

townships, in which commendation of good work by teachers and trustees is heartily given, while shortcomings are faithfully yet delicately pointed out. Table A gives the replies to the questions:—How many times has the floor been scrubbed in 1883? Have the walls been whitewashed or tinted? Has woodwork been painted? Have any decorations been put up? What other improvements? This table shows general attention to the beautifying of school premises. Table B gives the results of the two promotion examinations. Table C classifies all the schools into four grades on the basis of efficiency, and Table D does the same thing on the basis of condition of school premises. Table E gives the legal qualification of the hundred and fourteen teachers, their respective salaries and the average attendance at their schools. Nearly eighty hold permanent certificates. The Inspector says: "There is one thing which especially characterizes our schools—the maintenance of good order without having recourse to severity.....mutual good feeling seems generally to exist between teachers and pupils."

REPORTS OF CASES.

There is no doubt that, with a right method and under proper conditions, "object teaching" is a very valuable agent in the intellectual development of the young mind. But as sometimes done, it is a nuisance, because it is a mere glitter of words and takes up valuable time. In a lecture upon the subject by Mr. J. H. Gladstone, of the London Royal Society, the following incident, showing how teaching with objects is very frequently done, is given:

"I have been told of a gentleman who used to teach science in schools; a friend of mine, who knew him, and did not approve of his method, and said so, was invited to come and witness its operation; whereupon he paid a visit to the school, and the teacher said, 'Here you can have botany, astronomy, physiology, or anything else. What would you like to ask my class about?' 'Suppose you take the solar system?' A diagram of the solar system was hung up, and on his pointing to different things his pupil, explained the figure in the centre as the sun, the positions of Mercury and Venus, and so on. When he pointed to a particular circle, they explained that that was the orbit of Venus. The whole thing was gone through with in a very satisfactory way, and they gave pat answers to the questions of the teacher. The visitor then offered to put a few questions. He began by asking, 'What is an orbit?' None of them knew. They had used the word orbit, but did not know what an orbit was. 'But,' he continued, 'can you not give me something near it? Is it a coal-scuttle, or a flower-pot?' One little boy said, 'A coal-scuttle, sir!' That not being right, the rest of the class joined in saying that it was a flower-pot."

An officer had been sent to the house of a boy to inquire the cause of his absence. The officer, on his way back, met the boy and brought him into school. Soon after, the mother came to the building and told the principal that the boy was at home sick; he had been very ill the whole night, and she had had four doctors at his bedside. She was thanked kindly for the trouble she had taken to inform him of the serious illness of her son, and when the boy was called out and punished thoroughly for absenting himself from school without his mother's consent.

INTERMEDIATE AND SECOND CLASS, 1885.

LITERATURE.

- ENGLISH. *Scott*.—The Lady of the Lake, especially Canto V.
Irving.—Rip Van Winkle.
 LATIN. *Cicero*.—Cato Major.
Ovid.—Fasti, Book I., lines 1 to 300.
 FRENCH. *Bonnehose*.—Lazare Hoche.
 GERMAN. *Schiller*.—Belagerung Von Antwerpen, Der Taucher.

FIRST-CLASS GRADE C. 1885.

- Shakespeare*.—Coriolanus.
Scott.—The Lady of the Lake, especially Canto V.
Irving.—Rip Van Winkle.

FIRST-CLASS, GRADES A AND B. 1885.

- Shakespeare*.—Romeo and Juliet.
Chaucer.—Prologue and The Nonne Prestes Tale.
Pope.—Prologue to the Satires.
Addison.—Selections from his Contributions to the *Spectator*, made by J. Arnold under the headings, (1) Manners, Fashions, and Humors; and (2) Tales and Allegories. (Clarendon Press series.)
Wordsworth.—Sonnets in Matthew Arnold's Selection.
Macaulay.—Life and writings of Addison.
 Books of Reference recommended:—Dowden's *Mind and Art of Shakespeare*, Gervinus's *Commentaries*.

DATE OF EXAMINATIONS, 1884.

- Intermediate and Second Class*.—Monday July 7 to Monday 14.
First Class Grade C.—Tuesday July 15 to Tuesday 22.
First Class Grades A and B.—Wednesday July 23 to Saturday 26.

ENTRANCE EXAMINATION JULY 3rd and 4th, 1884.

LITERATURE.

1.—SELECTIONS FROM ONTARIO READERS.

- (1) The Norwegian Colonies in Greenland.—*Scoreby*.
- (2) The Founding of The North American Colonies.—*Pedley*.
- (3) The Voyage of the "Golden Hind".—*British Enterprise*.
- (4) The Discovery of America.—*Robertson*.
- (5) The Death of Montcalm.—*Hawkins*.
- (6) Jacques Cartier at Hochelaga.—*Hawkins*.
- (7) Cortez in Mexico.—*Cassell's Paper*.
- (8) The Buccaneers.—*The Sea*.
- (9) The Earthquake of Caraccas.—*Humboldt*.
- (10) The Conquest of Peru.—*Annals of Romantic Adventure*.
- (11) The Conquest of Wales.—*White's Landmarks*.
- (12) Hermann, the Deliverer of Germany.—*Jerrer*.
- (13) The Burning of Moscow.—*Segur's Narrative*.
- (14) The Battle of Thermopylae.—*Raleigh*.
- (15) The Destruction of Pompeii.—*Mugazine of Art*.
- (16) The Taking of Gibraltar.—*Oceanland Route*.

2.—SELECTIONS FROM ROYAL READER SERIES.

- (1) Stanzas from "The Princess," p. 13.—*Tennyson*.
- (2) The Unwritten History of Our Forefathers.—*Mackenzie*.
- (3) The Sky Lark.—*Hogg*.
- (4) The Soldier's Dream.—*Campbell*.
- (5) Goldsmith.—*Thackeray*.
- (6) The Charge at Waterloo.—*Scott*.
- (7) Harold Skimpole.—*Dicken*.
- (8) "He giveth His Beloved Sleep."—*Browning*.
- (9) The Black Hole of Calcutta.—*Macaulay*.
- (10) Sunset Wings.—*Rossetti*.
- (11) The Black Prince at Crecy.—*Stanley*.
- (12) The Water Fairy.—*Swinburne*.

3.—SELECTIONS FROM CANADIAN READER SERIES.

- (1) Ye Mariners of England.—*Campbell*.
- (2) The Taking of Roxburgh Castle.—*Scott*.
- (3) The Town Pump.—*Hawthorne*.
- (4) The Cloud.—*Shelley*.
- (5) The Sagacious Cadi—I. and II.—*Household Words*.
- (6) The Canadian Boat Song.—*Moore*.
- (7) Dare to do Right.—*Hughes*.
- (8) The Death of Wellington.—*Disraeli*.
- (9) A Psalm of Life.—*Longfellow*.
- (10) The Eve of Quatre Bras.—*Byron*.
- (11) The Burial of Sir John Moore.—*Wolfe*.