinations shall receive the next consecutive numbers in order under the date of the initial entrance examination. Each such successful candidate shall be entitled to a certificate supplied by the Education Department, and signed by the principal who conducted the examination, and the said certificate shall also contain the candidate's name (in full) with number, year, and county, as above mentioned; and these items shall be regularly published in the *JOURNAL OF EDUCATION*, as the list of the successful candidates at each academy.

Reg. 12. Each county academy shall be examined annually, when possible, by the Superintendent of Education in conjunction with the inspector of schools for the district. The examination shall be conducted orally or in writing, at the discretion of the examiners, and in its scope shall have regard to the time of the school year at which it may be held. The names of students in the lower classes on the register shall be carefully compared with the entrance examination lists, and the answer paper shall be inspected. Students on the register who are not present at such examination (unless they have already a high school certificate), or who fail to satisfy the examiners, shall not be held to be properly certified high school students under the statute, and their attendance shall therefore be deducted from that given in the "return" in order to determine the grade of academic grant to which the institution is entitled.

Reg. 13. Students may be admitted to the higher classes in any academy or standing shown by provincial certificates of scholarship, or by examination, at the discretion of the principal (or faculty) of each academy. The grading of any institution should for economy and efficiency be adjusted to its local conditions—*i e*, to the number of the students and of the staff of instructors, etc.

But in all academies and high schools, students who hold a provincial grade D shall be entitled to be enrolled in the register as *in* grade X with an asterisk or star thus, X*; those who hold grade C as *in* grade XI*, and those who hold grade B as *in* grade XII*. The star will thus indicate provincial classification, as its absence will denote merely local classification as permitted above. An error in the use of this star will be *prima facie* a falsification of the register.

Reg. 14. It shall be the duty of the trustees or commissioners of each county academy to supply for the teachers' use all text-books which by the prescribed course of study are made the basis of oral lessons and lectures. They must also provide the philosophical and chemical apparatus essential for the experiments and demonstrations required by the course as a regular part of the teaching. A selection of physiological and zoological diagrams, models and specimens, is deemed necessary. The teachers should encourage pupils to collect cabinets illustrating the geology, varied mineral resources, botany, zoology, etc., of Nova Scotia; and the museum and general equipment of the institution are required to be superior to those of the same grade of high schools not drawing academic grants.

Reg. 15. When the equipment of a county academy as generally indicated above and in regulation 2 is not decidedly superior to that of a high school in a section of nearly similar means in any part of the province, or when the trustees fail to make satisfactory provision for the effective teaching of any subject in the prescribed course of study, or for the health or comfort of the students, or of the common school pupils within the section, it shall be the duty of the superintendent to report the same to the Council. If, in case the Council notifies the trustees or commissioners of the defect reported, and within reasonable time the defects are not remedied, then the academy shall forfeit its claim to public grants until such time as the improvements required are made.

Reg. 16. The county academy entrance examination papers may be sent by the Superintendent of Education to the principals of high schools making application for them, under exactly the same conditions and obligations as to the principals of academies with respect to the conducting, reporting and certifying of the examination. But the successful candidates shall not be entitled to "academic certificates," although they shall be entitled to enrolment in the register as high school students.

Reg. 17. The schools entitled to employ a class A teacher under section 37 of the statute shall comprise at least two departments, each in charge of a separate teacher, shall be regularly graded according to prescribed course of study, and shall maintain in the principal's department a certified average of at least ten pupils regularly pursuing the studies of the prescribed high school course.

A class A teacher being a subordinate teacher, in order to draw the provincial grant under the said section 37 of the statute, must be certified by the inspector as being employed in doing regular high school work with a daily average attendance of at least twenty high school pupils.

It is also provided that in all cases the inspector of schools shall certify that the equipment and management of these schools are such as to warrant the payment of the special grant.

Any class A teacher proposing to claim the provincial grants under this regulation shall within three weeks of the opening of the school notify the inspector of the district in writing of his intention to qualify for such claim; and endorse his claim on his "return."

APPENDIX E.

REGULATIONS OF THE COUNCIL OF PUBLIC
INSTRUCTION REFERRING TO "COMMON"
SCHOOL BUILDINGS.

SCHOOL ACCOMMODATION.

The school house with its grounds is a very true index of the general public spirit and intelligence of the school section. Being the common centre of habitation for a large portion of the day of that part of every family naturally drawing forth the deepest emotions of affection and interest, the character of the school house and its environment must substantially reflect the sentiment of the community. Here we should expect to see the accumulation of efforts constantly made from year to year, embellishing grounds at first selected for their convenience, salubrity and beauty of position, and adding to the useful apparatus and general equipment of the school room, originally constructed with a view to healthy, physical, intellectual and moral development. When the people have reason to be proud of their school house, it may bear on its front the name of the school and the year of its erection. The following directions are intended more particularly for rural schools, as in the towns the custom has already been established by trustees and school commissioners of examining the most modern improvements before proceeding to build :

[1.] *School Sites.* In selecting the site for a school house, the trustees should see that the following conditions are fulfilled as far as possible, and that the sanction of the inspector is secured in writing before any contract whatever is entered upon. (a) The situation should be the most accessible to the majority of the people of the section. (b) It should be from 50 to 150 feet from any public highway, and should be far removed from railroads, mills, factories, taverns, noisy surroundings, stagnant pools, swamps, or noxious effluvia from any source. (c) It should have a dry, airy position, with a gentle slope and southern exposure if possible, and command as attractive a prospect as natural facilities will permit.

[2.] *School Grounds.* (a) In rural sections the ground should contain, when convenient, *one* acre, never less than *half* an acre ; in thickly peopled localities, or villages, a *half* an acre or more, but never less than *one-third* ; and in towns never less than *one-quarter*, if possible. (b) The form should be, perhaps, more than twice as long as broad, in order to furnish proper separate playgrounds for the boys and girls. (c) It should be properly levelled, drained, when necessary, neatly fenced around, ornamented with desirable shade trees, which should neither interfere with the playgrounds nor the light of the school room. (d) Clean water, free from the suspicion of taint from surface drainage or other impurities, should be within easy reach of the school house.

[3.] *School Houses.* (a) For a rural section not likely to have more than 30 pupils for twenty years to come, the school house should have the following *inside* measurements : Width 23 feet, length 31 feet (hall 6 feet teacher's platform 5 feet, clear space 4 feet, seats and desks 13 feet, clear space 3 feet), and 11 to 12 feet high.

(b) For a section with 42 pupils : Width 24 feet, length 36 feet (hall 6 feet, platform 5 feet, space 4 feet, seats and desks 18 feet, space 3 feet) and height 12 to 13 feet.

(c) For a section with 54 pupils : Width 25 feet, length 41 feet (hall 6 feet, platform 5 feet, space 4 feet, seats and desks, 23 feet, space 3 feet), and height 13 to 14 feet.

(d) For a section with a greater number of pupils, there should be, as required by the statute a separate class room, large enough to be converted into a primary department of a graded school should the attendance increase.

(e) When a building is situated with its length north and south, the entrance doors can be at the south end, the teacher's platform next the entrance hall, the stove at the north end, so that on cold, windy days the heated air may drift through the whole room; the light coming principally from the east will obviate the glare of the midday sun, and the maps can be hung on the north wall to secure their proper orientation in the minds of the pupils (a very important matter), the west wall being used temporarily for maps when the convenience of teaching requires it.

(f) School houses with several departments should be so planned as to admit of extension without interfering with the principles of proper lighting of the rooms, etc., as elsewhere directed, and should not be more than two stories in height, exclusive of the basement, which should be airy and well lighted for a play room, and of the attic which might be utilised as a general assembly room.

[4.] *Lighting, Ventilation and Warming.* (a) The windows should be principally on the left of the pupils. There may be two behind them, but none in front of them or on the right. The front and right can be utilised for an unbroken blackboard, which should reach to within two and a half feet of the floor, and have a width of five feet, the upper portion being useful for the more permanent illustrations.

(b) The lower window sill should be at least four feet from the floor, and the top of the window as near the ceiling as possible. The left wall above the four foot line should be about one-half glass.

(c) The upper part of each window should be a transom, hinged below, or the upper sash should be hung on pulleys, as well as the lower for ventilation purposes.

(d) The size of a school room is determined by the greatest number of pupils it is intended to hold, 200 cubic feet of air being required for each. When the room is full of pupils this air should be entirely changed at least two or three times every hour. In some of the more expensively ventilated school buildings in the province, the air is warmed and changed every ten minutes.

(e) In rural sections where economy has to be carefully considered, a large stove surrounded by a sheet metal jacket closely fitted to the floor and around the door, separated from the rest of the stove by an air space, and rising up over three feet and nearly to the top of the stove, makes an excellent ventilating and warming furnace. Underneath the stove and shut off from the schoolroom by the jacket should be a large opening for the admission of pure, fresh air through a large tin pipe or air-tight wooden funnel running underneath the floor and through the foundation, then turning up and terminating at least six or eight feet above the ground on the side of the house, the entrance to the funnel being lateral and covered with a grating to prevent the throwing of anything into it. The stove should be two or three times larger than one necessary to warm the room without such an air draught. The stove, when practicable being at the north end of the room and opposite the teacher's desk, should have its pipe traverse the room at least 9 or 10 feet above the floor into the flue. The average temperature, 6 inches from the floor, should be 65° Fahrenheit (over 18° Centigrade). In a cold day the air cannot be kept pure without fresh incoming air, and this cannot be warmed without a very large expenditure of heat, necessitating a large stove and plenty of fuel. In such schools where in-going and out-going currents of air cannot be maintained as in the more expensive ventilating systems, the windows should be thrown open at every recess, and when physical exercise is being taken. The evil effects of impure air are so insidious and unobservable that even cautious teachers are apt to allow very serious injury to be inflicted on the general health of the school without being aware of it.

[5.] *Seating.* (a) The best arrangement for seating is that of single desks and seats adjustable to the sizes of the pupils. Next come single desks and seats of assorted sizes. But where economy is desirable, double desks and seats of no more than five assorted sizes serve very well, especially when, as in some patent forms, each seat moves automatically as the pupil sits or stands, so as to give the fullest freedom in standing.

(b) The seats should be arranged in three rows facing a wall (the south end when practicable) in which there are no windows, the light falling principally from the left and above. There should be a space of 4 feet between the front row and the teacher's platform, with at least 3 feet between the seats and the walls. The aisles should not be less than 2½ feet. In the schoolroom [3.] (a), about 13 feet will be occupied by five ranks of desks and seats, three in each rank, each rank on an average requiring about 2½ feet. In [3.] (b), about 18 feet in depth will be occupied by seven ranks, three in a rank. And in [3.] (c), about 23 feet in depth will be occupied by nine ranks of double desks and seats, three in each rank.

(c) Dimensions of the five sizes of double desks and seats.—

Size.	Age of Pupil	Height of Seat.	Desks.			Space between Desks and Seats.
			Height of side next Pupil.	Length.	Width	
No 1	5-7	11½ in.	21 in.	36 in.	12 in.	Edge of desk almost
" 2	7-9	12½ "	22½ "	39 "	13 "	directly above edge
" 3	9-11	13½ "	24 "	42 "	14 "	of seat
" 4	11-14	15 "	26 "	45 "	15 "	
" 5	14-16	16 "	27 "	48 "	16 "	

(d) For the average rural school the following might be a good arrangement and distribution of the seats and desks: Front half of row on pupils' right (next the blackboard side), No. 1 seats; back half, No. 2 seats; central row, No. 4 seats; front half of row on pupils' left (next the light side), No. 4 seats; back half, No. 5 seats. The older pupils using the text books with smaller print would by this arrangement have the best light. Another plan is to have the seats arranged in ranks according to size, the smallest being in front, the largest farthest back.

[6.] *Outhouses.* (a) It is required that separate and comfortable outhouses be provided, and kept in good sanitary condition, for the use of pupils of different sexes.

(b) A high and perfectly tight board fence should extend from the rear of the school house to near the rear of the grounds, on each side of which should be placed one of the houses. Their approaches should be protected by a suitable screen or hedge.

(c) Each should be supplied with a well-cemented vault, so placed as to be easily cleaned, and a quantity of dry loamy earth or ground gypsum for daily use as absorbents, and care should be taken to exclude the rain or surface water from the vault.

(d) The night soil should be removed as early as possible in the spring, at the beginning of the summer holidays, and before the frost of winter sets in; and the houses should be regularly washed every week, and during warm weather or the appearance of an epidemic should be frequently

disinfected with the chloride of lime, sulphate of iron, or other convenient disinfectant.

(e) The doors should be provided with good locks, the plaster should be finished rough, and the paint should be heavily sanded so as to offer no temptation to the use of the pencil, and all offensive odours should be kept repressed by the use of absorbents or disinfectants.

(f) The foregoing are the minimum requirements for rural sections. In villages and towns, more expensive and thorough systems compatible with the facilities of the locality are demanded.

[7.] *School Equipment.* (a) Every school must have the prescribed registers carefully preserved, and should have such books of reference as may be recommended by the Council of Public Instruction, including a dictionary. In addition there should be maps of the Province, Dominion and the hemispheres, a terrestrial globe, wall cards, colour charts, music chart (modulator), ball frame, clock, hand bell, thermometer, blocks of geometrical solids, the common and the metric standards of weights and measures, and a box of coloured crayons for special black board illustrations.

(b) Every school should have a black board, five feet wide and two and a half feet from the floor, around the room, especially to the front and right of the pupils when the lighting is as previously recommended. At the lower edge there should be a concave shelf two or three inches wide for holding the chalk and brushes. *Brushes* can be made very cheaply as follows. Take a piece of light wood, not over six inches in length, two in breadth and one in thickness, trim it, making a groove along the two edges for the fingers. To the face glue a piece of half inch saddle cloth for the erasing surface, and it is complete. A number of these should be in each school room to facilitate class work on the black board. *Black boards* should be plastered down on laths nailed to a *solid* backing of boards, and should be composed largely of plaster of Paris, the surface being made very hard and smooth before applying the first coat of colour. Liquid slating, sold in cans, is very convenient for this latter purpose. Chrome green in liquid slating, containing fine emery flour, gives a green shade, which is considered by some more agreeable than dead black.

(c) In addition to the above requirements, advanced rural schools should be provided with maps of the continents, collections of the natural history of the locality, and some apparatus for the practical teaching of all the subjects of the prescribed course of study required to be taught in the school.

(d) In graded common schools the lower departments should be furnished in addition to (a) and (b) with a more extensive assortment of objects and pictures for object lessons, common and metric weights and measures, with a pair of small scales, and collections of local natural history objects.

(e) In graded common schools the higher departments should show a similar but more advanced adaptation to the work of their grades of the prescribed course of study leading up to that of the high school.

(f) In mixed or partial high school departments as far as possible, but especially in pure high school departments, in addition to the principal requirements of common schools, there should be full sets of ancient and physical maps, historical charts, physiological diagrams both vegetable and animal, celestial globe, gazetteer, classical dictionary, adequate apparatus and facilities for the practical study of chemistry, mineralogy, physics, surveying and navigation, botany, zoology and geology, so far as the high school course of study is pursued: and to aid the practical study of the latter subjects, a museum containing scientifically classified specimens of all the local species of each natural history department should be started and kept growing until it becomes as complete as possible.

APPENDIX F.

REGULATIONS OF THE COUNCIL OF PUBLIC
INSTRUCTION ON THE LICENSING OF TEACHERS
AND THEIR PROFESSIONAL QUALIFICATIONS.

COMMENT.

No person can, under any circumstances, be a teacher in a public school entitled to draw public money on his or her account without a License from the Council of Public Instruction. Before obtaining such a license a candidate must obtain, first, a certificate of the prescribed GRADE of scholarship at the Provincial High School Examination; second, the prescribed certificate of professional RANK as a teacher either from the Provincial M. P. Q. Examination or the Provincial Normal School, and third, the prescribed certificate of age and character from a minister of religion or two Justices of the Peace. The value of a License is distinguished by the term CLASS, of scholarship by the term GRADE, of professional skill by the term RANK. The following collocation of the terms used will help to explain their significance and relation —

Generally,

	(1) Scholarship	(2) Normal Prof. Skill.	(3) Age & Character
Class A (cl & sc) requires	Grade A (cl and sc)	Academic Rank	20 years, &c.
Class A (cl) "	Grade A (cl)	Academic Rank	20 years, &c.
Class A (sc) "	Grade A (sc)	Academic Rank	20 years, &c.
Class B	Grade B	First Rank	18 years, &c.
Class C "	Grade C	Second Rank	17 years, &c.
Class D "	Grade D	Third Rank	16 years, &c.

No certificate, combination of certificates, nor any other qualification except the possession of a lawfully procured License, gives a person authority to teach under the law in a public school. The Regulations governing the issuance of Licenses are as follows:

Reg. 1. The permanent Licenses of Public School Teachers shall be under the SEAL of the Council of Public Instruction, signed by the Secretary of the Council, shall be valid for the whole Province during the good behaviour of the holder, and shall be granted on the fulfilment of the three conditions more fully specified in the succeeding Regulations, namely: the presentation of the prescribed proof of (1) age and character, (2) scholarship, and (3) professional skill.

[After the year 1898 no License except that of Class D (provisional) shall be granted to any candidate without graduation of the required Rank from the Provincial Normal School, who has not made at least thirty-three per cent. on each imperative subject of the High School Course of Study up to and including the Grade corresponding to the Class applied for.

Thirty-three per cent. or more, on the subjects of a higher Grade will be taken as the equivalent of the "teachers' pass" on the same subject in any lower Grade. The following subjects are not repeated in the Grade next above: "Science" of Grade D, "Chemistry," "Drawing and Bookkeeping" of Grade C. They are represented in and will be covered by the "teachers' pass" of thirty-three per cent. on the corresponding subjects of Grade A, except "Drawing and Book-keeping."]]

Reg. 2. There shall be four Classes of such Licenses, which may be designated as follows:

Class A (cl and sc), A (cl) or A (sc)—Academic (classical and scientific) Academic (classical) or Academic (scientific).

Class B—First Class.

Class C—Second Class.

Class D—Third Class

Reg. 3. The certificate of professional qualification or skill shall be (a) the normal, academic, first, second, or third RANK classification by the Normal School, or (b) the minimum (which shall rank one degree lower than the normal), and shall be the first, second, or third rank pass on the following papers written on the Saturday of the Provincial Examination week : of School Law and Management, value 100 ; (2) Theory and Practice (1) Teaching, value 100 ; and (3) Hygiene and Temperance, value 100. First rank pass . an aggregate of 200 with no paper below 40. Second rank pass 150 with no paper below 30. Third rank pass . 100 with no paper below 20.

Reg. 4. The Provincial Normal School at Truro is recognised as the appropriate source of certificates of professional qualification for public school teachers , but the certificates of other Normal or teachers' training schools whose curricula may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal School, may be accepted when qualified by the addition of the two following conditions : (a) a pass certificate of the Provincial "minimum" professional qualification examination of the corresponding rank, and (b) a certificate of a Public School Inspector, before whom or under whose supervision the candidate has demonstrated his or her qualifications for the Class of License sought by the test of actual teaching for a sufficient period.

Reg. 5. The prescribed certificate of age and character is given in the following blank form of application for License, which will be supplied to candidates by the Education Department, through the Inspectors or the Principal of the Normal School .

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

Inspector of Schools, District No., Nova Scotia.

I hereby beg leave through you to make application to the Council of Public Instruction for a Teacher's License of Class..... , and herewith I present evidence of compliance with the conditions prescribed, namely :

I. The prescribed certificate of age and character hereto attached which I affirm to be true.

II. My High School certificate of grade.....obtained at..... Examination Station as No..... , in the year 189... (Further information below.)

III. My certificate of professional qualification of Rank, No obtained atin the month of..... 189...

(Name in full).....

(Post Office Address).....

(County).....

CERTIFICATE OF AGE AND CHARACTER.

I, the undersigned, after due inquiry and a sufficient knowledge of the character of the above-named candidate for a Teacher's License, do hereby certify.—

That I believe the said candidate..... (name in full), was born on theday of, in the year.....; and

That I believe the moral character of the said candidate is good, and such as to justify the Council of Public Instruction in assuming that the said candidate will be disposed as a teacher "to inculcate by precept and example a respect for religion and the principles of Christian morality, and the highest regard for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues."

.....(Name and title).
(Church or Parish).
(P. O. Address)

When the certificate given above is signed by "two Justices of the Peace," instead of a "Minister of Religion," the word "I" should be changed by the pen into "we," and after the signature on the second line the words "Church or Parish" may be cancelled by a stroke of the pen.

The correct quotation of the High School certificate in the application form given above, II., will be considered as equivalent to its presentation.

The correct quotation of the Provincial M. P. Q. Certificate or the Provincial Normal School Diploma in the application form above, III., will be considered as equivalent to its presentation.

Any certificate from Normal Schools, etc., which are not regularly recorded in the Education Office, must accompany this application as evidence of the correctness of the quotation.

FURTHER INFORMATION FROM APPLICANT.

- 1. Class of license already held....., No., year
- 2. University Degrees, Scholarship, Professional training, experience, or any other information candidate may wish to state, if any :

- 3. Provincial High School Examinations taken in addition to that specified in II. above :—
 On Grade A syllabus at Examination Station....., No....., year.....
 " B " " " " " "
 " C " " " " " "
 " D " " " " " "

GENERAL OR SPECIAL ENDORSATION OR REMARKS BY INSPECTOR (OR PRINCIPAL OF NORMAL SCHOOL).

.....

 Place and date....., Inspector.

Reg. 6. For an Academic or Class A License the three conditions are :—(1.) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute. (2.) A pass certificate of the Grade A High School examination. (3.) A certificate of Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade A (cl & sc), with a first rank M. P. Q. (with no paper below 50), and at least one year's successful service as a *first* class teacher in a superior school, evidenced by the high testimonials of the Inspector and others having cognizance of the same, to the satisfaction of the Superintendent of Education.]

Reg. 7. For a First Class or B License the three conditions are :—(1.) A certificate of the full age of eighteen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade B High School examination. (3.) A certificate of first rank professional qualification from a Normal School, or a pass certificate of the Grade A High School examination with the first rank minimum professional qualification.

Reg. 8. For a Second Class or C License the three conditions are :—(1.) A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade C High School examination. (3.) A certificate of second rank professional qualification from a Normal School or a pass certificate of the Grade B High School examination with the second rank minimum professional qualification.

Reg. 9. For a Third Class or D License the three conditions are :—(1.) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade D High School examination. (3.) A certificate of third rank professional qualification from a Normal School or a pass certificate of the Grade C High School examination with the third rank minimum professional qualification.

TEMPORARY LICENSE.

Reg. 10. A Third Class (provisional) or D (prov.) License, valid only for one year, shall be granted on the regular application when the following conditions are fulfilled :—(1.) A certificate of age and moral character as in the foregoing Regulation. (2.) A pass certificate of the Grade D as in the foregoing Regulation. (3.) The third rank minimum professional qualification. Such a License can be renewed for another year on condition that the candidate has demonstrated an advance in his qualifications by his record at a subsequent Provincial Examination.

SYLLABUS OF M. P. Q. EXAMINATION.

Reg. 11. The questions set in the minimum professional qualification examination paper shall be within the limits indicated by the books recommended by the Council of Public Instruction, and shall be as follows :—

School Law and School Management.—(a) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction as appearing in the *Journal of Education* from time to time, particularly those portions bearing on the relations and duties of teachers and on the organisation and operation of all grades of Public Schools.

(b) To understand thoroughly the principles of school organisation, the principles and methods of classification, the proper correlation and sequence of studies, the true aim and right modes of discipline, and the proper condition for securing the moral and physical well-being of pupils.

(c) To be familiar with the history of leading Educational Reformers and their systems.

Theory and Practice of Teaching. (a) To have an understanding of the fundamental laws of the human mind in their relation to the science and art of education generally, including the principles and practice of vocal music.

(b) To practically apply the principles thus derived to the teaching of particular subjects, especially those embraced in the Common and High School courses of study.

Hygiene and Temperance. (a) Hygiene as in recommended or prescribed books with special reference to school room, school premises, and the health of pupils. (b) Temperance as in recommended or prescribed books with special reference to requirements of the school law.

PROVINCIAL NORMAL SCHOOL.

INTRODUCTORY

The object of the Provincial Normal School is the professional training of teachers for service in the public schools of Nova Scotia. While attendance is not compulsory, yet the importance and value of professional training are such as to justify the Council of Public Instruction in ranking all licences to be hereafter awarded one grade below that indicated by the scholarship certificate in the case of candidates not possessing such training.

The Institution is centrally located in the town of Truro, and, in order to make it equally accessible from all points of the province, students duly qualified for admission, whose homes are not less than ten miles from Truro, are allowed travelling expenses at the rate of five cents per mile going and returning.

The Provincial School of Agriculture, about a mile distant, is affiliated with the Normal School for the purpose of securing to Normal School Students practical instruction in microscopy, chemistry, and biology etc.

COURSE OF STUDY.

When entering on a course of study, students will be required to present a Provincial License or the Provincial High School Certificate corresponding to the rank of Diploma for which they are to compete.

The work of the normal school is chiefly of a professional character, including the study of Educational principles and Model School practice. Students are required to review the various subjects of the course of study from a professional standpoint, for the purpose of discovering their historic development in the mind of the child, noting their correlation, their educational values as means of mental discipline, and the mode of treatment or presentation required in order to secure to the learner both knowledge and power.

It will at the same time be the constant aim of the Institution to round out and enrich the scholarship of its students, endeavouring to inspire them with higher ideals and stimulate them to effort for higher attainment in knowledge. To this end it will require of them some advanced work, especially in the critical study of literature, and in laboratory work in natural science.

The course, modified in adaptation to the different classes, includes the following:

1. Psychology, General Principles of Pedagogy.
2. History of Education, application of the principles of method to the various subjects of the School Course.
3. Drawing and Calisthenics.
4. Vocal Music.
5. Natural History and Science.
6. Manual Training.
7. Observation and Practice in the Model School.

PSYCHOLOGY AND GENERAL PRINCIPLES OF PEDAGOGY.

While text-books will form a general guide in these subjects, the utmost freedom will be exercised in dealing with the matter they present. Topics will be examined in such a way as to elicit thought. It will be the aim to secure this end by introspection, by studying child-nature, and by comparing the views of different authors. Leading topics to be considered are :—

Perception, Reproduction, Conception, Apperception, Attention, Interest, Association, Thinking, Expression of Ideas, the Feelings, the Will, Character. The systematic study of the child's mental character and growth will be encouraged.

It will be the endeavour to show that right methods of teaching and sound maxims of school management are based on Psychological principles.

The scope and character of education, educational agencies, function of the school, correlation of studies, and educational values of different studies will be considered.

TEXT-BOOKS :—Halleck's Psychology, Lindner's Psychology, James' Psychology, Calkin's Notes on Education, Compayré's Pedagogy, De Garmo's Essentials of Method, and McMurry's General Method.

HISTORY OF EDUCATION.

This course consists of lectures, recitations on the history of education, and essays on educational topics. The students will be directed in studying the growth and relations of educational systems, with special attention to the trend of education at the present time.

TEXT-BOOKS :—

A Class.—*Compayré's History of Education.*

B Class.—*Quick's Educational Reformers.*

C Class.—*Hall's Outline History of Education.*

GEOGRAPHY, HISTORY, CIVICS, AND LANGUAGE.

This course consists of lectures and text-book work.

It will be the design in this work to base method on psychological principles.

Some attention will be given to the historical development of subjects, relative values, and concentration of studies.

A written outline of the lessons taught by the student based on these principles will afford a practical application of this work.

MATHEMATICS AND PHYSICS.

The following is an incomplete outline of the scope of the work in this department.

A review of the subjects of the various classes, special attention being given to the rationale of processes.

Development of the idea of number—the decimal system of notation examined and compared with other systems.

Units of weight, measure, time, etc.—their origin—comparison of systems and formulæ deduced therefrom, with methods of development—excellence of the metric system illustrated.

Division of subjects into topics and sub-topics, related groups of topics compared—logical articulation traced out.

When to use the Analytic method of presentation—when the Synthetic—why? Progress from the concrete to the abstract—from the Simple to the Complex

Practical utility of Mathematical studies to go hand in hand with intellectual discipline. The framing and solving of problems arising out of the affairs of every day life.

A short course in mathematical drawing, including both lines and orthographic projection. (Text-book mathematical drawing by Linus Faunce, seventh edition.)

Object teaching in mathematical studies—when and how to use it.

The assignment, preparation, and recitation of lessons—what to aim at and what to avoid.

Examinations—their frequency and character. Preparation of examination questions.

Motives to be appealed to in pupils, and how to awaken them. Natural aptitudes of pupils to be turned to best account.

The management of classes studying the same branches in different grades of a miscellaneous school

Sense-perceptions—their training and relation to studies in Physics.

Order and accuracy in conducting observations and experiments in Physics of paramount importance. The use of diagrams and drawings to illustrate thought and to develop faculty of imagination.

The use and adjustment of angular instruments. Practical work in field, including Surveying and Levelling.

Tabulation of results of experiments, with deductions therefrom.

The aim throughout will be to give prominence to such methods as are best calculated to stimulate inquiry and arouse mental energy.

NATURAL SCIENCE AT SCHOOL OF AGRICULTURE.

The course for Normal School students in the natural sciences at the School of Agriculture will embrace the following sciences:—Chemistry, Botany, General Biology, Entomology, Anatomy, and Physiology (human).

The course will be arranged so that each pupil will be able to review or continue the sciences he may have previously studied, and also receive an introduction to the study of the sciences of the next higher grade.

It will comprise laboratory or field work, accompanied with Reviews, Recitations, and Essays.

Options, subject to the approval of the Faculty, from the sciences named above, will be allowed students of the advanced classes.

Students taking laboratory work will be required to deposit with the Principal of the School of Agriculture at the commencement of the term a small sum of money to cover breakage of apparatus and cost of chemicals. Any balance of deposit will be returned at the close of term.

DRAWING.

Form study and modelling in Clay, Freehand Drawing, Model and Object Drawing, Shaded Drawing from the Round, Colour, Principles and Practice of Decorative Design, History of Art, Geometrical Drawing, Perspective, Preparation of Working Drawings to scale, and Methods in Teaching Drawing.

SINGING, READING, AND VOCAL CULTURE.

Singing.—This course consists of a study of the *Tonic Sol-fa* system of sight singing, and its application to the needs of all public schools; also a comparison of the *Tonic Sol-fa* and staff notation.

Reading and Vocal Culture.—The aim in this department is to cultivate a clear and natural mode of expression. Attention is given to correct breathing, proper placing of the voice, distinct and definite enunciation, correct emphasis and inflection, literary analysis, and intelligent interpretation of an author. Books used:—Vol. I. *Evolution of Expression*, with its application to the Readers used in the public schools.

DEPARTMENT OF MANUAL TRAINING AND SCIENCE.

This department is well equipped for practical work in its various subjects. The Manual Training room is fitted with model work benches, complete sets of wood-working tools, and drawing boards. The main

purpose of the shop work is not so much the making of useful things as the training of mind, eye, and hand. The students do all their work in wood from their own drawings, so that the hand is trained to execute the purposes of the mind, and the object made is an expression of the mental image.

In Chemistry, while a text-book is taken as a general guide, the "laboratory method" of experimentation and original work by the student is demanded. Accuracy in observation, skill in manipulation, and general neatness are cultivated. Careful and complete notes of all work done are required.

In Mineralogy each student studies a set of typical specimens of native minerals, and applies the more simple tests for their various properties. Descriptions based on the results of the student's observation, together with such additional information as to the formation, occurrence, etc., as can be obtained by supplementary reading, are recorded in note-books, which thus form elementary local text-books.

In all the work throughout the department special stress is laid on the pedagogics of the subject. The student is guided along the course which he is expected to follow as a teacher, and in his teaching in the Model School he is trained in the practical application of this method. In the subjects discussed regard is had to the course of study with the view of making the students familiar with its requirements.

The text-books used are Crosby's Common Minerals and Rocks, Clapp's Observation Lessons on Minerals, Williams's Introduction to Chemistry, and J. D. Dana's Manual of Mineralogy.

MODEL SCHOOL.

The Model School includes two departments, comprising the eight grades of the Common Schools. Students under training visit the Model School for observation and practice. Throughout the term they are required to teach classes under the supervision of the different members of the Faculty and the Model School teachers. Thus with the aid of criticism and suggestion, they are trained in the practical application of pedagogical principles inculcated in the lecture-room.

KINDERGARTEN.

A well equipped Kindergarten under the management of a special committee, is provided with accommodation in the Normal School Building, and has such general affiliation with the Institution that the Normal School Students have opportunity of observing the application of the principles and methods of Froebel's system of child training; and the students under training as Kindergarten teachers are admitted to the classes in psychology and history of education in the Normal School.

TEXT BOOKS.

Halleck's Psychology, Lindner's Psychology, James' Psychology, Calkin's Notes on Education, Compayr e's History of Education, Compayr e's Pedagogy, Quick's Educational Reformers, Hall's Outline History of Education, McMurray's General Method, De Garmo's Essentials of Method.

The library is well supplied with the leading pedagogical works which the students are required to use for reference.

In the exemption of method and in Model School practice the authorised text books for the Public Schools of the province will be used in the various subjects which they represent.

THE LIBRARY.

The Library contains about 1,500 volumes, selected chiefly for their fitness to aid students and teachers in the special work of the Institution. It com-

prises the most important pedagogical works in the English language, including educational books, reviews, and magazines. In addition to many other valuable works that have been added during the year, special mention may be made of the Century Dictionary, in six volumes.

EXPENSES.

1. Board can be obtained at prices varying from \$2.25 to \$3.00 per week.
2. Travelling expenses will be paid to students at the rate of 5 cents per mile to and from the Institution, at the end of the session, provided the distance is not less than ten miles.

THE ALUMNI ASSOCIATION.

All former students of Normal School, teachers of three years' experience, and all school officials are eligible to membership.

THE
SYSTEM OF EDUCATION
IN
NEW BRUNSWICK, CANADA.

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* Since the receipt of this Report, which was prepared in 1898, the statistics have been amended in accordance with the latest available tables.

THE SYSTEM OF EDUCATION IN NEW BRUNSWICK, CANADA.

I. PRIMARY EDUCATION.

Brief
Historical
Sketch

When in 1874 New Brunswick became a separate province, it had no large towns, and the rural districts were very sparsely settled. The homes of the pioneers were connected by rough forest roads or foot-paths. The settlers had to work hard for long hours. Their means were small and often their stock of learning slender. Under such conditions general illiteracy must soon have prevailed had not the Government come to the aid of the people. At first the legislative grants were small, nothing further being contemplated than the instruction of the young in reading and writing and perhaps the elements of arithmetic.

Still, parents who had enjoyed good educational advantages in their youth found their children growing up around them with no school within reach. In such cases the father and mother, in intervals stolen from the laborious duties of life on a new farm, usually found time to teach their children how to read and write, but seldom to raise them to their own standard of intelligence and culture. And many, the children of negligent or ignorant parents, were allowed to grow up quite illiterate.

The Legislature, however, gradually became more generous in its grants, until the annual allowance to teachers holding the several classes of licence had reached the following figures:—

	Male Teachers.	Female Teachers.
1st class - - - -	\$ 150.00	\$ 110 00
2nd class - - - -	120.00	90.00
3rd class - - - -	90.00	70.00

The class of licence held depended upon the scholarly attainments of the candidate.

“Boarding
Around”
system

Very often, in the rural districts, the teacher received but little remuneration, save board and lodging, in addition to this provincial grant. In the more populous localities the practice of “boarding around” prevailed. The teacher in search of employment, having first obtained the permission of the school committee, set out to canvass the district for subscriptions. Each father or guardian was expected to subscribe so many “scholars” at so much per term or quarter, and in addition, to board and lodge the teacher for a term proportionate to the number of “scholars” subscribed. The custom of “boarding around” sometimes subjected the teacher to very trying experiences—at the best the accommodations and management of some of his temporary homes would be far from ideal; and, after all, having completed

his term of service, he had to make another round or more among his constituents to collect the small cash subscriptions.

In the towns and villages also, payment was made by voluntary subscriptions, but the teacher as a rule "boarded himself."

This system, both in town and country, placed the financial burden mainly on the parents of large families and on the few public-spirited residents who were willing to contribute in proportion to their means. It is true that the Government on more than one occasion endeavoured to introduce the principle of general assessment, even offering a premium to any county, municipality, parish, or district which would support its schools in that way, but the assessment system made no headway against the opposition of that numerous and influential class whose sense of private ownership exceeds their public spirit.

In the early days of the Province, the rectors and missionaries of the Church of England were required to examine the public schools, and were accustomed to conduct religious exercises on the occasion of their visits; but, as the population increased the non-episcopal Protestant denominations and the Roman Catholics grew in numbers and influence. Persons, too, of any religious faith were allowed to qualify as teachers. In consequence the prestige of the English Church declined, and most of the schools receiving the Government grant became practically non-denominational.

In 1869-70 a great educational wave passed over the Province, which resulted in the passage of the present law, the "Common Schools Act, 1871." This act made local assessment for the support of schools compulsory, and provided for the free tuition of all children of school age.

The central administrative power is invested in the Board of Education, which consists of the Governor, the members of the Executive Council, the Chancellor of the Provincial University, and the Chief Superintendent of Education. The Chief Superintendent is the secretary and chief executive officer of the Board. His position is understood to be non-political, professional fitness and executive ability being the sole qualifications. There have been three appointments under the present Act. Theodore H. Rand, D.C.L., who had successfully inaugurated the free schools system in Nova Scotia, was Chief Superintendent in New Brunswick from 1871 to 1883. He was succeeded by William Crocket, A.M., who had conducted the Provincial Normal School for over 12 years. In 1891 J.R. Inch, LL.D., President of Mount Allison University, was appointed to the position.

For the local administration of the Common Schools Act, the Province is divided into school districts. Each of the cities and incorporated towns is constituted one district, and the parishes of the 16 counties are divided into districts, none of which should contain less than 50 children of school age unless the district is at least four square miles in extent.

Every school district has a board of school trustees. In cities and incorporated towns, the members of the school board are appointed for a term of three years, part by the Governor in Council and part by the City or Town Council. Two members of the board must be women. Any trustee may be reappointed

at the end of each term of three years. In the villages and rural districts, the school board consists of three trustees, elected by the ratepayers of the district at the annual school meeting. One trustee retires each year, but may be re-elected. The school meeting also determines, by vote, the amount which shall be assessed upon the district for the support of schools. Should the school meeting fail to provide the necessary means, the Board of Education may authorise the trustees to levy and collect a sufficient sum.

There is no school meeting in cities and incorporated towns. In them, the school board determines the amount to be assessed (subject to a maximum limitation fixed by law).

The trustees have the general management and oversight of the schools of the district. They select the teachers, engage them for a definite period, and, if they deem it best, may re-engage them. They may dismiss any teacher for immorality or gross neglect of duty. They may suspend or expel from the school any pupil addicted to vicious practices or who is persistently disobedient to the teacher.

Finance.

The funds for the support of schools are drawn from three sources, the Provincial Grant, the County School Fund, and the District Assessment.

Each teacher is paid from the Provincial Treasury a fixed amount per school year. This allowance depends partly on the class of licence held by the teacher, and partly on the grade of school in which he is employed and his position therein. The allowances given to teachers in the ordinary schools during recent years have been approximately as follows:—

Male Teachers.				Female Teachers.			
1st Class	-	-	\$ 135.00	1st Class	-	-	\$ 100.00
2nd	„	-	108.00	2nd	„	-	81.00
3rd	„	-	81.00	3rd	„	-	63.00

The allowance to teachers in poor districts is increased one-third. The Province also makes grants to poor districts for the erection of school buildings.

The Provincial expenditure for the school service during the year 1897, not including grants to school libraries and for the education of the deaf-mutes and the blind, amounted to \$161,446. The total Provincial income for the same year was \$745,202.59. It will be seen, therefore, that the Province expends a large proportion of its income in support of education. The Provincial expenditure on education during the year 1898 was \$163,022, and the total Provincial income \$1,254,348.

The County School Fund is provided for by an annual assessment upon the county sufficient to yield a sum equal to thirty cents per head of the population. It is distributed among the school districts of the county, in part according to the num-

ber of teachers employed and in part in proportion to the average attendance at school. This money must be applied by the trustees in payment of the salaries of teachers. Besides this, the counties contribute towards the education of deaf-mutes and the blind. The money for school purposes raised by county assessment during the year 1896-7, amounted to \$94,421, and in 1899 to \$90,857.

The local assessment in every district is applied in support of the schools of the district, in payment of teachers' salaries, partly in defraying the cost of school buildings, furniture, apparatus, repairs, fuel, and other necessary expenses.

The amount assessed upon the districts of the Province, for salaries, etc., during 1898 approximated to \$340,000.00. The assessment is levied partly as a poll-tax of one dollar on each adult male resident and the balance upon property and income.

No tuition fees are charged for pupils whose parents or guardians reside in the district. In general parents provide their children with text-books, but in the case of persons in indigent circumstances, the trustees are empowered to supply the necessary text-books at the expense of the district.

The public schools are provided for quite independently of subscriptions or endowments, yet school boards may legally receive benefactions in aid of popular education. This form of generosity has not, however, been largely indulged in by our philanthropists.

The average annual salaries from all sources, of the various classes of teachers, as shown by the returns for 1898, were:—

	Salaries of Teachers
Grammar school teachers (principals) - -	\$939.47
Superior school teachers (principals) - -	608.55
First class male teachers - - - -	463.99
Second " " " - - - -	278.40
Third " " " - - - -	224.25
First class female teachers - - - -	309.03
Second " " " - - - -	229.75
Third " " " - - - -	187.65

In the first Term of 1898, 1,864 teachers were employed in the public schools, of whom 402 were males, and 1,462 females.

There is no provision made for pensioning teachers.

The school laws of New Brunswick do not compel parents to send their children to school. When a pupil has been enrolled, however, he is expected to attend school regularly, and in case of absence or tardiness to present an excuse to the teacher from his parent or guardian.

The number of children enrolled in the public schools during the first term of 1898 was 63,333, which is about 20 per cent. of the total population. The average attendance for the Province is about 55 per cent. of the number enrolled. In the cities and towns the average is much higher than this, but lower in the country districts. The average cost per pupil per year is about 8.00 dollars.

Course of Study The course of study for the common schools includes reading and spelling, writing, arithmetic, grammar, geography, British and Canadian history, health lessons, lessons on nature, drawing, singing, and in the higher grades algebra, geometry, and Latin. Physical exercises are conducted by the teachers

Manual Training and Needlework. In 1900 a manual training school for boys and a manual training class for teachers were opened in Fredericton, all expenses (except the provision of a room) being defrayed out of the Macdonald Manual Training Fund. In some schools the girls are taught needlework. There are no cooking departments connected with the schools

Instruction in Religion and Morals. The school law explicitly declares that all schools conducted under its provisions are to be non-sectarian. No dogmatic religious teaching is allowed by the law or regulations. Practical Christianity, however, is encouraged. Every teacher is expected to maintain a deportment becoming an educator of the young. Any teacher guilty of immorality may be discharged by the trustees; and, if the charge be established, his licence will be cancelled by the Board of Education. The teacher is directed to strive diligently to inculcate the principles and encourage the practice of Christian morality, and to give instruction, as occasion may offer, concerning those virtues and habits which contribute to the happiness, effectiveness, and social fitness of the individual.

In addition, the teacher has the privilege of opening and closing the school by reading a portion of the Scripture (either from the common or Douay version), and repeating the Lord's Prayer. These religious exercises are purely voluntary, however, and no pupil can be required to be present at them contrary to the will of his parent or guardian. No religious Catechism may be used in the schools.

The law was vigorously opposed at first by the Roman Catholics on account of its undenominational character. Some concessions have since been made in the administration of the law, which have had the effect of rendering the system less distasteful to them. In most of the towns, the Roman Catholic children are grouped together in the same schools under teachers of their own faith. While subject, during the regular school time, to the regulations of the Board of Education as to religious teaching and the use of the prescribed text-books, this arrangement renders it possible for the teachers to instruct the pupils in the dogmas of their religion before or after the prescribed school hours.

In the villages generally, and in country places, the children of all faiths attend the district school, which is often taught by a Roman Catholic teacher. The clergy of all denominations are encouraged to visit the schools

Training of Teachers. Every teacher in the public schools must obtain some professional training at a recognised training or normal school before receiving a permanent licence. By far the greater number attend the Provincial Normal School, where all except third class candidates and college graduates are required to attend for at least one

year The aim of this school is to acquaint the candidates with the best methods of teaching and school management, to instruct them in the principles and working details of the school system, and at the same time supply deficiencies in and supplement their general scholarship.

The attendance at the normal school for the year 1897-8 was 281. The candidates in attendance are all, or nearly all, natives of New Brunswick and come from all parts of the province Their religious creeds are as various as those of the mass of the people, yet the utmost harmony prevails among them

All candidates for Provincial licence to teach are required to pass the Government Examinations based upon the prescribed syllabus for the various classes of licence

For the purpose of inspectorial visitation and supervision the Province is divided into six inspectorial districts. One inspector is appointed to each district by the Board of Education. The inspectors are usually teachers of experience, and must be holders of grammar school licences

The regulations of the Board of Education provide for a system of annual gatherings for professional instruction and culture, called institutes; one for each county to continue for two days, and a general educational institute for the Province, whose sessions extend over a period of three days. These institutes are generally well attended and have done much to keep up the professional spirit and interest of the teachers

II. SECONDARY EDUCATION

There are three ranks of schools in the State system ordinary common schools, superior schools, and grammar or high schools.

The superior schools are advanced common schools. The law permits one to every 6,000 inhabitants The Provincial Grant to the principal, who must hold a "Superior School" licence, is \$250 per year. The superior school is free to qualified pupils from any district in the parish in which it is located

The grammar schools are, or are intended to be, secondary schools proper Each county is entitled to one During the last few years a marked improvement has taken place in the equipment and efficiency of the grammar schools and other high schools. The Provincial Grant to the teachers has been increased, and several fine High School buildings have been erected The Province contributes \$350 per year toward the salary of every teacher in a Grammar School who holds a "Grammar School" licence. The Grammar Schools are free to qualified pupils from any part of the county. The High Schools in some of the towns are quite equal to the Grammar Schools in staff and equipment

The High School course is an extension upward of the common school course. Greek and French are added. Health lessons become physiology, and nature lessons develop into physical science and botany.

Private and Denominational Schools and Colleges.

Nearly all the elementary schools in the Province belong to the State system. A Madras school at St. John and another at Fredericton are controlled by the Church of England. The two commercial schools, one in each of the before mentioned cities, are both conducted as private enterprises.

There are some denominational academies and boarding schools, but their attendance is small compared with that of the public Grammar, and High Schools.

There are also two well-attended denominational colleges—Mount Allison College, at Sackville, under the control of the Methodists, and the Roman Catholic College, St. Joseph's, at Memramcook. The greater part of those who attend the denominational secondary schools and colleges received their early education in the Provincial common schools.

III UNIVERSITY EDUCATION.

University Education.

There is a Provincial university at Fredericton. It has a considerable endowment, and receives, besides, a grant of about \$9,000 from the Provincial Treasury. A moderate tuition fee is paid by the students.

IV. TECHNICAL AND AGRICULTURAL EDUCATION.

Technical and Agricultural Education.

Under this head mention should be made of the Government Training Farm, and of the Provincial Dairy School, particulars of which are given in Supplementary Notes to this Report. It may also be observed that the courses in nature study and physical science in the primary schools are, when taught in an earnest and practical way, a good preparation for technical work.

V INDUSTRIAL SCHOOLS AND REFORMATORIES.

Industrial Schools and Reformatories.

There is a reformatory near St. John, supported by Government, and two industrial schools in that city, one Roman Catholic and the other Protestant, supported by the gifts of the charitable.

VI. SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.

Schools for the Deaf and Dumb and the Blind.

There is a school for the deaf and dumb at Fredericton. The Government has assisted in providing suitable buildings, and allows \$60 per year from the County School Fund toward the support of each deaf and dumb mute person boarded and educated at the institute. This school also receives a special grant of \$500 per annum from the Province.

There is no institution in the Province for the education of the blind, but the school for the blind at Halifax, in the adjoining province of Nova Scotia, is entitled to receive \$75 per year from the Provincial Treasury, and an equal amount from the County School Fund, for each pupil from New Brunswick.

VII. GENERAL RESULTS.

General results.

When we take a general view of the history of public education in New Brunswick, several tendencies may be observed arising in

the earlier or later past, and taking their course toward the present. Some of these are here enumerated.

Methods of teaching have received increased attention, especially in the direction of making the school work easier and more pleasant for the pupil.

The curriculum of the Common and High Schools, at first very simple and exclusive, has become more complex and comprehensive. Methods of school discipline have been greatly softened. Corporal punishment is now little used.

The number of women teachers relatively to the number of men has steadily risen. At present over three-fourths of the teachers are women. For the first term of 1898, the class and sex of the teachers were as follows:—

Male Teachers.		Female Teachers.	
Grammar School -	20		
1st class - - -	153	1st class - - -	274
2nd „ - - -	118	2nd „ - - -	786
3rd „ - - -	108	3rd „ - - -	377
Assistants - -	3	Assistants - -	25
Total - - -	402	Total - - -	1,462

There has been a great improvement in public school buildings, especially in the cities and towns.

The qualification of teachers, both in regard to scholarship and professional training, has been advanced, and the tendency is still in this direction.

The annual increase in the number of schools, and the consequent increase in expenditure, has caused a movement towards the union of rural school districts with the object of establishing one central graded school in place of several separate ungraded schools. This will involve the making provision for the transportation to the school at public expense of children living at a distance. If this plan prove successful it will have a tendency to increase the efficiency of the schools and at the same time decrease the expenditure of maintaining them.

The principle of assessment upon the property of the country for the support of public schools has been almost universally accepted. In some districts there is still occasionally manifested a passive resistance which tends to retard the machinery of the law, but any attempt to repeal any of the essential features of the Free School Act would be defeated by an overwhelming majority of votes. There is still a difference of opinion in regard to the proper limits of the Free School Act. Some maintain that a merely elementary education is all that the country should provide free

of expense to the pupils; others would not only include secondary and collegiate schools in the free school class, but would provide at the public expense text-books for all pupils. There is but little doubt that a larger proportion of the cost of the schools will soon have to be borne by local taxation for the purpose of relieving to some extent the demand upon the Provincial revenues, nearly one-third of which is now expended for educational purposes.

J. BRITAIN,
*Instructor in the Provincial
Normal School.*

SUPPLEMENTARY NOTES.

(i)

The following are extracts from *Papers relating to University Education of Roman Catholics in certain Colonies. (Colonial Office Return, 1900. Cd 115.)*

“In the Province of New Brunswick no State provision is made for the University education of any particular denomination or class. The Provincial University is open to Roman Catholics, as to all other citizens, upon equal terms.”

“There are in the Province, besides the Provincial University, two colleges with University powers under charter from the Provincial Legislature; one of these is under the control of the Roman Catholic Church and the other of the Methodist Conference.”

“These denominational institutions are maintained wholly by fees and private endowments, and receive no grants whatever from the Public Treasury.”

(ii).

GOVERNMENT TRAINING FARM.

The following letter appeared in the *Times* for November 22, 1900:—

“Sir,—I wish to call attention through the columns of *The Times* to a late move on the part of the Government of New Brunswick, Canada, which must impress one as a most practical plan in the direction of providing a young Englishman, Irishman, or Scotchman with an efficient training in agriculture that will fit him thoroughly for farming intelligently and with profit in the delightful colony mentioned.

“Heretofore, in the case of a boy who has but a small amount of capital at his disposal, not sufficient to enable him to begin life as a gentleman farmer in this country, but ample to make him at once practically independent in a province like New Brunswick, the various types of training at his disposal, whether in Great Britain or the colony itself, have

had their distinct disadvantages, which space will not allow me to enumerate, not the least of which has been the expense, and, in some cases, the inefficiency. It was the careful consideration of these and other such facts that led the Government of New Brunswick—the largest of the maritime provinces, that portion of Canada which bears the distinction of lying nearer Great Britain than any other important food-producing area of the Empire, and of which the resources, climate, and agricultural conditions are unexcelled in the world—to encourage the establishment of a training farm that would offer to boys and young men, especially of the class that come from the great English public schools, a thorough practical three years' training in agriculture without the payment of any fees whatever.

“This training farm has already been established and is in active operation. The gentleman in charge of it is an Englishman, Mr. A. W. Pratt, a graduate of Cambridge and of the Royal Agricultural College at Cirencester, the late headmaster of Tamworth. It is felt that, being a thorough agriculturist and an efficient teacher, and knowing the English schoolboy as he does, he is well fitted to make the plan most efficient in operation.

“The farm is designed to carry on all its work in the most practical manner, and to be throughout on a paying basis and thoroughly self-supporting, presenting all the conditions of a farm, as such, in practical operation. The boys will themselves do practically everything that is to be done, getting direct experience of stock raising, dairying, crop raising, marketing, and so forth. The farm is inspected from time to time by members of the Department of Agriculture of the New Brunswick Government, who see that only the most approved methods obtain. Though no fees for instruction are charged it is necessary to charge a small fee, from £30 to £40 for the first year only, when the boy is practically of no service. This fee is asked simply to cover the cost of board and that of breakage of farm machinery, which usually suffers somewhat severely in the hands of the novice.

“The situation and the farm itself have been carefully chosen. It lies in the beautiful Kennebecasis Valley at the village of Penobsquis, near Sussex, in Southern New Brunswick, only about 50 miles by rail from St. John, the chief winter port of Canada, from which several lines of steamers run direct to Great Britain. The farm, comprising in all some 900 acres, includes both upland and rich, deep-soiled “intervale” land, and through its very centre run the Kennebecasis River and the main line of the Intercolonial Railway between Moncton and St. John, with many trains in both directions constantly. Penobsquis Station is on the farm itself.

“At the end of the period of training the director will personally assist each boy in his selection of a situation. In the meantime, what capital he has may be invested and accumulating, instead of a large percentage of it being paid out for instruction.

“Application to the Hon. C. A. Duff Miller, the Agent-General for New Brunswick, 17, Leather-Market, London, S E., will elicit an illustrated prospectus and any further details of this training farm, and also full information with regard to the unexcelled portion of Canada where it is established. I have just returned from Canada and must say that everything is progressing most favourably, the English boys already on the farm being delighted with the country and prospects. The plan is one which seems to solve thoroughly the problem of how best to introduce a young Englishman, Scotchman, or Irishman to agricultural life in that beautiful and fertile country over seas, which offers so many advantages to both young and old, and the further development of which is always a step in the building of the Empire.”

I am, yours sincerely,

W. ALBERT HICKMAN,
New Brunswick Government Commissioner.

(iii).

PROVINCIAL DAIRY SCHOOL (SUSSEX, N.B.).

(See *Report on Agriculture for the Province of New Brunswick, 1899.* Fredericton, N.B.).

The work in
the winter,
1898-99.

The Dairy School which was first opened at Sussex during the winter of 1893-94, has been kept in operation every winter since that time. The increasing interest and the large increase in the number of students from year to year has brought about many much-needed changes. Work in the new building with its new and up-to-date machinery was of the most satisfactory nature. No better evidence of this can be had than the fact that dairymen attended, not only from New Brunswick, but also from the Provinces of P. E. Island and Nova Scotia.

The instruction given is of the most practical nature; theory is in no case advanced unless the same can be put in practical use.

The time for opening the school was changed in 1899 to a later date, and both the cheese and butter making courses will be carried on at the same time.

Since the first opening of the school, the session usually opened early in February and continued until about the middle of March. The milk at this season of the year had to be handled in a different manner than it does in the summer season. Consequently the students get training in the cheese-making department that they cannot put into practical use when they return to their factories and obtain the best results. However, some makers, who perhaps have not had very much experience at the work, follow the teaching at the school and get results that are not what are desired by the Inspector or the buyer; therefore by opening the school on the 12th March and continuing it until the 12th April, it is hoped in a measure to overcome this difficulty.

APPENDIX.

The following statistical tables have been taken from the Statistical Year Book of Canada for 1899.—

TABLE I.—PUBLIC SCHOOLS.

Term ended	Number of Schools.	Teachers & Assistants.	Number of Pupils.	Boys.	Girls.	Average Attendance.	Proportion of Population at School.
June 30, 1889	1,505	1,597	59,819	31,847	27,972	33,785	1 in 5.84
Dec. 31, 1889	1,565	1,657	56,384	28,847	27,538	34,822	1 " 5.70
June 30, 1890	1,517	1,617	58,570	31,053	27,517	32,542	1 " 5.49
Dec. 31, 1890	1,557	1,641	55,622	27,964	27,658	33,512	1 " 5.78
June 30, 1891	1,536	1,632	59,568	31,196	28,372	34,394	1 " 5.39
Dec. 31, 1891	1,604	1,674	56,217	28,459	27,758	35,203	1 " 5.71
June 30, 1892	1,585	1,669	60,786	31,967	28,819	35,220	1 " 5.28
Dec. 31, 1892	1,633	1,710	57,547	29,092	28,455	37,373	1 " 5.58
June 30, 1893	1,614	1,693	60,154	31,576	28,578	35,940	1 " 5.34
Dec. 31, 1893	1,644	1,725	57,195	28,818	28,377	35,381	1 " 5.62
June 30, 1894	1,653	1,749	61,280	32,149	29,131	37,260	1 " 5.29
Dec. 31, 1894	1,685	1,761	57,282	28,894	28,388	36,295	1 " 5.60
June 30, 1895	1,695	1,790	62,518	32,659	29,859	38,447	1 " 5.13
Dec. 31, 1895	1,724	1,799	57,889	29,155	28,734	37,876	1 " 5.54
June 30, 1896	1,720	1,829	61,918	32,315	29,603	37,176	1 " 5.18
Dec. 31, 1896	1,722	1,782	57,200	28,660	28,540	37,085	1 " 5.61
June 30, 1897	1,737	1,829	61,908	32,297	29,611	37,154	1 " 5.18
Dec. 31, 1897	1,749	1,820	58,174	29,180	28,994	38,992	1 " 5.62
June 30, 1898	1,778	1,864	63,333	32,315	30,353	38,874	1 " 5.07
Dec. 31, 1898	1,797	1,882	59,457	28,660	29,695	38,978	1 " 5.40
June 30, 1899	1,806	1,912	63,536	32,297	30,564	37,771	1 " 5.05

TABLE II.—GRAMMAR SCHOOLS.

Term ending	Teachers and Assistants.	Number of Pupils.	Average Attendance.
June 30, 1889	62	700	485
" 1890	55	577	392
" 1891	64	665	456
" 1892	66	683	488
" 1893	68	697	500
" 1894	68	749	578
" 1895	68	750	577
" 1896	71	690	523
" 1897	82	732	569
" 1898	27	791	—
" 1899	34	980	—

TABLE III.—NORMAL SCHOOLS.

Year.	Males.	Females.	Total.
1889 - - -	45	179	224
1890 - - -	49	190	239
1891 - - -	36	207	243
1892 - - -	38	231	269
1893 - - -	47	217	264
1894 - - -	59	255	314
1895 - - -	54	215	269
1896 - - -	65	175	240
1897 - - -	66	196	257
1898 - - -	54	227	281
1899 - - -	61	255	316

TABLE IV.—RECEIPTS AND EXPENDITURE.
(Not including amounts spent on school buildings.)

Year.	Receipts.				Expenditure.
	Government Grant.	Municipal Aid.	District Assessment.	Total.	
1889 -	153,641	94,508	174,499	422,648	404,146
1890 -	157,062	94,505	183,636	435,203	416,551
1891 -	157,603	94,505	186,083	438,191	419,547
1892 -	163,058	94,467	174,866	432,391	410,717
1893 -	170,581	94,430	181,177	446,188	421,384
1894 -	* 171,561	92,281	183,166	447,088	427,215
1895 -	180,269	92,140	187,161	459,570	436,618
1896 -	182,018	91,528	211,115	484,661	461,733
1897 -	198,483	90,909	† 208,027	497,419	473,994
1898 -	188,104	90,807	† 230,000	508,911	483,820
1899 -	193,730	90,857	† 318,373	602,960	577,219

* For 10 months.

† Approximate.

THE SYSTEM OF EDUCATION IN THE PROVINCE OF MANITOBA

[Compiled from recent reports of the Department of Education for the Province of Manitoba and other documents relating to education in Manitoba, which can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.]

INTRODUCTION.

For the last thirty years Manitoba has enjoyed the status of a self-governing province and the privileges of membership in the Canadian Federation. Originally "an agricultural settlement peopled by emigrants from Scotland and Ireland under Lord Selkirk,* this district passed, in 1821, into the hands of the Hudson Bay Company. Unincorporated, however, with their other territories, it retained its separate existence till the rights of the Company were purchased by the Government for the purpose of creating the new federal province. Up to this date the little colony, known as the Red River Settlement, had been administered by a Governor appointed by the Company and assisted by a Council selected from men of local importance.

The population has been slowly increased by immigration not only from the United Kingdom but also from the neighbouring provinces of Ontario and Quebec. In 1869 this stood at some 12,000, and it has been estimated that of this number about 1,000 were whites, 5,000 Scotch and Irish half-breeds, and about 6,000 French half-breeds (*métis*). From the date of the Union (1870) immigration has continued to swell these numbers but at a quickened rate, so that in 1891 the enumerated population was 154,442, and it is calculated that it now nearly attains to 200,000. It is a very heterogeneous population both in race and religious belief, including as it does English, French, Germans, Icelanders, Hungarians and Finns; and the difficulties due to this admixture of races are largely responsible for the bitter struggles that have disturbed the peace of the new province for the last ten years. These struggles have centred round the problem of the schools, and considered in this light the history of educational effort in Manitoba falls naturally into three periods:—

- (a) The period of unorganised effort in the settlement.
- (b) The denominational period—1871–1890.
- (c) The unsectarian system of the Act of 1890.

* Cf. Mr. R. L. Morant's report on "The Manitoba School System" in the first volume of "Special Reports on Educational Subjects," from which much valuable information has been derived.

(a) *The Settlement Period.*

During the period of the Company's administration it was no part of their policy to make any provision of financial aid towards establishing schools a permanent charge upon their revenues, though occasionally assistance was granted towards maintaining poor schools already in existence. The work of education was undertaken by the various religious communities within the territory. "Each Church had by its side a school under the control of the missionary. There was no system of taxation in vogue, the school was sustained by private subscriptions or by grants from the missionary societies." The results of these early missionary efforts were by no means inconsiderable; education is said to have been in a much better condition than the isolated and scattered state of the population would have led one to expect, and in 1857 there were 17 schools in operation; but in view of the subsequent controversy it is well to remember that it is admitted on both sides that at the time when the Union was effected these schools were neither supported by grants from public funds nor controlled in any way by public officials.

At this date the Catholic and Protestant parties were almost equal in numbers and each supported their own schools, and though the proposed inclusion of this territory in the Dominion was met in some quarters with the violence of open rebellion, and in others with serious apprehensions of a possible curtailment of privileges hitherto freely enjoyed, it does not appear that there was any special anxiety with regard to the schools as then established. The notable Section 22 of the Manitoba Act is the result of the struggles in other provinces rather than due to any anticipation of immediate difficulties under the new conditions, though no doubt, as has been suggested, the idea of a possible shifting of the relative strength of religious parties helped to recommend its adoption.

As in the subsequent development of events much weight was attached to the interpretation of this section and of the similar one in British North America Act (1867), it may be well to quote the full text of the article in the Manitoba Act.

Section 22 The Legislature makes laws in relation to education subject and according to the following provisions.—

(1) Nothing in any such laws shall prejudicially affect any right or privilege with regard to denominational schools which any class of persons have by law or practice in the province at the Union.

(2) An appeal shall lie to the Governor-General in Council from any act or decision of the legislature of the province or of any provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.

(3) In case any such provincial law as from time to time seems to the Governor-General in Council requisite for the due execution of the provisions of this section is not made, or in case

any decision of the Governor-General in Council on any appeal under this section is not duly executed by the proper provincial authority in that behalf, then and in every such case and as far only as the circumstances of each case require, "the Parliament of Canada may make remedial laws for the due execution of the provisions of this section and of any decision of the Governor-General in Council under this section."

(b.) *The Denominational Period, 1870-1890.*

Such were the conditions under which the new province opened its educational legislation with the Manitoba Schools Act. This measure was passed in 1871 and established a State system of strict denominational schools.

The following is a summary* of the main provisions of this measure and of the principal amendments.—

1. The whole education of the province was placed under a central board of education, appointed by the Lieutenant-Governor in Council.

2. This board was composed of two sections, one Protestant, the other Catholic, equal in number. One-third of each section retired every year, and the Governor appointed their successors.

3. To this board was handed over the grant made for education every year by the provincial legislature to be divided equally between the two sections.

4. Each section of the board had exclusive and independent control over its own schools,† made its own regulations, and appointed and supervised its own inspectors, conducted the licensing and examination of its own body of teachers, and selected its own books for school use, especially on religious subjects.

5. For the actual management of schools, the whole province was divided up into school districts, in each of which the inhabitants elected a board of trustees, with duties similar to those of our school managers; a certain number of the trustees retired every year, and others were elected. These school districts were 24 in number, corresponding to the electoral divisions.

6. As the population was then more or less definitely segregated in certain areas corresponding with their differences of religious beliefs, it was arranged that 12 of these school districts, "comprising mainly a Catholic population,"‡ should be Catholic, under the Catholic section of the central board, and 12 in the same way Protestant.

7. Each board of trustees had authority, in his own district, to make all arrangements for providing and managing schools,

* This summary is taken from Mr. Morant's Report on "The Manitoba School System."

† Their only *joint* function was to make regulations for registering and reporting the daily attendance of scholars.

‡ Sessional Papers, 33a, p. 7.

appointing teachers, building, repairing, and furnishing school premises, and controlling the general working and expenditure.

8 To meet expenses not covered by the fees and the central grant, the inhabitants of each school district, assembled at an annual meeting, decided in what manner funds should be raised. One of the modes prescribed was an assessment and rate upon the property of the school district, the amount to be fixed by the Board of Trustees, but collected from the people and paid over to the trustees by the municipal authorities.*

9. In the event of assessment there was no provision for exemption except in the case of the father of a child actually attending a public school—a Protestant in a Catholic school district or a Catholic in a Protestant—who was exempt from contributing to a school not of his own faith in the event of his sending the child to the school of the nearest district of the other section, and contributing to it an amount equal to what he would have paid if he had belonged to that district.

10. But there could not be more than one school in any one given district, except by the special sanction of that section of the central authority to which the district originally belonged.

* * * * *

Various modifications were introduced in subsequent years, which are worth noticing in detail, as showing the persistent and increasing effort towards a more thorough application of the denominational system. As the Protestant population was increasing far more rapidly than the Catholic, this tendency appeared to redound chiefly to the benefit of the Protestants. Thus:—

11. By the Act of 1873 the legislative grant was no longer to be equally divided between the Catholic and Protestant sections,† but proportionally to the total average attendance at all the schools under each section respectively during the preceding year

12. This was again altered in 1875, and the grant was made proportional to the total number of children of school age,‡ whether Protestant or Catholic, residing in all the school districts of each section respectively

13 In the same year a change was also made in the composition of the Central Board which, to correspond with the great increase of Protestant relatively to Catholic immigration, was now fixed at the ratio of 12 Protestants to 9 Catholics.§

14. It was further enacted in 1876 that the establishment or existence of a school district belonging to one section of the Board should not prevent the establishment *in that same place* of a school district of the other section.||

15. Protestant and Catholic districts could, in fact, either co-

* Canadian Economics, p. 302.

† Cf. 3 above.

‡ 6-16 in towns; 5-16 in rural districts.

§ Cf. 2 above.

|| Cf. 9 and 10 above.

exist or overlap, thus making it much easier than before for a man to send his child to school under his own section of the board and so of his own faith.

16. This was the more necessary because school attendance was in this same year made compulsory in towns on all children, from 7 to 12 years old.

17. And the trustees were now empowered of their own authority to levy a rate on *all* the inhabitants of a district for school expenses.*

18. But the incidence of this rate was restricted in the following year by the Act of 1877, which expressly enacted that in no case shall a Protestant ratepayer be obliged to pay towards a Catholic school, nor a Catholic ratepayer towards a Protestant one †

* * * * *

Further modifications were introduced from 1881 to 1884, but always in the direction of facilitating denominational privileges, not only as between Catholics and Protestants, but even as between different sects of the Protestants, who gradually formed distinct school districts of their own, under the one Protestant section of the Central Board.

19. In 1881 it was provided that a school could be opened, or a school district called into existence, *anywhere*, if there were ten children of school age residing within three miles of the proposed school site: it being only necessary for five resident heads of families to petition the municipal council under which they resided, to form a district; and in case of difficulty, an appeal lay to that section of the Central Board under whose jurisdiction the said five residents would belong.

20. In 1884 largely increased powers were given to the trustees for issuing debentures and borrowing money for building and improving their schools.

21. Denominational normal colleges, assisted by the rates and by provincial grants, were authorised to be established by *each* section of the Board independently, in connection with the denominational colleges of Winnipeg, and St. Boniface respectively

22. In 1886 the law stood that in municipalities including different school districts, rates were to be fixed by the district to which the majority of the residents belonged; but the municipality were to hand over to the district of the minority, a share of the total, proportionate to the number of children in attendance in the minority's schools ‡

* Cf. 8 above.

† *Vide* memorandum prepared by the Catholic Superintendent of Education, for the Colonial Exhibition, 1886. Mr. McCarthy, representing the Manitoba Government, stated before the Privy Council in Ottawa, March 5, 1895:—"A man who was neither a Protestant nor a Catholic was exempt from taxation." But Principal Grant, who made an exhaustive inquiry into the Manitoba school question, says, that this statement is quite inaccurate; and that there was not any arrangement to that effect.

‡ *Vide* Catholic Superintendent's Report, 1886

23. It was also laid down that no educational buildings or institutions were to be rated or taxed for school purposes.

24. And that when two or more persons were sharing the interests of any taxable property, the taxes of each of them should be handed over independently to whichever school district (*i.e.*, Catholic or Protestant) each belonged, in respect of his own faith, without reference to the locality of the property.

* * * * *

Of the results of this system Mr. Somerset, Superintendent of Education for the Protestant section of the Board, wrote officially in 1886:—"The history of the educational system of this province since its establishment in 1871 to the present time, affords very satisfactory evidence of the fulfilment of those conditions of usefulness and adaptation to the wants of the people, and justifies us in regarding its operation in the past with satisfaction. It is gratifying to all lovers of good citizenship, as well as of educational progress to note that from the organisation of this system in 1871, at which period the Protestant schools numbered 16, and the Catholic 17, up to the present time,* there has been an almost entire absence of the friction and disagreement that have marked the progress of education in some of the sister provinces."

While Mr. Macoun, the Dominion Government explorer of the North-West, wrote in 1883†:—"Perhaps the most satisfactory chapter in the history of Manitoba is its peaceful and harmonious educational development. In every other province of the Dominion long and angry wars have been waged over the common schools. Well may the province that has no history in this respect be called happy." And this was written at a time when there were many varieties of religious beliefs in the province, the respective churches being represented in the following proportions:—Episcopalians 14, Presbyterians 14, Roman Catholics 13, Methodists 2, Lutherans and Mennonites 7, Baptists and Congregationalists 2; or, following the two divisions of the Board of Education, Catholics 13, non-Catholics 46.

And Dr. Morrison writes, "Throughout all these years, from 1871-1888, no complaint was ever made with the working of the separate school system. The people, Protestant and Catholic alike, were perfectly contented with the school system as it then existed."

(c) *The Public Schools Act of 1890, and the Religious Controversy.*

But the same feeling of satisfaction does not seem to have been shared by the provincial statesmen. Their aims were directed towards the creation of a "homogeneous Canadian people," and to the realisation of such aspirations these separate schools for Catholic, Episcopalian, Presbyterian, and Mennonite,

* *i.e.*, 1886, at which date Protestant Schools (according to another report) were 426 in number and Catholics 53.

† Manitoba and the Great North-West, p. 533.

for English, French, Hungarian, Icclander, and Finn offered the greatest hindrance, perpetuating the barrier raised by the diversity of language, and fostering by this variety the separatist point of view on matters concerning the general welfare of the whole community. Considerations of economy and efficiency also had their weight, and the Executive Council were fully alive to the enormous waste necessarily occasioned by a system of numerous small schools.

So convinced was the provincial administration of the necessity of finding some remedy that the Cabinet resolved in 1889 entirely to reverse the policy that had been pursued up till then. In view of the resulting agitation the question might be raised whether the historical position of the French Catholics throughout the Dominion did not entitle them to a differentiation of treatment from that dealt out to the immigrants from the Continental countries of Europe, but the measure introduced to the Provincial Legislature in 1890 applied the principle of undenominational education with strict logical consistency to all schools. That the Ministers had rightly interpreted the wishes of the province is proved by the large majority with which the Bill was carried—25 to 11—in a House which only contains 40 members, and by the fact that the new Parliament, elected mainly on this issue in 1893, rejected a proposal for the repeal of the new law by a still greater majority of 34 to 4.

As this Statute is still the valid law of the province, its provisions will be given in greater detail later on; here it is sufficient to state (in explanation of the intense agitation that followed its adoption) that it absolutely rejected the principle of denominationalism in education and recognised only one kind of school, the instruction was to be non-sectarian, and the local taxes raised towards the support of these schools to be collected from all ratepayers without any regard to their religious convictions.

This Act met with the most determined opposition from the Catholic party. It was held that under Section 22 (i.) of the Manitoba Act the entire measure was *ultra vires*. A test case was brought before the Courts, which after passing the primary instances in Canada with varying results, was finally decided by the Judicial Committee of the Privy Council in February, 1893. The judgment of the court was that since no *public* or state-recognised schools had existed before or at the union, this Act could not be held to have contravened "any denominational school rights or privileges existing by law or practice at the Union," and it was therefore not *ultra vires* but valid.

Before this decision had been published, the Catholics put forth another plea, viz. that under Section 22 (ii.) of the same Act they were entitled to appeal to the Governor-General in Council. This question in its turn occupied the attention of the law courts and passed through the various stages of judicial procedure, till the Judicial Committee of the Privy Council gave their decision in favour of the validity of the appeal. As the effect of this judgment has at various times been misrepresented

and even held to uphold the claim of the Catholics to their separate schools, it is advisable to give the Court's own statement of its ruling:—

“With the policy of these Acts their Lordships are not concerned, nor with the reasons which led to their enactment. It may be that as the population of the province became in proportion more largely Protestant, it was found increasingly difficult, especially in sparsely populated districts, to work the system inaugurated in 1871, even with the modification introduced in later years. But whether this is so or not is immaterial.

“The sole question to be determined is whether a right or privilege which the Roman Catholic minority previously enjoyed has been affected by the legislation of 1890. Their Lordships are unable to see how this question can receive any but an affirmative answer. Contrast the position of the Roman Catholics prior and subsequent to the Acts from which they appeal.

“Before these passed into law there existed denominational schools, of which the control and management were in the hands of Roman Catholics, who could select the books to be used and determine the character of the religious teaching. These schools received their proportionate share of the money contributed for school purposes out of the general taxation of the province, and the money raised for these purposes by local assessment was, so far as it fell upon Catholics, applied only towards the support of Catholic schools. What is the position of the Roman Catholic minority under the Acts of 1890? Schools of their own denomination, conducted according to their views, will receive no aid from the State. They must depend entirely for their support upon the contributions of the Roman Catholic community, while the taxes out of which State aid is granted to the schools provided for by the Statute fall alike on Catholics and Protestants. Moreover, while the Catholic inhabitants remain liable to local assessment for school purposes, the proceeds of that assessment are no longer destined to any extent for the support of Catholic schools, but afford the means of maintaining schools which they regard as no more suitable for the education of Catholic children than if they were distinctively Protestant in their character.

“In view of this comparison, it does not seem possible to say that the rights and privileges of the Roman Catholic minority in relation to education, which existed prior to 1890, have not been affected.

“It is certainly not essential that the Statutes repealed by the Act of 1890 should be re-enacted, or that the precise provisions of these Statutes should again be made law. The system of education embodied in the Acts of 1890 no doubt commends itself to and adequately supplies the wants of the great majority of the inhabitants of the province. All legitimate grounds of complaint would be removed, if that system were supplemented by provisions which would remove the grievance upon which the appeal is founded and were modified so far as might be necessary to give effect to these provisions.”

In accordance with this judgment an Imperial Order was issued on February 2, 1895, and the case was heard before the Privy Council for Canada, the hearing lasting from February 27th to March 7th. Mr. Ewart presented the case for the Catholics and Mr. McCarthy defended the policy of the Provincial Government. At the end of the hearing the Council found that by the Acts of 1890 "the rights and privileges of the Roman Catholic minority of the said province, in relation to education, prior to 1st day of May, 1890, have been affected by depriving the Roman Catholic minority of the following rights and privileges which, previous to and until the 1st day of May, 1890, such minority had, viz. —

"(a.) The right to build, maintain, equip, manage, conduct, and support Roman Catholic Schools in the manner provided for by the said statutes, which were repealed by the two Acts of 1890.

"(b.) The right to share proportionately in any grant made out of public funds for the purposes of education

"(c.) The right of exception of such Roman Catholics as contribute to Roman Catholic Schools from all payment or contribution to the support of any other schools."

The Remedial Order embodying this finding intimates that it was the Governor-General's decision that the Manitoban Legislature must modify the Acts of 1890 accordingly. The provincial Ministers refused to comply, and the Remedial Bill which was consequently introduced into the Dominion Parliament roused a very bitter feeling in Manitoba. It is stated that the Conservative party at that time in power did not push the Bill with any vigour, and that the Bill was "talked out" by the Opposition. It now appears to be generally admitted that the Bill was a mistake. Mr. Blake, the "greatest authority on constitutional law in the Dominion," and at one time counsel for the Catholic minority of Manitoba, says:—"I think no thinking man who knows Canada and the Provinces can doubt there would be the greatest practical difficulty in enforcing on an unwilling Province many provisions of the Remedial Bill, and that in the attempt the interests of the Roman Catholic minority in Manitoba and six other provinces would be but too likely to suffer."

On April 24, 1896, the Canadian Parliament was dissolved, and one of the chief issues placed before the electors was the settlement of the Manitoban School Question. The Conservative policy of coercion received the active support of the Catholic clergy: yet even in Quebec from 50 out of the 65 seats members were returned to support Mr. (now Sir Wilfrid) Laurier, a Liberal, but also a French Catholic, who had pledged himself to settle in six months in a manner satisfactory to both parties this matter that had been troubling the country for the last six years. The results of the election placed Mr. Laurier in a position to redeem his promise.

But prior to the dissolution an effort had been made by the Dominion Government to arrive at some compromise acceptable to both Catholic and Protestant. It had appointed a small Commission of three or four members (Sir Donald Smith,

now Lord Strathcona, being one of them) to proceed to Winnipeg and there meet the representatives of the Manitoban Government. But nothing came of the Commission. Subsequently, however, an arrangement was arrived at between Sir Wilfrid Laurier and the Provisional Government of Manitoba, on the following basis:—In towns and villages where there were resident twenty-five Roman Catholic children of school age, and in cities where there were fifty such children, the Board of Trustees should arrange that such children should have a school house or a school room for their own use, where they should be taught by a Roman Catholic teacher. Other points had reference to Catholic text-books, Catholic representation on the Advisory Board, Catholic representation on the Board of Examiners, and a Catholic Normal School. All these concessions were to be made under statutory enactments. The representatives of the provincial Government objected that the effect of such legislation would be to establish a system of State-supported separate schools for the Roman Catholic people, and to compel their support by the school taxes and legislative grants. "Not only so, but the whole school organisation—text-book regulations, constitution of Advisory Board, Boards of Examiners, and Normal School—would be modified to bring it into accord with the separation principle to an extent not usual even in places where regularly constituted separate school systems obtain."

It was found impossible to arrive at any satisfactory settlement, but the discussion was probably not without influence on the course of events when the negotiations were resumed by the new Dominion Government. The proposals put forward by Mr. Laurier, less favourable to the Catholics than those of Sir Donald Smith's Commission, were as follows:—

(1.) Legislation shall be introduced and passed at the regular session of the Legislature of Manitoba embodying the provisions hereinafter set forth in amendment to the "Public Schools Act," for the purpose of settling the educational questions that have been in dispute in that province.

(2.) Religious teaching to be conducted as herein-after provided: (1) If authorised by a resolution passed by a majority of the school trustees; or (2) if a petition be presented to the Board of School Trustees asking for religious teaching, and signed by the parents or guardians of at least ten children attending the school in the case of a rural district, or by the parents or guardians of at least twenty-five children attending the school in a city, town, or village

(3.) Such religious teaching to take place between the hours of 3.30 and 4 o'clock in the afternoon, and to be conducted by any Christian clergyman whose charge includes any portion of the school district, or by any person duly authorised by such clergyman, or by a teacher when so authorised.

* (4.) Where so specified in such resolution of the trustees, or where so required by the petition of the parents or guardians,

religious teaching during the prescribed period may take place only on specified days of the week instead of on every teaching day.

(5.) In any school in towns and cities where the average attendance of Roman Catholic children is 40 or upwards, and in villages and rural districts where the average attendance of such children is 25 or upwards, the trustees shall, if required by the petition of the parents or guardians of such number of Roman Catholic children respectively, employ at least one duly certificated Roman Catholic teacher in such school. In any school in towns and cities where the average attendance of non-Roman Catholic children is 40 or upwards, and in villages and rural districts where the average attendance of such children is 25 or upwards, the trustees shall, if required by the petition of the parents or guardians of such children, employ at least one duly certificated non-Roman Catholic teacher.

(6.) Where religious teaching is required to be carried on in any school in pursuance of the foregoing provisions and there are Roman Catholic children and non-Roman Catholic children attending such school, and the school-room accommodation does not permit of the pupils being placed in separate rooms for the purpose of religious teaching, provisions shall be made by the regulations of the Department of Education (which regulation the Board of School Trustees shall observe) whereby the time allotted for religious teaching shall be divided in such a way that the religious teaching of the Roman Catholic children may be carried on during the prescribed period on one half of the teaching days in each month, and the religious teaching of the non-Roman Catholic children may be carried on during the prescribed period on one half of the teaching days in each month.

(7.) The Department of Education shall have the power to make regulations, not inconsistent with the principles of this Act, for the carrying into effect the provisions of this Act.

(8.) No separation of the pupils by religious denominations shall take place during the secular school work.

(9.) Where the schoolroom accommodation at the disposal of the trustees permits, instead of allotting different days of the week to the different denominations for the purpose of religious teaching, the pupils may be separated when the hour for religious teaching arrives, and placed in separate rooms.

(10.) Where ten of the pupils in any schools speak the French language (or any language other than English) as their native language, the teaching of such pupils shall be conducted in French (or such other language) and English upon the bilingual system.

(11.) No pupils to be permitted to be present at any religious teaching unless the parents or guardians of such pupils desire it. In case the parents or guardians do not desire the attendance of the pupils at such religious teaching, then the pupils shall be dismissed before the exercises, or shall remain in another room.

This compromise was objected to by the Catholic hierarchy, though not by large numbers of the representative Catholic laity. The latter made a representation of their views to the Pope. Subsequently M. Mery de Val sailed, as Papal Ablegate, for Canada at the end of March, 1897.

The result of this mission is best stated in the words of the Pope contained in an encyclical letter to the Archbishops, Bishops, and other ordinaries in the Federated States of Canada :—

“Very many expect a pronouncement from us upon the question, and look to us to point out what course they should pursue. We determined not to come to any conclusion upon the matter until our Delegate Apostolic had examined it upon the spot. Charged to make a careful survey of the situation, and to report upon it to us, he has with fidelity and ability fulfilled the task we imposed upon him.

“The question at issue is assuredly one of the highest and most serious importance. The decisions arrived at seven years ago on the school question by the Parliament of the Province of Manitoba must be remembered. The Act of Union of the Confederation has secured to Catholics the right to be educated in the public schools according to their consciences; and yet this right the Parliament of Manitoba abolished by a contrary law. This is a noxious law. For our children cannot go for instruction to schools which either ignore or of set purpose combat the Catholic religion, or in which its teachings are despised and its fundamental principles repudiated. Wherever the Church has allowed this to be done, it has only been with pain and through necessity, and at the same time surrounding her children with many safeguards which, nevertheless, it has been too often recognised have been inefficient to cope successfully with the danger attending it. Similarly, it is necessary to avoid at all costs, as most dangerous, those schools in which all beliefs are welcomed and treated as equal, as if, in what regards God and divine things, it makes no difference whether one believes rightly or wrongly, and takes up with truth or error. You know well that every school of this kind has been condemned by the Church, because nothing can be more harmful or better calculated to ruin the integrity of the faith and to turn aside the tender minds of the young from the way of truth.

“There is another point upon which those will agree with us who differ from us upon everything else, it is not by means of a purely scientific education and with vague and superficial notions of morality that Catholic children will leave at school such as the country desires and expects. Other serious and important teaching must be given to them if they are to turn out good Christians and upright and honest citizens; it is necessary that they should be formed on those principles which, deeply engraven on their consciences, they ought to follow and obey, because they naturally spring from their faith and religion. Without religion there can be no moral education deserving of the name, nor of any good, for the very nature and force of all duty comes from those special duties which bind man to God, who commands,

forbids, and determines what is good and evil. And so, to be desirous that minds should be imbued with good, and at the same time to leave them without religion, is as senseless as to invite people to virtue after having taken away the foundations on which it rests. For the Catholic there is only one true religion, the Catholic Religion; and therefore, when it is a question of the teaching of morality or religion, he can neither accept nor recognise any which is not drawn from Catholic doctrine.

“Justice and reason then demand that the school shall supply our scholars not only with a scientific system of instruction, but also a body of moral teaching which, as we have said, is in harmony with the principles of their religion, without which, far from being of use, education can be nothing but harmful. From this comes the necessity of having Catholic masters and reading-books and text-books approved by the Bishops, of being free to regulate the school in a manner which shall be in full accord with the profession of the Catholic faith as well as with all the duties which flow from it. Furthermore it is the inherent right of a father's position to see in what institutions his children shall be educated, and what masters shall teach them moral precepts. When, therefore, Catholics demand, as it is their duty to demand and work, that the teaching given by schoolmasters shall be in harmony with the religion of their children, they are contending justly. And nothing could be more unjust than to compel them to choose an alternative, or to allow their children to grow up in ignorance or to throw them amid an environment which constitutes a manifest danger for the supreme interests of their souls. These principles of judgment and action, which are based upon truth and justice, and which form the safeguards of public as well as private interests, it is unlawful to call in question or in any way abandon. And so, when the new legislation came to strike Catholic Education in the province of Manitoba, it was your duty publicly to protest against injustice and the blow that had been dealt; and the way in which you fulfilled this duty has furnished a striking proof of your individual vigilance and of your true episcopal zeal.

“We are not ignorant that something has been done to amend the law. The men who are at the head of the Federal Government and of the Government of the Province have already taken certain measures to diminish the grievances of which the Catholics of Manitoba rightly persist in complaining. We have no doubt that these measures have been inspired by a love of fair dealing and by good intention. But we cannot conceal the truth. The law made to remedy the evil is defective, imperfect, insufficient. Catholics demand, and have a right to demand, much more. Besides, the arrangements may fail of their effect, owing to the variations in the local circumstances; enough has not yet been done in Manitoba for the Catholic education of our children. The claims of justice demand that this question should be considered from every point of view, that those unchangeable

and sacred principles which we have enunciated above should be protected and secured. This is what must be aimed at, and this the end which must be pursued with zeal and prudence. But there must not be discord; there must be union of mind and harmony of action. As the object does not impose a line of conduct determinate and exclusive, but on the contrary, admits of several, as is usual in such matters, it follows that there may be on the line to be followed a certain number of opinions equally good and acceptable. Let none lose sight of the value of moderation, gentleness, and brotherly love. Let none forget the respect due to his neighbour, but let all, weighing the circumstances, determine what is best to be done and act together after having taken counsel with you.

“As to what regards particularly the Catholics of Manitoba, we have confidence that, God helping, they will one day obtain full satisfaction. This confidence is founded, above all, on the goodness of their cause; next, on the justice and wisdom of those who govern; and, lastly, on the goodwill of all upright Canadians. In the meantime, till they succeed in their claims, let them not refuse partial satisfaction. This is why, wherever the law or administration or the good dispositions of the people offer some means of lessening the evil and of warding off some of the dangers, it is absolutely necessary and expedient and advantageous that they should make use of them and derive all the benefit possible from them. Wherever, on the contrary, there is no other remedy, we exhort and conjure them to use a generous liberality. They can do nothing better for themselves or more calculated to redound to the welfare of their country than to contribute, as far as their means will allow, towards the maintenance of their own schools.

“There is still another point which calls for your united attention. Under your authority and with the help of those who direct your schools, a complete course of study ought to be carefully devised. Special care should be taken that those who are employed as teachers should be abundantly provided with all the qualities, natural and acquired, which are requisite for their profession. It is only right that Catholic schools, both in their educational methods and in the standard of their teaching, should be able to compete with the best.”

This message did not remain without effect; it was dated 18th December, 1897. It was read in the Canadian churches on the third Sunday in the New Year. In February the *Times* correspondent reported that Archbishop Langevin, who at time of its first publication was the chief opponent to the Laurier-Greenway compromise, had agreed with the Canadian Premier to forego any insistence on legislative changes, provided that the Acts were administered in a liberal spirit, guided by the concessions granted. The Archbishop asked that Catholic teachers should be employed in Catholic school districts, that in Winnipeg the 500 Catholic children should attend the National schools and be taught by teachers of their faith, and, further, that in the French rural schools, instead of the bilingual text-

books, only French books should be used in the earlier years of the pupil's school life. It was stated as probable that if these terms were accepted by the Manitoban Government the Archbishop would join the Advisory Board. This has not yet taken place, but it is noteworthy that the Board for 1898 contains a representative from St. Boniface. Further testimony as to the working of this conciliatory spirit is given by a special correspondent of the *Tablet* writing from Winnipeg on October 22, 1898. He concludes his article with these words: "The seed sown by Leo XIII. is already beginning to bear fruit in Canada, and a new spirit of charity and forbearance and hopefulness is abroad in the land. For my part, I have little doubt that before long Manitoba will range itself in line with the rest of the Dominion, and that whatever the letter of law, wherever there are enough Catholic children to warrant a separate school, there a separate Catholic school will be found."

I.—CENTRAL ADMINISTRATION.

The Education Department Act which immediately precedes the Public Schools Act in the Statute Book of the province of Manitoba, was passed in the year 1890. Under this Act the Executive Council, which at the present time consists of five members, or a committee thereof appointed by the Lieutenant-Governor in Council, was constituted the Education Department.

The following are the chief functions assigned to this office:—

- (1) To appoint Inspectors of High and Public Schools, teachers in Provincial, Model and Normal Schools, and Directors of Teachers' Institutes.
- (2) To fix the salaries of all Inspectors, Examiners, Normal and Model School Teachers and other officials of the Department.
- (3) To provide for Provincial, Model and Normal Schools, and Intermediate and Collegiate Departments or schools.
- (4) To arrange for the examination of teachers and for the issue of teachers' certificates.
- (5) To prescribe the length of vacation and the number of teaching days in the year.

Side by side with the Education Department is the *Advisory Board* endowed with statutory powers under the same Act. This Board consists of seven members, four of whom are appointed by the Department of Education for a term of two years, two are elected annually by the Public and High School teachers actually engaged in teaching in the Province, and the seventh member is appointed by the University Council.*

* The following was the constitution of the Board at the time of the publication of the last Report:—Representing Manitoba University Council—The Most Reverend Robert Machray, M.A., LL.D. Elected by the Teachers of the Province—J. D. Hunt, B.A., Daniel McIntyre. Appointed by the Department of Education—Rev. George Boyle; E. W. Montgomery, B.A., M.D.; S. A. D. Bertrand; Professor R. R. Cochrane; G. D. Wilson, B.A. It will be observed that the last category contains five names instead of four as required by the Act.

The duties of the Board have reference mainly to the internal organisation of the school, they have power—

(1) To make regulations for the dimensions, equipment, style, plan, furnishing, decoration, and ventilation of school houses, and for the arrangement and requisites of school premises.

[Such regulations have apparently not yet been issued. In the Inspectors' reports for the year 1898 there is frequent mention of the great improvement in the character of the buildings used for school purposes. But this is not everywhere the case. The Inspector for the North Western Division says:—

“It would be a very great advantage to all concerned if the Advisory Board would make regulations for the dimensions, equipment, style, plan, decoration, and ventilation of school houses, and for the arrangement and requisites of school premises. Not only are there many new school districts organised every year, but there are also many old districts in which the school buildings have outlived their usefulness and are being replaced by new ones. Where this is the case efforts are put forth, and usually with fair success, to secure a building suitable in plan, style, and dimensions for the needs of the district. But there are cases where the trustees are not alive to the importance of the matter, and the interests of the schools are neglected. There ought to be regulations strictly governing the erection of new buildings. A satisfactory solution of this problem might be reached, if experts on school buildings were invited to submit for approval sets of plans showing proper construction, heating, ventilation, lighting, and cost of school houses of one-room and two-room buildings, with and without basement. A moderate sum of money as a prize for the best design would be well invested.”

Another inspector re-inforces this opinion:—

“As the country advances the necessity for increased attention to the element of hygiene in connection with the architecture of the school becomes more and more pressing. A small pamphlet containing a plan and specification for a rural school and other suggestions, if placed in the hands of school boards, would have a beneficial effect. Such plans and suggestions should represent the best ideas of provincial architects and be endorsed by the staff of Inspectors.”]

(2.) To examine and authorise text-books and book of reference for the use of pupils and school libraries.

(3.) To determine the qualifications of Teachers and Inspectors for High and Public Schools.

(4.) To determine the standard to be obtained by pupils for admission to High Schools.

(5.) To decide or make suggestion concerning such matters

as may, from time to time, be referred to them by the Department of Education.

(6.) To appoint Examiners for the purpose of preparing examination papers for teachers' certificates and for examination of pupils seeking to enter High Schools, which Examiners shall report to the Department of Education.

(7.) To prescribe the forms of religious exercises to be used in schools.

(8.) To make regulations for the classification, organisation, discipline, and Government of Normal, Model, High, and Public Schools

(9.) To determine to whom teacher's certificates shall be granted, and to cancel certificates at any time granted, with power to recognise certificates granted outside the province, instead of an examination.

(10.) To decide upon all disputes and complaints laid before them, the settlement of which is not otherwise provided for by law.

The Central Authority exercises its power of control through its inspectors. No person is eligible for this office who does not hold a legal certificate of qualification, granted according to the Regulations of Education Department and the Advisory Board. No teacher in a public or high school; nor a school trustee, can be made an inspector, so long as he continues to hold such office.

Besides the usual duties of school inspection, the inspector acts as arbitrator in disputes between school trustees and rate-payers in respect of school sites, or between school districts in matters of adjustment of boundaries, or between auditors of school accounts, where objection is taken to certain items of expenditure, and in unorganised districts he assumes the functions of a court of revision for the correction of the assessment roll. The inspector is also empowered to suspend any teacher who wilfully neglects or refuses to carry out the agreement made with a board of trustees. All cases of suspension must be immediately notified to the Education Department.

Besides the inspector, school visitors have the right to visit the school, to examine the progress of the pupils, and to give advice to the teacher and pupils. All clergymen, members of Advisory Board, judges, members of the Legislature, and members of the municipal councils, are school visitors in the district in which they reside; the clergymen must have a pastoral charge.

II.—LOCAL ADMINISTRATION.

The local authorities are divided into two classes, (a) the Trustees in rural districts, (b) Public School Boards in cities, towns, and villages.

(a.) Rural School Districts.

The council of each rural municipality may by bye-law form portions of the municipality when no schools have been established into school districts, provided—

(a) That no school district shall be so formed unless there

Formation of Rural School Districts.

shall be at least ten children of school age living within the same;

(b) That no school district shall include more territory than twenty square miles, exclusive of public roads.

* In unorganised territory the inspector of the district can form a portion or the whole of such territory into a school district, provided that it does not exceed, in length or breadth, five miles in a straight line, and that it is formed only on the petition of five property owners in the territory. Every rural municipal council, moreover, has the power to unite two or more districts in the same municipality into one, if at a public meeting, called for that purpose by the trustees or the inspector in each district a majority of the ratepayers present at each meeting request the same to be united. The council can also alter the boundaries of a school district, or divide an existing district into two or more districts and unite portions of an existing district with another district, provided that all persons affected by the new arrangement have been duly notified. In case of dissatisfaction, a majority of the trustees or any five ratepayers may appeal to a Judge of the County Courts, who has the power to settle the dispute, which settlement remains in force for three years. If the school district happens to be situated in the district of more judges than one, the Department of Education directs to which judge the appeal shall be made. It is provided that where the decision of the judge does not affirm that of the council, and an application for reconsideration, signed by a majority of the ratepayers affected by the decision, or signed by a majority of the trustees of the district affected, is delivered to the judge within three months from the date of the decision, the judge may reconsider the matter and, if he think fit vary his decision.

Annual
school meet-
ing.

A meeting of the ratepayers in each rural school district is held on the first Monday in December in each year, unless that day happen to be a public holiday. After the election of one of their number to be chairman of the meeting the business of the day is conducted in the following order:—

- (i) The Annual Report of the Trustees is received and discussed.
- (ii.) The Annual Report of the Auditor is presented.
- (iii.) Election of an Auditor for the following year.
- (iv.) Miscellaneous business.
- (v.) Election of Trustee or Trustees to fill vacancy or vacancies.

All assessed ratepayers of the full age of twenty-one years are entitled to vote at such meeting.

School
Trustees.

For each rural district there are three trustees, one of whom retires each year. The necessary qualifications for the position of trustees are that the person should be an actual resident ratepayer within the school district, rated on the last revised assessment roll of the municipality or one of the municipalities

in which the school district is situate, and of the full age of twenty-one, and able to read and write.

If the ratepayers of any school district for two years neglect or refuse to elect Trustees, the Council of the Municipality has the power to nominate Trustees, who shall act as if they had been elected by the ratepayers.

Any complaints as to proceedings at elections are heard by the Inspector, if made within thirty days after the election. Under these circumstances the Inspector has power to administer oaths, summon witnesses, enforce their attendance, and compel them to produce documents and to give evidence on oath.

The newly-elected Trustee, after he has accepted office, has to make the following declaration in writing:—

“ I, A. B., do solemnly declare that I will truly, faithfully, and to the best of my ability and judgment discharge the duties of the office of School Trustee for the school district of _____ ”

(1.) To make arrangements for the annual school meeting and for any other special meeting as may be required for the purpose (a) of electing a Trustee or Auditor; (b) of selecting a new school site; (c) of dealing with any other lawful school matter as the Trustees may think proper. (All meetings can only be held after six days' notice posted in three or more public places of the district)

Duties of Trustees.

(2.) To provide adequate accommodation and a legally qualified teacher or teachers, according to the regulations prescribed by law, for two thirds of the actual resident children, between the ages of five and sixteen years.

(3.) To apply to the municipal council, at or before its first meeting after the thirty-first of July, for the levying and collecting by rate of all sums for the support of their schools authorised by the Public Schools Act, and also for the purchase of sites and erection of school buildings, either by one yearly rate or by the issue of debentures.

(4.) To arrange for the payment of teachers' salaries at least quarterly.

(5.) To see that the fabric of the school is kept in proper repair.

(6.) To exempt, either wholly or partially, indigent persons from payment of school rates.

(7.) To visit, from time to time, every school under their charge, and see that it is conducted according to law and the authorised regulations, and to provide school registers and a visitors' book.

(8.) To see that no unauthorised books are used in the school, and that the pupils are duly supplied with a uniform series of authorised text-books sanctioned by the Advisory Board.

(9.) To prepare for the annual meeting a report containing a summary of their proceedings during the year, and a full and detailed account of the receipt and expenditure of all school moneys

(10.) To collect at their discretion, from non-resident pupils, and from pupils whose parents or guardians reside on land in

the school district exempt from taxation, a sum not exceeding fifty cents per month for each pupil attending school, and pupils may be excluded from school for non-payment of fees.

(b) *Public School Boards in Cities, Towns, and Villages.*

In every village or town not divided into wards there are three elected school trustees holding office under similar conditions as the trustees in rural districts. In all larger villages and towns, and in cities which are so divided, two trustees are elected for each ward, one of whom retires each year.

The nomination and election of public school trustees are held at the same time and place and by the same returning officers as the municipal nominations and election of aldermen and councillors, and the provisions of the "Municipal Act," respecting the qualification of voters, the time for opening and closing the polls, etc., apply to the election of public school trustees.

The Act assigns the following duties to board of school trustees:—

(1) The appointment of a secretary and treasurer or secretary-treasurer, and one or more collectors, if required, of such school fees or rate bills as the Board may have authority to charge.

(2) The provision of adequate accommodation for all the children between the ages of 6 and 16 resident in the municipality.

(3) The determination of the number, kind, grade, and description of schools (such as male, female, infant, ward, or central schools) to be established and maintained, of the teachers to be employed, of the terms on which they are to be employed, the amount of their remuneration, and the duties they are to perform.

(4) The preparation of an estimate of expenditure to be laid before the Municipal Council.

(5) The collection at their discretion from the parents or guardians of children attending any public school under their charge a sum not exceeding 20 cents per month per pupil to defray the cost of text-books, stationery and other contingencies, and to see that all the pupils in the schools are duly provided with the uniform system of authorised text-books, and the collection at their discretion from non-resident pupils, and from pupils whose parents reside on land exempt from taxation, of a fee not exceeding a dollar a month for each pupil, and for a collegiate department an additional two dollars per month.

(6) The constitution at their discretion of one or more of the public schools of the city to be a model school for the preliminary training of public school teachers.

(7) The publication in one or more public newspapers or otherwise, and the transmission to the Department of Education of a report signed by the Chairman and containing all the information required by the regulation of the Department.

Furthermore, such Boards are empowered, if it is considered expedient, to provide a course of kindergarten instruction for children between the ages of three and six, to appoint a superin-

tendent (so far Winnipeg is the only community which has availed itself of this right). They may also, with the consent of the Department, establish night schools for pupils over 14 years of age, unable to attend during ordinary school hours

III.—FINANCE.

(a.) *Annual Grants.* (b.) *Loans.*

(a) *Annual Grants.*—The two main sources from which funds are derived for maintaining public schools are (i.) the Legislative Grants, and (ii.) the Municipal Taxes.

(i.) *Legislative Grants.*

Out of the sums placed at the disposal of the Education Department by the Legislature, a sum of sixty-five dollars is paid semi-annually for each teacher* employed in each school district, if the school has been in operation for the full term of the preceding period, otherwise a sum proportionate to the length of time for which the school was opened. No school, however, except in the case of a new school, is entitled to receive a larger amount than one half of the sum required by the trustees for the current expenses of the school; and, moreover, the grant may suffer a reduction should the average attendance fall below 40 per cent. of the numbers on the roll.

To entitle the school to any share in the grant its trustees must have made the returns to the Department required by law, and the school must be conducted in accordance with the regulations of the Education Department and of the Advisory Board. Unless this last condition be fulfilled the school is not considered to be a public school, nor permitted to receive municipal grants.

The Legislative Grant during the year 1898, as recorded in the published report of the Department, amounted to \$175,857 (£35,174), *i.e.*, about 25 per cent. of the total amount derived from public funds (*i.e.*, legislative and municipal grants), but only some 16 per cent. of the full sum available for the support of the public schools; it should also be mentioned that the sum entered for the year 1898 does not represent the amount actually expended, since some of the school grants remained unpaid at the time of the making up of the figures.

(ii.) *Municipal Grants.*

It is the duty of the local authority to provide such sums of money as are requisite for maintaining the efficiency of the school beyond the amounts received from the central authority. These local grants contain two elements, (a) a fixed rate per teacher employed, (b) a variable rate dependent on the amount of current expenditure.

* On the wisdom of the policy of giving the same amount of grant in aid of the salary of the oldest and most experienced teacher and the merest beginner, see the remarks of the Principal of the Provincial Normal School quoted below, Section IV. of this report.

Under (a) the School Trustees are entitled to receive from the municipal authorities a sum of twenty dollars per teacher for each month the school has been kept opened. Every school that has been open for 102 teaching days is held to have been open for six months, and 204 teaching days constitute a full teaching year of twelve months. It is the duty of the Trustees to lay before the Municipal Council at its first meeting after July 31 in any year the number of months the school has been kept open and the number of months they intend to keep the school open, together with the number of teachers employed. If the trustees fail to make this return they cannot claim any sum beyond that which the Municipal Council may, at its discretion, fix for them.

Beyond this fixed grant the school law enacts that the council of every rural municipality, and the municipal council of every city, town, or village, shall levy and collect such sums as may be required by the public school trustees for school purposes. All unexpected balances are to stand to the credit of the school fund, and all moneys collected by the Municipality but unpaid to the School Trustees constitute a debt due from the Municipality to the Trustees.

The area of taxation for school purposes is the widest possible. Article 124 of the Revised Statute of Manitoba, c. 127, says:—

“The taxable property in a municipality for school purposes shall include all property liable to municipal taxation, and also all property which has heretofore been or may hereafter be exempted by the Municipal Council from municipal taxation but not from school taxation. No Municipal Council shall have the right to exempt any property whatsoever from school taxation”

Moreover, as the schools are public schools, no one is released from the obligation to contribute to their support by reason of the fact that he does not avail himself of the advantages which they offer. In view of the circumstances prevailing at the time of the passing of this measure, it is expressly laid down in the Act that any person residing in one school district and sending his children to the school of a neighbouring one, is, nevertheless, liable for the payment of rates assessed on his property for the support of the school in which he resides.

(b) *Loans.*

For certain purposes (such as the purchase of school sites, the erection and furnishing of school houses, or their purchase, the purchase or erection of a teacher's residence) the trustees may, under certain restrictions, borrow the necessary funds.

In the first instance the loans must be authorised at a meeting of the ratepayers called for this special purpose, and after, at least, two weeks' notice. No loan of more than 700 dollars nor one which would make the outstanding liabilities of the school community exceed that amount, can be authorised by a resolution of the ratepayers. If it is desired to raise a larger loan, a special bye-law must be passed in accordance with the terms

of the Municipal Act; and it is the duty of the Municipal Council to submit any such bye-law to a vote when so requested by the School Trustees. In the case of rural school districts the persons entitled to vote on such bye-laws are all owners of real property within the district, whose names are on the last revised list of municipal electors. A majority of three-fifths of those voting is necessary for the adoption of the bye-law.

No loan under 2,000 dollars can be made for any term over 10 years, and the longest term in any case permissible is 20 years. The principal of the loan must be made repayable in annual instalments, and all boards having debentures not complying with this regulation have been obliged to establish a sinking fund. All loans must be sanctioned by the Education Department, and for this purpose the minutes of the meeting at which the loan was authorised must be forwarded to the central office; and the sanction of the Department is given, the debentures are issued, signed and sealed by the Provincial secretary. If in the opinion of the Department the interests of the holders of previous debentures are likely to be prejudiced by this new issue, assent may be withheld.

The debenture indebtedness of the School Authorities has risen from \$413,478 in 1889, to \$841,103 in 1898.

IV.—TEACHERS

All teachers in the public schools must be holders of certificates granted by the Advisory Board of Education. There are three classes of certificates, first, second, and third; the first class includes certificates of two grades, the other two classes have but one. Teachers' Certificates and Training

The examinations, on the results of which these certificates are awarded, consist of two parts, (a) the non-professional examination, (b) the professional examination. No student can enter for a professional examination without having attended at least one session either at the Provincial Normal School at Winnipeg, or at one of the local Normal Schools situated in each of the inspectoral districts. The full syllabus for these examinations will be found in Appendix D.

The minimum requirement demanded from persons wishing to serve in a public school is the possession of the third class professional certificate. No one is allowed to enter for any class of professional examination unless he holds the non-professional certificate of corresponding rank or some recognised proof of equivalent attainment. Up till a very recent date there existed a system which enabled temporary "permits" to be issued to persons of but scant attainments and with no professional training. This procedure was on numerous occasions very adversely criticised by the inspectors; and it has now been abolished, or rather replaced by the third-class certificates, which are only valid for a period of three years, and cannot now be renewed, as was hitherto the case. It has been found possible to carry out this reform, because the supply is in some cases above the

demand, but the tendency still exists for the better qualified teachers to be crowded out of the profession. In this connection the principal of the Provincial Normal School makes the following remarks in the course of his report for 1898:—

“The number of persons licensed to teach during the year has had its effect on the standing of those engaged in the profession. There is no special inducement to school trustees to secure teachers of the higher grades, except it be that better work may be expected in the school, and this does not seem to some a matter of such vital importance as obtaining a teacher at a small salary. This works in favour of the lower grade teachers who are willing and able to serve for a smaller remuneration. Care must be taken that our schools do not suffer by the employment of too many teachers of this type. Judging by the number of better teachers who are drifting out of the work, it would seem that the pressure from below is beginning to be felt. It may be that our schools would be benefited by the adoption of the principle of graded legislative grants—a principle that has operated so successfully in some other places. This makes it as easy for any school district to support a teacher of the higher grade as one of the lower, and it tends to keep in the schools those who have the ripest scholarship, most complete training and longest experience.”

Other defects on which the inspectors comment are:—

- (i.) The shortness of the session at the Normal Schools, which only extends to ten weeks.
- (ii.) The low minimum age limit, which it is generally agreed should be raised to 18 for women and 20 for men.
- (iii.) The inadequacy of a purely written test for admission to a profession in which clear and correct oral expression is a matter of the first importance.

Another difficulty which greatly hampered the work of the Provincial Normal School—viz., that of being obliged to train together in the same classes students who had never taught and others who had had such experience—has been remedied by the regulation compelling all candidates for the first or second class professional examination to hold the third-class certificate, and to have taught successfully for one year after having obtained the non-professional certificate of a rank corresponding to that grade of teacher's licence which they are soliciting. This restriction has conduced to work of a much more satisfactory character; though even now the classes at the Provincial Normal School are too crowded and of too limited duration to enable each student to receive that individual attention from the staff and to obtain that sufficient opportunity for practical work which are most essential features in a really efficient system of training.

Besides the regular opportunities for training offered by the Normal School, there exists in each inspectorial division a Teachers' Institute or Association, which deals with matters directly concerning the inner life of the schools; and the inspectors' reports

contain most frequent allusions to the deep interest displayed by the teachers in this work and to the large numbers attending these meetings.

Principal McIntyre says: "These Institutes are useful in many ways. They assist in making clear to the teachers the aims and methods of education, they settle many of the practical difficulties of the schoolroom; they arouse a fresh enthusiasm for the work of teaching. They bring the Normal School into closer touch with the schools of the country, and thus prevent the training of teachers from becoming too theoretical. They also bring the schools and the people into more friendly relation, as at all gatherings many of the parents of the district attend, and frequently take part in the proceedings."

The teacher is engaged under a written agreement between him and the trustees of the school district in which he intends to serve. Changes from school to school and from district to district are very frequent, the number of teachers who have a recorded service of five years in the same school is small.

No system of graduated salaries exists, the actual amount received by the teacher is settled in private agreement between him and the local trustees who are his employers. But it is felt that the trustees are not always the best judges of the interests of the school in this matter.

In 1894 Mr. E. E. Best writes: "The teachers in charge held all grades of certificates and represented all stages of proficiency, from the very highest standard of moral and professional excellence, down to those who had neither training, experience, nor aptitude; the law of uniformity in the teacher's vocation applies only in the case of salaries. Even here, however, there are faint signs of reformation. Formerly the skilful and cultivated teacher was remunerated on the same basis as the novice, the ubiquitous tramp and adventurer. In some quarters the trustees are beginning to discriminate between the work of an artist and that of an artisan, and it is to be hoped that the near future may witness the grading of teachers' salaries and the proper compensation of those who are our real teachers."

The same hopefulness does not possess Mr. T. M. Maguire, who says in his report for the following year (1895): "It is to be regretted that trustees do not make more distinction in the matter of salary between third and second class teachers. The neophyte who has just passed his examination, or the inexperienced teacher looking for his first school, can usually do as well in the matter of salary as the trained and experienced teacher."

The highest salary paid in 1898 was \$1,800; the average salary for the province was \$344, in towns and cities \$563, in rural schools \$397. The highest salary paid in rural schools was \$700.

V.—ATTENDANCE.

There is no clause in the Act of 1890 which makes attendance compulsory. The Trustees in rural districts are bound by law to provide school accommodation for two-thirds of the actual

resident children between the ages of five and sixteen; the town authorities for all children between six and sixteen. Any child between these limits of age has a right to free instruction, but persons up to the age of twenty-one may attend school.

The absence of any compulsory regulations makes attendance irregular, but there are few advocates for their introduction. Mr. Rose, an Inspector, writes:—"Attendance should be in a measure at least compulsory. If the education of the child is a subject of such vast importance that every citizen may with justice be required to contribute towards the maintenance of the public school, then the State should have some adequate means of controlling the expenditure of their money. It is probable that if the payment of the various grants were made in some measure proportionate to the attendance, some slight improvement would follow. I visited one school in which there had not been a single pupil for six weeks. The teacher, who was in the habit of visiting the school each morning, was in receipt of a salary of \$40 per month." Other inspectors are more disposed to rely rather upon a larger measure of zeal on the part of the teachers and upon the greater interest of parents in the work of education. The necessities of home requirements, it is admitted, account largely for this irregularity, but it is also in no small degree due to the carelessness and indifference of parents and guardians.

VI.—CURRICULUM.

The full programme of studies for the public school is given in Appendix B. Reading, Writing, and Arithmetic, together with "Observation Lessons," are the main subjects in the three lowest grades. The study of Geography is begun in Grade III., and of History in Grade V. With reference to the teaching of this last branch the Superintendent of the Winnipeg Schools, writes:—"All classes above five study British and Canadian History. This study is carried on with a view to leading our boys to appreciate their birthright as British subjects and citizens of Canada, to acquaint them with the duties and privileges of the citizenship, and to familiarise them, in an elementary way, with the nature of the problems, which the past presented, thus laying the foundations for intelligent participation in public matters when in mature years the exercise of that citizenship shall fall to them."

Elementary Science replaces the Observation lessons in the Fifth grade, Physiology is added in the Sixth, and Grammar in the Seventh; Agriculture is also taught in certain schools.

The object of "Programme of Studies" is formulated by the Superintendent of the Winnipeg schools as follows:—"No attempt is made to have each pupil master the prescribed allotment of each subject specified in the course. The programme of studies is used as a guide to the teacher to indicate the material to be employed for the mental and moral development of the pupils. The primary aim is development; the communication of know-

ledge is the secondary aim, although the most certain means of reaching the latter object is the faithful pursuit of the former. In determining when pupils are to be promoted, the question asked is not whether all the assigned subjects have been mastered to some specified degree expressed in percentage, but whether the educational progress of the pupils will be best served by advancement to another grade or by retention for a longer time in that in which he has been working."

The religious instruction may be given in school hours, but the Regulations of the Advisory Board with regard to religious exercises in the public schools permit the reading, without note or comment, of certain selected passages from the authorised English version or the Douay version of the Bible, and the use of a prescribed form of prayer.*

Religious
Instruction.

VII.—INTERMEDIATE AND COLLEGIATE SCHOOLS.

(a.) *Intermediate Schools.*—Intermediate schools are always combined with ordinary public schools, and it is usually only a small proportion of the pupils that are doing intermediate work. This consists in a more advanced study of the branches of the public school curriculum rather than in the introduction of new subjects. These schools are largely used by intending teachers as places of preparation for the non-professional examination for third class certificates.

(b.) *Collegiate Schools.*—The secondary schools proper of the province are the so-called Collegiate Schools. There are three such schools in Manitoba, situated at Winnipeg, Brandon, and Portage la Prairie. The Advisory Board has authority to regulate the standard of admission to these schools, but it is usual to admit boys after a special examination, a practice frequently criticised as tending to lower the standard of attainment. The number of pupils in attendance at each of these schools in 1898 was 525, 210, 126 respectively. These institutions prepare their pupils for the first class certificates and for the entrance examination of the University of Manitoba. In 1896 a commercial course was started at the Winnipeg Institute, where instruction is given in the following branches: English, Mathematics, History and Geography, Book-keeping, Agriculture, Shorthand. The number of pupils attending this course in 1898 was 43.

VIII.—THE UNIVERSITY OF MANITOBA.

The University of Manitoba was incorporated by an Act of the Manitoban Legislature in 1877. It was constituted on the model of the old London University, as a purely examining body. But certain teaching institutions are affiliated to the University, and have the right to nominate seven representatives to the University Council. The Colleges† thus affiliated at the

* The full text of these Regulations will be found in Appendix C.

† Cf Papers relating to University Education of Roman Catholics in Certain Colonies (Colonial Office Return, Cd. 115, 1900, p. 10.)

present time are the St. Boniface College (Roman Catholic), St. John's College (Episcopalian), Manitoba College (Presbyterian), Wesley College (Methodist), and the Manitoba Medical College. The University has an endowment of 150,000 acres of land, and enjoys an income of \$5,500. The number of students is about 135. In the University there are three faculties—Arts, Medicine, and Law, though the Statutes permit, under certain conditions, the establishment of a Faculty of Theology. No such faculty has yet been created. Students may matriculate after passing the Preliminary examination or the Medical Entrance examination. At the end of his first year of study the student may enter for the Previous examination, and subsequently after at least two years' further study he may present himself for the Senior B.A. examination, either in the General B.A. Course or in some special course of study. These special courses are five in number: (i.) Classics, (ii.) Mathematics, (iii.) Modern Languages, (iv.) Natural Science, (v.) Mental and Moral Science. The schedule of the subject matter dealt with in these examinations will be found in the Calendar of the University.

Scholarships are awarded on the results of most of the University examinations, except the final examinations for degrees. Before payment is made a certificate of satisfactory attendance must be returned by the Head of the College to which the student is attached. Catholics and Protestants are both represented on the Board of Studies and on the various examination Committees, and in Mental and Moral Science papers are set both in Latin and English, and in the Preliminary and Previous French and English versions of the questions set are distributed. In 1898 there were admitted to graduation 40 Bachelors of Arts, 11 Masters of Arts, 20 Doctors of Medicine, 11 Masters of Surgery, and 3 Bachelors of Laws; of these graduates 9 were women, who are admitted to the examinations on the same terms as men.

IX.—THE NEGLECTED CHILDREN ACT.

The following are the chief provisions of an Act passed in 1898 for the better protection of neglected and dependent children:—

The Lieutenant-Governor may appoint an officer, to be known as the Superintendent of Neglected Children. The duties of this officer are (1) to encourage and assist in the organisation and establishment in various parts of the province of societies for the protection of children from neglect or cruelty. He shall exercise, by virtue of his office, the powers conferred on such societies of placing such children in properly selected foster homes. He is to visit all temporary homes and shelters where children are placed, to provide for the visitation of children in foster homes, and to see that a record of all committals is kept by the societies and of all children boarded out.

Children are liable to be apprehended—

(1) If they are found begging in any street or place of public resort.

(2) If they are found wandering about at a late hour, or sleeping at night in barns, outhouses, or in the open air.

(3) If they are found dwelling with a thief, drunkard, or vagrant, or from such causes are allowed to grow up without salutary parental control.

(4) If found guilty of petty crimes and likely to develop criminal tendencies if not removed from their surroundings.

The Judge before whom the child is brought may make an order for its delivery to the custody of a society, and may order the municipality to which the child belongs to contribute a reasonable sum, not less than one dollar weekly, towards the expense of supporting the child. The society is empowered to place the child in a foster home, but must always retain the right to terminate the contract if the welfare of the child demand it. The Lieutenant-Governor may discharge any child from the custody of the society.

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	670,9
1893	108,071	55	329,562	760,583	317,119	134,590	24,108	12,356	6,293
1894	117,347	67	354,963	875,156	359,076	132,932	20,567	33,478	4,749
1895	129,099	13	481,828	892,056	378,656	118,519	18,166	32,084	12,070
1896	136,582	03	472,039	857,153	441,185	96,863	25,074	32,670	17,699
1897	143,561	41	525,482	825,774	445,204	57,370	26,648	34,265	11,928
1898	175,874	23	522,035	1,098,796	465,371	163,281	26,859	38,572	13,159

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	647,355	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	1,252,675	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.

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

