

1880.

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THE ANNUAL CIRCULAR

OF THE

County High School

IN THE

TOWN OF CHATHAM.

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PRINTED AT THE BANNER STEAM PRINTING OFFICE.

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CHATHAM HIGH SCHOOL.

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WRITING MASTER:

MR. DENNIS, CAN. BUS. COLLEGE.

GYMNASTICS & CALISTHENICS:

MR. HOUGHTON.

ENTRANCE QUALIFICATION.

The regular entrance examinations are held twice a year, in July and December. ONLY those who hold a Teacher's Certificate, or who have been regularly admitted to any other High School or Collegiate Institute in Ontario, are admitted without an examination.

The subjects of examination for admission are:—

SPELLING.—Fourth Reading Book to page 246, and Spelling Book.

WRITING.—Neatly and legibly.

ARITHMETIC.—Principles of Arabic and Roman notation; simple and compound rules; reduction; vulgar and decimal fractions; simple proportion, with reasons of rules; mental arithmetic.

GRAMMAR.—Principal grammatical forms and definitions; analysis of simple sentences; parsing simple sentences.

COMPOSITION.—Simple and complex sentences, orally or in writing; grammatical changes of construction; short narrative or description; familiar letters.

GEOGRAPHY.—Maps of America, Europe, Asia and Africa; maps of Canada and Ontario.

LINEAR DRAWING.—Outline of maps.

HISTORY.—Candidates will be examined in the leading facts in English history. The questions set will not demand a minute knowledge of details, but will be strictly limited to the outlines of the subject.

READING.—Candidates will be examined in reading from the Fourth Reader, pp. 1—246; but they will, in addition, be examined more minutely on the selections enumerated in the following list, and they will be required to reproduce the subject of one or more of them in their own language:—

1. The Norwegian Colonies in Greenland. — SCORLSBY.
2. The founding of the North American Colonies. — PEDLEY.
3. The voyage of the *Golden Hind*. — BRITISH EMPIRE.
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.
12. Herimann, the deliverer of Germany. — JERRER.
13. The burning of Moscow. — SEGUR'S NARRATIVE.
14. The battle of Thermopylae. — RALEIGH.
15. The destruction of Pompeii. — MAGAZINE OF ART.
16. The taking of Gibraltar. — OVERLAND ROUTE.

N. B. — In order that a candidate may obtain admission to the High School; the sum of his marks must amount to at least ONE-HALF of the assigned value of the answers given in margin of examination questions, and at least ONE-THIRD of the marks must be obtained in EVERY subject. Candidates will not be admitted who fail to gain one-half of the marks given for the PARSING questions on the paper in grammar.

Question papers, of previous examinations, can be had at the Education Department, Toronto, for 15c. per set.

The precise date of each examination is regularly advertised in the local papers.

The Head Master presents to the male candidate who obtains the highest number of marks at the Semi-Annual Entrance Examination, a Prize of \$5, after one year's regular attendance at the High School.

The High School Board presents to the female candidate who obtains the highest number of marks at the Semi-Annual Entrance Examination, a Prize of \$5, after one year's regular attendance at the High School.

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COURSE OF STUDY.

I. ENGLISH.

Grammar.
Literature.
Composition.
Dictation.
History.
Geography.
Reading.
Writing.

II. MATHEMATICS.

Arithmetic.
Algebra.
Geometry.
Nat. Philosophy.

III. LANGUAGES.

Latin.
Greek.
French.
German.

IV. SPECIAL.

Chemistry.
Book-keeping.

V. PHYSICAL TRAINING.

Drill.
Gymnastics.
Calisthenics.

MISCELLANEOUS REMARKS.

THE DAILY PROGRAMME.

The Time-Table of the School is framed with the greatest care, in order that EVERY pupil and EVERY subject may receive all possible attention. Although the Faculty ever keep in view that mental development and the acquisition of knowledge, irrespective of results of Examinations, are the grand objects of a system of education, yet their efforts are specially directed to the preparation of Candidates for the different grades of TEACHERS' CERTIFICATES, and in behalf of those who purpose to pursue a UNIVERSITY COURSE, or one of the PROFESSIONS.

PENMANSHIP.

Instruction and practice in Penmanship daily, conducted by a proficient in the art.

READING.

The principles of expressive reading are systematically taught and practised.

COMPOSITION.

Composition is made a specialty. Besides regular class instruction, original essays are required fortnightly, and a competition for prizes is held annually.

APPARATUS.

The School is well equipped with Maps, Globes, Charts, and a complete set of Apparatus for the illustration of Lectures in Chemistry, including a Grove's Battery of six cells.

LIBRARY.

A carefully selected Library of Reference, including a 26 Volume Encyclopedia, 7 Unabridged Dictionaries—English, Latin, Greek, French, German—Standard Works in History, Literature, Biography, &c. To this Library valuable additions will be made from time to time.

SCHOOL MUSEUM.

A Museum for the illustration of Natural Science is being formed. Already there is a valuable collection of scientific curiosities. The pupils will be encouraged to collect and arrange geological, botanical, zoological, and entomological specimens during the summer months. Loans or contributions from friends will be gratefully acknowledged.

GYMNASIUM.

A commodious building, 35 x 50, closed in, has been erected for recreative physical exercise. It is furnished with bars, horizontal and parallel; ladders, vertical, horizontal and oblique; flying rings, climbing ropes and poles, trapezes, a chest machine, Indian clubs, dumb bells, a Pan-Gymnasticon, &c.

Exercises in Drill, Calisthenics and Gymnastics, in which all the pupils take part, are given daily by competent instructors.

EXAMINATIONS AND REPORTS.

A Written Review Examination is held every sixth week. A detailed Report of each pupil's standing, progress, &c., is regularly furnished at the close of each Examination. The importance of Written Terminal Examinations as educational helps can scarcely be over-estimated. They necessitate careful review on the part of the pupils; they are a preparation for more decisive and official examinations; they afford practice in rapidity in composition; they conduce to accuracy, comprehensiveness and concentration of thought, &c.

HONORS AND PRIZES.

Honor and Class Lists are carefully prepared and kept on the bulletin board. Honor Cards are issued weekly for (A) regularity and punctuality in attendance and exemplary conduct, and for (B) careful preparation of class work.

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The Board presents \$5 to every pupil who passes the Intermediate or II. Class Examination. The boy and the girl who obtain the highest number of marks at the Semi-Annual Entrance Examination, receive \$5 each, after one year's regular attendance at the High School.

In addition, \$100 worth of Prizes are awarded in July.

DISCIPLINE AND MORALE.

The government is firm but not arbitrary, strict but not harsh. It is founded upon confidence in the pupils, and its tendency is to teach them self-respect, courtesy to others, obedience to principles, and a conscientious regard for what is right. Slang, coarseness, profanity, and such like, are not tolerated. Diligence, self-control, refinement of manner, and nobility of character are fostered in all possible ways. No pupil will be allowed to retain his or her connection with the School, whose example tends to encourage indolence or insubordination, or whose influence in other respects is injurious. The Head Master will GRATEFULLY receive from parents or guardians any suggestions regarding the treatment of their sons, daughters or wards, and EARNESTLY solicits their hearty co-operation.

PUPILS FROM THE COUNTRY.

It is gratifying to know that the number of pupils from the country is rapidly increasing, and already they outnumber the town pupils. Moreover, it is found that they are equally successful, and in not a few instances surpass their class-mates from the Town. The efficiency of the Public Schools is well attested by the excellent stand which many of the pupils are able to take on entering, and while pursuing their studies at the High School.

If parents not residing in the Town so desire, the Head Master or one of the Trustees will be only too glad to exercise a kindly surveillance over their children, finding suitable boarding houses, visiting them occasionally, providing Church-sittings, and having regard generally to their comfort and well-being.

PUPILS FROM THE TOWN.

Whilst the Town is at present well represented in the School, both in numbers and talent, still it will be readily acknowledged that the "Market of the West" should have the "College of the West." With the advantages which Chatham High School now offers, it is deserving of far more patronage from the townspeople than it has yet received. It is a great mistake to suppose, because our children are destined not for the Professions, but for business or the trades,

that therefore they have no need of a High School education. All other things being equal, the discipline of a High School course must prove a great advantage in filling any position in life. Such a course, by brightening and strengthening the intellect and by fostering a sound literary taste, does much to open up an inexhaustible source of pleasure for the years that are to come.

Besides this, hereafter, on account of the separation of the Town and County, the expenses of the High School must be met mainly by the Town. This is a matter not of choice, but of necessity. Let then the ratepayers see to it that they realize a high dividend from their yearly investment by the superior education which their children are obtaining by attendance at the High School.

PROSPECTS OF THE HIGH SCHOOL.

The School in the past has met with encouraging success. The progress has been slow but steady. The attendance is now one hundred and twenty; THREE Masters have been ADDED to the Staff since New Year, making a total of Six Teachers, whilst a spirit of activity and earnestness characterizes the School.

Inspector MARLING reports upon his last official visit, as follows:—

“REMARKS.— Order and discipline admirable; a fine tone pervades this School, and the majority of the pupils appear to be working well. Just now there is a considerable amount of crude material in the classes, which it will take time to work up. The Head Master and his Assistants are indefatigable in their efforts to advance the School. Much has been done, and well done, to foster a literary taste among the pupils. The question of increased accommodation is a pressing one, and cannot, with safety to the interest of the School, be deferred.”

The Board hopes that, through the liberality of Town and County Councils, it will be enabled during the coming summer holidays either to remodel the present building or to erect a new one to meet the growing requirements of the School.

In fine, the public may rest assured that every means will be employed to make Chatham High School a centre of educational influences—physical, moral and intellectual—so as to fit and prepare the youth of Town and County for the sternly practical duties of life.

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The following Papers are the full set given at the Entrance Examination held in December, 1879. They are published here as samples for the information of Candidates.

Education Department, Ontario.

ADMISSION TO HIGH SCHOOLS.

ARITHMETIC.

TIME—THREE HOURS.

Examiner—J. J. TILLEY.

Values.

- 14 1. A man has 703 ac. 3 roods 22 sq. rods $14\frac{1}{4}$ sq. yds.; after selling 19 ac. 1 rood 39 sq. rods $2\frac{1}{4}$ sq. yds. among how many persons can he divide the remainder so that each person may receive 45 ac. 2 roods 20 sq. rods 25 sq. yds?
- 14 2. Find the price of digging a cellar 41 ft. 3 in. long, 24 feet wide and 6 feet deep at 20 cents per cubic yard.
- 14 The fore wheel of a waggon is $10\frac{1}{2}$ ft. in circumference, and turns 440 times more than the hind wheel, which is $11\frac{2}{3}$ ft. in circumference; find the distance travelled over in feet.
- 14 4.
$$\frac{3\frac{1}{5} - 1\frac{1}{6} \text{ of } \frac{9}{10} + 8}{\frac{11}{12}(8\frac{5}{12} \times 3\frac{5}{8} - \frac{7}{12} + 3\frac{3}{8})} \div \frac{.05 - .005}{.25 \div .5}$$
- 14 5. Find the total cost of the following:—
 2745 lbs of wheat at \$1.20 per bush.
 867 " " oats " 0.35 "
 1936 " barley " 0.60 "
 1640 " hay " 8.00 per ton.
 2675 ft. of lumber at 10.00 per 1000 feet.
- 14 6. If, when wheat sells at 90 cents per bush., a 4 lb. loaf of bread sells for 10 cents, what should be the price of 3 lb. loaf when wheat has advanced 45 cents in price?
- 16 7. At what price must I mark cloth which cost me \$2.40 per yard, so that after throwing off $\frac{1}{5}$ th of the market price I may sell it at $\frac{1}{5}$ th more than the cost price.

ENGLISH GRAMMAR.

TIME—TWO HOURS.

Examiner—JAMES HUGHES.Values.

- 6 1. *Define*—Comparative Degree, Conjunction, Gender, Participle, Relative Pronoun and Subjunctive Mood.
- 44 2. *Parse*—"The Spaniards employed coastguards to keep off interlopers, the commanders of which were instructed to massacre all their prisoners."
- 15 3. *Analyze*—"After the banquet, a shower of scented water, scattered from invisible pipes, spread perfume over the apartment."
- 12 4. Correct the following, and give reasons for making the changes, necessary:—
 (a). I am not sure but that it is right.
 (b). I will not go, except you promise to come too.
 (c). He is more cleverer than any one I ever seen.
- 12 5. Give me the past participle of *go, have, lay, (to place) and drink*; the feminine of *earl, stay and miser*; the plural of *medium, wharf and scarf*; and the possessive plural of *mechanic and lady*.
- 10, i e. 6. (a) Give six rules for the use of capital letters.
 6+2+ (b) Inflect *which*.
 2 (c) Inflect *to see*, in the future passive indicative.

COMPOSITION.

TIME—ONE HOUR AND A QUARTER.

Examiner—J. C. GLASHAN.Values.

- 12 1. Make a simple sentence upon each of the following words:—Crocodile, flower, railway, Nelson, truth, temperance, chirp, tremble, conquer, besiege, fierce, candid.
- 3 2. Combine into a single sentence—A crow had seized a piece of cheese. It flew up into a high tree. It quietly prepared to enjoy its repast.

6, i.e.,
2 x 36, i.e.,
3 x 211, i.e.,
8 + 3

18

16

- 6, i.e., 3. Arrange each of the following sentences correctly :—
 2 x 3 Wolsey left at his death many buildings which he had begun, in an unfinished state.
 It is folly to pretend to protect ourselves against the accidents of life by heaping up treasures, which nothing can guard us against.
 A romantic village was situated on the slope, composed of ten or a dozen neat cottages.
- 6, i.e., 4. Improve the following sentences by avoiding the repetition of related words:—
 3 x 2 The abilities, as well as the virtues, of King Alfred justly entitled him to the title of the Great.
 We lington was anxious to be relieved from all anxiety in quarter.
- 11, i.e., 5. Render in good English—
 8 + 3 A fox was passing through a vineyard and so he saw some fine bunches of grapes on one of the trees ; so he tried to reach one of them, but it hung very high and he could not get it.
 Nothing is more effectual as a destroying agency no means so sure as that of time.
- 18 6. Combine the following sentence so as to form a connected narrative:
 Two young bears left their native woods. They came to a bee-hive. The bee-hive was well stored with honey. They were delighted with their discovery. They hastily overturned it. They began to eat voraciously. The bees were not to be deprived of the fruits of their labour with impunity. They flew about the bears. They stung them severely in the ears. They stung them severely in the eyes. The bears endeavored in vain to repel the attacks of their nimble foes. They were at last forced to retreat to the woods. They were maddened with the pain. They were blinded with rage. Their sufferings at last subsided. They had leisure to reflect upon their conduct. They lamented their folly. They resolved to profit by their sad experience. Pleasure is often bought with pain.
- 16 7. Tell the following in prose :—
 In Grecian annals it remained untold,
 But may be read in Eastern legend old,
 How, when great Alexander died, he bade
 That his two hands uncovered might be laid

Outside the bier, for men therewith to see—
Men who had seen him in his majesty—
That he had gone the common way of all,
And nothing now his own, in death might call :
Nor of the treasures of two empires aught
Within those empty hands unto the grave had brought.

ENGLISH HISTORY.

TIME—ONE HOUR AND A HALF.

Examiner—S. ARTHUR MARLING, M.A.

Values.

- 12 1. Tell how the Roman conquest of England was brought about, and what were the principal changes effected by it in England.
- 12 2. Why is the reign of King John a very important period of English History? Explain fully.
- 12 3. Give an account of the public life of Oliver Cromwell.
- 12 4. Tell what is meant by the Revolution, the Restoration, the Reformation, the Parliament.
- 12 5. Why is the power of the Sovereign now less than it was three centuries ago?
- 12 6. Tell the principal events of the reign of George III.

FOURTH BOOK AND SPELLING.

TIME—TWO HOURS.

Examiner—J. M. BUCHAN, M.A.

Values.

- 12 1. Tell what you know about the founding of English colonies in North America in the seventeenth century.
2. "They threw themselves at the feet of Columbus with feelings of self-condemnation mingled with reverence. They implored him to pardon their ignorance, incredulity and insolence, which had created him so much unnecessary disquiet, and had so often obstructed the prosecution of his well-concerted plan; and passing, in the warmth of their admiration, from one extreme to another, they now pronounced the man whom they had so lately reviled and threatened to be a person inspired by Heaven with sagacity and fortitude far more than

human, in order to accomplish a design so far beyond the ideas and conception of all former ages."—ROBERTSON—*The Discovery of America.*

4½ (i.) In what year was America discovered by Columbus ?
In whose service was he at the time, and how many vessels did he have with him ?

1½ (ii.) What part of America did he first discover ?

16½ (iii.) Explain the meaning in which 'implored,' 'incredulity,' 'prosecution,' 'well-concerted,' 'reviled,' 'inspired,' 'Heaven,' 'sagacity,' 'fortitude,' 'conception,' 'ages,' are used in the passage.

3 (iv.) *Create! him so much unnecessary disquiet.* To what does this refer ? What was 'his well-concerted plan ?

1½ (v.) *From one extreme to another.* What were the two extremes ?

1½ (vi.) *More than human.* What is understood after 'human ?

3.

"The Red Man came,
The roaming hunter tribes, warlike and fierce,
And the Mound-builders vanished from the earth.
The solitude of centuries untold
Has settled where they dwelt. The prairie-wolf
Hunts in their meadows, and his fresh-dug den
Yawns by my path. The gopher mines the ground
Where stood their swarming cities. All is gone :
All,—save the piles of earth that hold their bones,
The platforms where they worshipped unknown gods,
The barriers which they builded from the soil
To keep the foe at bay, till o'er the walls
The wild beleaguers broke, and, one by one,
The strongholds of the plain were forced, and heaped
with corpses." — BRYANT—*The Prairies.*

(i.) *The solitudes of centuries untold.*—Explain the meaning of *untold.* Parse it.

6 (ii.) Explain the meaning in which 'yawn,' 'swarming,' 'beleaguers,' and 'forced,' are used in this passage.

4½ (iii.) What is meant by 'keep the foe at bay' and 'the strongholds of the plain ? Who, according to Bryant, were the foe ?

1 (iv.) What is the gopher ?

5, i.e., (v.) Point out the silent letters in—

3+2 "The roaming hunter tribes, warlike and fierce."

And in—

"The platforms where they worshipped unknown gods.
What final letter in the latter of these lines has a sound different from that which it usually has ?

- 12 4. What is the difference in meaning between
 pine, the noun, and pine, the verb?
 rue, " rue, "
 crew, " crew, "
 mean, " mean, "
 fare, " fare, "
 row, " row, "
 rail, " rail, "
 hail, " hail, "
 ward, " ward, "
 blow, " blow, "
 mow, " mow, "
 peer, " peer, "

GEOGRAPHY.

TIME—ONE HOUR AND A HALF.

Examiner—GEO. W. ROSS.

Values.

- 5 1. Define meridian, water-shed, bay, frith and zone.
 12 2. What and where are Athabaska, Nelson, Chignecto, Restigouche, Gatineau, Temiscaming, St. Hyacinthe, Quinte, Chesapeake, Sacramento, Champlain and New Orleans,
 8 3. Where do you find the following natural productions in greatest abundance: Cotton, copper, coal, coffee, tin, gold, furs and grapes?
 11 4. Say you embark at the Isle of Man on a voyage to the mouth of the Volga. Through what waters, and near what capes and island would you pass?
 30 6. Draw a map of the coast of Asia from Behring's Straits to Cape Comorin, showing all the important physical features with their names neatly printed upon them.
 16 6. Locate the following: Obi, Papua, Zambezi, Tunis, Morea, Cyprus, Venice, Lyons, Copenhagen, Borneo, Cheviot Hills, Crimea, Quito, Port-au-Prince, Trinidad and Loffoden.

DICTIONARY.

TIME—TWENTY MINUTES.

Examiner—J. C. GLASHAN.

Fourth Book of Reading Lessons, page 129, last paragraph.
 Value 22. Two marks off for each word mis-spelled.